

INDEPENDENT SCHOOL DISTRICT 659  
REGULAR SCHOOL BOARD MEETING  
Monday, June 10, 2019 7:00 PM  
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. Late Start Committee Report
  - B. e-Learning Update and 2019-2020 Calendar Update
  - C. Greenvale Park Elementary and Sibley Elementary Updates
- VI. Consent Agenda
  - A. Approval of Minutes
  - B. Gift Agreements
  - C. Co-Curricular Overnight Trips for 2019-2020
  - D. Personnel Items
- VII. Superintendent's Report
  - A. Items for Individual Action
    - 1. Achievement and Integration Program
    - 2. Policy Committee Recommendations
    - 3. Family/Program/Co-Curricular/Student Citizenship Handbooks
    - 4. Proposed 2019-2020 Budget - All Funds
    - 5. FY 2019 Audit Engagement Letter and HIPAA Business Associate Agreement
    - 6. Resolution Establishing Procedures for Reimbursement of Certain Expenditures From Proceeds of Future Bond Issues or Other Borrowings
    - 7. Resolution Regarding Board Control of Extracurricular Activities
- VIII. Items for Information
  - A. End of the Year Enrollment Report
  - B. Construction Update #9
- IX. Future Meetings
  - A. Monday, July 8, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
  - B. Monday, August 12, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
  - C. Monday, August 26, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- X. Adjournment

# **NORTHFIELD PUBLIC SCHOOLS**

## **MEMORANDUM**

Monday, June 10, 2019, 7:00 PM  
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, June 10, 2019, 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. Late Start Committee Report

Mary Grace Hanson, Director of Teaching & Learning, will present a report of the Late Start Committee, a summary of the research about sleep time for teenagers, the recommendation of this committee, and next steps in making a change to a later start time for the Middle School and High School.
  - B. e-Learning Update and 2019-2020 Calendar Update

Superintendent Hillmann will present an update about the District's plans for continuing the use of e-Learning Days (formerly called flexible learning days) for the third and subsequent weather-related cancellations during the 2019-20 school year. He will also share a proposed update to the 2019-20 calendar to reflect the use of e-Learning Days.
  - C. Greenvale Park Elementary and Sibley Elementary Updates

Sal Bagley, Architect with Wold Architects and Engineers, will highlight the core planning process, diagrams, the user group process, and project schedules for the new Greenvale Park Elementary School and for Sibley Elementary School.
- 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 May 28, 2019.
  - B. Gift Agreements
    - A \$1,073.12 gift for the MNSOTA Tier 2 field trip bus transportation for the Middle School.
    - A \$2,965.00 gift for fee waivers at the High School.
  - C. Co-Curricular Overnight Trips for 2019-2020



High School Principal Joel Leer has provided the enclosed list dated June 2019, of co-curricular overnight trips for the 2019-2020 school year. Mr. Leer is requesting School Board approval.

D. Personnel Items

a) Appointments

1. Karsten Clay, Summer Recreation Position with Community Services, beginning 06/07/2019-08/31/2019; \$9.86/hr.
2. Tyler Lexvold, Targeted Services Summer PLUS Site Assistant for up to 6 hours/day at Greenvale Park, beginning 06/13/2019-08/01/2019; Step 1-\$12.88/hr.
3. Jody Mathews, Child Nutrition Associate I for 3 hours/day at Sibley, beginning 08/22/2019; \$18.34/hr.
4. Holly Olmscheid, 1.0 FTE Mathematics Teacher at the High School, beginning 08/26/2019; BA, Step 5
5. Maimouna Toure-Keita, 1.0 FTE School District Nurse, beginning 08/26/2019; BA, Step 14.

b) Increase/Decrease/Change in Assignment

1. Sohair Abboud, Spec Ed EA-PCA for 5.60 hours/day at Longfellow, change to Spec Ed EA-PCA for 3.50 hours/day at Longfellow, effective 08/27/2019.
2. Janet Amundson, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at the Middle School, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .65 hours/day at the Middle School, effective 08/27/2019.
3. Rachael Basinger, Spec Ed EA-PCA for 6 hours/day at the Middle School, change to Spec Ed EA-PCA for 6.75 hours/day at the Middle School, effective 08/27/2019.
4. Kathleen Beck, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .16 hours/day at Sibley, change to Spec Ed EA-PCA for 4.75 hours/day and Supervisory for 2.25 hours/day at Sibley, effective 08/27/2019.
5. Robert Benson, Spec Ed EA-PCA for 2 hours/day and General Education for 4.25 hours/day at Sibley, change to Spec Ed EA-PCA for 2 hours/day and General Education for 4 hours/day at Sibley, effective 08/27/2019.
6. Russel Boyington, Supervisory EA for 2 hours/day for 2018-19 only at Greenvale Park, change to Supervisory EA for 2 hours/day for 2019-20 only at Greenvale Park, effective 09/3/2019.
7. Shari Bridley, Spec Ed EA-PCA for 6.30 hours/day at Longfellow, change to Spec Ed EA-PCA for 6.70 hours/day at Longfellow, effective 08/27/2019.
8. Sebastian Burset, General Education EA-EL at the Middle School, change to General Education EA-Will Program for 6.75 hours/day and Crossing Guard for .25 hours/day at the Middle School, effective 8/27/2019; Step 4-\$16.52/hr.
9. Brea Cruce, Spec Ed EA-PCA for 3.60 hours/day at Longfellow, change to Spec Ed EA-PCA for 3.50 hours/day at Longfellow, effective 08/27/2019.
10. Abbie Geiger, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .16 hours/day at Sibley, effective 08/27/2019.
11. Jackie Groth, Spec Ed EA-PCA for 6.50 hours/day and General Education Supervisory for .50 hours/day at Bridgewater, change to Spec Ed EA-PCA for 6.75 hours/day and General Education Supervisory for .50 hours/day at Bridgewater, effective 08/27/2019.
12. Robbin Hedberg, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at the Middle School, change to Spec Ed EA-PCA for 6.75 hours/day at the Middle School, effective 08/27/2019.
13. Melissa Kaderlik, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .16 hours/day at Sibley, change to Spec Ed EA-PCA for 5.50 hours/day and Lunch Supervisory for 1.75 hours/day at Sibley, effective 08/27/2019.
14. Leanne King, Spec Ed EA-PCA for 6.75 hours/day at Sibley, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, effective 08/27/2019.
15. Marcy Korynta, .75 FTE School Psychologist at the High School, change to 1.0 FTE School Psychologist at the Middle School, effective 07/26/2019.
16. Lisa Laine, Spec Ed EA-PCA for 4.25 hours/day; Kindergarten for 2 hours/day and Supervisory for .83 hours/day at Greenvale Park, change to Spec Ed EA-PCA for 4 hours/day; Kindergarten for 2 hours/day and Supervisory for 1.25 hours/day at Sibley, effective 08/27/2019.
17. Yolanda Loken, Spec Ed EA-PCA for 6.30 hours/day at Longfellow, change to Spec Ed EA-PCA for 6.70 hours/day at Longfellow, effective 08/27/2019.
18. Kathleen Malecha, Spec Ed EA-PCA for 5.50 hours/day and General Education for .50 hours/day at Bridgewater, change to Spec Ed EA-PCA for 5.75 hours/day and General Education Supervisory for .50 hours/day at Bridgewater, effective 08/27/2019.
19. Sarah Marohl, Spec Ed EA-PCA for 3.50 hours/day at Longfellow, change to Spec Ed EA-PCA for 3.60 hours/day at Longfellow, effective 08/27/2019.



20. Makenzie Mathews, Spec Ed EA-PCA for 4.50 hours/day at Longfellow, change to Spec Ed EA-PCA for 4.60 hours/day at Longfellow, effective 08/27/2019.
21. Morgan McCarty, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at the Middle School, effective 08/27/2019.
22. Peter McGorry, General Education for 6 hours/day for 2018-19 only at Sibley, change to General Education for 6 hours/day for 2019-20 only at Sibley, effective 8/27/2019.
23. Amanda Morelan, CNA I for 3.25 hours/day at Bridgewater, change to CNA III for 6.5 hours/day at Bridgewater, effective 08/20/2019-10/21/2019; \$21.02/hr.
24. Lori Mullen, CNA III for 6.50 hours/day at Bridgewater, change to Child Nutrition Manager I for 7 hours/day at Bridgewater, effective 08/20/2019-10/21/2019; \$23.47/hr.
25. Kim Norton, Spec Ed EA-PCA for 6.30 hours/day at Longfellow, change to Spec Ed EA-PCA for 6.70 hours/day at Longfellow, effective 08/27/2019.
26. Amy Pantze, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at Greenvale Park, change to Spec Ed EA-PCA for 6.50 hours/day and Supervisory for .75 hours/day at Greenvale Park, effective 08/27/2019.
27. Ulrika Peterson, Spec Ed EA-PCA for 3.50 hours/day and General Education for 3.10 hours/day at Sibley, change to Spec Ed EA-PCA for 3.75 hours/day and General Education for 3.25 hours/day at Sibley, effective 08/27/2019.
28. Teri Quamme, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at Greenvale Park, change to Spec Ed EA-PCA for 6.75 hours/day at the Middle School, effective 08/27/2019.
29. Jessica Rushton, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .16 hours/day at Sibley, effective 08/27/2019.
30. Krista Sorenson, General Education for 7 hours/day at Sibley, change to General Education for 5.75 hours/day at Sibley, effective 08/27/2019.
31. Robyn Spillman, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at Greenvale Park, change to Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at the Middle School, effective 08/27/2019.
32. Mary (Horton) Stanchina, Spec Ed EA-PCA for 5.50 hours/day and General Education for .50 hours/day at Bridgewater, change to Spec Ed EA-PCA for 6.50 hours/day and General Education Supervisory for .50 hours/day at Bridgewater, effective 08/27/2019.
33. Gloria Sterud, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at the Middle School, change to Spec Ed EA-PCA for 6.75 hours/day at the Middle School, effective 08/27/2019.
34. Christina Suhsen, Spec Ed EA-PCA for 2.10 hours/day at Longfellow, change to Spec Ed EA-PCA for 2.20 hours/day at Longfellow, effective 08/27/2019.
35. Karrie VanZuilen, Spec Ed EA-PCA for 4 hours/day at Longfellow, change to Spec Ed EA-PCA for 4.10 hours/day at Longfellow, effective 08/27/2019.
36. Victoria Voegelé, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, change to Spec Ed EA-PCA for 5.75 hours/day and General Education for 1.25 hours/day at Sibley, effective 08/27/2019.
37. Michelle Warden, Spec Ed EA-PCA for 1.83 hours/day and General Education for 4.17 hours/day at Bridgewater, change to Spec Ed EA-PCA for 4 hours/day and General Education for 3 hours/day at Bridgewater, effective 08/27/2019.
38. Lori Witt Macrae, Spec Ed EA-PCA for 6.75 hours/day and Supervisory for .25 hours/day at Sibley, change to Spec Ed EA-PCA for 6.75 hours/day and General Education for .41 hours/day at Sibley, effective 08/27/2019.

c) Leave of Absence

1. Victoria Malecha, Child Nutrition Manager I at Bridgewater, Family/Medical Leave of Absence for Childcare, effective 08/26/2019-10/16/2019.
2. Updated: Cori Yamry, Guidance Counselor at the Middle School, Family/Medical Leave of Absence for Childcare, effective 08/26/2019-10/23/2019.

d) Retirements/Resignations/Terminations

1. Amrita Bhagia, Assistant Speech Coach at the High School, resignation effective 05/30/2019.
2. Rachael Hudson, School Psychologist at the Middle School, resignation effective at the end of the 2018-2019 school year.
3. Kathleen Roth, Early Ventures Teacher at Longfellow, termination effective 5/29/2019.
4. Roberta Schmidtke, Early Ventures Site Leader at Longfellow, resignation effective 06/28/2019.

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

## VII. Superintendent's Report

### A. Items for Individual Action

1. Achievement and Integration Program. The Board is requested to approve the Achievement and Integration Plan (A&I) for Northfield Public Schools as presented by Mary Grace Hanson, Director of Teaching & Learning, at the May 28, 2019 School Board meeting. The purpose of A&I is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Upon approval by a Board vote, the plan is submitted to MDE for final adjustments and approval. This is a three-year plan with annual updates included in the World's Best Workforce presentation and an updated budget.

**Superintendent's Recommendation:** Motion to approve the Achievement and Integration Program as presented.

2. Policy Committee Recommendations. The Board is requested to approve Policy 722 and renumbering current Policy 722 to Policy 719 as initially presented at the May 28, 2019 Board meeting and recommended by the Policy Committee. These changes will be effective on July 1, 2019.

**Superintendent's Recommendation:** Motion to approve the Policies as presented.

3. Family/Program/Co-Curricular/Student Citizenship Handbooks. The Board is requested to approve the Policy Committee's recommendations on the 2019-2020 handbooks for: Elementary Schools, Middle School, High School, ALC, Early Ventures, Kid Ventures, Hand In Hand, Parent Co-Curricular Handbook, and the Student Citizenship Handbook as presented at the May 28, 2019 Board meeting.

**Superintendent's Recommendation:** Motion to approve the Handbooks as presented.

4. Proposed 2019-2020 Budget - All Funds. In the packet is the annual proposed budget book for 2019-2020. The individual funds have been presented and reviewed in detail at School Board meetings over the past few months. A summary of revenue and expenditure amounts are listed below.

<u>Fund</u>	<u>Revenues</u>	<u>Expenditures</u>
General (includes Capital & LTFM)	\$55,174,191	\$55,728,526
Child Nutrition	\$ 2,108,400	\$ 2,343,704
Community Services	\$ 2,931,149	\$ 3,035,782
Debt Service	\$ 6,056,639	\$ 7,375,743
Trust	\$ 73,530	\$ 76,030
Internal Service	\$ 7,441,919	\$ 7,430,483
Building Construction	\$ 669,655	\$30,117,282

**Superintendent's Recommendation:** Motion to approve the proposed 2019-2020 budgets as presented for all funds.

5. FY 2019 Audit Engagement Letter and HIPAA Business Associate Agreement. Director of Finance Val Mertesdorf recommends approval of the CliftonLarsonAllen, LLP Audit Engagement Letter for the audit of the 2018-2019 school year. The engagement letter establishes the parameters and fees associated with the annual audit required by statute. Ms. Mertesdorf also recommends approval of the HIPAA Business Associate Agreement which is intended to protect the privacy and provide for the security of personal health information in compliance with the Health Insurance Portability and Accountability Act of 1996, the Health Information Technology for Economic and Clinical Health Act of 2009, and the regulations and policy guidance thereunder ("HIPAA Rules").



**Superintendent's Recommendation:** Motion to accept the 2018-2019 Engagement Letter from CliftonLarsonAllen, LLP in the amount of \$23,700 plus expenses, and approval of the HIPAA Business Associate Agreement.

6. Resolution Establishing Procedures for Reimbursement of Certain Expenditures From Proceeds of Future Bond Issues or Other Borrowings. Director of Finance Val Mertesdorf recommends approval the Resolution Establishing Procedures for Reimbursement of Certain Expenditures From Proceeds of Future Bond Issues or Other Borrowings to comply with the Internal Revenue Service Treasury Regulations Section 1.150-2 (the "Regulations") to provide rules governing Bonds issued after June 30, 1993, the proceeds of which are allocated to reimburse an Issuer for certain expenditures made prior to the date of issue of those Bonds.

**Superintendent's Recommendation:** Motion to approve the Resolution Establishing Procedures for Reimbursement of Certain Expenditures From Proceeds of Future Bond Issues or Other Borrowings.

7. Resolution Regarding Board Control of Extracurricular Activities. Minnesota Session Laws 2019, 1st Special Session, CH. 11, Art. 1, Sec. 5 requires changes in the accounting for student activity funds and school boards must take charge of and control all student activities of the public schools in the district and that all money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the district. The Board is requested to approve the Resolution Regarding Board Control of Extracurricular Activities which directs the District's administration to implement the requirements of Minnesota Session Laws 2019, 1st Special Session, CH. 11, Art. 1, Sec. 5.

**Superintendent's Recommendation:** Motion to approve the Resolution Regarding Board Control of Extracurricular Activities.

VIII. Items for Information

- A. End of the Year Enrollment Report. Dr. Hillmann will review the end of year enrollment report.
- B. Construction Update #8. Dr. Hillmann will provide an update on the District's construction projects.

IX. Future Meetings

- A. Monday, July 8, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- B. Monday, August 12, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- C. Monday, August 26, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center

X. Adjournment



**Late Start Committee Report**  
**Mary Grace Hanson**  
**2018-19**

*Presented to the Board on 6.10.2019*

Thank you for your time this evening. The following is a report of the Late Start Committee, a summary of the research about sleep time for teenagers, the recommendation of this committee, and next steps in making a change to a later start time for the Middle School and High School. The purpose of this committee was to determine if a later start time was worth pursuing. We were not a problem solving group nor did we deal with specific details. We looked at research, had discussions with affected people and programs, and are making a recommendation about pursuing a later start time for the Middle School and High School.

The Northfield Public Schools vision and mission statements clearly indicate that the highest quality education for every student is our priority. A later start time would have a positive effect on every student. It is one decision that has the true potential to improve the sleep hours for every student in our district.

The Late Start Committee met four times during the month of April. The committee consisted of administrators, teachers, parents, school board and community members. Dr. Bryan Hoff, Northfield sleep doctor, presented research at our first meeting. Some of the research is in the board packet. We had discussions involving bus issues, food service implications, activities, and class schedules. Dr. Ken Dragseth, former superintendent of Edina, presented the Edina experience with implementing a later school start time in 1996: the first Minnesota school to do so. Dr. Dragseth said it was the one thing he was proudest of as a superintendent, and that the change has endured for over 20 years: It was not a passing fad, but rather based on research and what is good for kids.

The research: The summary of policy statement document lists six highly respected national organizations and their conclusions about sleep time for secondary students. Car crashes do increase not only on the way to school, but the accumulation of sleep deprivation impacts cognitive function throughout the day. Three studies have found an association between sleep deprivation and an increase in depression and suicidal thoughts. Chronic health issues such as obesity are also related to the lack of sleep in teenagers. Adequate sleep is necessary for academic success as well as reducing the risk of sports injuries. All students, high risk and high achievers, can benefit from a later school start time. Looking at the MN and National Data on Teen Sleep, even with an hour later start, 11th grade students would still only get 7.7 hours of sleep, which is still short of the recommended 8 hours of sleep each night.

**The recommendation from the committee:** In response to the research and as a result of our discussions, we recommend moving the MS and HS start times significantly later than the current times: 7:51 (HS) and 7:57 (MS).

June through November 2019 would be spent in identifying and overcoming obstacles, being creative, finding potential solutions, and reimagining opportunities for implementation of a later start time in the fall of 2020.

**What are the next steps?**

- Develop a plan with specific start and end times for the Middle School and High School
- Determine potential obstacles and issues and develop plans to adjust for them
- Involve and communicate with all stakeholders
- Seek feedback from all stakeholders and make any necessary adjustments
- Recognize that even positive change is difficult and strive to communicate plans in advance
- Timeline: Final board decision by the end of November, 2019 for any potential implementation in September, 2020
- Communicate, Communicate, Communicate (Beginning now with the compelling why of this change)

# Late Start Committee

June 10, 2019



# Guiding Statements

## Mission Statement:

We will prepare *every* student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

## Vision Statement:

The mission of Northfield Public Schools is to deliver educational excellence that empowers all learners to engage in our dynamic world.

# Committee Meetings

- Met four times in April
- Mixture of staff, administrators, students, community members, school board members, and experts
- Input from Dr. Hoff, Northfield sleep doctor
- Advice from Dr. Dragseth, former superintendent of Edina
- Meeting with Northfield Bus Lines
- Discussions and questions at each meeting including Joel Leer, Greg Gelineau, Joel Olson, Stephany Stromme, Molly Viesselman, Val Mertesdorf



# Research

- Summary of Policy Statements on Start Time
- Car Accidents
- Depression and Suicidal Thoughts
- Chronic Issues Related to Lack of Sleep
- Academic Performance
- Sports Related Injury and Performance
- Both High Risk and High Achieving Students Benefit from a Later School Start Time
- MN and National Data on Teen Sleep





## Recommendation

In response to the research and as a result of our discussions, we recommend moving the MS and HS start times significantly later than the current times: 7:51 (HS) and 7:57 (MS).

June through November 2019 would be spent in identifying and overcoming obstacles, being creative, finding potential solutions, and reimagining opportunities for implementation of a later start time in the fall of 2020.

## What's Next?

- Develop a plan with specific MS and HS schedules
- Identify and address issues
- Involve all stakeholders
- Gather feedback and make necessary adjustments
- Be aware and address the change process and the impact of change
- Have final decision and plan in place by the end of November, 2019, for implementation in September, 2020
- Communicate, communicate, communicate (Beginning now with the research and compelling why)

Questions?  
Thank you!



# Minnesota Sleep Society

(<https://www.mnsleep.net>)

≡ Menu

## Summary of Policy Statements on School Start Time

**American Academy of Sleep Medicine: April 2017** (<http://www.aasmnet.org/articles.aspx?id=6847>)

The AASM position statement asserts that the school day should begin at 8:30 a.m. or later for middle school and high school students. The AASM encourages primary academic institutions, school boards, parents, and policy makers to raise public awareness to promote a national standard of middle school and high school start times of 8:30 a.m. or later. Starting school at 8:30 a.m. or later will help ensure that middle school and high school students begin the day awake, alert, and ready to learn.

**American Medical Association (AMA) Statement on School Start Times: June 2016** (<https://www.ama-assn.org/ama-supports-delayed-school-start-times-improve-adolescent-wellness>)

The AMA policy calls on school districts across the United States to implement middle and high school times no earlier than 8:30 a.m.. The policy also encourages physicians to actively educate parents, school administrators, teachers and other community members about the importance of sleep for adolescent mental and physical health.

**CDC Statement: Insufficient Sleep is a Public Health Problem: August 2015**  
(<http://www.cdc.gov/media/releases/2015/p0806-school-sleep.html>)

The proportion of high school students who fail to get sufficient sleep (2 out of 3) has remained steady since 2007, per the 2013 Youth Risk Behavior Surveillance Report. The CDC recommends that middle and high schools start school no earlier than 8:30 a.m. This recommendation is based on the high rates of insufficient sleep among high school students, and the documented health risks associated with insufficient sleep, including higher rates of being overweight, drinking alcohol, smoking tobacco, and using drugs.

**American Academy of Pediatrics (AAP) Policy Statement: August 2014** (<https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/let-them-sleep-aap-recommends-delaying-start-times-of-middle-and-high-schools-to-combat-teen-sleep-deprivation.aspx>)

The AAP strongly supports the efforts of school districts to optimize sleep in students by starting middle and high schools no earlier than 8:30 a.m. Individual school districts need to take average commuting times and other scheduling demands into account in setting a start time. These later start times allow students the opportunity to achieve optimal levels of sleep, improve their physical and mental health, and increase their academic performance, safety, and overall quality of life.

The AAP also recommends that pediatricians and other health care providers educate parents, teenagers, educators, athletic coaches, and other stakeholders about the biological and environmental factors, including early school start times, that contribute to chronic sleep deprivation in America's youth.

**Education Committee of the States (ECS) Policy Statement: May 2014** (<http://www.ecs.org/late-school-start-times-in-adolescence-time-for-change/>)

This briefing paper summarizes the latest research on teen sleep and school start times, explores policy options to address this education and public health issue, and recommends that school start times are adjusted appropriately for US adolescents. This paper also discusses the emerging legal risks of not changing school start in the presence of available research support for this change.

**Healthy Sleep 2020 Initiative: September 2012** (<https://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health/objectives?topicId=38>)

The Federal Office of Disease Prevention and Health Promotion aims to increase public knowledge of how adequate sleep and treatment of sleep disorders improve health, productivity, wellness, quality of life, and safety on roads and in the workplace. One of the four initiatives is to increase the proportion of students in grades 9-12 who get sufficient sleep.

Teen Sleep Loss Toolkit (<https://www.mnsleep.net/school-start-time-toolkit/>)

Why Improve Sleep for Teenage Students? (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/>)

What Schools Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-schools-can-do/>)

What Parents Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/>)

FAQs (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/support-schools-in-their-efforts-to-adjust-times/>)

Evidence Summary (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-summary/>)

Appendix (<https://www.mnsleep.net/school-start-time-toolkit/appendix/>)

statements-on-school-start-time/)

medical-association-1994-policy-statement-on-school-start-time/)

dismissal-time-policy/)

-use-at-community-events/)

Acknowledgements (<https://www.mnsleep.net/school-start-time-toolkit/acknowledgements/>)

## Contact Information

Minnesota Sleep Society  
P.O. Box 390725  
Minneapolis, MN 55439

[secretary@mnsleep.net](mailto:secretary@mnsleep.net)

## Site Map

Home (/)  
School Start Time (/school-start-time/)



[Menu](#)

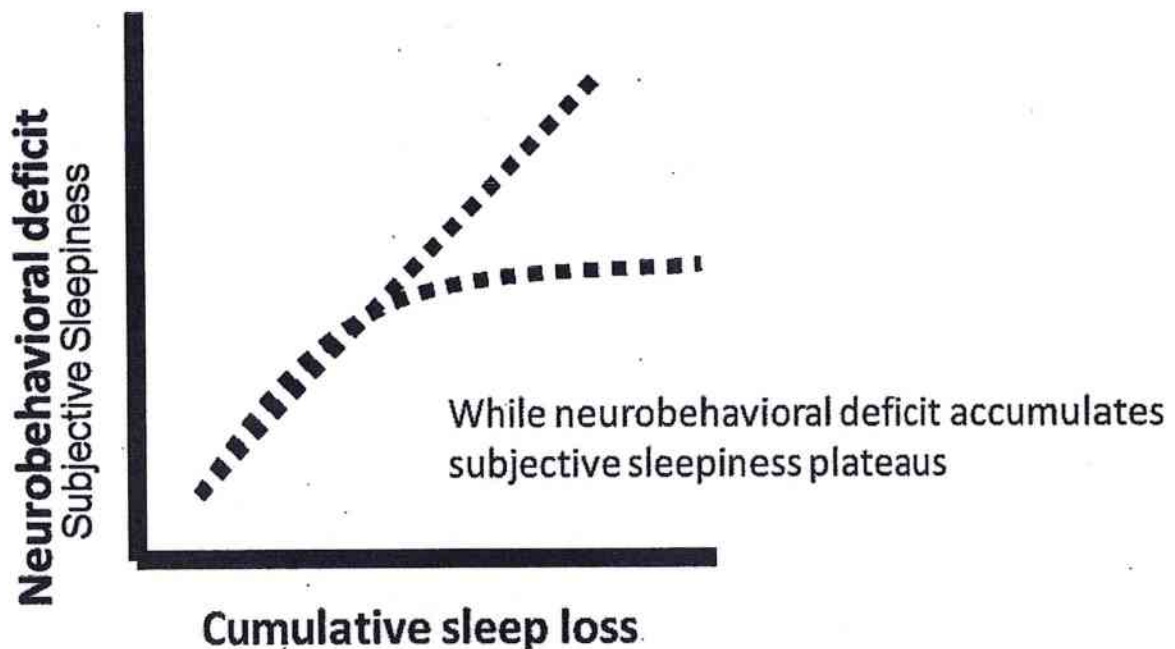
## Car Accidents

### The Biologic Causes of Teen Car Crashes Due to Insufficient Sleep

Insufficient sleep increases the risk for car crashes due to four biologic contributors: the plateauing of perception, hormonal changes delay the biologic clock, lack of driving experience, and poor appraisal of risk caused by an immature prefrontal cortex.

1. While the real-life consequences of sleep debt accumulate continually, the brain's ability to perceive disability plateaus.<sup>1</sup> (See figure 1.) Many have expressed this saying, "I can't feel more sleepy, my brain is tapped-out". Insufficient sleep leads to cognitive errors. These include errors of commission and errors of omission. An error of commission occurs when a sleepy driver does more than is necessary; for example, over-braking or over-steering causing a car to flip over. A classic error of omission is the night-shift health-care worker who drives through a red light at which they would otherwise routinely stop "without thinking". This inability to easily do routine things should be a red flag that something is amiss. Unfortunately, sleep deprivation not only impairs motor abilities, it impairs even the ability to perceive there is a disability. Lack of perception piles upon the deficiencies until a tragedy occurs: the car crash.

Figure 1

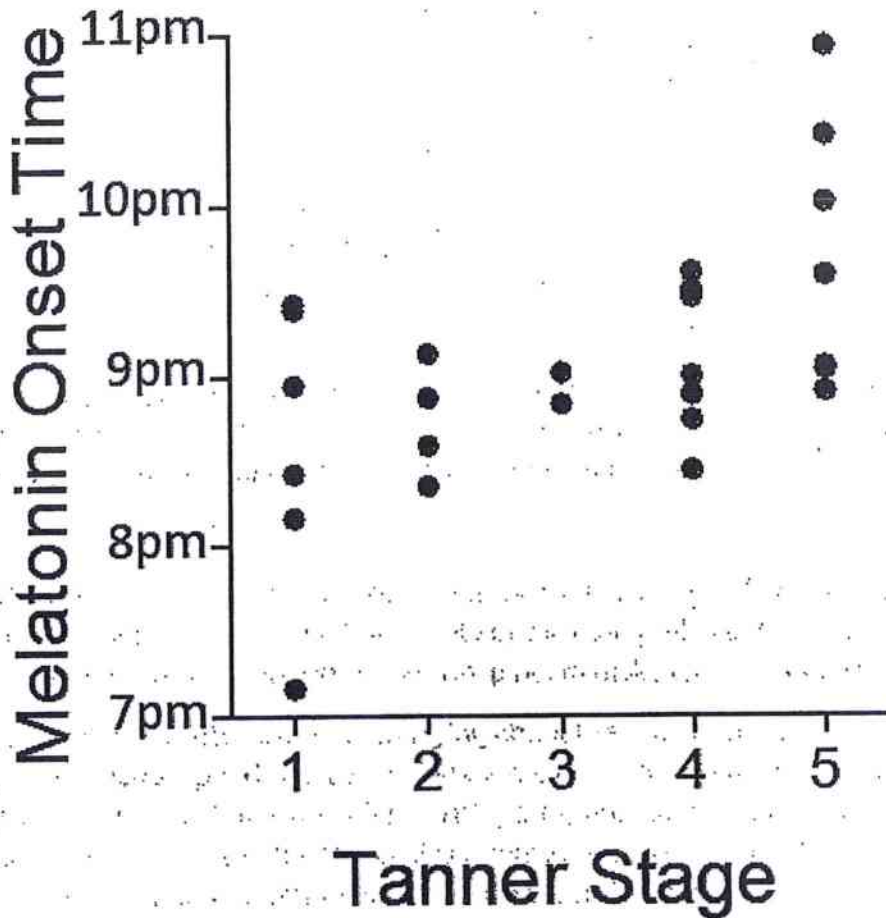


**SLEEP 2003;2:117-126**



We all share the difficulties described above as a consequence of being human. Teens suffer additional difficulties. The hormones of puberty delay the biologic clock.<sup>2</sup> (See figure 2 below.) When the delayed sleep phase of a teen meets a high school start time that is too early (before 8:30 a.m.) the result is chronic, accumulating insufficient sleep.

Figure 2



Physical changes of puberty are referred to as the 5 Tanner stages starting at prepubescence (Stage 1) and leading to sexual maturity (Stage 5). This study revealed the release of melatonin, the hormone aiding in sleep, is later with each Tanner stage. Later melatonin release correlates with a later biologic bedtime.

In addition to the biologic risks above, teens are at particular risk for car accidents because of their inexperience. Furthermore, the immaturity of the teen prefrontal cortex inhibits the ability to appreciate long term future risk. Sleep disruption conspires to make teen's poor judgement of risk even worse.

It is no wonder parents lose sleep worrying about their teen who has just begun to drive independently. Teens face a quadruple diving threat: inexperience, underestimation of risk, a biologic clock predisposed to delayed sleep phase, and plateauing of risk perception despite the ongoing accumulation of deficiencies. As a result, early school start times can play a role in teen crash rates. In two adjacent counties in Virginia, the school with the earlier start time had significantly higher crash rates. Crashes increased in both the drive to and from school, reflecting the impact of the sleep deficit in cognitive function. This counters the common misconception that once the morning lethargy is overcome, teens will be just fine (3). In another study, sleep duration and timing was assessed before and after the school adjusted their start time by one hour later. Significant decreases in car crashes were noted, even despite a rapid increase in population growth within the community. (4)

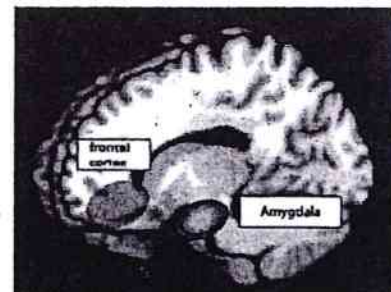


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## Depression and Suicidal Thoughts

### SLEEP LINK:

Sleep is important for mood regulation. If we are sleep deprived, the front part of the brain, called the prefrontal cortex, which is responsible for problem solving and decision making, is unable to communicate well with the inner part of the brain, called the amygdala, which is tied to our emotions. The consequence of this incomplete connection results in the retention of negative memories with lower ability to retain the neutral or positive parts of our day. So if a sleep-deprived child comes home from school having received an A grade on one test and failing another, they are more likely to remember their failure rather than their success.



### KEY ARTICLES:

Roberts RE; Duong HT. The prospective association between sleep deprivation and depression among adolescents. *SLEEP* 2014;37(2):239-244. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900610/>)

These researchers set out to determine if sleep deprivation leads to depression or depression leads to sleep deprivation in the teenage population. The former proved to be true in their study. 4,175 teenagers aged 11-17 years old were involved in the baseline data portion of this study; 3,134 of those teenagers were followed for a year. Sleep deprivation led to an increase in depressive symptoms and a three-fold increase in the risk for major depression.

Liu X, *Sleep*. 2004 Nov 1;27(7):1351-8 (<https://www.ncbi.nlm.nih.gov/pubmed/15586788>).

This study of 1,362 teenagers (average age 14.6, 60% male) revealed those sleeping < 8 hours at night were about 3 times more likely to make a suicide attempt compared to those sleeping 9 hours or more after adjustment for demographics and depressive symptoms. This latter point is important. It means sleep duration alone is an independent predictor of suicide attempt. A child who is not depressed, yet is deprived, still has a higher potential for a suicide attempt compared to a child who is sleeping more than 9 hours or more.

Boergers J, Gable C, Owens J. Later School Start Time is Associated with Improved Sleep and Daytime Functioning in Adolescents. *J Dev Behav Pediatr* 35:11-17, 2014.

(<https://www.gwern.net/docs/melatonin/2014-boergers.pdf>) Dr. Owens, a leader in pediatric sleep medicine for decades, and her co-authors once again support what few are now refuting; if school start time is delayed, total sleep time follows suit and benefits follow. In this study, more than 200 high school students filled out surveys reporting total sleep time. When school start time was delayed by 25 minutes, total sleep time increased by 29 minutes. Increases in sleep were associated with decreases in daytime sleepiness, depression and caffeine use.





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## Chronic Issues Related to Lack of Sleep: Obesity

Obesity is an epidemic in both adults and children in the U.S. Obesity in the teenage population has quadrupled in the past 30 years (1) (<https://www.cdc.gov/healthyschools/obesity/facts.htm>). A link exists between how much a person sleeps and how much they weigh. Inadequate sleep could increase the chances of becoming obese in many possible ways:

### Disrupted Balance of Key Hormones that Control Appetite

Some studies reveal the hormone responsible for signaling hunger (ghrelin) increases with inadequate sleep while the hormone responsible for telling your brain you are full (leptin), decreases with inadequate sleep. Therefore, a sleep deprived person is more likely to eat past the point they normally would compared to when they are well rested. Lack of sleep affects metabolism and endocrine function. There is less glucose tolerance and insulin sensitivity in the setting of sleep deprivation. (2) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3065172/>)

### More Calories are Consumed and Less Calories are Burned

Other studies have shown people tend to consume more calories when they have not had enough sleep. They are looking for a quick energy-fix to combat their fatigue. One study revealed an increase of 385 calories was consumed each day with sleep deprivation. (3) (<http://www.nature.com/ejcn/journal/vaop/ncurrent/abs/ejcn2016201a.html>) Inactivity is another possible issue as those who are sleep deprived are too tired to exercise and are more likely to be inactive in general, leading to weight gain. Although the research is less clear on this latter issue.

While the mechanisms involved are still under investigation, there is certainly enough information to warrant greater attention to the amount of sleep children obtain to ensure they remain healthy into adulthood. A single analysis of the many studies looking at the relationship between obesity and sleep of 24,821 subjects revealed those children sleeping for a short duration had 2 times the risk of being overweight or obese compared to those sleeping for longer. (4) (<https://www.ncbi.nlm.nih.gov/pubmed/25589359>)

Another large study involving participants between the age of 16-21 revealed teenagers who were not obtaining adequate sleep at age 16 were 20 percent more likely to be obese by the age of 21. (5) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4177276/>) This is concerning as obesity increases the risk of other health problems including diabetes and heart disease. Therefore, one needs to consider sleep when looking at ways to prevent obesity to prevent the potential development of chronic disease.

Historically, the focus on obesity treatment and prevention has been on good nutrition and exercise, which are certainly important key components. However, there is no amount of exercise or healthy food that can offset the adverse effects of inadequate sleep.



Not only does obtaining more sleep aid in preventing obesity, there is evidence to show teenagers who are already overweight have an easier time losing weight if they are obtaining adequate sleep. (6) (<http://www.karger.com/Article/FullText/351819>) Therefore, a teenager who has the potential to obtain more sleep if school start times are shifted later has the opportunity to benefit in respect to less risk for obesity. As noted above, a healthy weight also translates into less risk of chronic disease. Optimal health involves a combination of regular activity, good nutrition AND quality sleeping.

#### KEY ARTICLES:

1. <https://www.cdc.gov/healthyschools/obesity/facts.htm>  
(<https://www.cdc.gov/healthyschools/obesity/facts.htm>)
2. Leproult R, Van Cauter E. Role of Sleep and Sleep Loss in Hormonal Release and Metabolism. *Endocrine development*. 2010;17:11-21. doi:10.1159/000262524.  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3065172/>)
3. Khatib, Harding, Darzi and Pot. The effects of partial sleep deprivation on energy balance: a systematic review and meta-analysis *European Journal of Clinical Nutrition advance online publication* 2 November 2016. doi: 10.1038/ejcn.2016.201  
(<http://www.nature.com/ejcn/journal/vaop/ncurrent/abs/ejcn2016201a.html>)
4. Fatima Y, Doi SAR, Mamun AA. Longitudinal impact of sleep on overweight and obesity in children and adolescents: a systematic review and bias-adjusted meta-analysis. *Obes Rev*. 2015;16(2):137-149  
(<https://www.ncbi.nlm.nih.gov/pubmed/25589359>)
5. Suglia, S. F., Kara, S., & Robinson, W. (2014). Sleep duration and obesity among adolescents transitioning to adulthood: Do results differ by sex? *The Journal of Pediatrics*, 165(4), 750-754.  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4177276/>) <http://doi.org/10.1016/j.jpeds.2014.06.052>  
(<http://doi.org/10.1016/j.jpeds.2014.06.052>)

Sallinen B, J, Hassan F, Olszewski A, Maupin A, Hoban T, F, Chervin R, D, Woolford S, J, Longer Weekly Sleep Duration Predicts Greater 3-Month BMI Reduction among Obese Adolescents Attending a Clinical Multidisciplinary Weight Management Program. *Obes Facts* 2013;6:239-246  
(<http://www.karger.com/Article/FullText/351819>)

Teen Sleep Loss Toolkit (<https://www.mnsleep.net/school-start-time-toolkit/>)

Why Improve Sleep for Teenage Students? (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/impact-statement-on-school-start-time/>)  
([evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/](https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/))  
([r-later/](https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/why-improve-sleep-for-teenage-students/impact-statement-on-school-start-time/))

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## Academic Performance

### SLEEP LINK:

Sleep is essential for memory and learning. Imagine your brain is a town, and instead of nerve cells you have homes and businesses. And instead of the pathways between nerve cells, you have roads connecting all of these structures. When your mind is working out a solution to a problem, your brain is building many new connections everywhere. Some of these new pathways will be helpful, but others will prove not to be useful. They will lead to stop signs, one way roads, or a dead end. At night while we sleep, the brain gets rid of those unneeded pathways, keeping only the important new ones and puts resources into those main roads to make them stronger. It is a process called "synaptic pruning", much like you would prune a garden to get rid of the old growth and make room for new, healthy vegetation.

This brain undergoes "remodeling" during sleep. The remodeling every night strengthens memory and the ability to problem-solve the following day. REM sleep is one stage of sleep that is critical for memory consolidation and learning. The majority of REM sleep is obtained during the last third of the night. Teenagers are often forced to wake up for school during this critical time due to early school start times. When they are allowed to sleep, their cognitive abilities improve.

### KEY ARTICLES:

**Wahlstrom, K.L. (2016). Later start time for teens improves grades, mood, and safety. Phi Delta Kappan, December 2016/January 2017; Vol. 98 (4): p. 8-14.**  
[http://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/7352/final\\_version\\_3-11-14\\_start\\_time\\_report.pdf](http://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/7352/final_version_3-11-14_start_time_report.pdf)

This study examined the outcomes for 9,395 students at eight high schools across the U.S. that implemented later start times, from 8:00 a.m. to 8:55 a.m. The study found significant decreases in absences and tardiness, as well as greater academic benefits for schools with the latest start times. Students in schools with the latest starting times were found to have the greatest academic achievement gains. The students who slept eight or more hours each night were less likely to report symptoms of depression and fall asleep in class. Moreover, after the change to a later start time, risky behaviors such as cigarette, drug, and alcohol use were significantly less likely to occur, and the number of car crashes in the districts studied decreased by 13%. Included are recommendations for schools and districts considering changing their high school start times.

**Edwards, Finley. (2012). Early to rise? The effect of daily start times on academic performance. Economics of Education Review Volume 31, Issue 6, p. 970-983**  
<https://teensneedsleep.files.wordpress.com/2011/04/edwards-early-to-rise-the-effect-of-daily-start-times-on-academic-performance-published-version.pdf>



This paper uses data on all middle school students in Wake County, NC, from 1999 to 2006, which identified a link between daily start times and academic performance. Using variation in start times within schools over time, the effect is a two percentile point gain in math test scores – roughly fourteen percent of the black-white test score gap. Similar results were found for reading scores, also looking at the variation in start times across schools. The effect is stronger for students in the lower end of the distribution of test scores. Increased sleep was found to be a mechanism which affects test scores. Later start times compare favorably on issues of cost, as compared to other education interventions which result in similar test score gains.

**Hysing M, Harvey AG, Linton SJ, Askeland KG, Sivertsen B. (2016). Sleep and academic performance in later adolescence: results from a large population-based study. *Journal of Sleep Research* 25(3):318-324. (<https://www.ncbi.nlm.nih.gov/pubmed/26825591>)**

This study assessed the association between sleep duration and sleep patterns and academic performance in 16-19 year-old adolescents in Norway using academic grades available in secure data-bases. The study first used a large population-based study conducted across the country in 2012. The youth@hordaland-survey surveyed 7798 adolescents aged 16-19 years (53.5% girls). The survey was then linked with objective outcome data on school performance. Self-reported sleep measures from the survey provided information on sleep duration, sleep efficiency, sleep deficit and bedtime differences between weekday and weekend. School performance [grade point average (GPA)] was obtained from school registries. Most sleep parameters were associated with increased risk for poor school performance. After adjusting for socio-demographic information, short sleep duration and sleep deficit were the sleep measures with the highest odds of poor GPA (lowest quartile). Weekday bedtime was associated significantly with GPA, with adolescents going to bed between 10-11 PM having the best GPA. Also, delayed sleep schedule during weekends was associated with poor academic performance. The associations were somewhat reduced after additional adjustment for non-attendance at school, but remained significant in the fully adjusted models. In conclusion, the demonstrated relationship between sleep problems and poor academic performance suggests that careful assessment of sleep is warranted when adolescents are underperforming at school.

**Wolfson, A. and Carskadon, M. (2003). Understanding adolescents' sleep patterns and school performance: a critical appraisal. *Sleep Medicine Reviews*, Vol. 7, No. 6; p. 491-506. ([http://www.sleepforscience.org/stuff/contentmgr/files/52a3d7d8fccfd8d14eb35108b5ef8f67/pdf/wolfson\\_carskadonsmr2003.pdf](http://www.sleepforscience.org/stuff/contentmgr/files/52a3d7d8fccfd8d14eb35108b5ef8f67/pdf/wolfson_carskadonsmr2003.pdf))**

Although the current published studies on sleep and school performance have limitations, the findings in this meta-analysis strongly point out that self-reported shortened total sleep time, erratic sleep/wake schedules, late bed and rise times, and poor sleep quality are negatively associated with academic performance for adolescents from middle school through the college years. The authors note the importance of these findings; however, certain caveats were noted. Although the studies included in this review used a variety of measures of both sleep and academic performance, future studies should use multiple sources of measurement within the same study, such as parent and teacher ratings, school record data, standardized test batteries, and sleep laboratory and/or measures of actual physical activity. Schools, parents, and pediatricians need to take an active role to consider sleep and sleep disorders in the context of academic grades, test scores, absenteeism, emotional difficulties, and other aspects of daytime functioning and adolescent development.

**Curcioa, G., Ferraraa, M., & De Gennaroa, L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews*, 10, p. 323-337. (<https://www.ncbi.nlm.nih.gov/pubmed/16564189>)**



The studies reviewed in this article discuss the effects of sleep loss on higher cognitive functions, such as attention, memory, and problem-solving. Learning capacity and academic performance may seriously be affected by the lack of sleep necessary for children and adolescents. Increasing daytime sleepiness, as a consequence of poor sleep quality, can seriously impair students' cognitive functioning and behavioral performance. An association between academic performance and sleep habits or daytime sleepiness levels has also been suggested by children's sleep-breathing disorders or obesity. An improvement in neuro-cognitive functioning can be achieved by adopting healthy sleep schedules, such as fixed bedtimes and waking times, fixed school starting times, and by limiting psycho-social and home and school pressures.

Teen Sleep Loss Toolkit (<https://www.mnsleep.net/school-start-time-toolkit/>)

Why Improve Sleep for Teenage Students? (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/impact-statement-on-school-start-time/>)

Evidence confirms link between teen sleep biology and improved outcomes (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/>)

Obesity (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/obesity/>)

What Schools Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-schools-can-do/>)

What Parents Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/>)

FAQs (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/support-schools-in-their-efforts-to-adjust-times/>)

Evidence Summary (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-summary/>)

Appendix (<https://www.mnsleep.net/school-start-time-toolkit/appendix/>)

Obesity (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/obesity/>)

Obesity (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/obesity/>)

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What Schools Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-schools-can-do/>)

What Parents Can Do (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/>)

FAQs (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/support-schools-in-their-efforts-to-adjust-times/>)

Evidence Summary (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-summary/>)

Appendix (<https://www.mnsleep.net/school-start-time-toolkit/appendix/>)

Acknowledgements (<https://www.mnsleep.net/school-start-time-toolkit/acknowledgements/>)

## Contact Information

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## Sports Related Injury and Performance

### SLEEP LINK:

Healthy sleep is a vital element in reducing the risk of sports injuries in teenagers. Adolescent athletes who slept eight or more hours each night were 68 percent less likely to be injured than athletes who regularly slept less. Studies show that young athletes who get optimal sleep time (8-10 hours/night) will improve their performance, help protect them against sports injuries, and improve their recovery and healing if they do sustain an injury.

### KEY ARTICLES:

Sufrinko, et al. The influence of sleep duration and sleep-related symptoms on baseline neurocognitive performance among male and female high school athletes. *Neuropsych* 2015 (published online). (<https://www.ncbi.nlm.nih.gov/pubmed/26569029>)

Many athletes would benefit from obtaining the proper amount of sleep each night. This study assessed the effect of restricted sleep and related symptoms on neurocognitive performance. Athletes who are sleep deprived (< 5 hours) performed worse on computerized neurocognitive testing (ImPACT) than those who slept more. As a result of this sleep deprivation, these teenagers have worse verbal memory, visual memory, visual motor speed, and reaction times. This was the take-home message from a study involving 7,150 athletes (31.3% female) age 14-17 years old.

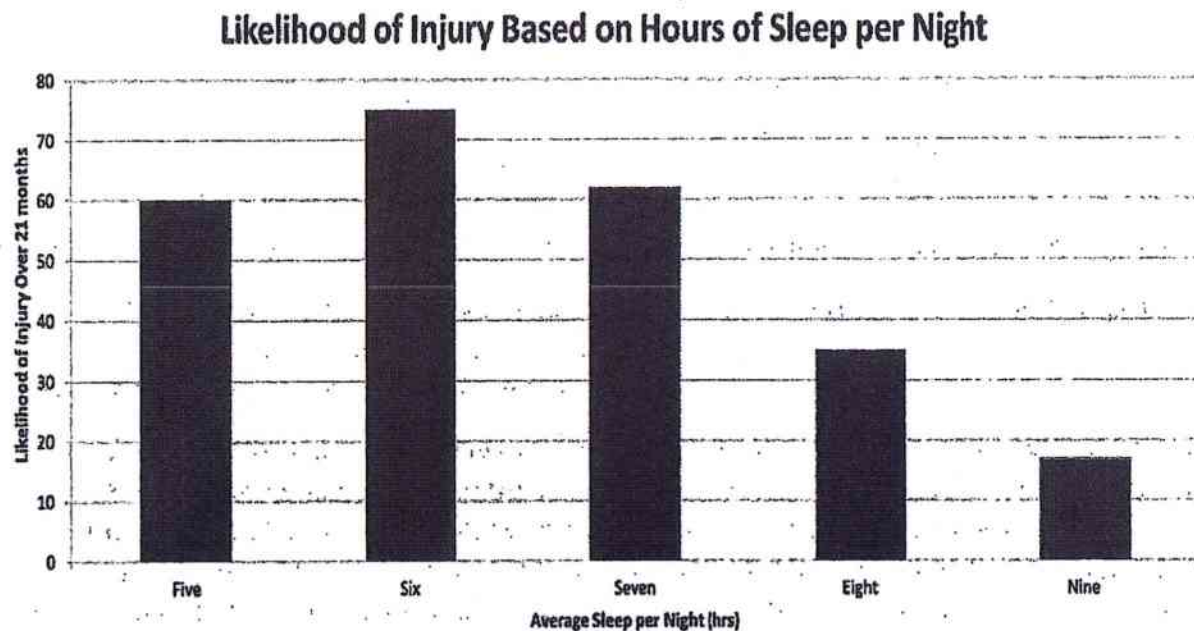
The average sleep duration of these athletes was 7.8 hours a night which is less sleep than the recommended 8-10 hours of sleep (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/recommended-amount-of-sleep-for-children/>) for this age group. These findings are consistent with national data. According to the CDC, more than 1/3<sup>rd</sup> of adults in this country do not obtain the recommended amount of sleep compared to 2/3<sup>rd</sup> of teenagers. This age group is suffering from the effects of sleep loss, which is why the CDC has called this situation in our teenage population (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/>) a public health issue. Males obtained more sleep than females (<https://www.mnsleep.net/school-start-time-toolkit/what-parents-can-do/tips-for-a-good-night-sleep-at-all-ages/>), which is also consistent with other study findings.

M Milewski et al. Chronic Lack of Sleep is Associated with Increased Sports Injuries in Adolescent Athletes. *J Pediatr Orthop*. 34(2):129-133, 2014. ([https://www.researchgate.net/publication/263971781\\_Chronic\\_Lack\\_of\\_Sleep\\_is\\_Associated\\_With\\_Increase\\_d\\_Sports\\_Injuries\\_in\\_Adolescent\\_Athletes](https://www.researchgate.net/publication/263971781_Chronic_Lack_of_Sleep_is_Associated_With_Increase_d_Sports_Injuries_in_Adolescent_Athletes))

This study reveals the association between insufficient sleep and sports injuries. The strongest predictors of sports injuries in adolescents are insufficient sleep and higher age/grade. The research showed that 65% of those students getting less than 8 hours of sleep at night had injuries. This is a 1.7 times greater risk of



injury than those teenagers getting more than 8 hours of sleep. Even more striking is the data in Figure 1 (below) showing 4x more injuries in players reporting 6 hours of sleep per night compared to those getting 9 hours of sleep... ouch!



**FIGURE 1.** Likelihood of injury over 21-month period based on hours of sleep per night. Used with permission from Children's Orthopaedic Center at Children's Hospital, Los Angeles. Adaptations are themselves works protected by copyright. So in order to publish this adaptation, authorization must be obtained both from the owner of the copyright in the original work and from the owner of copyright in the translation or adaptation.

(<https://www.mnsleep.net/wp-content/uploads/2017/01/Milewski-AdolescentAthletesInjuries.png>)

Suppiah, et al. Effects of sports-specific training intensity on sleep patterns and psychomotor performance in adolescent athletes. *Pediatr Exercise Sci* 2016 (in press).

(<https://www.ncbi.nlm.nih.gov/pubmed/26757487>)

Many believe high-level athletes are immune to the effects of sleep loss as they seemingly perform well. However, while their achievements may be superior to others, there is evidence they are not performing at their peak. This study used actigraphy (a fancy, more accurate FitBit) to evaluate the weekday and weekend sleep patterns of high-level adolescent athletes. Reaction times on Monday, after students were well rested over the weekend were faster than on Thursday or Friday, when students were in a state of sleep debt.

Miller, et al. Accommodating adolescent sleep-wake patterns: The effects of shifting the timing of sleep in training effectiveness. *Sleep* 2012; 35(8): 1123-1136

([http://calhoun.nps.edu/bitstream/handle/10945/36504/Miller\\_Shattuck\\_Tvaryanas\\_2012.pdf?sequence=1](http://calhoun.nps.edu/bitstream/handle/10945/36504/Miller_Shattuck_Tvaryanas_2012.pdf?sequence=1)).

When the Basic Combat Training (BCT) schedule at Fort Leonard Wood in Missouri was shifted later for new US Army recruits for this quasi-experimental study, this group obtained 31 more minutes of sleep each night. This translated into improved marksmanship and this group also reported less mood disturbance (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/depression-and-suicidal-thoughts/>). The latter finding has been a common theme in two decades' worth of research on the effect of adopting a schedule that is more in-line with the biologic sleep need of the adolescent.

Teen Sleep Loss Toolkit (<https://www.mnsleep.net/school-start-time-toolkit/>)





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## Both High Risk and High Achieving Students Benefit from a Later School Start Time

A Winsler, A Deutsch, RD Vorona, P Payne, M Szklo-Coxe. Sleepless in Fairfax The difference one more hour of sleep can make for Teen Hopelessness, Suicidal Ideation, and Substance Use. (<http://winslerlab.gmu.edu/pubs/WinslerSleep.pdf>)

This article provides evidence that individuals with multiple high-risk factors experience increased negative consequences of sleep deprivation. In this study, adolescent girls and minorities reported less sleep than their white male counterparts, in both middle and high school. Less sleep increased the odds of substance use along with serious mental health consequences including depression and suicide (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/depression-and-suicidal-thoughts/>) in these two populations. Movement from 6 to 7 hours of sleep provided benefit even though it was not increased to the American Academy of Sleep Medicine (AASM) and American Academy of Pediatrics (AAP) recommended amount of sleep for children (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/recommended-amount-of-sleep-for-children/>).

Lo J, Ong J, Leong R, Gooley J, Chee M. Cognitive Performance, Sleepiness, and Mood in Partially Sleep Deprived Adolescents: The Need for Sleep Study. *Sleep*, 39:3, 2015 (<http://www.ncbi.nlm.nih.gov/pubmed/26612392>)

This study, done in Southeast Asia, measured the effects of sleep deprivation in high-achieving high school students. Fifty-six students were randomly placed in groups and allowed 9-hours or 5-hours of sleep. Those students allowed only 5 hours did significantly worse in measures of performance and mood (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-teenage-students/evidence-confirms-link-between-teen-sleep-biology-and-improved-outcomes/depression-and-suicidal-thoughts/>). The authors of this study note their findings emphasize that even intelligence and an intense work ethic are no protection from the effects of sleep deprivation. This is important to note as parents often underestimate the amount of sleep their child needs.

Teen Sleep Loss Toolkit (<https://www.mnsleep.net/school-start-time-toolkit/>)

Why Improve Sleep for Teenage Students? (<https://www.mnsleep.net/school-start-time-toolkit/why-improve-sleep-for-tee>

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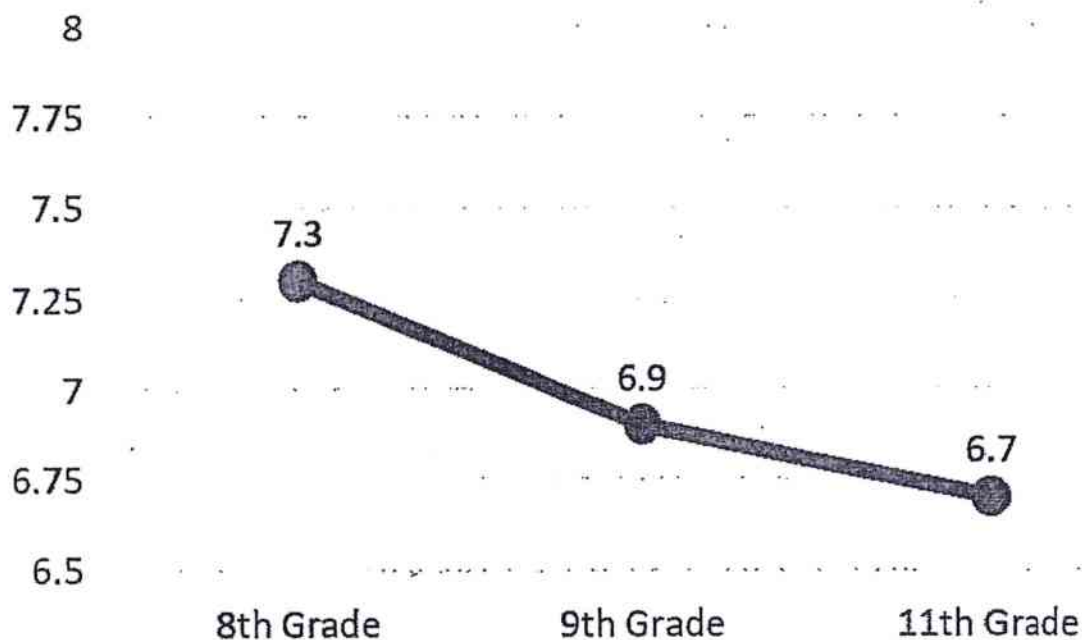
# Minnesota Sleep Society

(<https://www.mnsleep.net>)

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## MN and National Data on Teen Sleep

Teenagers in Minnesota are NOT obtaining the minimum amount of sleep recommended



*Data pulled from the Minnesota Student Survey 2016: 85% of schools in the state participated*

The recommended amount of sleep for teenagers is 8-10 hours a night, however 50% of 8th graders and 63% of 9th graders reported insufficient sleep on school nights. 11th graders in the state reported the least amount of sleep, with 77% obtaining only 6.7 hours a night.

**PLEASE NOTE:** Sleeping the right amount AND sleeping at a time that is right for one's body are both needed to feel refreshed upon waking up. Teenagers are in a constant state of jet-lag. They are forced to wake up for school, at a time when their brain is telling them to be asleep. On the weekend, they go back to their natural sleep rhythm, often sleeping in more than usual as they lost sleep during



the school week. This makes the transition back to school on Monday even more difficult than usual. Each weekend, the shift in their sleep schedule is like flying from Paris to New York on a Friday evening and flying back on Monday.

## Early school start times do not allow teenagers to sleep at a time that is right for their bodies

### High School Start Times in Minnesota

Start Time	Number of districts with that start time	Enrollment in grades 9-12 affected by the start time
8:30 a.m. or later	43	31,248 (13%)
8:15-8:29 a.m.	138	59,841 (25%)
8:00-8:14 a.m.	107	66,735 (28%)
Before 8 a.m.	37	81,975 (34%)
<b>TOTAL</b>	<b>325 Districts</b>	<b>239,799 Students</b>

Source: Center for Applied Research and Educational Improvement (CAREI) 2012, 2016

While we are lucky to have 13% of high schools in the state starting at 8:30 a.m. or later, there remains an opportunity for further improvement. As 87% of high schools in Minnesota start before the recommended start time of 8:30 a.m., impacting more than 200,000 high school students. These early school start times do not allow adequate opportunity for the majority of adolescents to obtain sufficient sleep, at a time that is right for their bodies on school nights.

NOTE: This data does not reflect the middle school students in the state, who would also benefit from healthy school hours.

## Minnesota Schools who Adjusted to Later Start Times

### Why e-Learning days?

e-Learning Days are intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota's winter weather. e-Learning days cannot replace the face-to-face time students have with their teachers but it can provide better continuity when school is interrupted. e-Learning days also negate the need for makeup school days in June, helping families more effectively plan summer activities.

### When will the District use e-Learning days?

The first two cancellations due to winter weather **will not** be replaced with an e-Learning day. The **third** and **subsequent** school closures will be replaced with e-Learning days. If school is closed for two consecutive days, new activities will not be assigned on the second day. Teachers will be available for help based on the regular e-Learning day schedule and students will use the second consecutive closure to complete outstanding work. This pattern would repeat for any extended consecutive school closures. If the District closes school after initially identifying a two-hour late start, an e-Learning day will be implemented using the same parameters as if it were a standard school closure. The school district will set a general limit of five (5) e-Learning days for weather-related closures. It does reserve the opportunity to identify additional e-Learning days as approved by the school board.

### Staff availability

- Teachers, administrators, and other licensed professionals will be available by [email](#), [phone \(via voice mail\)](#), or through the grade-appropriate digital learning space (Schoology or SeeSaw) from 9:30 am - 12:00 pm and then from 12:30 pm until 3:30 pm. The [staff directory](#) includes all district email addresses and voice mail extensions.

### Student attendance and activities

Students will be considered in attendance unless indicated otherwise by their parent. Parents may call the attendance line or complete the e-Learning day absence form to notify the school of their student's absence. This absence will follow the same protocols as for an absence when students physically attend school. Student work on e-Learning days will follow the guidelines in the table below. Student activities shall be completed based on instructions from the teacher. Not all e-Learning activities will be graded. Graded activities will be allowed additional time for submission on a case-by-case basis. Students who need additional time because of limited Internet access or other family responsibilities should contact their teacher for an extension.

Grade Level	Student Activity Guidelines
K-5	<p>Students will receive an e-Learning day activity matrix from their school. They can also be accessed online using the links below. Students complete a portion of the activities as directed, record them on the activity matrix itself, and send back to school with a parent/caregiver signature. The goal is to provide meaningful activities that reinforce academic and social/emotional skills. Elementary teachers will also contact parents/caregivers via SeeSaw and/or email to guide the day's learning activities.</p> <ul style="list-style-type: none"><li>↓ e-Learning matrices will be updated with four versions per grade level.</li></ul>
Middle and High School	<p>Northfield Middle and High School staff will post the day's activities on Schoology no later than 9:30 am. The goal is to provide meaningful learning experiences that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. The time required for e-Learning Day activities will vary dependent on the course and the current topics of instruction. Students will submit the e-Learning day activity based on the teacher's instructions.</p>
Area Learning Center	<p>Students will receive e-Learning day instructions from the ALC.</p>





# Northfield Public Schools 2019-2020 School Calendar

Approved by the School Board  
March 12, 2018

July 2019							July		January 2020							January	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
	1	2	3	4	5	6	4	Independence Day				1	2	3	4	1-3	Winter Break, No School
7	8	9	10	11	12	13			5	6	7	8	9	10	11	20	No School, Martin Luther King Jr. Day
14	15	16	17	18	19	20			12	13	14	15	16	17	18	24	End of Second Quarter
21	22	23	24	25	26	27			19	20	21	22	23	24	25	27	No School, Teacher Preparation Day
28	29	30	31						26	27	28	29	30	31			
August 2019							August		February 2020							February	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
				1	2	3									1		
4	5	6	7	8	9	10			2	3	4	5	6	7	8		
11	12	13	14	15	16	17	21-22	New Teacher Inservice	9	10	11	12	13	14	15		
18	19	20	21	22	23	24	26-29	Staff Development Days	16	17	18	19	20	21	22		
25	26	27	28	29	30	31	30	Teacher Preparation Day	23	24	25	26	27	28	29		
September 2019							September		March 2020							March	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7	2	Labor Day	1	2	3	4	5	6	7		
8	9	10	11	12	13	14	3	First Day of School	8	9	10	11	12	13	14	20	End of Third Quarter
15	16	17	18	19	20	21			15	16	17	18	19	20	21	23-27	No School, Spring Break
22	23	24	25	26	27	28			22	23	24	25	26	27	28	30	No School, Teacher Preparation Day
29	30								29	30	31						
October 2019							October		April 2020							April	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5						1	2	3	4		
6	7	8	9	10	11	12			5	6	7	8	9	10	11		
13	14	15	16	17	18	19	17-18	No School, Fall Break (MEA)	12	13	14	15	16	17	18		
20	21	22	23	24	25	26			19	20	21	22	23	24	25		
27	28	29	30	31					26	27	28	29	30				
November 2019							November		May 2020							May	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
					1	2	1	End of First Quarter						1	2		
3	4	5	6	7	8	9	4	No School; Teacher Preparation Day	3	4	5	6	7	8	9		
10	11	12	13	14	15	16			10	11	12	13	14	15	16		
17	18	19	20	21	22	23			17	18	19	20	21	22	23		
24	25	26	27	28	29	30	27-29	No School, Thanksgiving Break	24	25	26	27	28	29	30	25	No School, Memorial Day
									31							31	Graduation
December 2019							December		June 2020							June	
Su	M	Tu	W	Th	F	Sa			Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7				1	2	3	4	5	6	5	Last Day of School (2-hr early dismissal)
8	9	10	11	12	13	14			7	8	9	10	11	12	13	8	No School, Staff Development Day
15	16	17	18	19	20	21			14	15	16	17	18	19	20	8-9	Possible makeup days for students
22	23	24	25	26	27	28	Dec 23-Jan 3	Winter Break, No School	21	22	23	24	25	26	27	10-11	Possible makeup days for teachers
29	30	31							28	29	30						

## School Cancellation Procedures:

On the third and subsequent 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: 45 days  
Term 3: 39 days  
Term 4: 48 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  
87 days - first semester; 87 days - second semester

# NORTHFIELD PUBLIC SCHOOLS

## 2019-2020 Calendar

Approved by School Board March 12, 2018

### New Teacher Activities

August 21 and 22

### Pre-School Days for all Teachers

August 26-29 Staff Development Days

August 30 Teacher Preparation Day

September 2 **No School.** Labor Day

September 3 First Day of School/Beginning of 1<sup>st</sup> Quarter

October 17-18 **No School.** Fall Break (MEA)

November 1 End of 1<sup>st</sup> Quarter (42 days)

November 4 **No School.** (Teacher Preparation Day)

November 5 Beginning of 2<sup>nd</sup> Quarter

November 27-29 **No School.** Thanksgiving Break

Dec. 23-Jan. 3 **No School.** Winter Break

January 20 **No School.** Dr. Martin Luther King's Birthday

January 24 End of 2<sup>nd</sup> Quarter (45 days)/End of First Semester (87 days)

January 27 **No School.** (Teacher Preparation Day)

January 28 Beginning of 3<sup>rd</sup> Quarter and Second Semester

March 20 End of 3<sup>rd</sup> Quarter (39 days)

Mar 23-27 **No School.** Spring Break

March 30 **No School.** (Teacher Preparation Day)

March 31 Beginning of 4<sup>th</sup> Quarter

May 25 **No School.** Memorial Day

May 31 Graduation

June 5 **Last Day of School.** 2-hour early dismissal

End of 4<sup>th</sup> Quarter (48 days); End of Semester (87 days)

**June 8** **No School. Staff Development Day.**

**June 8-9** **Possible makeup days for students.**

**June 10-11** **Possible makeup days for teachers only.**

### School Cancellation Procedures Students and Teachers Possible Make-Up Days for 2019-2020

- If two (2) days are cancelled, no make-up days for students or teachers.
- On the third and subsequent 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/>.
- If three (3) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact day on Monday, June 8, 2020. Staff development day moves to June 9, 2020.
- If four (4) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact days on Monday, June 8, 2020 and Tuesday, June 9, 2020. Staff development day moves to June 10, 2020.
- If five (5) days are cancelled on or before April 15, 2020, teachers only will make-up on Thursday, June 11, 2020.





# Independent School District 659

**School Board Update**

June 10, 2019



# Agenda

1. Introductions
2. Greenvale Park Elementary Update
  - » Core Planning
  - » SD Diagrams
  - » User Group Process
  - » DD Diagrams
  - » Project Schedule
3. Sibley Elementary Update
  - » Core Planning
  - » SD Diagrams
  - » User Group Process
  - » DD Diagrams
  - » Project Schedule





## Start With Why

### Northfield Public School's Vision

**"We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability."**

### Our Facilities Mission

Deliver educational excellence that empowers all learners to engage in our dynamic world.



# Design Process

## Project Phases:

- » Schematic Design
  - » Putting the Pieces in the Right Locations
  - » Core Planning Groups
- » Design Development
  - » Moving from 2D to 3D
  - » User Group Meetings
  - » Coordination
- » Construction Documents
  - » Drawings / Contracts for Bidding
- » Bidding
- » Construction
- » Occupancy

**Significant  
Input**

**We are  
Here**





# Greenvale Park Elementary Core Planning



# Referendum Scope

## Program Overview

- New K-5 Elementary School, designed for future expandability including the following:
  - » 90,000 sf
  - » 600 student, K-5
  - » (5) classrooms for K-3, (4) Classrooms for 4-5
  - » Grade “clusters” with flexible learning space, staff planning area, and grade storage
  - » Special Services classrooms and offices
  - » Media Center
  - » Computer Lab, Art, Music, Band
  - » Kitchen, Cafeteria, Receiving
  - » (1) competition size Gymnasium





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## Site





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## Planning Process



### To be successful, a Core Planning Group must:

- » Be empowered to make decisions
- » Be willing to make decisions
- » Request information, not a decision from input givers
- » Be a manageable size to allow for a faster timeline





# New Greenvale Park Design Team

## Core Planning Team

- Guiding Principles
- Developed Criteria
- Met 4 times:

» January 15, 2019

» January 31, 2019

» February 21, 2019

» February 28, 2019

Ruben Alvarez, ISD #659

Danielle Amundson, ISD #659

Joy Amunrud, ISD #659

Laura Berdahl, ISD #659

Betsey Buckheit, Community Member

Alisha Clarey, ISD #659

Maggie Epstein, Parent

Bonnie Jean Flom, Community Member

Janneth Garcia, Parent

Stephanie Hagberg, ISD #659

Mary Grace Hanson, ISD #659

Carries Rice, ISD #659

Sam Richardson, ISD #659

Julia Sogla, Parent

Noel Stratmoen, ISD #659

Scott Tempel, City of Northfield

Bridget Timerson, ISD #659

Ellen Trotman ISD #659

Lori Warner, ISD #659

Brent Yule, ISD #659

Sari Zach, ISD #659

Sarah Lyman, Parent

Val Mertesdorf, ISD #659

Amanda Miller, ISD #659

Julie Ochs, ISD #659

Angie Kruse, ISD #659

Anne Larson, ISD #659

Elias Lawler, District Youth Council Representative

Renee Malecha, ISD #659

Jeff McCormick, Parent

Matt Hillmann ISD #659

Ellen Iverson, ISD #659



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## Guiding Principles

- The media center should serve as the heart of the building while being separated from circulation.
- The building should support community services (clothing, food pantry) – these should be near the entry and support privacy.
- The design should incorporate adequate storage for year round functions. Furniture should be mobile to allow for ease of movement.
- The design should foster a sense of community and support staff collaboration.
- The design should provide green space and opportunities to connect to nature.
- The project should incorporate sustainable features and energy efficiency into the design.
- The building should offer a variety of pull-out opportunities.





## Guiding Principles

- The building will be organized into grade level learning communities. Each of these learning communities will have a flexible learning area for collaboration and small group work. These spaces should be designed to be adaptable.
- Special education should be located in a centralized area for student access and collaboration. The special education suite should be located in a quiet, private area This can be located on both floors.
- The design should support a multiple variety of large group gathering spaces including grade level meetings, speaking events, performances for families, etc.
- The design should support community school functions. This may include: flex labs, grade level collaboration areas, music, band, art, gym, cafeteria.



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## Design Criteria

- The site design should provide a safe connection to the surrounding community for pedestrians and bicyclists.
- Main Office relationships:
  - The main entry should have a secure vestibule directly connected to the main office.
  - The nurse should be located at the main office and have a connection for students directly from the hallway.
  - The staff workroom should be located directly off the hallway with a connection to the main office.
- Spaces used outside of school hours (gym, cafeteria, flex labs, music and art rooms) should be located for easy access and security. Classroom areas should have the option to be secured from these spaces.
- Classrooms should have four walls with natural daylight and visibility into the collaboration area. Classrooms should surround the collaboration area to support each grade level's sense of community.





## Design Criteria

- Staff satellite work/copy space should be centrally located to classrooms.
- The following spaces should have direct access to natural daylight:
  - Cafeteria, classrooms, gym, media center, main office reception, Principal's office, art, teacher's lounge.
- Kindergarten, 1<sup>st</sup> Grade, and DCD classroom should be located in an area with less traffic.
- Student services such as the social worker and school psychologist should be centrally located and teamed together. The design of these spaces should support privacy.
- Student and staff bathrooms should be distributed appropriately.
- The gymnasium will be used for a variety of functions, both during and outside the school day. The gym should have the ability to divide.
- Students should not share lockers.
- Receiving should not circulate through the gym. Receiving should have easy access to the kitchen.



## Design Criteria

- Specialist spaces (art, gym, music, band) should be near each other with adequate circulation for class transitions.
- Art should be located by the flexible labs.
- Teacher's lounge should be located near the cafeteria. Circulation to this space should not be through the cafeteria.
- There should be an opportunity for handwashing near the cafeteria.

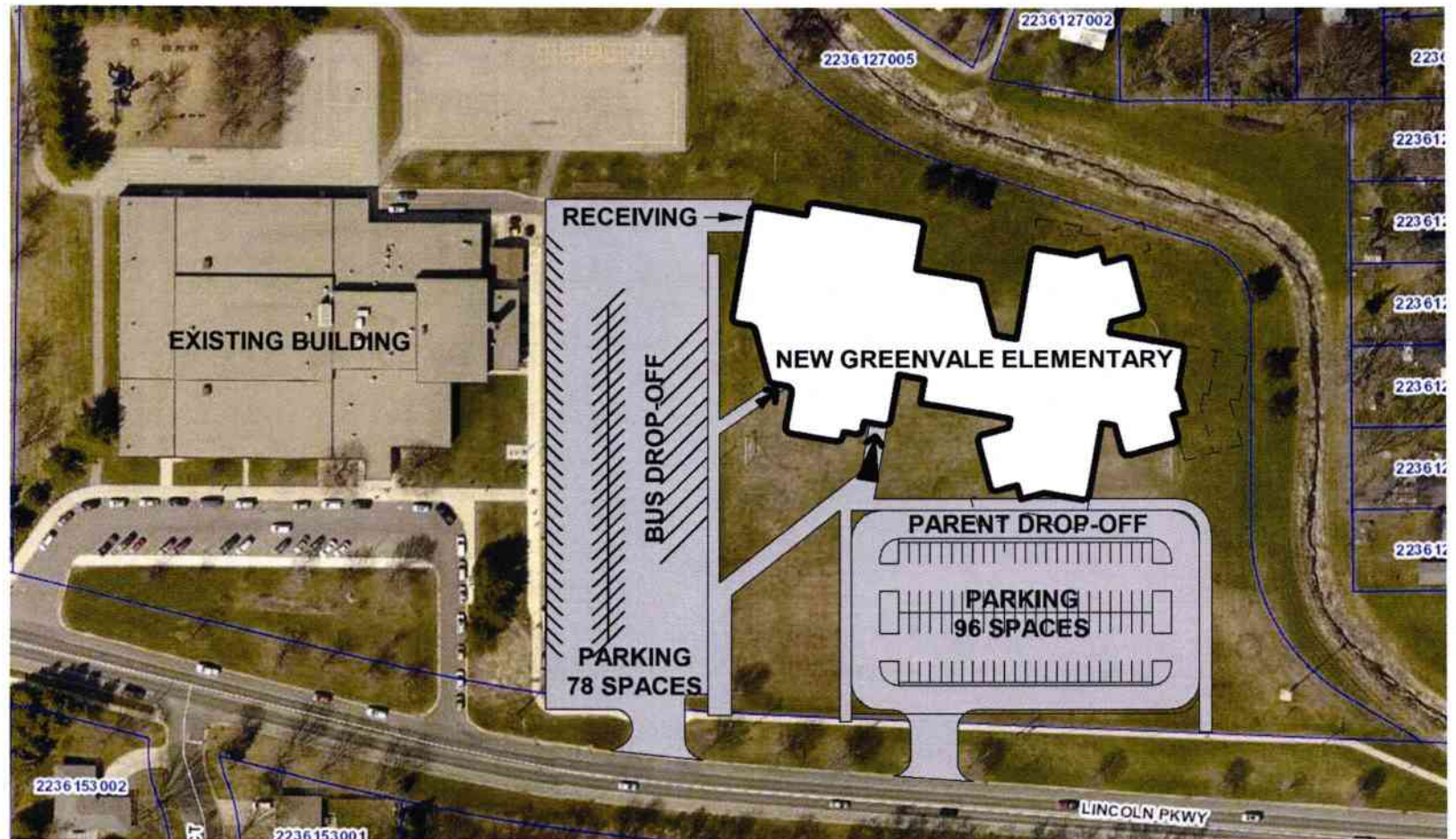




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## Schematic Design Diagram: Site



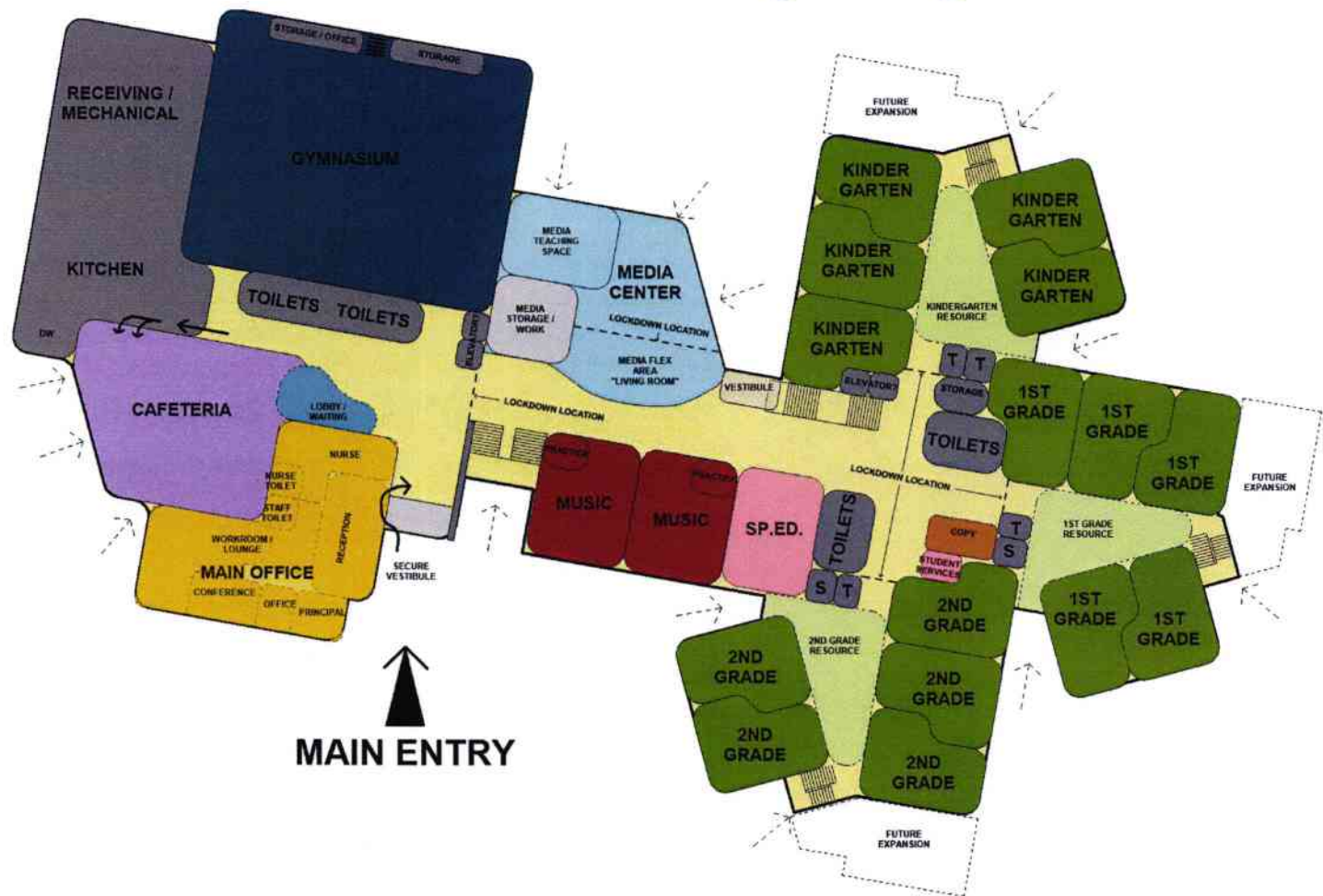


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- SPECIAL EDUCATION
- ART / MUSIC
- ADMINISTRATION
- OFFICE
- CLASSROOM
- CIRCULATION
- MEDIA CENTER
- GYMNASIUM
- KITCHEN / CAFETERIA
- MECHANICAL / STORAGE / TOILETS

## Schematic Design Diagram: Main Level





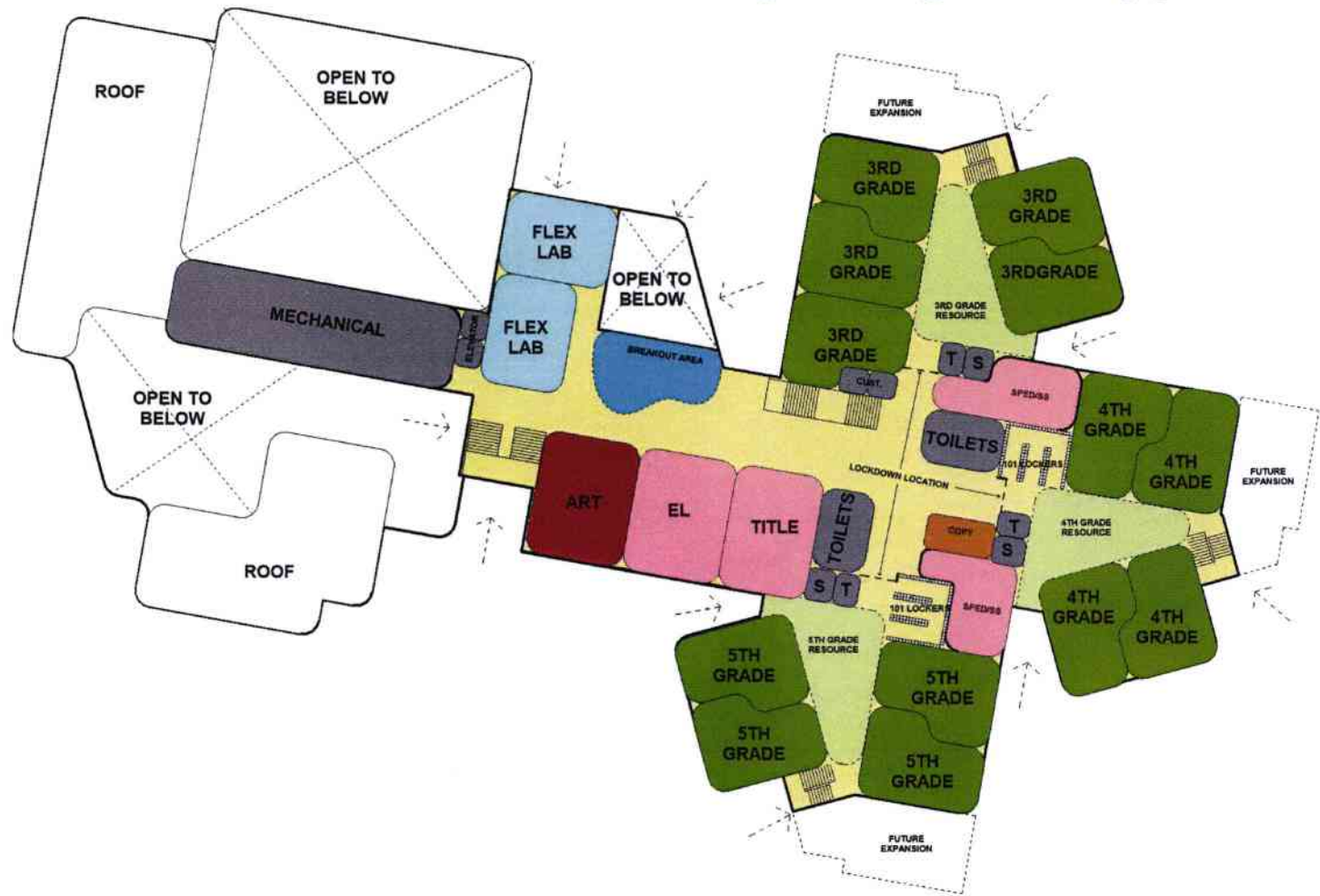


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- SPECIAL EDUCATION
- ART / MUSIC
- ADMINISTRATION
- OFFICE
- CLASSROOM
- CIRCULATION
- MEDIA CENTER
- GYMNASIUM
- KITCHEN / CAFETERIA
- MECHANICAL / STORAGE / TOILETS

## Schematic Design Diagram: Upper Level







# Greenvale Park Elementary User Groups



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# New Greenvale Park User Groups

## USER GROUP TEAMS

- Met 2 times:
  - » April-May

Betty Kline, ISD #659  
Jim Kulseth, ISD #659  
Sam Richardson, ISD #659  
Ellen Trotman, ISD #659  
Robert Garcia, ISD #659  
Kim Briske, ISD #659  
Amanda Miller, ISD #659  
Brent Yule, ISD #659  
Ryan Driscoll, ISD #659  
Angela Eliason, ISD #659  
Natalie Kruger, ISD #659  
Stefanie Bothun, ISD #659  
Stephanie Hagberg, ISD #659  
Kathy Flicek, ISD #659

Kelle Edwards, ISD #659  
Lisa Laurie, ISD #659  
Sarah Moyer, ISD #659  
Robyn Spillman, ISD #659  
Ruben Alvarez, ISD #659  
Michelle Sickler, ISD #659  
Alisha Clarey, ISD #659  
Kimbra Dimick, ISD #659  
Matt Hillmann, ISD #659  
Bridget Timerson, ISD #659  
Sari Zach, ISD #659  
Kris Johnson, ISD #659  
Danielle Amundson, ISD #659  
Charlie Alvarez, ISD #659

Mary Grace Hanson, ISD #659  
Erin Bailey, ISD #659  
Savannah Stuckmayer, ISD #659  
Laura Berdahl, ISD #659  
Breezy Barrett, ISD #659  
Melissa Larsen, ISD #659  
Diane Torbenson, ISD #659  
Heather Ryden, ISD #659  
Brooke Bufler, ISD #659  
Renee Malecha, ISD #659  
Julie Ochs, ISD #659  
Stephany Stromme, ISD #659  
Mitzi Holden, ISD #659  
Nicole Papke, ISD #659

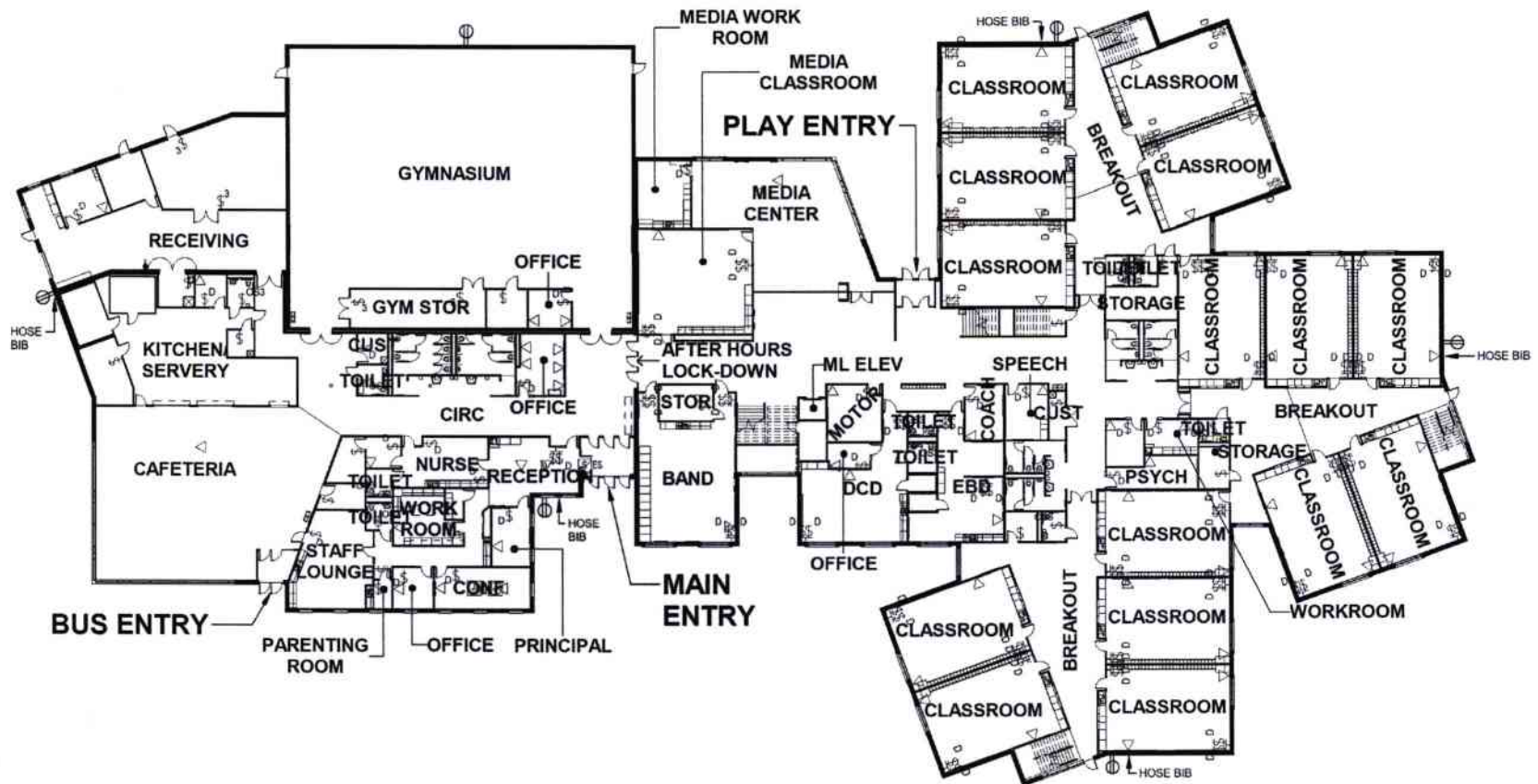
Gigi Tisdale, ISD #659  
Joyce Lindstrom, ISD #659  
Matthew Berg-Wall, ISD #659  
Jane Streitz, ISD #659  
Kristy Malecha, ISD #659  
LaDonna Miller, ISD #659  
Deb Thomforde, ISD #659  
Lisa Nelson, ISD #659  
Jill Bohlen, ISD #659  
Teri Quamme, ISD #659  
Lily Landry, ISD #659  
Elizabeth Ziemann, ISD #659  
Amanda Solinger, ISD #659



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# Design Development Diagram: Main Level



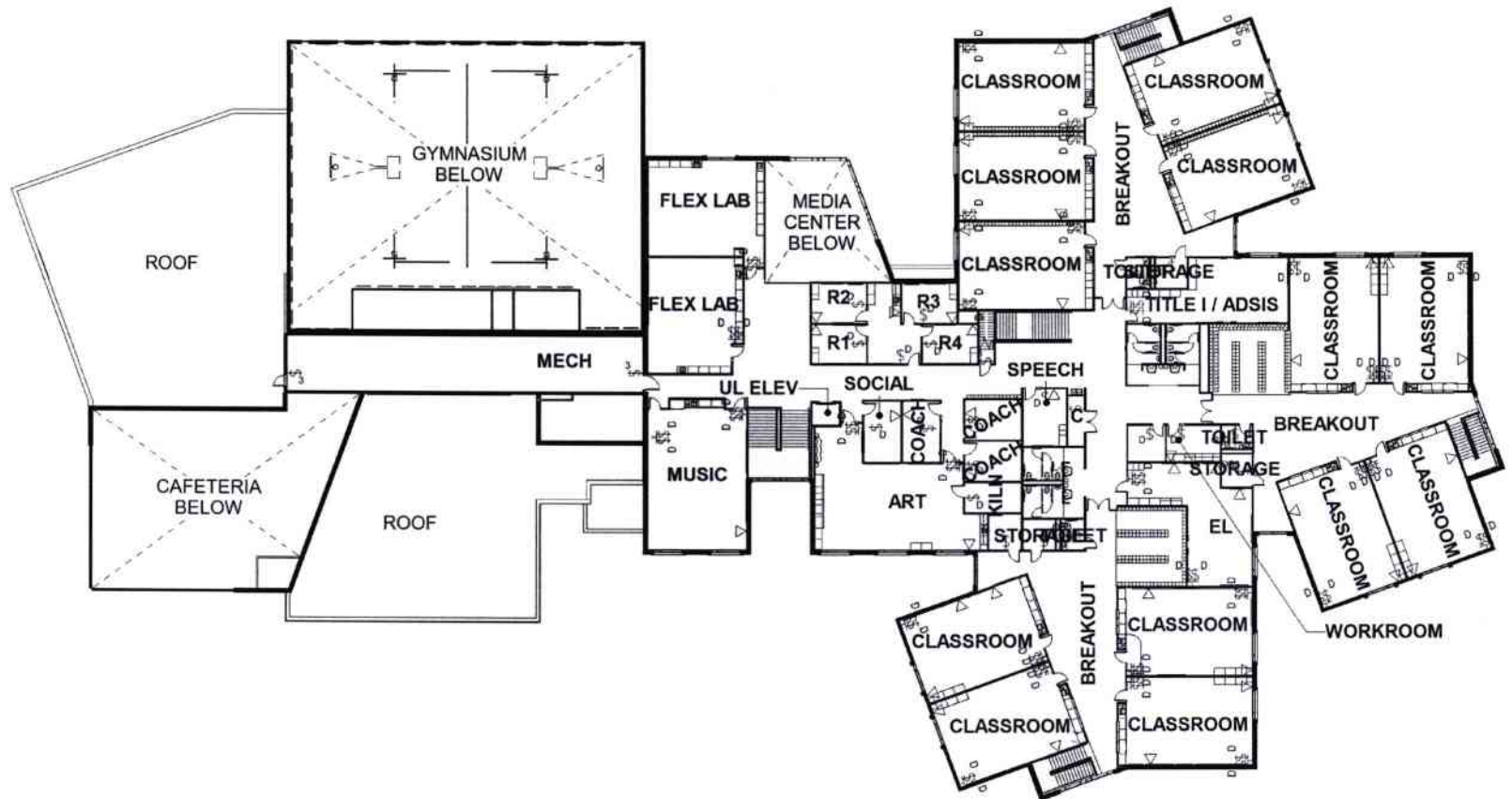




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## Design Development Diagram: Upper Level

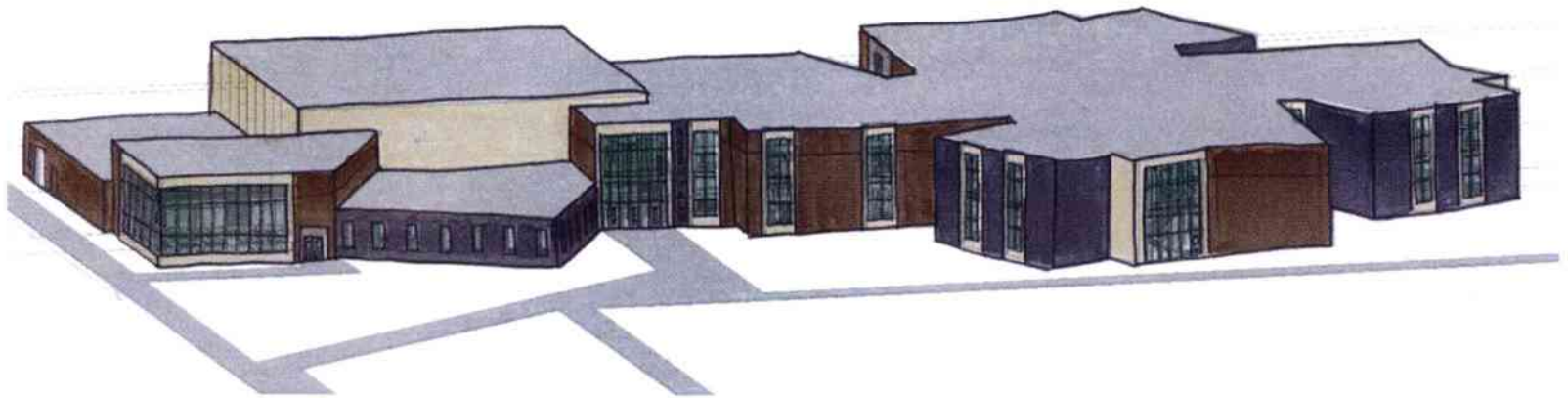




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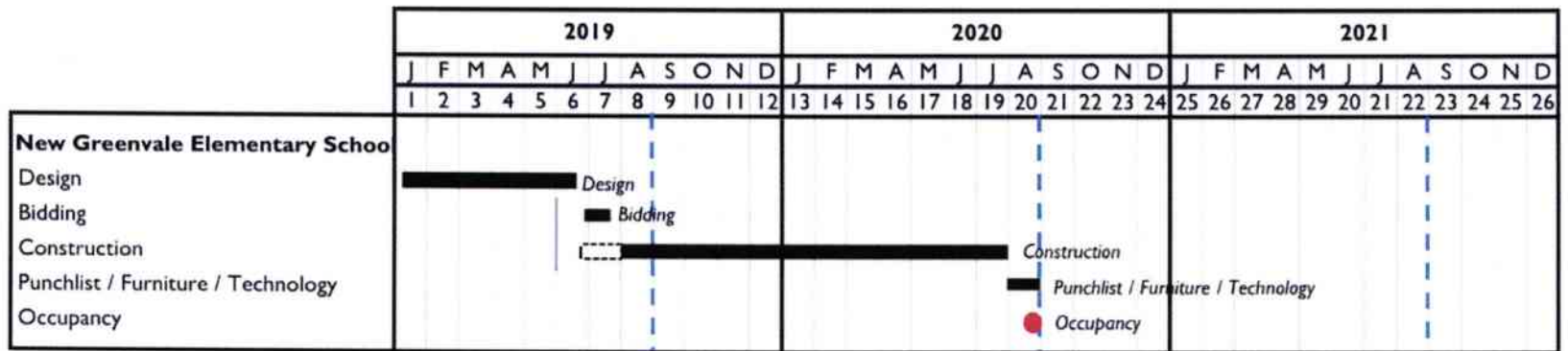
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## Design Development Exterior Massing





# Construction Timeline







## Next Steps

### New Greenvale Park:

- June 7<sup>th</sup> – Materials Meeting
- Mid July – Issue Construction Documents
- Beginning of August – Bid Opening
- End of Summer 2020 – Project Completion



# Sibley Elementary Core Planning



# Referendum Scope

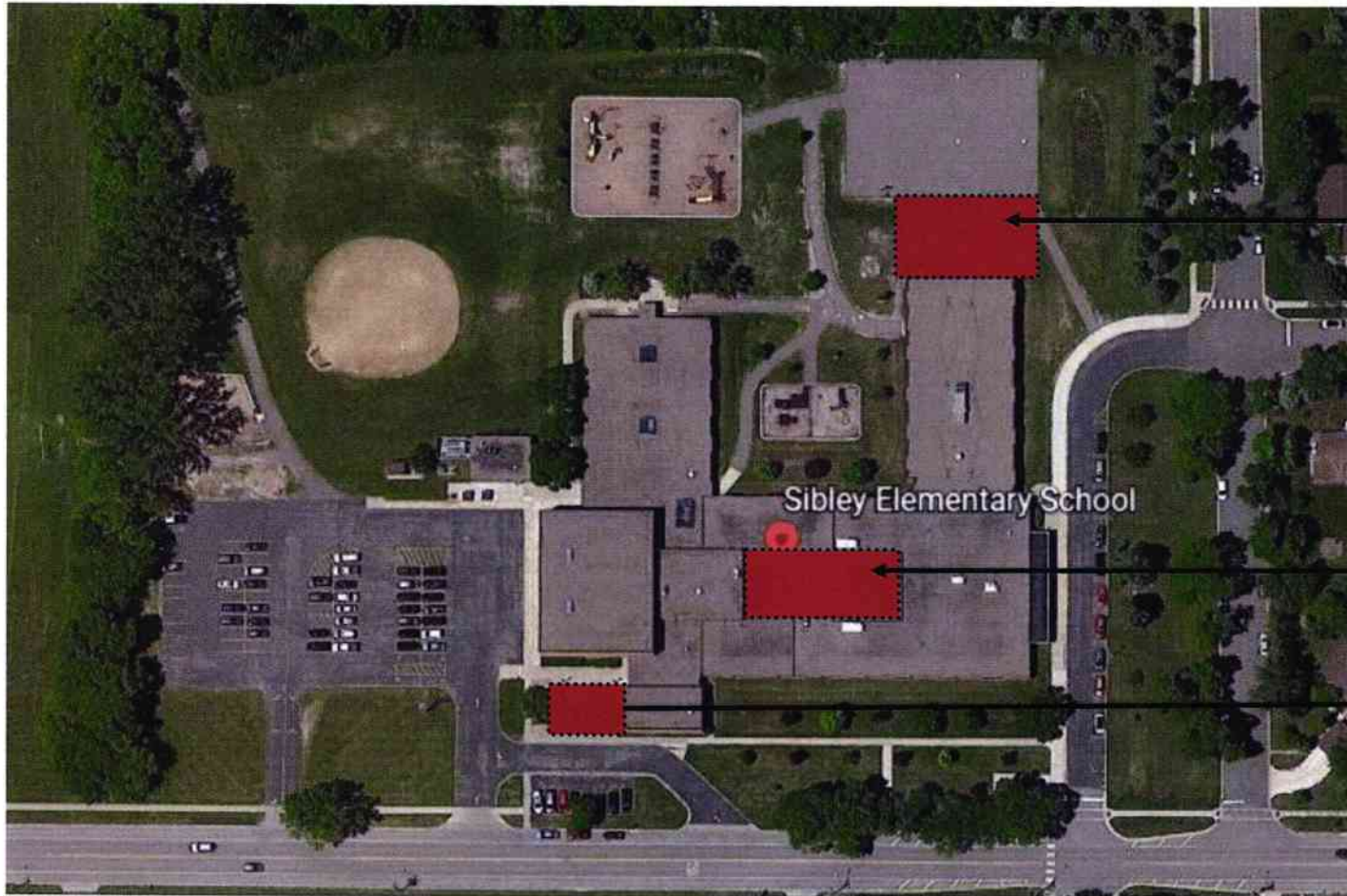
## Program Overview

- » 5,600 sf Media Center Renovation
- » 3,300 sf Music / SpEd Addition
- » 9,750 sf Kitchen, Cafeteria, Receiving Addition





## Site



Sibley Elementary School

KITCHEN/  
CAFETERIA/  
RECEIVING  
ADDITION  
9,750 S.F.

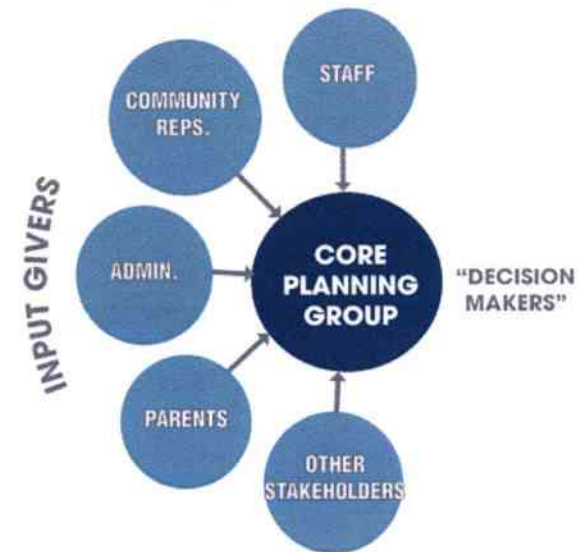
MEDIA  
CENTER  
REMODEL  
5,600 S.F.

MUSIC  
ADDITION  
3,300 S.F.



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### To be successful, a Core Planning Group must:

- » Be empowered to make decisions
- » Be willing to make decisions
- » Request information, not a decision from input givers
- » Be a manageable size to allow for a faster timeline



# Sibley Elementary Design Team

## Core Planning Team

- Guiding Principles
- Developed Criteria
- Met 3 times:
  - » April 25, 2019
  - » May 2, 2019
  - » May 7, 2019

Lori Malecha, ISD #659	Pasha Quaas, Parent
Julie Pritchard, ISD #659	Vic Dreier, Parent
Dan Warner, ISD #659	Jane Ehlers, ISD #659
Dorothy Cohan, ISD #659	Karleen Sherman, ISD #659
Stephanie Mahal, ISD #659	Val Mertesdorf, ISD #659
Sean Simonson, Parent	Matt Hillmann, ISD #659
Peter McGorry, ISD #659	Jim Kulseth, ISD #659
Scott Sannes, ISD #659	
Ann Hehr, ISD #659	
Mary Kate Maney, ISD #659	
Amy Goerwitz, ISD #659	





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## Guiding Principles

- The building should meet the needs of today while providing for future flexibility.
- The building should be safe and secure while being warm and welcoming for students, staff and visitors.
- The building addition and renovation should provide opportunities for natural daylight.
- The design should support before/after school functions. This may include: flex lab, art, music, gym, and cafeteria.
- The media center should serve as the heart of the building while being separate from circulation.
- The design should be inspiring to students and have a signature space that expresses Sibley pride.
- The design should support ease of building transitions.
- The design should support a variety of small group spaces that are accessible and centrally located.
- The design should support universal accessibility



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## Design Criteria

- The cafeteria design should be flexible, supporting performance and learning. Accommodate 220 students each lunch period.
- Specialist spaces, such as the gymnasium and music classrooms, should be adjacent to one another for scheduling and acoustic reasons.
- The new music room should be located near the existing music room; this room should be accessible before/after school.
- There should be acoustic control, especially in the cafeteria and music.
- The media center should function as a student space, and will have adjacent small group workspaces, a separate storage room, and media teaching space.
- The flex lab and media center should be next to one another.
- Additional SpED classrooms should be close to the existing SpED classrooms, if not adjacent. The rooms should provide adequate storage.
- SpED classrooms should support small group activities and confidential conversations.
- The speech and ESL spaces should accommodate small group activities, and be acoustically separate from loud active spaces i.e. gym and music.
- The building should support safe exiting and bus flow for students.



 **Knutson**Construction

 **Northfield**  
PUBLIC SCHOOLS

## Schematic Design Diagram: Site







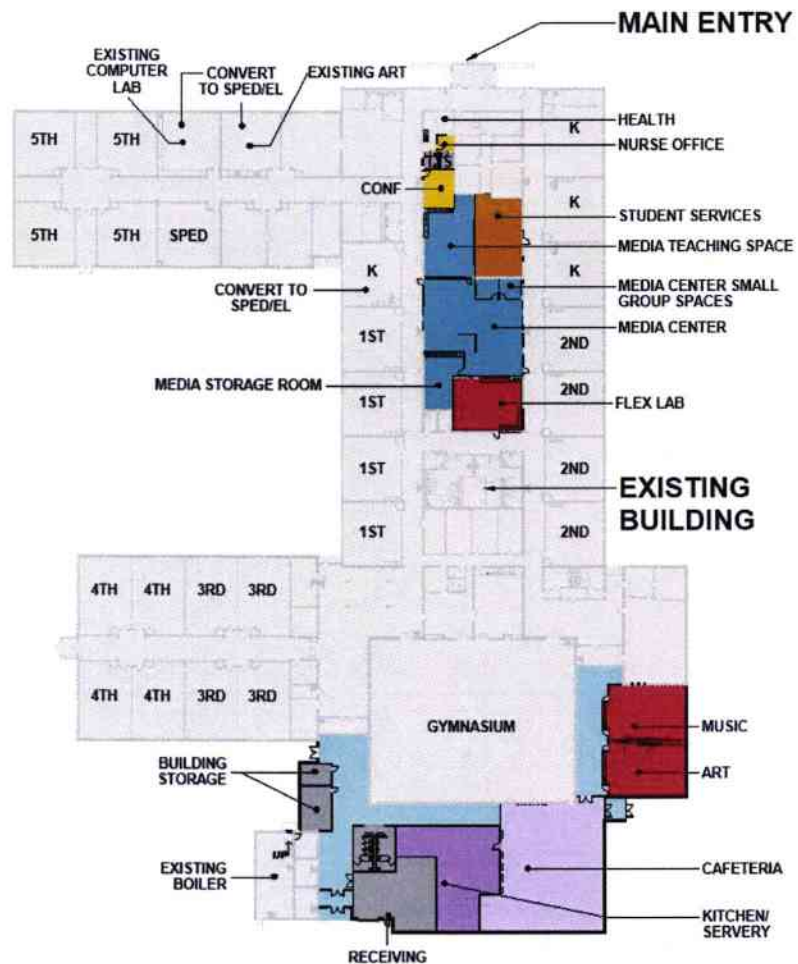
Knutson Construction

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PUBLIC SCHOOLS

KEY

- EXISTING
- ADMIN
- MEDIA CENTER
- STUDENT SERVICES
- SPECIALIST SPACES
- KITCHEN/SERVERY/CAFETERIA
- RECEIVING/STORAGE/TOILETS
- CIRCULATION

# Schematic Design Diagram





# Sibley Elementary User Groups



# Sibley User Groups

## USER GROUP TEAMS

- Met 1 time to date:
  - » May 28-31

Lori Malecha, ISD #659

Allison Sweeny, ISD #659

Dan Warner, ISD #659

Krista Sorenson, ISD #659

Becky Gainey, ISD #659

Peter McGorry, ISD #659

Scott Sannes, ISD #659

Ann Hehr, ISD #659

Mary Kate Maney, ISD #659

Amy Goerwitz, ISD #659

Erin Bailey, ISD #659

Pasha Quaas, Parent

Erica Ness, ISD #659

Jane Ehlers, ISD #659

Karleen Sherman, ISD #659

Susie Puppe, ISD #659

Matt Hillmann, ISD #659

Jim Kulseth, ISD #659

Peg Witt, ISD #659

Melissa Reed, ISD #659

Noreen Cooney, ISD #659

Aimee Gerdesmeier, ISD #659





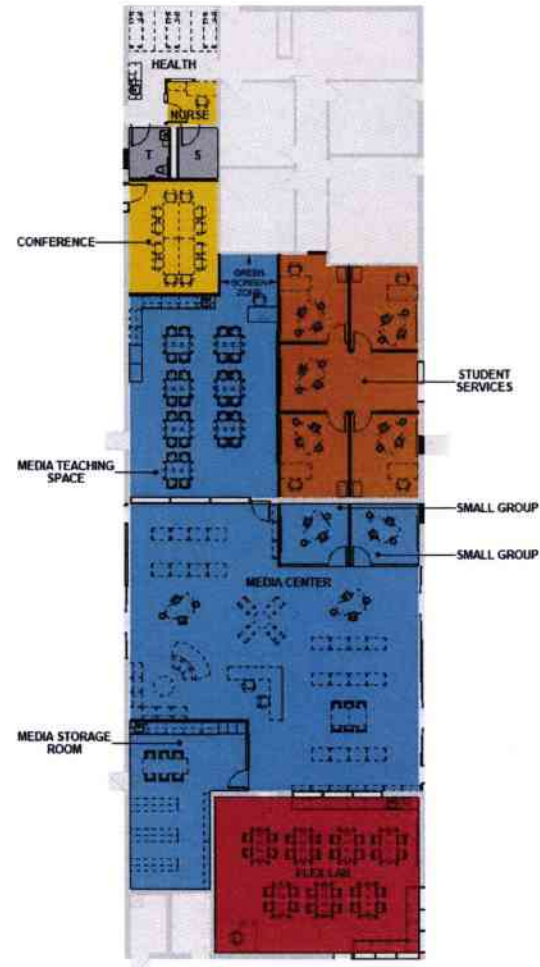
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PUBLIC SCHOOLS

KEY

- EXISTING
- ADMIN
- MEDIA CENTER
- STUDENT SERVICES
- SPECIALIST SPACES
- KITCHEN/SERVERY/CAFETERIA
- RECEIVING/STORAGE/TOILETS
- CIRCULATION

# Design Development Diagram: Interior Renovations

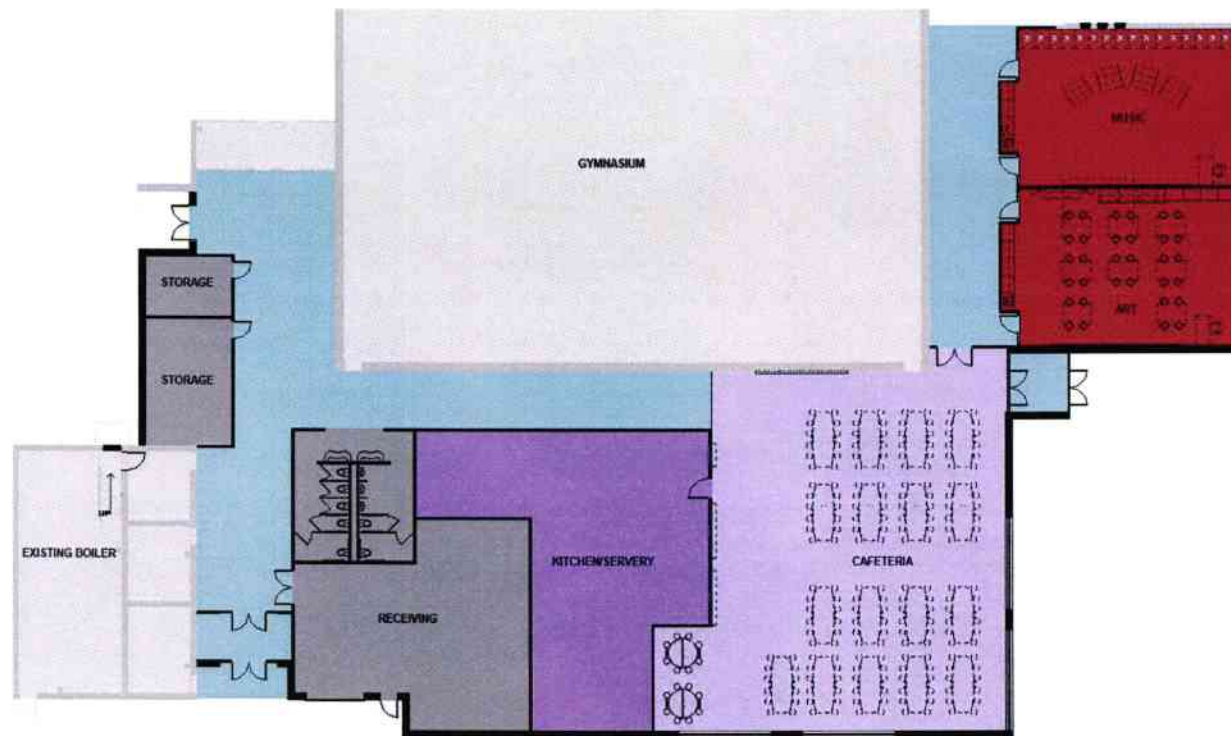




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PUBLIC SCHOOLS

## Design Development Diagram: Addition



### KEY

- EXISTING
- ADMIN
- MEDIA CENTER
- STUDENT SERVICES
- SPECIALIST SPACES
- KITCHEN/SERVERY/CAFETERIA
- RECEIVING/STORAGE/TOILETS
- CIRCULATION



## Next Steps

### Sibley Elementary:

- June 13<sup>th</sup> – User Group Round 2
- Late Fall – Issue Construction Documents
- End of Summer 2020 – Project Completion



# **NORTHFIELD PUBLIC SCHOOLS**

## **School Board Minutes**

May 28, 2019

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, Hardy, Stratmoen, Quinnell, Baraniak, Iverson, and Pritchard.
- II. Approval of Agenda/Table File  
On a motion by Iverson, seconded by Hardy, the Board unanimously approved the Agenda.
- III. Public Comment  
There was no public comment.
- IV. Announcements and Recognitions
  - The softball team is the #1 seed in the playoffs; the lacrosse, baseball, and track teams are all competing this week in the playoffs. The Maroon and Gold Banquet is Wednesday, May 29 in the Middle School. The reception begins at 6 pm and awards follow at 7 pm.
  - The Area Learning Center graduation is Wednesday, May 29 at 6:30 pm in the NHS auditorium. The high school graduation is Sunday, June 2 at 2 pm.
  - Thank you to the Northfield High School Band for participating in the Memorial Day celebration held at St. Olaf College on Monday, May 27.
  - Thank you to Mayor Pownell and the Northfield City Council for presenting certificates to all graduating Northfield High School Seniors who have served on youth council boards.
- V. Items for Discussion and Reports
  - A. Flex Hour: Career & College Readiness Update  
Northfield High School Principal Joel Leer and Guidance Counselor Mark Ensrud updated the Board on the flex hour schedule and the implementation of the career and college readiness initiative. They reviewed the sequence of events that occurred and shared survey results which lead to the implementation of both programs. They outlined the 2018-19 implementation model and the 2019-20 plans and modifications.
  - B. Achievement and Integration Program Presentation  
Mary Grace Hanson, Director of Teaching & Learning, presented the Achievement and Integration Plan (A&I) for Northfield Public Schools. The purpose of A&I is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Upon approval by a Board vote, the plan is submitted to MDE for final adjustments and approval. This is a three-year plan with annual updates included in the World's Best Workforce presentation and an updated budget. This will be an item for individual action at the next Board meeting.
  - C. Proposed 2019-2020 General Fund Budget  
Val Mertesdorf, Director of Finance, presented the 2019-2020 proposed General Fund Budget. Included in the Board materials were the assumptions and parameters for revenues and expenditures used to develop the budget. The budget reflects revenues of \$55,174,191, expenditures of \$55,728,526, and a deficit of \$554,335.
  - D. Policy Committee Recommendations - First Reading  
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. Erin Bailey, Director of Community Services, presented the committee's recommendations on Policy 902. There is additional fee structure

information to be gathered prior to recommending approval of this policy to the Board. Dr. Hillmann presented the committee's recommendations on Policies 531, 722, and renumbering current Policy 722 to Policy 719. This will be an item for individual action at the next Board meeting.

E. Family/Program/Co-Curricular/Student Citizenship Handbooks - First Reading

Dr. Hillmann presented the Policy Committee's recommendations on the 2019-2020 handbooks for: Elementary Schools, Middle School, High School, ALC, Early Ventures, Kid Ventures, Hand In Hand, Parent Co-Curricular Handbook, and the Student Citizenship Handbook. This will be an item for individual action at the next Board meeting.

VI. Committee Reports

Chair Pritchard provided an update on Schools for Equity in Education and the 2019 legislative session.

VII. Consent Agenda

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

A. Minutes

- Minutes of the Regular School Board meeting held on May 13, 2019.

B. Gift Agreements

- A \$1,966.53 gift for books for third grade at Greenvale Park Elementary.
- A \$4,776.00 donation for the Amplification System.

C. District Youth Council Membership

The following student is being recommended to serve on the District Youth Council during the 2019-2020 school year:

Rising Sophomore: Kiara Rosas

D. Personnel Items

a) Appointments

1. Tory Borovsky, Summer Recreation Position with Community Services, beginning 05/29/2019-08/31/2019; \$12.11/hr.
2. Paul Eddy, Head Girls Varsity Basketball Coach for 2 hours/day for 5 days/week at the High School, beginning 11/11/2019. Level A, Step 6
3. Claire Edwards, KidVentures Student Site Assistant for up to 3 hours/day at Sibley, beginning 08/26/2019; \$9.86/hr.
4. Abigail Estep, Summer Aquatics Position with Community Services, beginning 05/29/2019-08/31/2019; WSI Instructor \$11.00/hr., Lifeguard \$10.00/hr.
5. Correction: Mitzi Holden, Summer PLUS Custodian for 5 hours/day Mon.-Thurs at Greenvale Park, beginning 06/17/2019-08/01/2019; \$16.84/hr.
6. Chase Marlenee, Event Workers-Softball Umpire at the High School, beginning 05/10/2019.
7. Larson Ringlien, Summer Recreation Position-Junior Tennis with Community Services, beginning 05/29/2019-08/31/2019; \$1,500 Stipend
8. Victoria Rivera, Summer Recreation Position with Community Services, beginning 06/10/2019-08/31/2019; Super Kids \$9.86/hr., Soccer Supervisor \$10.50/hr.
9. Robert Swenson, Summer Recreation Position with Community Services, beginning 05/29/2019-08/31/2019; \$9.86/hr.
10. Summer Recreation Positions #2908, Effective May 29, 2019 – August 31, 2019  
Beth LaCanne – Tennis Supervisor \$18.86/hour  
Dez Young – Tennis \$10.36/hour  
Abby Borene – CS Tennis \$10.36/hour  
Sarah Will – CS Tennis \$10.36/hour, JTT \$1,800 Stipend (\$450 X 4 payroll periods) – will denote on time sheet  
Mark Welinski – JTT \$2,000 Stipend (\$500 X 4 payroll periods) – will denote on time sheet  
Fran Finali – Track \$10.25/hour  
Emma Johnson – T-ball, Little League, Softball Supervisor \$10.50/hour  
Andrew Pahs – T-ball, Little League, Softball Supervisor \$10.96/hour



Anika Guggisberg – Softball \$10.11/hour  
Zoe Ingersoll – General Recreation \$10.11/hour

Summer Recreation Positions #2909, Effective May 29, 2019 – August 31, 2019

- Bronte Karvel-Fuller, Aquatics Supervisor, \$11/hour  
Marcella Manivel – Aquatics Class Lead \$10.50/hour, Lifeguard \$10.46/hour, Swim Aide \$10.11/hour  
Bryce Malecha – Aquatics Class Lead \$10.50/hour, Lifeguard \$10.46/hour, Swim Aide \$10.11/hour  
Lauren Moravchik – Aquatics Class Lead \$10.50/hour, Lifeguard \$10.25/hour, Swim Aide \$10.11/hour  
Hannah Ringlien – Aquatics Class Lead \$10.50/hour, Lifeguard \$10/hour, Swim Aide \$9.86/hour  
Grace Neuger – Aquatics Class Lead \$10.50/hour, Lifeguard \$10.46/hour, Swim Aide \$10.11/hour
11. Paige Haley, 1.0 FTE 4<sup>th</sup> Grade Teacher at Bridgewater, beginning 08/26/2019; MA, Step 2 (2019-2020)
  12. Melanie Klein, 1.0 FTE Special Education ASD Teacher at Sibley, beginning 08/26/2019; BA+45, Step 3 (2019-2020)
  13. Charles Pratt, Summer Recreation Position with Community Services, beginning 06/10/2019-08/31/2019; \$9.86/hr.
  14. Terry Rydberg, .6 FTE Art Teacher at the High School, beginning 08/26/2019; BA, Step 3-subject to obtaining MN Licensure. (2019-2020)
  15. Theresa Wilson, .6 FTE Business Education Teacher at the High School, beginning 08/26/2019; MA+60, Step 15.

b) Increase/Decrease/Change in Assignment

1. Danielle Amundson, Teacher at Greenvale Park, add Compañeros Lead/Mentor Teacher at Greenvale Park, effective 08/26/2019-06/08/2020; \$750 Stipend
2. Kathleen Beck, Spec Ed EA-PCA at Sibley, change to Spec Ed EA-PCA at Greenvale Park, effective 05/07/2019-06/07/2019.
3. Ray Coudret, Teacher at the High School, add ALC Summer School Teacher for up to 5 hours/day Mon.-Thurs. at the ALC, effective 06/10/2019-07/25/2019; Lane/Step
4. Martha Donahoe, Office Specialist-Community Services, add 2 days to work calendar, effective 07/01/2019.
5. Peggy Fink, ACT Testing Accommodations Coordinator at the High School, continuing position for 2019-20 school year, effective 07/01/2019-06/30/2020.
6. Denise Halvorson, Teacher at the High School, add Summer PLUS Teacher for up to 2 hours/day Mon.-Thurs. at Greenvale Park, effective 06/17/2019-08/01/2019; Yr. 2-\$27.11/hr.
7. Elizabeth Larson, Teacher at Bridgewater, add Compañeros Lead/Mentor Teacher at Bridgewater, effective 08/26/2019-06/08/2020; \$750 Stipend
8. April Ostermann, Teacher at Sibley, add Compañeros Lead/Mentor Teacher at Sibley, effective 08/26/2019-06/08/2020; \$750 Stipend
9. Emma Rasmussen, Track Staff with Community Services, change to Track Supervisor with Community Services, effective 5/29/2019-08/31/2019; \$10.50/hr.
10. Jon Thompson, .80 FTE Social Studies Teacher at the High School, change to Social Studies-LTS Robia .40 FTE; LTS Dahle .20 FTE; Ongoing .30 FTE; and MTSS .10 FTE = 1.0 FTE at the High School, effective 08/26/2019-06/05/2020.
11. Stephanie Ennis, Summer PLUS Teacher Sub at Greenvale Park, change to Summer PLUS Teacher for up to 5 hours/day Mon.-Thurs. at Greenvale Park, effective 06/13/2019-08/01/2019; Yr. 3-\$27.11/hr.
12. Lisa Krueger-Robb, .80 FTE EL Teacher at the High School, change to 1.0 FTE EL Teacher at the High School, effective 08/26/2019- on going.
13. Teresa Morris, Spec Ed EA-PCA for 4.75 hours/day at Sibley, change to Literacy Support Educational Assistant for 5 hours/day at Sibley, effective 08/27/2019-06/05/2020. Gen Ed Step 4-\$16.52/hr.
14. Karen Roback, Special Ed EA-PCA for 7 hours/day at the High School, change to Special Ed EA-PCA for 6.75 hours/day at the High School, effective 08/27/2019.
15. Ellen Trotman, Summer PLUS Teacher Sub at Greenvale Park, change to Summer PLUS Teacher for up to 5 hours/day Mon.-Thurs. at Greenvale Park, effective 06/13/2019-08/01/2019; Yr. 4-\$27.73/hr.
16. Jessica Weber Van Zuilen, Special Ed EA-PCA for 6.5 hours/day at the High School, change to Special Ed EA-PCA for 6.75 hours/day at the High School, effective 08/27/2019.

c) Leave of Absence

1. Emily Grote, HR Generalist at the District Office, Family/Medical Leave of Absence for Childcare, effective on or about November 1, 2019 for 12 work weeks.
2. Rhea Mehrkens, Teacher at the Middle School, Unpaid Leave of Absence for the 2019-2020 school year.

d) Retirements/Resignations/Terminations

1. Rachel Hoffelt, Teacher at the High School, resignation effective at the end of the 2018-2019 school year.



2. Oliver Reitan, Teacher at the High School and Middle School, resignation effective at the end of the 2018-2019 school year.
3. James Urick, AP Test Proctor at the High School, declined position effective 05/06/2019.
4. Pamela Urick, AP Test Proctor at the High School, declined position effective 05/06/2019.
5. Robert Garcia, Summer PLUS Teacher at Greenvale Park, declined position effective 5/13/2019.
6. Kayla Tietz, Child Nutrition Associate 1 at the Middle School, resignation effective 06/07/2019.

VIII. Superintendent's Report

A. Items for Individual Action

1. Resolution Approving And Authorizing The Execution Of A Lease Agreement, A Ground Lease Agreement And Related Documents And Certificates. On a motion by Iverson, seconded by Hardy, the Board approved the proposal to provide tax-exempt lease-purchase financing for the purchase of an existing property and the building located thereon, and adopted the Resolution Approving and Authorizing the Execution of A Lease Agreement, A Ground Lease Agreement and Related Documents and Certificates. Voting 'yes' was Goerwitz, Hardy, Stratmoen, Quinnell, Baraniak, Iverson, and Pritchard. No one voted 'no'. Motion carried.
2. Bridgewater Bid Approval. On a motion by Stratmoen, seconded by Goerwitz, the Board unanimously approved contracts to be issued to the low bidders for the Bridgewater Elementary School addition and renovation at a cost of \$1,545,540, the General Conditions fee of \$185,000, and the Construction Contingency fee of \$30,286 as presented.
3. Gleason Property Purchase Agreement. On a motion by Quinnell, seconded by Baraniak, the Board unanimously approved the purchase agreement between Independent School District #659 Northfield Public Schools and Gleason Real Estate Holdings, LLLP for 3.49 acres adjacent to "The Shop" at a cost of \$180,000.

IX. Items for Information

- A. Construction Update #8. Dr. Hillmann provided an update on the District's construction projects which included the Bridgewater bid opening which occurred on May 21, highlights of the project oversight committee meeting on May 28, and a brief update on the Sibley user group meetings.

IX. Future Meetings

- A. Monday, June 10, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- B. Monday, July 8, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- C. Monday, August 12, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center

X. Adjournment

On a motion by Stratmoen, seconded by Goerwitz, the Board adjourned at 9:43 p.m.

Noel Stratmoen  
School Board Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 29<sup>th</sup> day of May, 2019, by and between Northfield Fine Arts Booster Club, Inc., 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

\$1,073.12 gift for the MN50TA Tier 2  
field trip bus transportation, check #1287.

Northfield Fine Arts Booster Club, Inc.

Donor

By: Received in Middle School office

Approved by resolution of the School Board on the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

INDEPENDENT SCHOOL DISTRICT No. 659

By: \_\_\_\_\_

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 5<sup>th</sup> day of June, 2019, by and between Northfield Booster Club, 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

\$2,965.00 donation for fee waivers, check # 2128.

Northfield Booster Club

Donor

By: Received in High School 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)
Northfield Fine Arts Booster Club, Inc.	\$1,073.12	MNSOTA Tier 2 field trip bus transportation for the Middle School
Northfield Booster Club	\$2,965.00	Fee waivers at the High School

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

**MEMO TO:** Dr. Matt Hillmann  
**FROM:** Joel Leer   
**DATE:** May 2019  
**REGARDING:** Tentative Overnight Trips Planned for 2019-20

I recommend for school board approval the overnight field trips listed below for the 2019-20 school year. Some dates are tentative and there is a possibility that there may be other trips planned at a later date. Any additional trips will be forwarded to the school board for approval.

<b>AP CHEM/AP PHYSICS</b>	-	May 14-16, 2020 to Chicago; one school day missed, May 15 <sup>th</sup> ; approximate cost is \$375.
<b>CHOIR</b>	-	March 20-25, 2020 to Florida/Disney, one school day missed March 20 <sup>th</sup> ; approximate cost is \$1400.
<b>DECA</b>	-	December 6-8, 2020 to Minneapolis; one school day missed, December 6; approximate cost \$175.
<b>DECA</b>	-	March 1-3, 2020 to Minneapolis DECA state; two school days missed March 2 & 3; approximate cost is \$175.
<b>DECA</b>	-	April 29 – May 2, 2020 to Anaheim, CA for DECA Nationals; 3 school days missed potentially; approximate cost is \$2000.
<b>ROBOTICS</b>	-	March, 2020 – competition dates and place still to be determined; two days missed; approximate cost is \$200.
<b>CHOIR</b>	-	January 11-14, 2020 – Dorian Festival at Luther College, IA; 2 school days missed; approximate cost is \$85.

**Achievement and Integration  
Update  
Mary Grace Hanson  
2018-19**

*Presented to the Board on 6.10.2019*

**Achievement and Integration Plan**

**Leadership Team**

Person	Role	*MDCC Member
Mary Grace Hanson	Director of Teaching and Learning	Yes
Erin Bailey	Director of Community Services	
Hope Langston	Director of Assessment	Yes
Matt Hillmann	Superintendent	Yes
Michael O'Keefe	MS Assistant Principal	
Val Mertesdorf	Director of Finance	
Zach Pruitt	HCI	
Sam Richardson	Elementary Principal	
Greg Gelineau	MS Principal	
Daryl Kehler	ALC Director	
Joel Leer	HS Principal	
Marnie Thompson	HS Assistant Principal	Yes
Carrie Duba	HS Psychologist	
Mark Ensrud	HS Counselor	
Sybil Betsinger	American Indian Parent Chair	Yes
TBD	Student	Yes
TBD	Student	



\*MDCC: Multi-District Collaboration Council, including representatives from Faribault, WEM, Tri-City United, and Northfield; hosted and organized by Faribault

**Goal 1:** 80% of high school seniors will demonstrate college/career/choice readiness by reaching an ACT college ready benchmark score of 21, an increase from baseline data for the class of 2019 by 2022 OR an Accuplacer score of 250 on the Next Gen Reading Comprehension test from an increase of 31% in 2019 to 50% in 2022.

**Strategies:**

- Odysseyware Program at the HS
- Academic Advocate at the ALC
- Internal Reading Coach, PreK-5
- Cultural Liaison
- Youth Development Coordinator
- MTSS Coordinator

**Goal 2:** The reading proficiency gap between Non-FRP and FRP student groups enrolled at Northfield Middle School will decrease from 27% in 2018 to 14% in 2022 by increasing the proficiency rate of each student group:

- Non-FRP students from 77% in 2018 to 80% in 2022
- FRP students from 49% in 2018 to 67% in 2022

**Strategies:** Implement the AVID program in the MS

**Goal 3:** The goal of the inaugural integrated student data summit is to move the participants' awareness of district data and its uses from a level of little or no awareness to a level of greater awareness as measured by pre-summit and post-summit survey results.

**Strategies:** Northfield will plan and host a data summit for student representatives from Faribault, WEM, and Tri-City United. The summit will be held on a school day at Carleton College between the Thanksgiving and Winter breaks with lunch provided.



DEPARTMENT  
OF EDUCATION

Achievement and Integration Revenue  
FY 2020 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2020 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: NORTHFIELD PUBLIC SCHOOLS

District ISD Number: 0659-01

Superintendent: DR. MATTHEW HILLMANN, Ed.S.

Partnering Districts:

FARIBAULT, WATERVILLE-ELYSIAN-MORRISTOWN, TRI-CITY UNITED

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Mary Grace Hanson

Fiscal Staff: VAL MERTESDORF

Phone: 507.645.3436

Phone: 507.663.0620

E-mail: mhanson@northfieldschools.org

Email: VMERTESDORF@NORTHFIELD!

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue (FIN 313)

Total Incentive Revenue (FIN 318)

TOTAL A&I REVENUE

\$ -

CERTIFICATION STATEMENT

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2020 Achievement & Integration budget as approved by the school board.*

Board Approval Date

School Board Chair

Date

Superintendent

Date

This approval is optional and not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: \_\_\_\_\_ Approved Incentive Revenue: \_\_\_\_\_

MDE Approval: \_\_\_\_\_

Date: \_\_\_\_\_

End of worksheet



DEPARTMENT  
OF EDUCATION

## FY 2020 Achievement and Integration Budget

District Number:

0659-01

District Name:

NORTHFIELD PUBLIC SCHOOLS

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$279,148.00	80.01%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$51,049.00	14.63%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$18,676.00	5.35%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$348,873.00		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$348,873.00
Total Amount Proposed FIN 318	\$0.00

Improvement  
Planning  
Expenditures

0% #VALUE!

Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).





DEPARTMENT  
OF EDUCATION

FY 2020 Achievement and Integration Budget

District Number: 0659-01

District Name: NORTHFIELD PUBLIC SCHOOLS

**80% Direct Services to Students**

List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved Achievement and Integration plan that provide direct services to students. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?	
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal # Strategy # and Name
Odysseyware Teacher 3 days/week	001	211	313	140	\$61,250.00		Teacher to supervise, instruct, and motivate students who are participating in the Odysseyware program 3 days/week	1 #1: Odysseyware
Odysseyware Educational Assistant   7.0 hrs/day	001	211	313	141	\$41,300.00		Educational Assistant to work with and supervise students participating in the Odysseyware program for 5 days/week	1 #1: Odysseyware
Promise Fellow	004	211	313	305	\$8,700.00		New position assigned to students using Odysseyware for credit recovery	1 #1: Odysseyware
Academic Advocate - ALC .5 FTE	004	211	313	143	\$47,100.00		Licensed Teacher to work with ALC students in their classrooms to help make the curriculum more accessible and ensure academic success and choice for post secondary options	1 #2: Academic Advocate
Cultural Liaison   198 days	005	740	313	175	\$77,250.00		Person to work with all students and families to increase participation in school activities	1 #4: Cultural Liaison
Youth Development Liaison	005	203	313	170	\$40,048.00		Person to work with students in the after school MS and elementary PLUS programs	1 #5: Youth Development Coordinator
Multi-district integration activity	001	211	313	490	\$2,300.00		Food for the HS students from 4 districts for integration activity	3 #9: Integration Activity
Multi-district integration activity	001	211	313	401	\$200.00		Supplies (chart paper, graphs, sticky notes) for HS students from 4 districts for integration activity	3 #9: Integration Activity
Odysseyware classroom supplies	001	211	313	430	\$1,000.00		Supplies for classroom: white board markers; paper; pens	1 #1: Odysseyware
			313					
			313					
			313					
			313					
<b>FIN 313 TOTAL</b>					<b>\$279,148.00</b>	<b>\$0.00</b>		

**Note** Copy line items for improvement strategies and paste them into the related section of the improvement Planning tab--DSS, PD, or Admin Cost.

Comments:

End of Worksheet


**DEPARTMENT  
OF EDUCATION**
**FY 2020 Achievement and Integration Budget**

District Number: 0659-01

District Name: NORTHFIELD PUBLIC SCHOOLS

**20% Professional Development**

List proposed **FIN 313** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal #	Strategy # and Name
AVID	002	211	313	366	\$5,000.00	\$0.00	Advancement Via Individual Determination: nationally recognized and researched based program designed to give students the skills to be successful in school and pursue higher education	2	#8: AVID at the MS
District Wide Reading Corp Coach   0.5 FTE	005	605	313	143	\$46,049.00		Internal reading coach for Reading Corps personnel to help under achieving elementary students in reading gain the skills needed to be successful	1	#3: Internal Reading Coach
			313						
			313						
			313						
			313						
			313						
<b>TOTAL</b>					<b>\$51,049.00</b>	<b>\$0.00</b>			

**Note** Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

**Comments:**

End of Worksheet


**DEPARTMENT  
OF EDUCATION**
**FY 2020 Achievement and Integration Budget**

District Number: 0659-01

District Name: NORTHFIELD PUBLIC SCHOOLS

**10% Admin/Indirect Costs**

List proposed Administrative/Indirect **FIN 313** expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved Achievement and Integration plan. Read the Achievement and Integration Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY20 expenditures by 12/1/20.	Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy and paste your plan here.	Goal #	Strategy # and Name
MTSS Coordinator	001	211	313	143	\$18,676.00		Person to coordinate services for under achieving students at the HS	1	#6: MTSS Coordinator
			313						
			313						
			313						
			313						
<b>Total</b>					<b>\$18,676.00</b>	<b>\$0.00</b>			

**Note** Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

**Comments:**



## **Policy 722 PUBLIC DATA REQUESTS**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

### **III. DEFINITIONS**

#### **A. Government Data**

"Government data" means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

#### **B. Inspection**

"Inspection" means the visual inspection of paper and similar types of government data.

#### **C. Public Data**

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

#### **D. Responsible Authority**

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

#### **E. Summary Data**

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

### **IV. REQUESTS FOR PUBLIC DATA**

#### **A. All requests for public data must be made in writing directed to the responsible authority.**

##### **1. A request for public data must include the following information:**

- a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact the requestor (such as phone number, address, or email address).
  2. A requestor is not required to explain the reason for the data request.
  3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
  4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
    - a. The requested data does not exist; or
    - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
      - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
      - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
    - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

## **V. REQUEST FOR SUMMARY DATA**

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
  1. A request for the preparation of summary data must include the following information:
    - a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
  1. The estimated costs of preparing the summary data, if any; and
  2. The summary data requested; or
  3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
  4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of



creating the summary data before the school district begins to prepare the summary data.

## **VI. COSTS**

### **A. Public Data**

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

### **B. Summary Data**

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
  - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
  - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

## **Data Practices Contacts**

### **Responsible Authority:**

Dr. Matthew Hillmann

1400 Division Street South, Northfield, MN 55057

507.663.0629; mhillmann@northfieldschools.org

### **Data Practices Compliance Official:**

Hope Langston

1400 Division Street South, Northfield, MN 55057

507.663.0629; hlangston@northfieldschools.org

## **Policy 722 Public Data Requests**

Adopted: DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

### **Legal References:**

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

### **Cross References:**

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

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

INDEPENDENT SCHOOL DISTRICT NO. 659  
PUBLIC DATA REQUEST FORM

to be completed by the requestor

requestor name (not required):	phone number:*
address:*	email address:*
date of request:	
description of the information requested: (attach additional page if necessary)	
manner in which responsive data is to be provided:	
inspection only _____ copies only** _____ both inspection and copies** _____	
<p>* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.</p> <p>**Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.</p>	
for office use only	
date request received:	request received by:
date of response:	response provide by:



## **Policy 722 719 Copyright**

### **I. PURPOSE**

It is the policy of the Northfield Public Schools to adhere to the provision of current copyright laws as they affect the district and its employees.

### **II. GENERAL STATEMENT OF POLICY**

Copyrighted materials, whether print or non print, may not be duplicated by district personnel without first receiving written permission from the copyright holder through proper procedures or complying with district guidelines.

### **III. PROCEDURES**

The School Board therefore directs that:

1. Unlawful copies of copyrighted materials may not be produced on district-owned equipment or any other equipment on district property.
2. Unlawful copies of copyrighted materials may not be used with district-owned equipment or other equipment on district property.

Any district employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

Employees who use copyrighted materials that do not fall within the "fair-use" or "public display" guidelines within the copyright law must be able to substantiate that the materials meet one or more of the following criteria.

1. The materials were purchased from an authorized vendor by the employee or the district, and that a record of the purchase exists.
2. The materials are copies covered by a licensing agreement between the copyright owner and the district or the employee.
3. The materials are being evaluated by the user to reach a decision about future purchase or licensing agreement. A valid agreement permitting such use must exist.

Policy 722 719 Copyright

Adopted: December 8, 2008; Updated: DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

*Cross References: Ref: United States Code, Title XVII*

*Guidelines for Use of Copyrighted Materials, ISD 659*



**Bridgewater Elementary**  
**Greenvale Park Elementary**  
**Sibley Elementary**

**Student Handbook**  
**2019-2020**

Bridgewater Elementary School (K-5)	401 Jefferson Parkway	507.664.3300
Greenvale Park Elementary School (K-5)	700 Lincoln Parkway	507.645.3500
Sibley Elementary School (K-5)	1400 Maple Street	507.645.3470

Bridgewater Principal: Nancy Antoine  
Greenvale Park Principal: Sam Richardson  
Sibley Principal: Scott Sannes

District Website: [www.northfieldschools.org](http://www.northfieldschools.org)

### Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

### Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

#### Beliefs

- **Public Education**  
*We believe that public education is the foundation of our democratic republic.*
- **Learning**  
*We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.*
- **Decision-Making**  
*We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.*
- **Shared Responsibility**  
*We believe that education is the collective responsibility of our students, families, schools and communities.*
- **Learning Environment**  
*We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.*
- **Diversity**  
*We believe that all learners have a right to equitable access to educational opportunities.*

#### Strategies

- **Quality Education**  
*We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.*
- **Climate**  
*We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.*
- **Curricular Outcomes**  
*We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.*
- **Stewardship**  
*We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.*
- **Communication/ Partnerships**  
*We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.*
- **Diversity**  
*We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.*

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none"><li>● Prioritize recruiting and retaining diverse staff.</li><li>● Robust core subject instruction.</li></ul>	<ul style="list-style-type: none"><li>● Building and fostering relationships - commitment to social/emotional health for all.</li><li>● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.</li><li>● Spaces that are modern, innovative, creative and flexible.</li><li>● Equitable opportunities and support for all career and college paths.</li></ul>



## **WELCOME TO NORTHFIELD PUBLIC SCHOOLS**

This handbook has been designed to be helpful in answering questions about Northfield Elementary Schools' programs, policies, and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive positive school year.

# Northfield Public Schools 2019-2020 School Calendar

Approved by the School Board  
March 12, 2018

July 2019

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

August 2019

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

21-22

New Teacher Inservice

26-29

Staff Development Days

30

Teacher Preparation Day

September 2019

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

2

Labor Day

3

First Day of School

October 2019

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

17-18

No School, Fall Break (MEA)

November 2019

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

1

End of First Quarter

4

No School, Teacher Preparation Day

27-29

No School, Thanksgiving Break

December 2019

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- Jan 3

Winter Break, No School

January 2020

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

1-3

Winter Break, No School

20

No School, Martin Luther King Jr. Day

24

End of Second Quarter

27

No School, Teacher Preparation Day

February 2020

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

February

March 2020

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

20

End of Third Quarter

23-27

No School, Spring Break

30

No School, Teacher Preparation Day

April 2020

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

May 2020

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

25

No School, Memorial Day

31

Graduation

June 2020

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

Last Day of School (2-hr early dismissal)

8

No School, Staff Development Day

8-9

Possible makeup days for students

10-11

Possible makeup days for teachers

## Weather make-up days:

If school is closed 3 days on or before 4/15, make-up day is 6/8. Staff Development day moves to 6/9.  
If school is closed 4 days on or before 4/15, make-up days are 6/8 & 6/9. Staff Development day moves to 6/10.  
If school is closed 5 days on or before 4/15, teachers only will make-up on 6/11.

- Holidays, No School
- Holidays
- No School
- No School, Teacher Preparation or Staff Development Days

## Student Days:

Term 1: 42 days  
Term 2: 45 days  
Term 3: 39 days  
Term 4: 48 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  
87 days - first semester; 87 days - second semester

## NORTHFIELD PUBLIC SCHOOLS

### 2019-2020 Calendar

Approved by School Board March 12, 2018

#### New Teacher Activities

August 21 and 22

#### Pre-School Days for all Teachers

August 26-29 Staff Development Days

August 30 Teacher Preparation Day

September 2 **No School.** Labor Day

September 3 First Day of School/Beginning of 1<sup>st</sup> Quarter

October 17-18 **No School.** Fall Break (MEA)

November 1 End of 1<sup>st</sup> Quarter (42 days)

November 4 **No School.** (Teacher Preparation Day)

November 5 Beginning of 2<sup>nd</sup> Quarter

November 27-29 **No School.** Thanksgiving Break

Dec. 23-Jan. 3 **No School.** Winter Break

January 20 **No School.** Dr. Martin Luther King's Birthday

January 24 End of 2<sup>nd</sup> Quarter (45 days)/End of First Semester (87 days)

January 27 **No School.** (Teacher Preparation Day)

January 28 Beginning of 3<sup>rd</sup> Quarter and Second Semester

March 20 End of 3<sup>rd</sup> Quarter (39 days)

Mar 23-27 **No School.** Spring Break

March 30 **No School.** (Teacher Preparation Day)

March 31 Beginning of 4<sup>th</sup> Quarter

May 25 **No School.** Memorial Day

May 31 Graduation

June 5 **Last Day of School.** 2-hour early dismissal

End of 4<sup>th</sup> Quarter (48 days); End of Semester (87 days)

June 8 **No School. Staff Development Day.**

June 8-9 **Possible makeup days for students.**

June 10-11 **Possible makeup days for teachers only.**

#### Students and Teachers Possible Make-Up Days for 2019-2020

- If two (2) days are cancelled, no make-up days for students or teachers.
- If three (3) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact day on Monday, June 8, 2020. Staff development day moves to June 9, 2020.
- If four (4) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact days on Monday, June 8, 2020 and Tuesday, June 9, 2020. Staff development day moves to June 10, 2020.
- If five (5) days are cancelled on or before April 15, 2020, teachers only will make-up on Thursday, June 11, 2020.



## Daily Elementary School Schedules

### Bridgewater Elementary School (Grades K-5)

8:20 a.m.	First Bell Rings (9:20 a.m. on late-start Wednesdays)
8:25 a.m.	Second Bell – Class Begins (9:25 a.m. on late-start Wednesdays)
11:15 a.m. – 1:00 p.m.	Lunch/Recess Periods
3:20 p.m.	Dismissal Bell for all students—buses load

### Greenvale Park Elementary School (Grades K-5)

8:15 a.m.	First Bell Rings (9:15 a.m. on late-start Wednesdays)
8:20 a.m.	Second Bell – Class Begins (9:20 a.m. on late-start Wednesdays)
11:10 a.m. – 1:00 p.m.	Lunch/Recess Periods
3:15 p.m.	Dismissal Bell for all students—buses load

### Sibley Park Elementary School (Grades K-5)

8:15 a.m.	First Bell Rings (9:15 a.m. on late-start Wednesdays)
8:20 a.m.	Second Bell – Class Begins (9:20 a.m. on late-start Wednesdays)
11:10 a.m. – 1:10 p.m.	Lunch/Recess Periods
3:15 p.m.	Dismissal Bell for all students—buses load

#### Teacher's Hours:

Bridgewater Elementary: 7:35 a.m. - 3:35 p.m.

Greenvale Park Elementary: 7:30 a.m. - 3:30 p.m.

Sibley Elementary: 7:30 a.m. - 3:30 p.m.

#### Links to Staff Directory

[Bridgewater Elementary](#)

[Greenvale Park Elementary](#)

[Sibley Elementary](#)

## NOTES

**Bridgewater's** non-bus students are asked **not to arrive before 8:00 a.m. or 7:45 a.m. for breakfast.**

- Note: On Wednesdays there is a one-hour late start and non-bus students are asked not to arrive before 9:00 a.m. or 8:45 a.m. for breakfast.

**Greenvale's** non-bus students are asked **not to arrive before 7:45 a.m.** for breakfast.

- Note: On Wednesdays there is a one-hour late start and non-bus students are asked not to arrive before 8:45 a.m. for breakfast.

**Sibley's** non-bus students are asked **not to arrive before 7:55 a.m.** for breakfast.

- Note: On Wednesdays there is a one-hour late start and non-bus students are asked not to arrive before 8:55 a.m. for breakfast.

During inclement and/or severe cold weather, children will be allowed entrance into the outer hallway.

## ATTENDANCE INFORMATION

Parents or Guardians of a student who will not be in school should call every day of absence to the appropriate Student Absence Answering Service: (They are available 24 hours a day).

Bridgewater .....507-664-3306  
Greenvale Park.....507-645-3506  
Sibley.....507-645-3474

If a phone call is not received by 8:30 a.m. and your child does not arrive at school, you will be telephoned to verify the absence.

**Students who arrive after the beginning of the school day are to check in with the front office for a late arrival slip before reporting to their classroom.** If an absence is anticipated, call the attendance line prior to the absence.

**Note:** Parents **may not** take their child from the school premises without notifying the office. For students to leave school early, parents must send a note to the classroom teacher and call the front office or attendance line. **When leaving early, parents are to meet students in the office and sign them out.**

It is believed that elementary students benefit from continuity in their educational program. If an educational family trip needs to occur during school, parents should contact their child's teacher so that class work that is missed can be made up. Because it is difficult to predict exactly how instruction will be paced during a student's absence, it may be necessary for students to make up work after they return.

### Attendance Areas

District resident students attending Bridgewater, Greenvale Park, or Sibley shall be eligible for transportation to the school in their attendance area provided that they live beyond the walk boundary.

### Walk Zone

The walk boundary for students in grades K through 5 is approximately .75 mile. Distances are calculated from the school property, using streets and paved pedestrian paths. If you are unsure whether your child is eligible for bus transportation, call Benjamin Bus.

### Non-Resident Students (Open-Enrolled)

The district will provide transportation to open enrolled (non-resident) students who are attending Northfield Public Schools, using the closest safe pick-up/drop-off point on an existing route that serves the school that the student attends.

### After School Activities

Transportation is not provided on regular route buses for non-school activities such as work, music or dance lessons, scouts, church activities, etc.

### Safety

All elementary students in kindergarten through grade 6 are required to complete bus safety training at the beginning of every school year.

Parents should review the following safety rules with their children.

- Bus doors will not be opened until students form an orderly line ready for boarding.



- When crossing the road to get on or off the bus, students must wait until the bus has stopped, the stop arm is out with red lights flashing, and the driver has indicated to the student to cross. **Students must cross in front of the bus only; never behind the bus.**
- Students should follow the directions of the driver.
- Students are to remain seated while the bus is in motion. Share the seat with others. Keep arms, legs, and belongings to yourself.
- Students will not be allowed to extend any part of their body or place objects outside the windows. Windows may be opened halfway only, with permission of the bus driver.
- Students should talk quietly and act courteously at the bus stop and on the bus. No swearing, fighting, teasing, harassing, or horseplay. Be respectful of property at the bus stop.
- Students must not throw any object inside the bus or out of the bus.
- No eating on the bus. No beverages other than water on the bus. Use of tobacco, drugs, alcohol, lighters, matches, or vaping products on the bus or at the bus stop is prohibited.
- No weapons or hazardous object on the bus.
- No animals, insects, or pets on the bus or at the bus stop.
- Students must not damage the bus or tamper with emergency exit devices.
- Students should help to keep their bus clean and safe.

### **Behavior, Bus Incident Reports**

If a student is involved in a behavioral incident on a school bus or at a school bus stop or transfer point, a bus incident report form is issued by a driver, the bus company safety director, or school employee. The purpose is to provide communication to parents regarding the incident. A copy goes to the student's school, and corrective action may be initiated by the school district. When a student receives a bus incident report, the parent/guardian must sign the form and the student must present the signed form to the bus driver when boarding in the morning on the following day, or the next time the student rides the bus, whichever comes first. If a child is suspended from the bus, parents will be notified by school district administration.

### **Suspension of Riding Privileges**

Transportation is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. §1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

### **Repayment for Damage to School Buses**

Students and/or parents/guardians shall repay the bus owners for damages due to vandalism of school buses.

### **Attendance Procedures**

Every minute of a child's time at school is important. Children who are absent for even one day, or who arrive later than their classmates, miss valuable instruction time and can easily fall behind in school. They also miss important socialization time and fun with their peers. With that in mind, please note the following.

**Excused absences or tardies** require parental communication with the school on or before the day of absence or tardiness. If such communication takes place, the following shall be considered an excused absence.

- A. Ill – flu, cold/cough, headache, strep throat, etc.
- B. Family emergency/special events – accident, funeral, wedding, educational family trip
- C. Childhood diseases
- D. Doctor/dental appointments that cannot be made outside of school hours
- E. Taking child home at the request of the school

**Unexcused absences or tardies: No parental communication with school, sleeping in and suspension from school.**

1. Any student not in school will be counted absent. Please call the **school attendance line** at your child's school (see numbers on previous page) by 8:30 a.m. every day that your child will not be in school. This line is a recorded message that you can call anytime, 24 hours a day. If the student is absent and there is no contact with a parent/guardian, the child will be considered unexcused.
2. Any student that arrives after the bell rings or leaves school early, for any reason, will be counted tardy. You must call the attendance line to report that your child will be tardy.
3. A letter of concern will be sent to the parents of any student who has three unexcused absences or six tardies, or excused absences that are negatively affecting the students' classroom achievement. **Four (4) unexcused tardies will be considered one (1) unexcused absence.**
4. A letter will be sent to parents requesting a meeting with the principal, nurse, social worker, and teacher to discuss their student's attendance when the student has five unexcused absences or ten tardies or excused absences that are negatively affecting the student's classroom achievement.
5. Since unexcused absences, tardies or excused absences can negatively affect the student's classroom achievement, should they continue after a meeting with staff and parents/guardians, a follow up by the District Truancy Coordinator will take place. If appropriate, an educational neglect report will be filed with the County Social Services.

Please try to schedule dentist, orthodontist, and doctor appointments outside of school hours. Also planning family vacations during days when school is not in session will help ensure minimal loss of instructional time for your student. Share with your child how important it is to be at school on time. Make sure they are in bed on time every night so that they can get up on time in the morning. We can help children learn a valuable life-long lesson by always encouraging them to be on time.



## **GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS**

### **ACCEPTABLE USE POLICY FOR THE NETWORK/INTERNET/E-MAIL SYSTEM**

Student use of technology and the Internet is governed by District Policy 524-2. The policy can be viewed at <http://northfieldschools.org/files/policies/524.2boardpolicy.pdf>

### **ACCESS TO STUDENT RECORDS**

The law allows the parent or guardian to inspect student school records. Any information believed to be inaccurate, incomplete, or unnecessary may be challenged. In most instances information in a student's cumulative record has been originally submitted by the classroom teachers or discussed at parent/teacher conferences. Requests to see student records should be directed to the building Principal. Information concerning students and their family is confidential. Professional staff who work with the student are allowed access and must sign a review sheet in the cumulative folder.

### **AFTER SCHOOL PLANS**

If a student is not going to his/her regular after school destination, a note signed by the parent/guardian must be sent to school. **REMINDER:** Once school is dismissed, there is NO supervision on the playground. It is required that all students go home after school.

For safety reasons and our way of knowing you have knowledge of your child's whereabouts, **please send a note on any day you would like to make other arrangements.**

### **ART**

The goal of the art education program in grades K-5 is to introduce students to a wide variety of art media and materials while teaching basic art concepts such as line, shape, color, space and texture. Students are also taught skills in painting, drawing and construction, which direct them to use their visual senses. Viewing, discussing, and appreciating famous art works are also an important part of the art program.

### **TESTING PROGRAM ASSESSMENT**

Teaching involves constant evaluations of students so that learning activities may be appropriate to their needs, interests, and abilities. Evaluation provides the basis of determining student readiness for certain learning experiences and the growth resulting from previous learning experiences. The two procedures most frequently used in evaluation are behavioral observations and testing.

The district's elementary teachers constantly carry on the process of checking learning through direct observation. Many insights are gained by observing each student's vocabulary, ability to express thoughts and ideas, interests, ability to think quantitatively, physical development, motor skills, values, social skills, and emotional qualities. These characteristics are essential to planning successful learning experiences. The Minnesota Comprehensive Assessment tests are also given in grades 3, 4 and 5. (Please see the Appendix for the parent/guardian guide to statewide testing.) You may contact Director of Assessment Services Hope Langston at [hlangston@northfieldschools.org](mailto:hlangston@northfieldschools.org) with any questions.

### **BAND**

Membership in band is available to students in the fifth grade when they are physically mature enough to play the instruments. A high percentage of the students take advantage of this activity. Individual and group instrumental instruction, as well as band practice, is provided each week.



### **BEFORE SCHOOL PLANS**

There is no supervision on the playgrounds at Greenvale Park until 7:45 a.m., Sibley until 7:55 a.m., and Bridgewater until 8:00 a.m. (all one hour later on Wednesdays). Please DO NOT send your student to school before that time unless they are having breakfast at school. See Breakfast Program on the next page.

### **BICYCLES/OTHER POSSESSIONS**

Students may ride bicycles to school, but once they have reached the crossing guard area at the front of the school, they are to walk them to the bicycle rack. Students are not to ride their bicycles on the sidewalks to the racks. Bicycles must remain in the racks during school hours. Please emphasize to your students the need for bike chains/locks to secure their bicycles to the rack. The school is not responsible for bikes on the school grounds.

### **OTHER POSSESSIONS**

Skateboards, roller blades, Heelys, or any other type of roller shoes, scooters, etc... are NOT allowed at school or on the playground. They are a safety concern for all.

### **BIRTHDAY INVITATIONS**

Building a strong sense of community is an important part of a successful school year. Teachers work hard at building inclusive classrooms. The practice of students passing out birthday party invitations to some (or certain) classmates while excluding others negatively impacts our efforts at building strong inclusive classrooms. Families should plan on passing out birthday party invitations outside of the school day.

### **BREAKFAST PROGRAM**

Bridgewater, Greenvale Park and Sibley Elementary provide the opportunity for all children to purchase breakfast at their school on a daily basis. Breakfast will not be available at Longfellow for the Ventures Pre-K programs.

Breakfast is served at Greenvale from 7:45 a.m. until school begins, Sibley from 7:55 a.m. until school begins, and at Bridgewater from 7:45 a.m. until school begins. The cost for a student breakfast is \$1.55. All children who qualify for the free or reduced meal benefits receive a free breakfast daily. All kindergarten students receive free breakfast daily. Adult breakfasts are also available and cost \$2.05.

### **BUS TRANSPORTATION**

Transportation is an essential part of the school district services to students and parents. Along with Benjamin Bus, Inc., we welcome all community members to play a part in keeping our students safe. Every person can make a difference in the safety of students as they board, ride and exit school buses. Questions regarding transportation should be directed to Benjamin Bus, Inc. at 507-645-5720.

#### **Routes**

Bus routes and times are determined in coordination with scheduled school start and stop times. Routes are planned for safe and efficient use of school buses. Generally, school buses will not travel down dead-end roads or cul-de-sacs due to resulting added ride times and turn-around issues. However, there may be some things that cannot be anticipated and routes may need to be adjusted after the school year begins. Parents will be advised of any significant changes.

### **Pick Up and Drop Off Locations**

School bus service is between home and school. Based on their address, students are assigned to a specific bus stop and bus route. Students must ride to and from school on the bus(es) to which they have been assigned. Students are assigned to one pick up location and one drop off location. A student's daycare facility may be regarded as their home residence for the purpose of transportation, but the request must be consistent every day. A student's daycare facility must be located in the same attendance area as the student's school. Students are not allowed to alternate between bus stops. Although this policy is not always convenient for parents, it is the safest for students. If a child lives at two different addresses due to shared custody arrangements, please contact Benjamin Bus.

Students should be at the bus stop five minutes before scheduled bus arrival time. They should stay out of the street so that they do not become a traffic hazard. Parents are encouraged to wait with their child at the bus stop.

### **CELL PHONES/IPODS/HAND-HELD ELECTRONICS**

Students should be discouraged from bringing cell phones, iPods, or other expensive technological equipment/games to school for lack of secure locations to store them during the school day. If for personal reasons an item of this type needs to be brought to school, please have the student bring it to the office upon arriving at school in the morning for storage until the end of the day. The school is not responsible for articles students bring to school.

We recognize that cell phones/hand-held electronic devices (i.e. iPods) are common tools for communication with many families. Our goal is to help students maintain a focus on learning. Please know that most elementary students have no need to carry a cell phone or a hand-held electronic device to school and these devices are vulnerable to theft. We are committed to using technology as an accelerant for student learning and provide the appropriate tools for our students in their classrooms.

Students who do need to carry a cell phone or a hand-held electronic device to school must have them turned off and stored out of sight during school hours. These devices may not be used to talk, take pictures, play games, record or text during school hours, including recess.

Consequences for not following the rules are as follows:

- 1st infraction – student will have the device taken away and can pick it up in the office at the end of the day.
- 2nd infraction – student will have their device taken away and placed in the office until a parent can come to school to retrieve it.
- 3rd infraction – student will no longer be allowed to bring a device to school until a parent conference with the Principal is held.

*Please note: The school is not responsible for lost, damaged or stolen phones or other electronic devices brought from home.*

### **CHOIR**

The elementary choirs welcome participation by any student in fourth and fifth grade. No auditions are necessary to join. The choir program promotes advancement of vocal techniques and performance skills. Group cooperation and the opportunity for solo performances are added features of the program. Each elementary school has its own 4th and 5th grade choir. The two groups perform in the schools and community throughout the school year.



## **CITIZENSHIP**

Schools, like families, need a few basic rules to ensure that each student's rights are respected. Please refer to **Student Citizenship Handbook**.

## **COMMUNICATION BETWEEN SCHOOL AND HOME**

School staff has a commitment to good communication between school and home. If a child is having difficulty at school, parents are encouraged to contact the classroom teacher. The social worker and principal are also available to help resolve a problem that your child might encounter at school. You may contact any of these people by sending a note or placing a phone call to the appropriate school office.

## **COMMUNITY SERVICES DIVISION 1651 Jefferson Parkway 664-3650**

Community Services is a division of the Northfield Public Schools dedicated to lifelong learning, citizen involvement and the maximum use of school and community resources and facilities. Programs and services include early childhood family education, early childhood screening, Hand in Hand Preschool, early childhood initiative coalition, the Ventures programs for children, youth development and youth service, the Connected Kids Mentoring Project, volunteers in schools, recreation, adult basic education, adult enrichment, parent education programs, Project ABLE for adults with disabilities and community relations. For more information call 664-3649 or 664-3650 or visit us at the school district website [www.northfieldschools.org](http://www.northfieldschools.org).

## **COMPUTERS-TECHNOLOGY USE**

Computer literacy is essential in a society shaped to a large degree by technological developments. Each classroom has devices (iPads) for student use. Computers are located in our Media Centers, on mobile carts, and in some lab settings. A new technology curriculum will define the computer skills taught at each grade level. Keyboarding instruction is provided to fourth graders. Student use of technology and the Internet is governed by district policy 524-2 regarding use of technology and telecommunications systems. The policy can be viewed at <https://northfieldschools.org/files/board-policy-524.pdf>.

## **CROSSING GUARDS**

### **Bridgewater**

Crossing guards will be on duty along Jefferson Parkway from 8:05-8:20 a.m. and 3:20-3:35 p.m. Students are expected to cross when guards are present. Students who walk to Bridgewater are asked to arrive no earlier than 8:05 a.m. (Monday, Tuesday, Thursday & Friday) and 9:05 a.m. (Wednesdays), when the crossing guards go on duty.

### **Greenvale Park**

Crossing guards are on duty at the corner of Linden Street and Lincoln Parkway, at the west end of the school at Lincoln Parkway and at the entrance of the staff parking lot from 7:45-8:15 a.m. and 3:15-3:30 p.m. Students are expected to cross at these crossings when the guards are present. Students who walk to Greenvale Park are asked to arrive **no earlier** than 7:45 a.m. (Mon., Tues., Thurs. & Fri.) and 8:45 a.m. (Wednesdays), when the crossing guards go on duty.

### **Sibley**

Crossing guards will be available from 7:55-8:20 a.m. and 3:15-3:25 p.m. on the corners of Maple and Sibley Drive, Maple and Ames, and Ames and Nevada. Students are expected to cross when guards are present. Students who walk to Sibley are asked to arrive no earlier than 7:55 a.m. (Mon., Tues., Thurs. & Fri.) and 8:55 a.m. (Wednesdays), when the crossing guards go on duty.



## 504 PLAN

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities by school districts receiving federal financial assistance. Section 504 protects students from discrimination based upon their disability. A person is handicapped under the definition of 504 if he/she: 1.) Has a physical or mental impairment which substantially limits one or more of such person's major life activities; 2.) Has a record of such an impairment; or 3.) Is regarded as having such an impairment. "Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

When a condition significantly limits a major life activity, an accommodation plan must be developed for that student. These services are determined by a team of educators with the parents and sometimes the student. For more information on the Northfield District Section 504 Plan, contact Dr. Cheryl Hall, 504 Coordinator at 645-3410.

## DENIAL OF RELEASE OF INFORMATION

The Denial of Release of Directory Information (as set forth on the next page) will be available in the fall. In completing this form, please read it carefully. If you sign and return this form, you are stating that you do not want the information made public, which includes your child's photo in the Class Picture and School Memory Book/Yearbook.

## DRESS POLICY FOR STUDENTS

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the students' health and safety, is sexually suggestive by words, picture or appearance; exhibits profanity, or interferes with the educational environment of the school or the classroom, or causes undue distraction in the classroom. Clothing with lewd or vulgar expressions, with expressions which are sexually or racially offensive, or which advertises products that are illegal for minors or prohibited on school property will not be allowed during school hours or at school events.

Any students who feel offended by an individual's dress may report that concern to an adult in the building or to school administration.

Students who dress inappropriately will be subject to student discipline procedures.

It is important that parents keep the changing seasons in mind when it comes to clothing. As the colder weather approaches, hats, heavy coats, mittens, and boots should become a part of every student's wardrobe.

- Students are expected to wear appropriate clothing during the winter season, **which includes coats with hoods, or hats, mittens or gloves, boots, and snow pants.**
- Please mark all clothing items with some distinguishing identification and check the Lost and Found area frequently.
- Students are outside daily in the morning before school and during recess; therefore, being appropriately dressed for the weather is important.
- If the temperature is at or above 0 degrees the children will go outside.
- If the temperature is lower than -10 degrees wind chill they will be inside.
- State law dictates that students wear shoes on school property at all times.
- Hats, bandanas, and tattoos are not to be worn in school.
- Midriff tops, offensive shirts and tank tops with shoulder straps less than two-inches wide are not permitted.

**APPENDIX C**  
**DENIAL OF RELEASE OF DIRECTORY INFORMATION**

**Parents/Guardians:** Your child's photo will not be in the yearbook or in class pictures if you sign this document.

*I understand that by signing this Denial of Release of Directory Information, the affected student's name will not appear on some lists such as honor rolls. Further, I understand that I am denying release of all the directory information listed below.*

Pursuant the Notice of Designation of Directory Information, directory information **MAY NOT** be released without my expressed written consent:

Directory Information:

- Student's name
- Student's address
- Student's telephone listing
- Student's photograph
- Student's date of birth
- Student's major field of study
- Student's dates of school attendance
- Student's grade level completed (i.e., first grade, tenth grade, etc.)
- Student's enrollment status (full-time or part-time)
- Student's participation in officially recognized activities/sports
- Student's height and weight, if a member of an athletic team
- Middle and High School Student Athletic Physical Examination Expiration Date
- Student's degrees, honors and awards received
- Student's most recent educational agency or institution attended
- Student's photographs, videotapes and other visual presentations for school-approved publications, electronic newsletters, yearbooks, newspapers, public presentations and web pages, including district, school and department social media sites
- Student's parent(s) name, address and telephone number

Submitting this Denial of Release of Directory Information does not affect the release of directory information to Military Recruiters. In order to make all directory information about a student private to the public in general, including military recruiting officers, the parent/guardian or eligible student must complete the form below and also complete and submit a Denial of Release of Information to Military Recruiters (Appendix D).

The designation of directory information about a student as private will remain in effect for the current school year only. Return completed and signed copy to the Building Principal or the Superintendent of Schools by \_\_\_\_\_

Signed \_\_\_\_\_  
(Parent/Guardian/Eligible Student)

Address \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Student Affected \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

School Currently Attending: \_\_\_\_\_  
5/12; Updated 06/2018



## **EMERGENCY CLOSING OF SCHOOLS**

The following procedures will be observed when school is closed due to weather.

- When school is not in session, a decision to close schools will be made the night before, if possible, but not later than 7:00 a.m.
- When the weather is too severe to open school at the normally scheduled time, but is improving, a decision to have a late start may be made. In this case, school will be delayed for two hours. Bus pick-up and school opening times will be exactly two hours later than normal.
- When school is in session and the decision is made to close schools, dismissal times will be set to coincide with the anticipated arrival of buses.

Families will be notified via Skylert. Communication will be sent via email and/or phone. In each instance, the community will be informed by KYMN (1080 AM), KDHL (920 AM), and WCCO (830 AM) radio stations. If weather conditions are poor or worsening, please listen to one of these stations. You may also check the district website at: [www.northfieldschools.org](http://www.northfieldschools.org) for updates.

It is necessary for us to know where students should be sent in the event school would be closed during the school day. A form requesting this information will be sent home the first week of school. It is essential that it be returned promptly.

## **E-LEARNING DAYS**

Northfield Public Schools uses e-Learning days (formerly called flexible learning days) to mitigate the loss of instructional time when the weather forces school closures. 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/>.

## **ENVIRONMENTAL EDUCATION**

### **Greenvale Lone Oak Nature Area (GLONA)**

The Greenvale Lone Oak Nature Area is made up of prairie and woodland. Student activities and units of study have been developed which are used throughout the year. This valuable resource is available to all students and community members.

### **Rachel Carson Nature Area at Bridgewater**

The newest nature area to be developed in Northfield is located at Jefferson Parkway and Highway 246 South. Many elementary students grew the plants and trees and then planted them at Rachel Carson Nature Area during the 1996-97 school year. A pond and "feeding kitchen" are focal points of this area. Student activities and science lessons will be held in the performer/audience arrangement of this nature center.

### **Sibley Marsh and Prairie**

The Sibley Marsh and Prairie is a ten-acre wilderness preserve next to Sibley School. As part of their life science studies, students learn about the environment and inhabitants of the marsh. Volunteers help with classroom preparation and teachers guide their classes in their outdoor exploration during fall and spring.

## **FIELD TRIPS**

Occasionally a student's teacher will extend classroom instruction and concepts through a field trip experience. The teacher will provide rationale for the trip and request that permission slips be signed by the parent/guardian. No student is allowed to participate without written parental permission.



## **FIRE DRILLS**

Fire drills will take place throughout the year. Fire drills are held on those days when the weather is least likely to be a problem. Each building is required to hold five drills per year.

## **HEALTH POLICY**

The Board of Education of the Northfield School District recognizes the importance of good physical, emotional and mental health and supports the well-being of all students and families. The following guidelines define this statement:

1. The school district acknowledges that students have a right to developmentally appropriate information about their health care in accordance with state and federal laws. The school recognizes the right of a student and the student's parents, together, to request that the student not be provided health care information. Waiver forms are available, if desired, in each building in the nurse's office.
2. The school district recognizes that parents and families have the primary responsibility to provide health care. Professional employees of the school district will encourage minor students to seek the involvement of their parent(s)/guardian(s) in decisions relating to health care. School employees will not bring students to health care providers, except in cases of medical emergency.
3. Confidentiality of student communications will be maintained unless a student presents a danger to self or others.
4. Professional employees will not impose their personal values on students.
5. All employees of the school district will report suspected incidents of physical and sexual abuse and neglect in accordance with the Minnesota mandated reporting.

### **First Aid**

In case of an accident, first aid will be administered in the health office and the parent/guardian will be called. If a student needs further treatment, the parent, ambulance, or rescue squad will transport the student to the doctor or hospital. In the event that a parent/guardian cannot be reached, the school will contact the physician listed on the student Health and Emergency Form on file in the office to make whatever arrangements necessary to provide health service to the student or call the rescue squad.

### **Fragrances**

Many people are sensitive or allergic to fragrances. Students, staff and families who choose to wear a personal fragrance should do so sparingly. All fragrance containers should be left at home.

### **Illness**

To help assure good health care for students and alert health authorities to the presence of specific disease, parents are asked to call the school **by 8:30 a.m. EACH** morning the student is absent for any reason and to notify the school later if a specific disease develops.

Since most diseases spread before being recognized, it is impossible to prevent exposure. Control measures are designed to protect individual students from complications. Parents are urged to keep their children home if they develop any symptoms suggestive of a communicable disease. Their temperature should be normal at least 24 hours **BEFORE** a student returns to school. The parent/guardian will be called if a student becomes ill at school. It is their responsibility to take the student home.

**Temperature Guideline:** 100 degrees the student goes home automatically. Student should not return to school unless the temperature goes below 100 degrees for 24 hours. Please do not send students who have an undiagnosed rash to school. *Your child should be fever, vomit and diarrhea free for 24 hours before returning to school.*

## COMMON CONCERNS IN SCHOOL-AGE CHILDREN

Note: Children and adolescents should not be given aspirin containing medications unless specifically prescribed by a physician. Good hand washing is the best prevention of disease.

DISEASE	SYMPTOMS	INCUBATION PERIOD	USUAL SCHOOL ACTION AND COMMENTS ON COMMUNICABILITY	SOURCE OF INFECTION AND MODE OF TRANSMISSION
<b>Shingles/ Chickenpox</b>	Slight fever, general feeling of illness, rash resembling water blister appearing after 3-4 days. Scabs appear later.	2 to 3 weeks	1. Exclude from school until chickenpox vesicles are dry and crusted. 2. Contagious a few days before eruption and about six days after last crop of vesicles. 3. May be in school if shingles covered.	Virus spread directly from person through discharge from the nose and mouth, also by discharges from the skin and mucous membranes of infected persons. Readily communicable. One attack usually confers immunity. Children on immunosuppressive drugs at high risk.
<b>Cold Sores (Herpes Simplex)</b>	Vesicles usually on lips but may occur anywhere on skin or in mucous membranes. May be confused with Impetigo.	2-12 days	1. No restriction. 2. May be communicable as long as seven weeks after lesion appears.	Virus is transmitted by direct contact with infected persons, a majority of whom have inapparent infections.
<b>Common Cold</b>	Acute upper respiratory signs, including watery eyes, sneezing, running nose, general feeling of illness.	12 hours to 3 days	1. No restriction unless fever more than 100 degrees 2. Communicable 24 hours before onset and for five days after nasal involvement	Virus spread directly through coughing and sneezing and indirectly through articles freshly soiled by discharge of infected person.
<b>Influenza</b>	Chills, body ache, headache, fever sore throat, followed by cough, runny nose and possibly stomach ache.	24-72 hours	1. Exclude from school until well, usually 2-7 days. Fever of more than 100 degrees for 24 hours. 2. Use non-aspirin products to treat fever.	Virus spread directly through coughing, sneezing and contact with nose or throat discharges of patient. Possibly airborne.
<b>Impetigo</b>	Blisters, pustules rapidly covered with honey-colored crust. May be confused with cold sores. Usually seen first near mouth or nose, can spread rapidly.	1-6 days, occasionally longer	1. Contagious until lesions are healed. 2. May return to school when treated with over-the-counter antibiotic ointment.	Bacteria spread by direct contact with sores, sometimes with contact from discharges from nose or throat of patient; airborne transmission also occurs. Usually caused by Streptococcus or Staphylococcus bacteria.
<b>Mononucleosis</b>	Fever, sore throat, swollen lymph glands (neck)	Probably 2-6 weeks	1. Restrict only according to doctor orders. 2. Period of communicability unknown.	Virus spread by saliva, kissing, sharing drinking glasses.
<b>Lice (Pediculosis)</b>	Infestation of the head hair or other hairy parts of the body or clothing with lice or nits. Scratching causes reddened rash-like area. Nits are tiny white eggs, stuck to hair usually close to scalp and neckline and/or behind ears.	Variable, eggs hatch in one week	1. Exclude until live louse are adequately treated. 2. Nurse to check head when return to school. 3. Advise exam of household contacts for nits and lice. 4. When appropriate, school may exclude until all nits are removed.	Louse transmitted primarily by direct contact with infested person. Lice can also be transmitted through combs, brushes, bedding, wearing apparel and upholstered furniture. Thorough cleaning and washing of clothing and bedding required to rid household of lice.



## COMMON CONCERNS IN SCHOOL-AGE CHILDREN, cont'd

DISEASE	SYMPTOMS	INCUBATION PERIOD	USUAL SCHOOL ACTION AND COMMENTS ON COMMUNICABILITY	SOURCE OF INFECTION AND MODE OF TRANSMISSION
<b>Pink Eye (Conjunctivitis)</b>	Redness of conjunctiva. May or may not have purulent discharge. Eye irritation.	24-72 hours	1. Refer for medical diagnosis and treatment of purulent drainage. 2. Communicability depends on agent. 3. May remain in school unless purulent drainage.	Most are viral in etiology; some bacterial. May be spread through hand-eye contact. Redness of eye may also be results of allergic reaction.
<b>Ringworm Body (Tinea Corporis)</b>	Ring-shaped or irregular lesion with elevated vesicular or scaly borders. May show central clearing. May become inflamed and crusted.	1-3 weeks	1. Communicable as long as fungi can be recovered. 2. Treated with over the counter antifungal ointment.	Contact with human or animal infected with the fungus or its spores and by contact with contaminated articles.
<b>Scabies</b>	Itching, scratch marks or burrow marks. Common sites are thighs, beltline, wrists, elbow, webs of fingers. Scratching may cause secondary infections or rash.	Days to weeks	1. Exclude from school until adequately treated. 2. Communicable until treated. 3. Family should be examined.	Mite is transferred by direct contact with an infected person and to a limited extent, undergarments or soiled sheets freshly contaminated by an infected person.
<b>Strep Throat, Scarlet Fever, Scarletina</b>	Fever, sore throat, headache, nausea, vomiting. (If associated with rash it is called Scarlet Fever/Scarlatina)	1-3 days	1. If positive for strep, exclude from school until 24 hours after antibiotic treatment is started and until clinically well. 2. Communicable until 24 hours after treatment is started. 3. Exclude until fever is less than 100 degrees for 24 hours.	Bacteria spread directly from nose or throat discharges of infected persons.
<b>Fifth Disease</b>	Characteristic rash "slapped cheek" redness of cheeks. Rash often later found on arms, upper body, legs. Very fine lacy appearance. Sometimes fever or sore throat.	4-21 days	1. If other rash-causing illnesses are ruled out, there is no need to exclude. 2. Treat fever and sore throat with over the counter pain medicine (non aspirin). 3. Pregnant women exposed to Fifth Disease should contact their health care provider.	Most contagious before onset of rash. Spread from nose and throat discharge. Thoroughly wash hands with soap and warm running water. Dispose of soiled tissues.
<b>Hand, Foot and Mouth Disease</b>	Lesions (blisters) in mouth, on palms of hand, soles of feet with low grade fever.	3-5 days	1. Exclude from school till fever is normal for 24 hours. Lesions may still be present 2. Use non-aspirin products to treat fever.	Spread via oral-fecal route. Good hand washing. Cover nose and mouth when coughing and sneezing.

Updated 5/1/18



## HOLIDAYS

Traditional holidays, such as Halloween, Thanksgiving, winter holidays around the world, and Valentine's Day, may be observed in the classrooms and used as learning experiences. Any questions you may have regarding this policy should be referred to the building Principal.

## KIDVENTURES "Where learning and fun are one!"

KidVentures is an enrichment and care program available on school days (before and after) and most non-school days from 6:30 a.m.-6:00 p.m. Students enrolled will have a chance to participate in a variety of activities that build social, emotional, physical, and academic skills. The curriculum is designed around the unique interests and needs of the various age groups in which our program serves. We encourage the children to play an active role in the generation of themes, projects and special events. They assist in planning, creating and implementing many different learning experiences.

We use a program model that is both age and developmentally appropriate and encompasses our enrichment philosophy in our integrated curriculum model. Students get to work with a variety of hands-on materials during clubs, camps and special events. We collaborate with each of the elementary school programs on a daily basis to utilize and share space including the gyms, cafeteria, computer lab and outside areas. The students also participate in a number of recognition programs including DEAR (drop everything and read), Sport Stacking, and service projects around the community throughout the year. Our goal is to build on the knowledge and skill development that is occurring during the school day by incorporating the standards into the enrichment activities we plan for our out-of-school time programs.

We offer a variety of enrollment options for your child, so participation is flexible depending on your schedule or your child's needs. If you have any questions regarding the KidVentures programs, please contact Breezy Barrett, Program Supervisor. She can be reached at the Community Services Office Monday-Friday at 507-664-3750. She can also be contacted through email: [bbarrett@northfieldschools.org](mailto:bbarrett@northfieldschools.org). Families can also contact their site leader with specific questions regarding individual programs.

Greenvale Park Elementary	Bridgewater Elementary	Sibley Elementary
Dylan Warner (507)645-3507 <a href="mailto:DYWarner@northfieldschools.org">DYWarner@northfieldschools.org</a>	Tonya Skluzacek (507)664-3395 <a href="mailto:TMerritt@northfieldschools.org">TMerritt@northfieldschools.org</a>	Aimee Gerdesmeier (507)645-3422 <a href="mailto:AGerdesmeier@northfieldschools.org">AGerdesmeier@northfieldschools.org</a>

## LOW COST HEALTH INSURANCE FOR FAMILIES

Thousands of Minnesota families are eligible for low cost health insurance under ~~the recently established~~ Minnesota Care. Enacted by the Legislature the plan is open to families who meet certain income guidelines. To be eligible for Minnesota Care, an individual must meet the following criteria.

- Have gross income that does not exceed 275 percent of the federal poverty guidelines (FPG) for families and children (\$58,308 for a household of four), and 200 percent of FPG for adults without children (\$20,808 for a household of one and \$28,008 for a household of two). Parents with annual gross incomes over \$50,000 are ineligible, whether or not they otherwise meet the 275 percent of FPG standard; this income cap does not apply to pregnant women and minor parents.
- Have assets that do not exceed \$10,000 for a household of one and \$20,000 for a household of two or more, after certain exclusions. This asset standard does not apply to pregnant women and children.
- Not have access to employer-subsidized health care coverage, and not have had access to this coverage through the current employer for 18 months prior to application or renewal. This

requirement does not apply to children with incomes that do not exceed 150 percent of FPG and certain other children.

- Have no health care coverage at the time of application and for four months prior to application or renewal. Children with incomes that do not exceed 150 percent of FPG and certain other children considered to be “underinsured” are exempt from this requirement.
- Be a resident of Minnesota. Pregnant women, families, and children must meet the residency requirements of the Medical Assistance (MA) program; adults without children must satisfy a 180-day residency requirement.
- Since September 1, 2006, certain General Assistance Medical Care applicants and recipients have been enrolled in Minnesota Care as adults without children and are exempt from premiums and certain eligibility criteria until six-month renewal.

Enrollment cost for the plan is based on a sliding scale according to income. It covers doctor services, clinic services, routine dental care, prescriptions, immunization, outpatient lab and x-ray services, vision care and glasses; home care services and certain outpatient mental health services. Hospital in-patient services are not covered.

More information and/or applications are available through the school social worker or call toll-free: 1-800-657-3672, and ask for Minnesota Care.

## **MEDIA CENTER**

The elementary school media center is an extension of the classroom. It is an inviting learning area where a wide range of information on both print and non-print materials is available for students and teachers. Not all students learn at the same rate or equally well from the same material. In the media center students may look for information in reference books, or digital resources. They can work individually with materials that fit their needs and abilities, or they may participate in large or small groups for instruction, discussion, viewing, or listening.

Teachers and media ~~generalists~~ specialists work together to develop work plans and units of study to meet the needs of learners. Media ~~generalists~~ specialists work with classroom teachers to design and produce instructional activities, keep them informed as to new print and non-print materials, and provide inservice on new materials and equipment. During media class, students receive instruction on projects integrating technology, coding and research. Students also receive instruction in digital citizenship.

## **MEDICATIONS**

Some students need to take medicine during the school day. A note stating the name of the medication, dosage, and the time it should be given must accompany the medicine. It is now required that we have a signed permission form obtained by parent/guardian at the time the medication is dropped off at school. This note must be dated and signed by the parent/guardian. Prescription medication must be in a prescription bottle from the pharmacy with the student's name on it. Adults should bring the medication to the nurse's office.

The school does not supply over-the-counter medications any longer unless it is an emergency and we have verbal parent permission. Over-the-counter medications (such as non-aspirin pain relievers, cough syrup, etc.) must also be accompanied by a permission form signed by parent/guardian for use. Aspirin will not be given unless we have a physician's permission because of possible complications of Reye's Syndrome. Cough syrup is recommended rather than cough drops.



When possible, parents/guardians should try to schedule all medication administration during non-school hours. Because of the danger of choking, parents/guardians are asked to not allow their children to bring hard candy (such as: suckers, jolly ranchers, etc.) to school.

## **MUSIC**

The general classroom music curriculum in the Northfield Public School District is based on the ~~use of the approaches of Carl Orff, Zoltan Kodaly, and Emile Dalcroze philosophy of music education. This approach involves students in speech, movement, singing, and instrument playing. The students are taught the music concepts, skills, and symbols which enable them to become independent musicians. In accordance with Minnesota standards, students learn to:~~

CREATE - generate, revise, and complete original artistic works

PERFORM - develop, refine & make artistic choices to convey meaning for and through performances

RESPOND - analyze, interpret, and evaluate artistic work

CONNECT - understand the personal, societal, cultural, and historical contexts of music

## **ORCHESTRA**

The elementary orchestra is open to all fourth and fifth graders playing violin, viola, cello, or string bass. The orchestra rehearses twice each week throughout the school year, and performs at various times and locations during the year. Orchestra members receive one lesson each week.

## **OUTSIDE RECESS**

Fresh air and exercise are very important. If a child has a cold or other illness or injury and the parent wants them to stay in during recess one day, the parent needs to send a signed note requesting that and stating the reason. If a parent feels the condition will require two or more days inside during recess, they must obtain and send a note from a doctor stating the reason and length. Students are outside when the temperature is at or above 0 degrees. If the temperature is lower than -10 degrees wind chill they will be inside.

## **PARENT INVOLVEMENT/PTO**

There are a number of ways for parents to become involved with their child's school. Being a parent volunteer is probably the most active way to become involved. A form will be provided for parents to volunteer their services.

All parents are members of our Parent/Teacher Organization (PTO). Meetings will be held 7-8 times per year to discuss areas of interest. An agenda will be published and all parents are welcome to attend. Parents may contact their representative or the school to provide input on topics of interest. The goal of the PTO is to support schools through parent involvement. Plans for this year include strengthening the relationship between the elementary buildings to support the total elementary program.

Parents also have opportunities to attend open houses, parent/teacher conferences, and other school functions throughout the year.

### **PTO Purposes:**

- Advisory capacity to School Administrative Staff.
- Forum for discussion of school policies/procedures.
- Vehicle for communication of school program/curriculum to parents.
- Promotion of all parent or student programs/activities.
- Identifying and communicating needs to the community.
- Not a forum for discussion of personnel issues.



## PETS

If you are bringing a pet of any kind to school, please first let the child's classroom teacher know and also check in with the nurse's office so that she can check out any possible allergies in that particular classroom. Dogs on school grounds, including before and after school, need to be on a leash and muzzled for safety purposes.

## PHONE CALLS

The best way to reach a child's teacher is to call the school office and leave a message on their voicemail. The teacher will return the call as soon as possible. **Classroom interruptions are avoided.** At Bridgewater, staff is available for phone calls between 7:35-8:20 a.m. and 3:20-3:35 p.m. each day, except during PLC Hour. At Greenvale, staff is available from 7:30-8:15 a.m. and 3:15-3:30 p.m., except during PLC Hour. At Sibley, staff is available from 7:30-8:15 a.m. and 3:15-3:30 p.m., except during PLC Hour.

Students will be allowed the use of school phones only in the case of an emergency.

Please try to plan ahead regarding after school plans to keep student messages to emergencies or sudden change of plans. **Please call the elementary schools no later than 2:40 p.m., to have messages delivered to your students.**

## PHYSICAL EDUCATION

Physical Education gives students the skills, knowledge, and disposition to pursue a lifetime of healthful physical activities as a physically educated person. Elementary students will actively participate in P.E. class four days each week (for a 30 minute period). The goals in elementary physical education are:

Students will:

- Have the skills necessary to perform a variety of physical activities.
- Know the benefits from involvement in physical activities.
- Participate regularly in physical activity.
- Engage in fitness related activities.
- Value physical activity and its contributions for a healthful lifestyle.

## REPORTING TO PARENTS

Report Cards are sent home after each semester. The main purpose of these report cards is to give parents information on whether or not their child is progressing appropriately. Parents are invited to attend individual student conferences two times during the year in October/November and March.

### Reporting Grades to Parents

**4=ADVANCED** (Exceeds the standard with independence; Exceeds expectation for this time of year)

**3=PROFICIENT** (Meets the standard with independence; Meets expectations for this time of year)

**2=PARTIALLY PROFICIENT** (Making progress toward the standard with support; Meets basic expectations for this time of year)

**1=NOT PROFICIENT** (Lacking expected progress toward the standard; Does not meet basic expectations for this time of year)

**N/A=Not assessed at this time**

## SCHOOL RULES

Each school has established a set of 3-4 age appropriate school rules which will be communicated to students and families. Some **examples** of school rules are:

- Treat others kindly.
- Follow the directions of the adult in charge.

- Keep hands, feet, and objects to yourself.
- Walk quietly in the hallway.

Classroom rules are also established and communicated to students and families.

## **SPECIAL SERVICES**

Special supportive services are provided to teachers, parents, and students whenever needed to help a child educationally. Supportive services are provided by the school nurse, and the special education department, which consists of speech therapists, an occupational/ physical therapist, a psychologist, resource teachers for the learning disabled and mentally impaired, a social worker, a behavior specialist, and a consultant for hearing or visually impaired.

If at any time parents or school personnel feel that a student is having problems that are interfering or may in the future interfere with the student's progress in school, the school will assess the problems to determine how to best meet the student's needs. Parents may initiate an assessment by contacting the building Principal or classroom teacher. When school personnel wish to initiate an assessment, parents will be informed that a referral is being made.

## **STUDENT CELEBRATIONS AND FOOD**

Student wellness is to be considered for all foods provided to students during the school day, including classroom-wide celebrations, parties and snacks. Making those special events and the food that accompanies them as nutritious as possible is important in making sure children get the nutrients they need to grow, play hard and be healthy. The District Wellness Policy encourages non-food treats whenever possible. Some options could be stickers, pencils, a classroom book, board game, or DVD donated in your student's name. For healthy celebration suggestions please visit the Wellness tab located under the Child Nutrition Department Website at <http://northfieldschools.org/departments/food/>.

Treats prepared at home are not to be brought to school. The State Health Department requires that food which is served in a food establishment, as defined in Minnesota Statutes Chapter 157, shall be obtained from sources which are approved and inspected by either the federal, state, or local regulatory authority. As a result, we are unable to allow the distribution and service of food items including "treats" which are prepared in individual homes. This requirement would not, however, apply to the distribution of commercially prepared, packaged, or individually wrapped food items. However, commercially prepared, packaged, or individually wrapped food items are required to meet the Federal "Smart Snack" guidelines. These guidelines are available on our Child Nutrition Department Website at <http://northfieldschools.org/departments/food/>.

## **STUDENT SUPPORT TEAM**

### **Mission**

To receive referrals from any person who has identified a student as at-risk for academic, social, emotional, or behavioral problems. To initiate comprehensive and coordinated services for such students. To serve as a resource for families of those students and for the staff who work with them. To address appropriate program and policy issues, especially those related to students' non-academic concerns (e.g. attendance, limited access, mandatory reporting).

### **Responsibilities:**

- To be an access point for concerned persons to refer at-risk students.
- To assure that, within the team, the exchange of ideas and concerns will occur on an open, yet confidential, basis.



- To determine appropriate resources for referred students and to develop an action plan to meet their needs.
- To implement the action plan, provide feedback to the person who initiated the referral, and monitor follow-up.
- To refer appropriate students to the Special Education Referral Review Team and provide the referral form to the regular education teacher.
- To identify and address program and policy issues which affect the student group served by the team.

#### **Membership:**

Principal

Social Worker

Referring Person

Psychologist

Special Education Teacher

Nurse

### **STUDENT VISITORS**

Bringing student visitors to school is only permitted by permission of the building principal.

### **SUPPLIES**

The school furnishes all necessary texts and workbooks for students as required by law. Students are asked to bring their own gym shoes, paper, pencils, notebooks, crayons and similar small items for classroom work. Classroom teachers will notify parents with regard to specific items needed.

### **STUDENT USE OF THE TELEPHONE**

Students may use the telephone only in the case of an emergency. Written permission must be granted by the classroom teacher or an office staff member. Student phone use at school is not to arrange after school activities with friends. Students are requested not to bring cell phones to school. If a cell phone is brought to school it needs to be kept securely in the office until the student leaves for the day.

### **TITLE I**

Title I is part of the federal **Improving America's School Act** that supports state and local reform of teaching and learning carried out under ~~No Child Left Behind~~ Every Student Succeeds Act (ESSA). The emphasis is on high academic standards with aligned curriculum, assessment, and professional development. This program is an important part of Minnesota's Basic Skills and Graduation Standards reform movement.

### **TORNADO EMERGENCY PLAN**

A Disaster Emergency Procedure Plan has been established in the Northfield School District for the purpose of protecting the health and safety of every child as well as the school staff. Since tornados are the kind of disaster which generally do not permit time to send students home, all students and staff will move to a designated safety area of the school. All of our students have had the experience of being in a drill with their teachers. Practices are held each year to make sure everyone knows what to do in case of such an emergency.

### **VISITORS**

Parents are always welcome to visit school. We ask that you contact the classroom teacher two days in advance. For the security of students, all visitors are required to sign in and out at the office. A visitor's badge will be given to you to wear while at our school.

Elementary students are discouraged from bringing student visitors (who may be on a school break while we are still in session) to school with them. They are welcome to invite these student friends/relatives to lunch/recess after clearing this with their classroom teacher. Student visitors must follow the same procedure for signing in as adult visitors.



## **VOLUNTEERS**

Parents and community members are always encouraged to apply as an employee or volunteer at their student's school and/or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check each school year before serving students affiliated with Northfield Public Schools.

## Appendix A

### Child Nutrition Department

Child Nutrition information is available on the school website at [northfieldschools.org](http://northfieldschools.org). Child Nutrition Services is under the Departments tab. All students will have individual meal accounts with a separate 4-digit PIN (Personal Identification Number) for each student/user in the family to record individual meal purchases. Students will use their same 4-digit PIN as last year. New students will be assigned a PIN at open house or on the first day of school. Ending meal account balances carry over from year to year. Students may purchase meals and food items by submitting a payment to their meal account or by making a payment at the time of service. The individual meal account is a debit account, similar to a checking account, and money should be in the account in order to serve a meal to your student. If a student does not have money in his/her lunch account a meal will be provided, however, the student will be charged for this meal and the parents will be held responsible to pay for this meal purchased. Students who have a negative lunch balance will not be allowed to purchase a la carte items. The School District recognizes that it has an obligation to notify the student and/or parents/guardians of their meal account balances. Therefore, the Child Nutrition Department will make every reasonable effort to notify or remind families of the need for a meal account payment by utilizing School Messenger for both low balance and negative balance calls and emails. The parents/guardians are responsible to monitor their student's meal account balances and to send money on a regular basis to ensure their student's capability to purchase meals through the Child Nutrition Programs. Parents should also update their contact information in Family Access annually. A student with a meal account balance of less than zero dollars is encouraged to bring meals from home until their meal account balance can be replenished. For information on our negative meal account balance process please visit <http://northfieldschools.org/departments/food/payments/>.  
<http://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Menus

The Northfield Public Schools participate annually in the National School Breakfast and School Lunch Programs. These programs make available a nutritious breakfast and lunch meal daily for a reasonable cost. Families who are eligible for free or reduced priced meals receive meals at no charge which includes the alternative meal choices. One half-pint of milk is included with every meal. Most of the cafeterias operate on a continuous serve basis during the entire meal period. Menus are planned using the USDA Menu Planning guidelines. Menus will be posted on the District website at [northfieldschools.org](http://northfieldschools.org). If students bring food or beverages from home, we encourage all families to select nutritious choices. Fall menus will be posted on the district website a month prior to the start of school, and monthly throughout the year. Copies of the menu will be available at the schools upon request. Breakfast is available at all schools. Elementary schools offer cold sandwiches and salads as alternative daily lunch choices. Secondary schools offer hot and cold sandwiches, salads and a second hot entrée lunch choices daily. All meals are priced as a regular lunch meal. ~~If your family receives free or reduced priced meal benefits your student may also select these alternative items at no charge~~

### Offer vs. Serve

The "offer vs. serve" federal regulation requires that students be offered (rather than served) 5 required food components comprising the full lunch meal. Students may choose 3, 4, or 5 lunch food items based on their preferences instead of having to take some of each food. Students are required to take a full serving of a fruit or vegetable at lunch as one of the meal components. Students will be offered 4 required food components at breakfast and must choose at least 3 of the food items. Federal regulations require meals to be priced as a



complete unit and students must pay the full price even if they did not choose the complete meal. Students are encouraged to take all of the food items offered, because it provides a balanced meal for the best price.

### Food Allergies and Special Dietary Needs

The Child Nutrition Department may honor dietary restrictions due to allergies or intolerances with the proper documentation from a medical authority on file. A suitable alternative will be provided when possible. For students with a lactose intolerance, a lactose reduced milk product will be provided at no extra charge on the written request of the parent or physician. Forms for allergies and any special dietary needs are available on the Child Nutrition Department webpage or from a building nurse. Please contact a building nurse, the District School Nurse or the Child Nutrition Director if you have any questions.

### Free and Reduced Meals

Free or reduced meals are available for children who qualify. **An educational benefits form must be completed each school year** and submitted to the Child Nutrition Office for review and approval. Applications for free or reduced meals are mailed out to each household in August. The applications are also available online, at each Principal's Office and in each school kitchen. Families can now complete the educational benefits application online through Family Access. If you wish to complete your application online, you must first log in to Family Access. ~~or visit~~  
<http://northfieldschools.org/departments/food/reduced/> After logging in, click the Food Service button located on the left side of the screen and select a child's name. Click the applications tab and follow the prompts to complete the application. ~~and follow the instructions provided.~~ The District Child Nutrition Office will process applications as soon as possible, however, it may take 7-10 days for an application to be reviewed and a response sent to the parents/guardian. A letter indicating your benefits will be e-mailed or mailed out. Please save this letter in case you need to show proof of benefits for other programs. **Benefits from the previous school year will be carried over until October 15, 20182019.** Applications may be completed at any time throughout the year; however, any family that has not reapplied by October 15, ~~20182019~~ will be changed to full priced meals. Families receiving MFIP, Food Stamps or FDPIR and enrolled in Northfield Public Schools by June 15 for the following year will be directly certified by the State of Minnesota to receive free meals and may not need to complete an application. ~~Advance~~ Payment will be required for any meals purchased prior to the approval of the application.

### Meal Prices

Meal prices are shown in the following charts. The monthly cost is based on 20 days per month. Extra milk may be purchased for \$0.50 per half pint at any of the school sites. Prices are subject to change, per school board approval and state and federal regulations.

Elementary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.50	\$4.05	\$31.00	\$50.00	\$81.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free



Secondary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.65	\$4.20	\$31.00	\$53.00	\$84.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Staff / Adult / Visitor / Second Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$2.05	\$3.70	\$5.75	\$41.00	\$74.00	\$115.00

#### Staff Meals, Adult Meals, Visitor Meals and Second Meals

Parents, guardians and other family members may eat with students during their meal time. All visitors are required to sign in at the school office. Staff meals, adult meals, visitor meals and second student meals are priced higher because the Child Nutrition Department does not receive any federal or state reimbursement for those meals, as we do for a student's first meal. The cost for a non-student meal is \$2.05 for breakfast and ~~\$3.70~~ \$3.75 for lunch. Exact change is appreciated.

#### A la Carte

A la carte food items are available for purchase at the Middle School, High School and for staff at the elementary schools. Elementary students may only purchase extra milk for \$0.50 per half pint. There will be no charging of

A la carte items if an account has a negative balance. A la carte purchases must have sufficient funds in the account for the total purchase amount. Prices of a la carte items are posted in the school kitchens. Food items and prices may vary throughout the year. We do not block a la carte purchases or limit the amount of money a student spends in one day. We encourage parents/guardians to discuss their concerns with their students.

#### Meal Times

School	Breakfast	Lunch
Bridgewater Elementary	7:50 a.m. – 8:20 a.m.	11:20 a.m. – 1:00 p.m.
Greenvale Elementary	7:45 a.m. – 8:15 a.m.	11:10 a.m. – 1:00 p.m.
Sibley Elementary	7:55 a.m. – 8:15 a.m.	11:00 a.m. – 1:05 p.m.

#### Payments

Families may pay for meals by using cash, check or Revtrak online payment system. Payments may be made daily and sent to any school the student attends. Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Cash payments will be accepted in a sealed envelope with the student and parent's first and last name, PIN number, and the amount of payment written on the outside of the envelope. Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 1400 Division Street South, Northfield, MN 55057. All schools have payment envelopes and collection boxes placed in the Child Nutrition area for receipt of payments. Each school collects and posts money daily into individual meal accounts. Money collected will be posted into the account as it is turned in or at least by 10:30 am and again by 2:00 pm. All other cash or check payments will be posted the following day.

Payments using a credit or debit card can be made online through Family Access located on the bottom of the screen. Steps for making online payments through Family Access are as follows:

- Go to [northfieldschools.org](http://northfieldschools.org) and click on the button that says "Family Access" located on the bottom of the screen. You can either log-in to Family Access to continue or apply for a Family Access account if you do not have one.
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- Once you have logged in to Family Access, you need to click on the Food Service tab to the left of the screen. This will bring up your child/children. From here you click the "Make a Payment" button next to the child's name. This will link you to Revtrak where you can make a payment.

Steps for making online payments at Revtrak directly are as follows:

- Go to <https://northfieldschools.revtrak.net>
- Click Food Service Payments then follow prompts to complete payment.

### **Account Balance Statements**

Statements are available upon request. To request a statement, parents/guardians or staff may contact the kitchen at each school or the district office. We encourage the use of the Northfield Public Schools District website to view meal account balances, view payments and purchases, or to print statements. To complete an on-line payment, visit [northfieldschools.org](http://northfieldschools.org) and click on Family Access, under the Parent Resources tab. The Child Nutrition Department will call or email weekly through School Messenger if you sign up to be notified for these messages or send written statements notifying families of their low meal account balance. For information on our negative meal account balance process please visit

<http://northfieldschools.org/departments/food/payments/>

<https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### **Refunds**

Balances remaining on accounts at the end of the school year will be automatically carried forward to the following school year. Balances follow students to their next building assignment.. Refund requests must be submitted in writing and received by the District Child Nutrition Office no more than 5 days after the last day of school. A check will be issued in the amount of the refund. No cash refunds will be made.

### **Questions/Comments**

Sibley - 645-3490	Bridgewater - 664-3324	Greenvale/Longfellow- 645-3509
Middle School - 663-0668	District Office - 663-0618	High School - 663-0604

Comments regarding your student's lunches may be directed to the Child Nutrition Department at the school your child attends. Please place your calls before 10:30 a.m. or after 12:30 p.m.



## Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

### Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

### Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

### Academic Standards and Assessments

#### What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

#### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>



### Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

### Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

### What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) ([education.mn.gov](http://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

Posted May 2019



## **Northfield Middle School**

# **Student Handbook 2019-2020**

2200 Division Street South  
Northfield, MN 55057  
Main Office: 507.663.0650  
Attendance Line: 507.663.0655  
Fax: 507.663.0660

Principal: Greg Gelineau  
Assistant Principal: Michael O'Keefe  
District Website: [www.northfieldschools.org](http://www.northfieldschools.org)



### Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

### Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

#### Beliefs

- **Public Education**  
*We believe that public education is the foundation of our democratic republic.*
- **Learning**  
*We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.*
- **Decision-Making**  
*We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.*

- **Shared Responsibility**  
*We believe that education is the collective responsibility of our students, families, schools and communities.*
- **Learning Environment**  
*We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.*
- **Diversity**  
*We believe that all learners have a right to equitable access to educational opportunities.*

#### Strategies

- **Quality Education**  
*We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.*
- **Climate**  
*We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.*
- **Curricular Outcomes**  
*We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.*
- **Stewardship**  
*We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.*
- **Communication/ Partnerships**  
*We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.*
- **Diversity**  
*We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.*

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none"><li>● Prioritize recruiting and retaining diverse staff.</li><li>● Robust core subject instruction.</li></ul>	<ul style="list-style-type: none"><li>● Building and fostering relationships - commitment to social/emotional health for all.</li><li>● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.</li><li>● Spaces that are modern, innovative, creative and flexible.</li><li>● Equitable opportunities and support for all career and college paths.</li></ul>

## WELCOME TO NORTHFIELD MIDDLE SCHOOL

This handbook has been designed to be helpful in answering questions about Northfield Middle School's programs, policies, and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive positive school year.

## MISSION STATEMENT

Middle School students are a unique population - intense, energetic, playful and open. We are dedicated to a caring and challenging environment that inspires self-directed learning, fuels curiosity, and encourages academic excellence.

## 2019-2020 NORTHFIELD MIDDLE SCHOOL STAFF/ADMINISTRATION

Principal	Greg Gelineau 507-663-0669
Principal's Secretary	Amy Stowe 507-663-0651
Assistant Principal	Michael O'Keefe 507-663-0667
Assistant Principal's Secretary	Jen Henriksen 507-663-0680
Student Support Services Secretary	Kimberly Tousignant 507-663-0664
Counselors	Jenny Streefland 507-663-0640; Cori Yamry 507-663-0641
School Social Worker	Heather Stanton-Ims 507-663-0685
Psychologist	Rachael Hudson 507-663-0684
Nurse's Office	Nancy Becker 507-663-0656
<del>Athletic</del> Activities Hotline	507-645-3559
Child Nutrition/Food Service	Shari Malecha 507-663-0668

[Link to the Middle School Staff Directory](#)

# Northfield Public Schools 2019-2020 School Calendar

Approved by the School Board  
March 12, 2018

July 2019	July	January 2020	January
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	4 Independence Day	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	1-3 Winter Break, No School 26 No School, Martin Luther King Jr. Day 24 End of Second Quarter 27 No School, Teacher Preparation Day
August 2019	August	February 2020	February
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	21-22 New Teacher Inservice 26-29 Staff Development Days 30 Teacher Preparation Day	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	
September 2019	September	March 2020	March
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	2 Labor Day 3 First Day of School	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	20 End of Third Quarter 23-27 No School, Spring Break 30 No School, Teacher Preparation Day
October 2019	October	April 2020	April
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	17-18 No School, Fall Break (MEA)	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 2019	November	May 2020	May
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	1 End of First Quarter 4 No School, Teacher Preparation Day 27-29 No School, Thanksgiving Break	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	25 No School, Memorial Day 31 Graduation
December 2019	December	June 2020	June
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	Dec 23-Jan 3 Winter Break, No School	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	5 Last Day of School (2 hr early dismissal) 8 No School, Staff Development Day 8-9 Possible makeup days for students 10-11 Possible makeup days for teachers

## Weather make-up days:

If school is closed 1 day on or before 4/15, make-up day is 6/8. Staff Development day moves to 6/9.

If school is closed 4 days on or before 4/15, make-up days are 6/8 & 6/9. Staff Development day moves to 6/10.

If school is closed 5 days on or before 4/15, teachers only will make-up on 6/11.

 Holidays, No School

 Holidays

 No School

 No School, Teacher Preparation or Staff Development Days

## Student Days:

Term 1: 42 days

Term 2: 45 days

Term 3: 39 days

Term 4: 48 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

87 days - first semester, 87 days - second semester



**NORTHFIELD PUBLIC SCHOOLS  
2019-2020 Calendar**

Approved by School Board March 12, 2018

New Teacher Activities

August 21 and 22

Pre-School Days for all Teachers

August 26-29 Staff Development Days

August 30 Teacher Preparation Day

September 2 **No School.** Labor Day

September 3 First Day of School/Beginning of 1<sup>st</sup> Quarter

October 17-18 **No School.** Fall Break (MEA)

November 1 End of 1<sup>st</sup> Quarter (42 days)

November 4 **No School.** (Teacher Preparation Day)

November 5 Beginning of 2<sup>nd</sup> Quarter

November 27-29 **No School.** Thanksgiving Break

Dec. 23-Jan. 3 **No School.** Winter Break

January 20 **No School.** Dr. Martin Luther King's Birthday

January 24 End of 2<sup>nd</sup> Quarter (45 days)/End of First Semester (87 days)

January 27 **No School.** (Teacher Preparation Day)

January 28 Beginning of 3<sup>rd</sup> Quarter and Second Semester

March 20 End of 3<sup>rd</sup> Quarter (39 days)

Mar 23-27 **No School.** Spring Break

March 30 **No School.** (Teacher Preparation Day)

March 31 Beginning of 4<sup>th</sup> Quarter

May 25 **No School.** Memorial Day

May 31 Graduation

June 5 **Last Day of School.** 2-hour early dismissal

End of 4<sup>th</sup> Quarter (48 days); End of Semester (87 days)

June 8 **No School. Staff Development Day.**

June 8-9 **Possible makeup days for students.**

June 10-11 **Possible makeup days for teachers only.**

Students and Teachers Possible Make-Up Days for 2019-2020

- If two (2) days are cancelled, no make-up days for students or teachers.
- If three (3) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact day on Monday, June 8, 2020. Staff development day moves to June 9, 2020.
- If four (4) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact days on Monday, June 8, 2020 and Tuesday, June 9, 2020. Staff development day moves to June 10, 2020.
- If five (5) days are cancelled on or before April 15, 2020, teachers only will make-up on Thursday, June 11, 2020.

## ATTENDANCE INFORMATION

### Compulsory Attendance Law

Minnesota State Law provides that children enrolled in school after 1988 shall attend a public school or a private school, for a period of not less than nine months during any school year until age 18 or until they graduate. Both parents and students have responsibility for school attendance. This section outlines the procedures for attendance and consequences for unexcused absences. **PLEASE REVIEW WITH YOUR CHILD.**

### Rules, Policies, and Guidelines

#### 1. Reporting

Teachers record and report each student absence and tardy in every class period.

#### 2. Verification

All student absences are verified by the Attendance Office. Verification occurs in several ways. Parents call in, send a note, or the Attendance Office calls home.

**Absence Procedure: if a student must be absent from class or arrive late to school, the student's parent/guardian must call the Attendance Line at 507-663-0655 the day of the absence or earlier.**

The attendance line is available 24 hours a day for your convenience. Absences must be excused within 24 hours or the absence may remain unexcused. School personnel will make every effort to contact parent/guardians of absent students if the school has not received a telephone call from the parent/guardian on the day the student is absent. If the school and parent/guardian do not connect on the day of the absence, a note from a parent/guardian will be accepted the morning the student returns.

#### 3. Definition of Excused/Verified Absences

- \*School Activities
- \*Illness
- \*Non-illness absences requested by parent
- \*Out-of-school suspension
- \*In-school suspension

#### 4. Definition of Unexcused Absences

- \*Leaving school without permission
- \*Any absence that does not meet the criteria specified in excused/verified absences

#### 5. Consequences of Tardies

Students may receive a detention or a lunch detention for a set of ~~4~~ 3 tardies in any class. If the detention is served within 5 school days, the student's tardies are erased for that class. If the detention is not served, detention will double or a full day of in-school detention may be assigned.

#### 6. Consequences of Abuse of Attendance Policy

When students have accumulated an excessive amount of *excused* absences, the following steps are followed to attempt to have the student improve attendance:

- a. Guidance counselors are made aware of the concern about absences.
- b. Guidance counselors meet with the student and contact parents about the concern.
- c. The student and his/her family receive a notification letter of the attendance concern.
- d. The student and his/her family receive a notification letter noting that school officials will no longer accept excuses from the parent/guardian. A doctor's written verification for each absence will then be required.

7. Consequences of Unexcused Absence

*Truancy.* When a student has accumulated 7 unexcused absences during the school year, school officials can file truancy with the student's resident county.

8. Possible Loss of Credit

In general, students who are absent 12 or more times (excused or unexcused) or have 5 unexcused absences during a semester may have credit withheld for that semester. The Student Support Team will monitor this by sending notification before students reach this level so students and parents have time to correct the problem. If the problem is not resolved, students may receive a grade of "F" in those classes that the attendance requirement was not met. If the student/parent disagree with the decision they may request a review. The review committee will consist of the Principal, Assistant Principal, a Counselor and a teacher of the student/parents choice. Family vacations, extended illnesses, absences approved by a doctor and other long absences may be approved by the Administration and these absences will not count as part of the 12 absence limit.

9. Special Attendance Procedures

*Appointments.* If a student has an appointment during the school day, the parent/guardian should send a note with the student who must bring it to the attendance secretary. The secretary will give the student a pass to leave class at the appropriate time. Students must sign out before they leave the building and upon their return to school. If a student does not know the appointment or has forgotten a note, the parent/guardian may call the Attendance Office to excuse the student from school.

*Illness While at School.* If a student becomes ill during the day, he/she should get a pass from a teacher to go to the nurse. The nurse will determine whether a call home is warranted.

*Leaving the Building During the School Day.* Students cannot leave the school building during the school day without permission to leave or having a parent sign them out. Failure to do the above will result in an unexcused absence.

10. Appeal

Parents may appeal the loss of credit due to unexcused absences under the following circumstances:

- \*If a good faith effort has been made to delete unexcused absences using the detention option.
- \*If a request for an appeal hearing has been made within one week of notification of the loss of credit.
- \*If good cause is demonstrated for the failure to abide by the attendance rules.

Any appeal will be decided by a Review Committee consisting of one (1) counselor, two (2) teachers and an administrator. The administrator will convene the meeting and provide any available information about the situation but will not have a vote in the final disposition. If parents are not satisfied with the decision of the Appeal Committee, the decision may be appealed to the administrator.

11. Exceptional Attendance

Guidelines to qualify for perfect attendance:

1. No tardies excused or unexcused for the full academic year.
2. No more than two periods of excused absence for the full academic year. This does not include school related activities.



## **GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS**

### **ANNOUNCEMENTS**

Morning announcements are shown on classroom monitors daily and are posted on the Northfield Middle School website: [www.northfieldschools.org](http://www.northfieldschools.org). Students are encouraged to check announcements daily for important information.

### **ATTIRE**

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health and safety, is sexually suggestive by words, picture or appearance, exhibits profanity, or interferes with the educational environment of the school or the classroom. Clothing with lewd or vulgar expressions, with expressions which are sexually or racially offensive, or which advertises products that are illegal for minors or prohibited on school property will not be allowed during school hours or at school events. State law dictates that students wear shoes on school property at all times. Any student who feels offended by an individual's dress may report that concern to an adult in the building or to school administration. Students who dress inappropriately will be subject to student discipline procedures. **Hats, hoods, and head coverings are not permitted except for designated events and/or permission from administration.**

Individuals are prohibited from wearing or carrying backpacks, caps, headwear, hats, hoods, jackets, coats, choppers/gloves in school except when they are arriving or departing from the building. Individuals are further prohibited from wearing any attire, including jewelry, symbols or "colors" which signify or are likely to be interpreted as signifying membership in gangs, or offensive clubs to school or to school sponsored activities (i.e., dances, athletic events, field trips, evening events, etc.).

Individuals are further prohibited from any manner of dress or personal grooming which presents a danger to health or safety, causes an interference with work, or creates classroom or school disorder. Such attire includes, but is not limited to: clothing with drug, alcohol or tobacco advertising; print or graphics which are sexually explicit or suggestive; representations which are sexually explicit or suggestive; representations which are inappropriate, offensive or demeaning to any group; clothing which is suggestive or inadequate in its covering; and pants worn below the waist.

### **Dress and Grooming Guidelines**

Students are to follow Dress and Grooming guidelines as outlined in the District Student Citizenship Handbook 2018-201920.

Based on the above policy, decisions are made on an individual basis when clothing worn is in question.

- Girls' tops, shirts or dresses must have 2-inch straps and cover any undergarment straps. Tops must have a full back and must be long enough to tuck in when sitting, standing or reaching.
- Undergarments must not be visible at any time, when standing, sitting or stretching. Boys' trousers must be kept high enough so undergarments do not show. Girls' undergarment straps must be covered at all times.
- Shorts and skirts must be long enough so that all undergarments are covered when sitting standing or reaching. Clothing should extend as far as fingertips when arms are extended along the side of the body.
- Shoes with wheel devices are not allowed inside the school building.

Students in violation will be given an opportunity to correct their attire. Students in question can be sent to the office where a counselor and/or administrator will determine acceptability. If there are repeat offenses by a student, parents will be contacted. Continued violations will result in detention and/or suspension. If you have questions, please contact Greg Gelineau (principal) or Michael O'Keefe (assistant principal) at 507-663-0650 or a Counselor at 507-663-0664.

### **ATHLETIC & ACADEMIC ACTIVITIES**

All students are encouraged to participate in the athletic/academic programs. Seventh and eighth grade athletic students compete against other schools. Sixth grade students are involved in intramural competition.

In individual competitions (i.e. track, tennis, etc.), opportunities may be given to sixth grade students to compete with other students of similar size, strength, ability, and age level.

In order for students to be allowed to participate in the Middle School Athletic/Academic Programs, a parent consent permission form along with the proper fee must be completed submitted. No other forms (physicals, etc.) are necessary to be able to compete in the Middle School Athletic/Academic Programs. Registration is done online at <http://northfieldschoolsactivities.registryinsight.com>.

### **District #659 Activities Fee Information 2018-2019**

1. The following guidelines are for the use of scholarship/fee waivers for co-curricular programs offered through Northfield High School and Northfield Middle School. All students in items a & b below must qualify under the current school year's Free or Reduced Meal Program guidelines administered by the school district Food Service Department.

- a. Students who qualify for the Reduced Meal Program are required to pay 40% of the total cost of the activity.
- b. Students who qualify for the Free Meal Program are required to pay 20% of the total cost of the activity for which they are enrolling.
- c. Students who do not qualify for a Free or Reduced Meal Program, but who have a financial hardship must submit an application for a scholarship, and if granted are required to pay at least 20% toward the activity fee. A waiver form must be submitted for each activity, each season. Waiver Forms can be found on the School District Website or can be obtained by contacting the Middle School Activities Office.

2. Fees must be paid **BEFORE** the student/athlete will be allowed to practice or play.

3. Fees help cover costs of equipment, apparel, transportation, and officials. Fees are as follows.

<b>Athletics - Middle School</b>			
Full Fee - 100%	Reduced Meal - 40%	Free Meal - 20%	
\$95	\$38	\$19	7 <sup>th</sup> & 8 <sup>th</sup> Grade participating in Middle School Athletics
\$75	\$30	\$15	6 <sup>th</sup> Grade participating in Middle School Athletics

<b>Academic and Fine Arts Activities - Middle School</b>			
Full Fee - 100%	Reduced Meal - 40%	Free Meal - 20%	



\$60	\$24	\$12	Chess Club-Math League-Speech-Play/Musical-Knowledge Bowl
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Family Limit - Includes High School and Middle School			
Full Fee - 100%	Reduced Meal - 40%	Free Meal - 20%	
\$605	\$242	\$121	Athletics, Academic & Fine Arts Combined

### Refunds

Refunds are available if an athlete discontinues participation in the athletic program. The deadline for refunds is two weeks after the first practice session.

### Athletic Activity Attendance Policy

Any middle school student missing two practices or contests because of an unexcused absence can be dismissed from the team. Any player participant who is late for practice, or misses practice entirely, must give the coach a signed note from a parent/guardian or teacher prior to the absence, if possible, or upon return the next day.

### Travel Release

All students are expected to ride to and from all events with the team. The only exceptions to this will be in special situations where the student rides with their parent(s) or another parent. This will only be allowed with the written permission from the parent(s) and activities director.

### Co-Curricular Eligibility Requirements

The same behavioral expectations, which students have in the classroom, will also be in effect while participating in any activity. Behavior problems during the school day can result in losing the privilege of participating in co-curricular activities. Minnesota State High School League rules will be followed regarding training and violations; e.g., academic probation, the use of alcohol, ~~tobacco~~ and drugs is prohibited. Possession or use of tobacco in any form on school property, in district buses or vehicles, or at district events is prohibited. Students who congregate in an area where smoking/vaping has recently occurred (bathroom stall, etc.) will each be considered smoking. This includes the use of e-cigarettes, vaping, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products.

### Northfield Middle School ~~Sports~~ Athletic Activities Offered

#### Fall Sports

Football

Boys Soccer

Girls Soccer

Girls Tennis

Volleyball

#### Winter Sports

Wrestling

Fitness Center

#### Spring Sports

Boys Tennis

Boys Track

Girls Track

Fitness Center

Boys Golf

Girls Golf



Game/contest & practice schedules will be handed out by coaches after practices begin. All activities will utilize Schoology to communicate with participants and parents.

#### **Northfield Middle School Academic Activities Offered**

Chess Club (September-November) (February – March)	Speech Club (December – February)
Math League (September – January)	Spelling Bee December – February)
Talent Show (February – April)	Student Council (September – May)
<u>Chamber Orchestra (auditions in September, runs October - May)</u>	Yearbook (September – May)
Honors Choir (auditions in Spring)	Knowledge Bowl (September – January)
<u>Environmental Science Club (January-April)</u>	<u>Geography Bee (December)</u>

#### **BICYCLES AND SKATEBOARDS/LONGBOARDS**

Bicycles and skateboards/longboards are not to be ridden on school property. This rule is in effect to prevent injuries. Northfield Middle School is not responsible for lost or damaged bicycles and skateboards. Students should walk their bikes or carry their skateboards until they are on the asphalt trails going away from the building.

#### **BOOKS, MATERIALS AND EQUIPMENT**

Students are responsible for all lost or damaged books, materials or equipment that has been issued to them. This includes one-to-one devices. Students can be fined for any lost or damaged items assigned to them. Any outstanding fines will need to be taken care of before a student may participate in any non-academic activities (i.e. Valleyfair).

#### **CELL PHONES**

Cell phones are not permitted in classrooms, during transition times, or in the lunchroom between 7:45 am and 2:51 pm. If there is a need for a student to have a cell phone at school, staff should not hear it or see it. It should be put in a locker during the day. If any staff member sees a phone out in classrooms, during transition times, or in the lunchroom, it will be labeled and taken to the office. The phone can be picked up after 2:51 pm. Additionally, video recording students or staff without their consent is prohibited at Northfield Middle School.

#### **CHANGE OF ADDRESS/TELEPHONE NUMBER**

Students/parents/guardian should provide change of address information and new telephone numbers to the Guidance Office.

#### **DANCES**

The Northfield Middle School Student Council sponsors all dances. Middle school dances are planned for Northfield middle school students and normally run from 3:00 - 5:00. Any guests must have written permission from an administrator at least one day prior to the dance. Students are responsible for finding their own rides home.

## **DETENTION**

Detention is an after-school service or study hall time assigned to students as a consequence. Detention may be assigned by teachers or administration and may be held in the teachers' classroom or student office. Office detentions are from 3:00-3:45, Monday through Thursday.

One of the following could happen if a student fails to complete a detention:

1. The detention can double.
2. A full day of in-school detention can be assigned.
3. Loss of privileges (i.e. lunch seating, non-academic activities, etc.)

## **DISCIPLINE**

See District's "Student Citizenship Handbook".

## **E-LEARNING DAYS**

Northfield Public Schools uses e-Learning days (formerly called flexible learning days) to mitigate the loss of instructional time when the weather forces school closures. 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/>.

## **FRAGRANCES**

Many people are sensitive or allergic to fragrances. Students who choose to wear a personal fragrance should do so sparingly. All fragrance containers should be left at home and may be confiscated. Antiperspirant should be a stick, cream or roll-on type with minimal fragrance, and stored in phy. ed. lockers.

## **GRADES**

Mid-quarter reports will be sent home with students if receiving a grade lower than a "C-". Report cards are distributed to the students to take home one week after the last day of the quarter.

### **Access to Grades Online**

Parents and students have access to student grades via Student Access and Family Access. Scores as they appear on Student Access and Family Access should be considered unofficial. In the unlikely event of discrepancies between the teacher electronic gradebook and Student/Family Access, the teacher gradebook shall be the official record of all grades.

## **HEARING AND VISION SCREENING**

Hearing and vision screening for all 7th grade students are held every October.

## **HONOR ROLL**

The Middle School generates an "A" and "B" honor roll after each quarter. The criteria for attaining honor roll status are listed below:

Students with a grade point average of 3.6 or above are eligible for the "A" honor roll.

Students with a grade point average of 2.6 to 3.59 are eligible for the "B" honor roll.

## **IMMUNIZATIONS**

Immunizations must be current according to Minnesota State Law. Those who are not in compliance will be notified by the nurse, and will not have an iPad checked out to them (Grade 6) or locked digitally (Grades 7-8), and will not be allowed to attend school.

## **INTERNET**

Student use of technology and the Internet is governed by District Policy 524-2 regarding the use of technology and telecommunications systems. The policy can be viewed at <https://northfieldschools.revtrak.net/District-Fees/#/f/-2017-ipad-protection-plan>. See the Student iPad Loan Agreement for additional details about iPad implementation.

## **LASER PENS**

Laser pens are prohibited at the middle school and will be confiscated immediately. Students will not be given these items back, but a parent can come in to collect them.

## **LOCKERS**

All locks and lockers are the property of the Northfield Middle School, not the students. Students are assigned to a locker. Students are responsible for their lockers and will be charged a replacement fee if they are damaged. Food is not to be stored in lockers overnight or for long periods of time.

1. Northfield Middle School is not responsible for any items stolen from a student's locker.
2. Students are assigned Physical Education locks and lockers on a yearly basis. Fees may be charged for lost or damaged locks.

Sharing lockers is not allowed and students are strongly urged to not tell anyone their combination.

## **LOST AND FOUND**

Any lost and found items will be kept in the cafeteria unless they are found in the Physical Education area. Items found in the physical education area will be kept in the Physical Education Office. Any item that is not claimed, by the end of each quarter, will be donated to charity or discarded.

## **MAKE-UP WORK**

If a parent knows of a student's absence in advance, the absence should be called in to the attendance line. Students should also connect with their teachers to assure any missed work will be posted to Schoology. Students are responsible for completing all work posted to Schoology. Students returning from an absence will need to schedule arrangements with the teacher for completing any work that could not be completed during the absence. Homework will not be collected in the office for a student prior to absence:

- Parents call attendance line 507-663-0655 to report the absence.
- Students contact the teacher to assure that any missed work will be posted to Schoology and schedule arrangements to make up the work.



## **MEDIA CENTER**

The Media Center is open from 7:45 a. m. until 3:15 p.m., daily. Students may use the media center after 3:15 p.m., with staff supervision.

Respect for others requires that you take proper care of materials and return checked out materials on time. Failure to follow Media Center rules will result in disciplinary action with possible loss of non-curriculum Media Center privileges. Replacement cost will be charged for Media Center materials that are lost or damaged. Students with unpaid fines may lose non-academic privileges.

## **NURSE 507-663-0656**

The nurse is on duty each day from 8:00 a.m. until 3:15 p.m. Students should have a pass from a teacher in order to visit the nurse. All students who become ill during the school day are required to check out with the nurse's office, prior to leaving the building.

All medication (prescription and over-the-counter) should be brought, by an adult, to the nurse's office. Any medications that students take at school must be distributed and stored in the nurse's office. A note stating the name of the medication, dosage, and the time it should be given must accompany the medicine. This note must be dated and signed by the parent/guardian and physician. A doctor's note must accompany any dose changes for daily medications such as Ritalin, Dexedrine, etc. Prescription medication must be in a prescription bottle from the pharmacy with the student's name on it. Students are not allowed to carry medication with them during the school day. Inhalers used for asthma are the only exception. Students may carry them after reporting to the nurse and filling out the necessary paperwork.

Emergency Forms are updated annually and turned in to the nurse's office. Individual health care plans are written when appropriate.

## **OFFENSIVE BEHAVIOR**

Offensive behavior, such as teasing, name-calling, putdowns, inappropriate language, coercive behavior or other mean-spirited behavior is prohibited. This includes the displacement of another student's clothing. Depending upon the circumstance, these behaviors could constitute harassment.

## **PLEDGE OF ALLEGIANCE**

Students are invited to join in the Pledge of Allegiance during announcement time on Monday mornings. Students and staff will respect an individual's right to choose not to participate.

## **RETENTION**

Any student who fails to earn credit for two or more core courses will be considered for retention. The Student Support Team will review each case individually and develop a contract to earn promotion to the next grade.

## **RIGHT TO KNOW**

The Northfield Public School recognizes the importance of our students' and employees' health and well-being. Therefore, we are examining and reducing our use of pesticides and utilizing Integrated Pest Management techniques in our school buildings and on school grounds to minimize the possible long-term unknown health effects of pesticides.

The Northfield Public Schools will make available, in the school offices, for parent and employees, the estimated schedule of application of pesticides classified by the United States Environmental Protection Agency as designated under the Federal Insecticide, Fungicide and Rodenticide Act. Parents may also request that the school notify him/her prior to the application of such pesticides on a day different from the days specified in the notice.

### **SAFETY EXERCISES**

Emergency safety exercises will be conducted so that every person in the building knows the procedure to be followed in the event of an emergency. Fire and severe weather procedures are posted in each room.

### **SCOLIOSIS SCREENING**

Scoliosis screening for all 7th & 8th graders is held every February.

### **SEARCHES/CANINES**

The Northfield School District believes strongly in implementing and utilizing policies and procedures that work toward keeping its schools safe, and drug & tobacco free. To this end, the District will conduct periodic searches of the schools and their adjacent parking lots with the assistance of local and county law enforcement officers and drug-sniffing dogs. Each canine unit will be accompanied by at least two school district staff and when possible, the school resource officer. In the event of a positive identification by the canines, school personnel will conduct a search of the locker or vehicle in question. If the search reveals unauthorized or illegal items, district personnel may ask that law enforcement finish the search of the locker or vehicle.

### **SPECIAL EDUCATION**

Northfield Middle School has a full range of Special Education Services. Contact Student Support Services for further information about assessment and eligibility.

### **STUDENT RIGHTS**

The District will accord students the following rights:

- \*The right to a free and full education.
- \*The right to equal educational opportunity and non-discriminatory treatment.
- \*The right to participate in student activities.
- \*The right to due process of law.
- \*The right to freedom of inquiry and expression.
- \*The right to privacy.
- \*The right to personal property.
- \*The right to be informed of district and school rules.

### **STUDENT SUPPORT SERVICES**

The Student Support Office offers students an opportunity to receive assistance with academic and/or personal problems. Parents are also encouraged to call or set up an appointment with one of the counselors if they have academic or other concerns/questions about their student. Students are assigned to a counselor by alphabet. Please call our Student Support Office at 507-663-0664. Our Student Support Office Secretary will assist you in connecting with the appropriate staff member.

Students whose last name begins with A through L – Jenny Streefland

Students whose last name begins with M through Z – Cori Yamry

Social Worker – Heather Stanton-Ims

Psychologist – Rachael Hudson

### **STUDENT SUPPORT GROUPS**

The Middle School offers a number of support groups for students. If students or parents would like more information about these or any other groups, please contact Student Support Services.

### **TEXTBOOKS**

Textbooks are furnished by the School District. Students are expected to take care of books and they will be expected to pay for any lost or damaged books.

### **VISITORS**

Parents/Guardians are always welcome to visit Northfield Middle School. Students must complete the following. Classroom visits require administrative approval.

#### **Student Visitors:**

1. Only one visitor per student.
2. A written request must be given to administration 48 hours in advance and permission will be granted or denied based on the educational value of the visit.
3. All visitors must have visitor's pass from the Administration.
4. No visitors within the last two weeks of any quarter.
5. No visitors within a week of any breaks.

### **VOLUNTEERS**

Parents and community members are always encouraged to apply as an employee or volunteer at their student's school and/or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check before serving students affiliated with Northfield Public Schools.



## Appendix A

### Child Nutrition Department

Child Nutrition information is available on the school website at [northfieldschools.org](http://northfieldschools.org). Child Nutrition Services is under the Departments tab. All students will have individual meal accounts with a separate 4-digit PIN (Personal Identification Number) for each student/user in the family to record individual meal purchases. Students will use their same 4-digit PIN as last year. New students will be assigned a PIN at open house or on the first day of school. Ending meal account balances carry over from year to year. Students may purchase meals and food items by submitting a payment to their meal account or by making a payment at the time of service. The individual meal account is a debit account, similar to a checking account, and money should be in the account in order to serve a meal to your student. If a student does not have money in his/her lunch account a meal will be provided, however, the student will be charged for this meal and the parents will be held responsible to pay for this meal purchased. Students who have a negative lunch balance will not be allowed to purchase a la carte items. The School District recognizes that it has an obligation to notify the student and/or parents/guardians of their meal account balances. Therefore, the Child Nutrition Department will make every reasonable effort to notify or remind families of the need for a meal account payment by utilizing School Messenger for both low balance and negative balance calls and emails. The parents/guardians are responsible to monitor their student's meal account balances and to send money on a regular basis to ensure their student's capability to purchase meals through the Child Nutrition Programs. Parents should also update their contact information in Family Access annually. A student with a meal account balance of less than zero dollars is encouraged to bring meals from home until their meal account balance can be replenished. For information on our negative meal account balance process please visit <http://northfieldschools.org/departments/food/payments/>.  
<https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Menus

The Northfield Public Schools participate annually in the National School Breakfast and School Lunch Programs. These programs make available a nutritious breakfast and lunch meal daily for a reasonable cost. Families who are eligible for free or reduced priced meals receive meals at no charge which includes the alternative meal choices. One half-pint of milk is included with every meal. Most of the cafeterias operate on a continuous serve basis during the entire meal period. Menus are planned using the USDA Menu Planning guidelines. Menus will be posted on the District website at [northfieldschools.org](http://northfieldschools.org). If students bring food or beverages from home, we encourage all families to select nutritious choices. Fall menus will be posted on the district website a month prior to the start of school, and monthly throughout the year. Copies of the menu will be available at the schools upon request. Breakfast is available at all schools. Elementary schools offer cold sandwiches and salads as alternative daily lunch choices. Secondary schools offer hot and cold sandwiches, salads and a second hot entrée lunch choices daily. All meals are priced as a regular lunch meal. ~~If your family receives free or reduced priced meal benefits your student may also select these alternative items at no charge~~

### Offer vs. Serve

The "offer vs. serve" federal regulation requires that students be offered (rather than served) 5 required food components comprising the full lunch meal. Students may choose 3, 4, or 5 lunch food items based on their preferences instead of having to take some of each food. Students are required to take a full serving of a fruit or vegetable at lunch as one of the meal components. Students will be offered 4 required food components at breakfast and must choose at least 3 of the food items. Federal regulations require meals to be priced as a

complete unit and students must pay the full price even if they did not choose the complete meal. Students are encouraged to take all of the food items offered, because it provides a balanced meal for the best price.

### Food Allergies and Special Dietary Needs

The Child Nutrition Department may honor dietary restrictions due to allergies or intolerances with the proper documentation from a medical authority on file. A suitable alternative will be provided when possible. For students with a lactose intolerance, a lactose reduced milk product will be provided at no extra charge on the written request of the parent or physician. Forms for allergies and any special dietary needs are available on the Child Nutrition Department webpage or from a building nurse. Please contact a building nurse, the District School Nurse or the Child Nutrition Director if you have any questions.

### Free and Reduced Meals

Free or reduced meals are available for children who qualify. **An educational benefits form must be completed each school year** and submitted to the Child Nutrition Office for review and approval.

Applications for free or reduced meals are mailed out to each household in August. The applications are also available online, at each Principal's Office and in each school kitchen. Families can now complete the educational benefits application online through Family Access. If you wish to complete your application online, you must first log in to Family Access. ~~or visit~~

~~<http://northfieldschools.org/departments/food/reduced/>~~ After logging in, click the Food Service button located on the left side of the screen and select a child's name. Click the applications tab and follow the prompts to complete the application. ~~and follow the instructions provided.~~ The District Child Nutrition Office will process applications as soon as possible, however, it may take 7-10 days for an application to be reviewed and a response sent to the parents/guardian. A letter indicating your benefits will be e-mailed or mailed out. Please save this letter in case you need to show proof of benefits for other programs. **Benefits from the previous school year will be carried over until October 15, 20182019. Applications may be completed at any time throughout the year; however, any family that has not reapplied by October 15, 20182019 will be changed to full priced meals.** Families receiving MFIP, Food Stamps or FDPIR and enrolled in Northfield Public Schools by June 15 for the following year will be directly certified by the State of Minnesota to receive free meals and may not need to complete an application. ~~Advance~~ Payment will be required for any meals purchased prior to the approval of the application.

### Meal Prices

Meal prices are shown in the following charts. The monthly cost is based on 20 days per month. Extra milk may be purchased for \$0.50 per half pint at any of the school sites. Prices are subject to change, per school board approval and state and federal regulations.

Elementary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.50	\$4.05	\$31.00	\$50.00	\$81.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free



Secondary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.65	\$4.20	\$31.00	\$53.00	\$84.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Staff / Adult / Visitor / Second Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$2.05	\$3.70	\$5.75	\$41.00	\$74.00	\$115.00

#### Staff Meals, Adult Meals, Visitor Meals and Second Meals

Parents, guardians and other family members may eat with students during their meal time. All visitors are required to sign in at the school office. Staff meals, adult meals, visitor meals and second student meals are priced higher because the Child Nutrition Department does not receive any federal or state reimbursement for those meals, as we do for a student's first meal. The cost for a non-student meal is \$2.05 for breakfast and ~~\$3.70~~ \$3.75 for lunch. Exact change is appreciated.

#### A la Carte

A la carte food items are available for purchase at the Middle School, High School and for staff at the elementary schools. Elementary students may only purchase extra milk for \$0.50 per half pint. There will be no charging of

Al a carte items if an account has a negative balance. A la carte purchases must have sufficient funds in the account for the total purchase amount. Prices of a la carte items are posted in the school kitchens. Food items and prices may vary throughout the year. We do not block a la carte purchases or limit the amount of money a student spends in one day. We encourage parents/guardians to discuss their concerns with their students.

#### Meal Times

School	Breakfast	Lunch
Bridgewater Elementary	7:50 a.m. – 8:20 a.m.	11:20 a.m. – 1:00 p.m.
Greenvale Elementary	7:45 a.m. – 8:15 a.m.	11:10 a.m. – 1:00 p.m.
Sibley Elementary	7:55 a.m. – 8:15 a.m.	11:00 a.m. – 1:05 p.m.

#### Payments

Families may pay for meals by using cash, check or Revtrak online payment system. Payments may be made daily and sent to any school the student attends. Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Cash payments will be accepted in a sealed envelope with the student and parent's first and last name, PIN number, and the amount of payment written on the outside of the envelope. Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 1400 Division Street South, Northfield, MN 55057. All schools have payment envelopes and collection boxes placed in the Child Nutrition area for receipt of payments. Each school collects and posts money daily into individual meal accounts. Money collected will be posted into the account as it is turned in or at least by 10:30 am and again by 2:00 pm. All other cash or check payments will be posted the following day.



Payments using a credit or debit card can be made online through Family Access located on the bottom of the screen. Steps for making online payments through Family Access are as follows:

- Go to [northfieldschools.org](http://northfieldschools.org) and click on the button that says "Family Access" located on the bottom of the screen. You can either log-in to Family Access to continue or apply for a Family Access account if you do not have one.
- 
- Once you have logged in to Family Access, you need to click on the Food Service tab to the left of the screen. This will bring up your child/children. From here you click the "Make a Payment" button next to the child's name. This will link you to Revtrak where you can make a payment.

Steps for making online payments at Revtrak directly are as follows:

- Go to <https://northfieldschools.revtrak.net>
- Click Food Service Payments then follow prompts to complete payment.

#### Account Balance Statements

Statements are available upon request. To request a statement, parents/guardians or staff may contact the kitchen at each school or the district office. We encourage the use of the Northfield Public Schools District website to view meal account balances, view payments and purchases, or to print statements. To complete an on-line payment, visit [northfieldschools.org](http://northfieldschools.org) and click on Family Access, under the Parent Resources tab. The Child Nutrition Department will call or email weekly through School Messenger if you sign up to be notified for these messages or send written statements notifying families of their low meal account balance. For information on our negative meal account balance process please visit

<http://northfieldschools.org/departments/food/payments/>

<https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

#### Refunds

Balances remaining on accounts at the end of the school year will be automatically carried forward to the following school year. Balances follow students to their next building assignment. Refund requests must be submitted in writing and received by the District Child Nutrition Office no more than 5 days after the last day of school. A check will be issued in the amount of the refund. No cash refunds will be made.

#### Questions/Comments

Sibley - 645-3490	Bridgewater - 664-3324	Greenvale/Longfellow- 645-3509
Middle School - 663-0668	District Office - 663-0618	High School - 663-0604

Comments regarding your student's lunches may be directed to the Child Nutrition Department at the school your child attends. Please place your calls before 10:30 a.m. or after 12:30 p.m.

## Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

### Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

### Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

### Academic Standards and Assessments

#### What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

#### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>



### Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

### Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

### What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).





Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) ([education.mn.gov](http://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading \_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics \_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."**

**If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

Posted May 2019



## **Northfield High School**

# **Student Handbook 2019-2020**

1400 Division Street South

Northfield, MN 55057

Main Office: 507.663.0630

Attendance Line: 507.663.6016

Fax: 507.645.3455

Principal: Joel Leer

Interim Principal: Dr. Laura Kay Allen

Assistant Principals: Marnie Thompson and Jeff Eckhoff

District Website: [www.northfieldschools.org](http://www.northfieldschools.org)

### Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

### Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

#### Beliefs

- **Public Education**  
*We believe that public education is the foundation of our democratic republic.*
- **Learning**  
*We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.*
- **Decision-Making**  
*We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.*
- **Shared Responsibility**  
*We believe that education is the collective responsibility of our students, families, schools and communities.*
- **Learning Environment**  
*We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.*
- **Diversity**  
*We believe that all learners have a right to equitable access to educational opportunities.*

#### Strategies

- **Quality Education**  
*We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.*
- **Climate**  
*We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.*
- **Curricular Outcomes**  
*We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.*
- **Stewardship**  
*We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.*
- **Communication/ Partnerships**  
*We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.*
- **Diversity**  
*We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.*

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none"><li>● Prioritize recruiting and retaining diverse staff.</li><li>● Robust core subject instruction.</li></ul>	<ul style="list-style-type: none"><li>● Building and fostering relationships - commitment to social/emotional health for all.</li><li>● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.</li><li>● Spaces that are modern, innovative, creative and flexible.</li><li>● Equitable opportunities and support for all career and college paths.</li></ul>



## WELCOME TO NORTHFIELD HIGH SCHOOL

This handbook has been designed to be helpful in answering questions about Northfield High School's programs, policies, and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive positive school year.

## MISSION STATEMENT

Northfield High School is a community of learners who are safe, respectful and responsible.

### 2019-2020 NORTHFIELD HIGH SCHOOL STAFF/ADMINISTRATION

<u>Administration/Assistants</u>	<u>Guidance Staff</u>
Principal: Joel Leer	Counselors: Deborah Rasmussen Mark Ensrud Kathy Wiertsema-Miller
Administrative Assistant/Bookkeeper: Lori Christophersen	Administrative Assistant: Kathy Clark
Assistant Principals: Jeff Eckhoff & Marnie Thompson	Media Staff:
Administrative Assistant: Lynn Fossum	Media Specialist <del>Generalist</del> : Rebecca Glassing
Special Ed Administrative Assistant: James Clinton	Educational Assistant: Marianne Moser
Activities Director: Joel Olson	TORCH: Tessa Kiesow Sarah Lee Katie Theis
Administrative Assistant: Sheryl Docken	Promise Fellows: Emily Culver <del>Bennet Herson-Roe</del> Pallav Kumar
Nurse: Renee Marlenee	
Police Liaison: Bart Wiese	
Security Monitor (Parking): Kim Bauer	

[Link to Northfield High School Staff Directory](#)

# Northfield Public Schools 2019-2020 School Calendar

Approved by the School Board  
March 12, 2018

July 2019	July	January 2020	January
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3 4 5 6	4 Independence Day	1 2 3 4	1-3 Winter Break, No School
7 8 9 10 11 12 13		5 6 7 8 9 10 11	
14 15 16 17 18 19 20		12 13 14 15 16 17 18	20 No School, Martin Luther King Jr. Day
21 22 23 24 25 26 27		19 20 21 22 23 24 25	24 End of Second Quarter
28 29 30 31		26 27 28 29 30 31	27 No School, Teacher Preparation Day
August 2019	August	February 2020	February
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3		1	
4 5 6 7 8 9 10		2 3 4 5 6 7 8	
11 12 13 14 15 16 17	21-22 New Teacher Inservice	9 10 11 12 13 14 15	
18 19 20 21 22 23 24	26-29 Staff Development Days	16 17 18 19 20 21 22	
25 26 27 28 29 30 31	30 Teacher Preparation Day	23 24 25 26 27 28 29	
September 2019	September	March 2020	March
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3 4 5 6 7	2 Labor Day	1 2 3 4 5 6 7	
8 9 10 11 12 13 14	3 First Day of School	8 9 10 11 12 13 14	
15 16 17 18 19 20 21		15 16 17 18 19 20 21	20 End of Third Quarter
22 23 24 25 26 27 28		22 23 24 25 26 27 28	23-27 No School, Spring Break
29 30		29 30 31	30 No School, Teacher Preparation Day
October 2019	October	April 2020	April
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3 4 5		1 2 3 4	
6 7 8 9 10 11 12		5 6 7 8 9 10 11	
13 14 15 16 17 18 19	17-18 No School, Fall Break (MEA)	12 13 14 15 16 17 18	
20 21 22 23 24 25 26		19 20 21 22 23 24 25	
27 28 29 30 31		26 27 28 29 30	
November 2019	November	May 2020	May
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2	1 End of First Quarter	1 2	
3 4 5 6 7 8 9	4 No School, Teacher Preparation Day	3 4 5 6 7 8 9	
10 11 12 13 14 15 16		10 11 12 13 14 15 16	
17 18 19 20 21 22 23		17 18 19 20 21 22 23	
24 25 26 27 28 29 30	27-29 No School, Thanksgiving Break	24 25 26 27 28 29 30	25 No School, Memorial Day
December 2019	December	June 2020	June
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3 4 5 6 7		1 2 3 4 5 6	5 Last Day of School (2 hr early dismissal)
8 9 10 11 12 13 14		7 8 9 10 11 12 13	8 No School, Staff Development Day
15 16 17 18 19 20 21		14 15 16 17 18 19 20	8-9 Possible makeup days for students
22 23 24 25 26 27 28	Dec 23-Jan 3 Winter Break, No School	21 22 23 24 25 26 27	10-11 Possible makeup days for teachers
29 30 31		28 29 30	

## Weather make-up days:

If school is closed 3 days on or before 4/15, make-up day is 6/8. Staff Development day moves to 6/9.

If school is closed 4 days on or before 4/15, make-up days are 6/8 & 6/9. Staff Development day moves to 6/10.

If school is closed 5 days on or before 4/15, teachers only will make-up on 6/11.

 Holidays, No School  Holidays

 No School

 No School, Teacher Preparation or Staff Development Days

## Student Days:

Term 1: 42 days

Term 2: 45 days

Term 3: 39 days

Term 4: 48 days

TOTAL: 174 days

## Summary:

174 student contact days

9 non-student contact days

4 contract days off calendar (4 conferences)

TOTAL: 187 contract days

87 days - first semester, 87 days - second semester

# **NORTHFIELD PUBLIC SCHOOLS** **2019-2020 Calendar**

Approved by School Board March 12, 2018

## New Teacher Activities

August 21 and 22

## Pre-School Days for all Teachers

August 26-29 Staff Development Days

August 30 Teacher Preparation Day

September 2 **No School.** Labor Day

September 3 First Day of School/Beginning of 1<sup>st</sup> Quarter

October 17-18 **No School.** Fall Break (MEA)

November 1 End of 1<sup>st</sup> Quarter (42 days)

November 4 **No School.** (Teacher Preparation Day)

November 5 Beginning of 2<sup>nd</sup> Quarter

November 27-29 **No School.** Thanksgiving Break

Dec. 23-Jan. 3 **No School.** Winter Break

January 20 **No School.** Dr. Martin Luther King's Birthday

January 24 End of 2<sup>nd</sup> Quarter (45 days)/End of First Semester (87 days)

January 27 **No School.** (Teacher Preparation Day)

January 28 Beginning of 3<sup>rd</sup> Quarter and Second Semester

March 20 End of 3<sup>rd</sup> Quarter (39 days)

Mar 23-27 **No School.** Spring Break

March 30 **No School.** (Teacher Preparation Day)

March 31 Beginning of 4<sup>th</sup> Quarter

May 25 **No School.** Memorial Day

May 31 Graduation

June 5 **Last Day of School.** 2-hour early dismissal

End of 4<sup>th</sup> Quarter (48 days); End of Semester (87 days)

**June 8** **No School. Staff Development Day.**

**June 8-9** **Possible makeup days for students.**

**June 10-11** **Possible makeup days for teachers only.**

## Students and Teachers Possible Make-Up Days for 2019-2020

- If two (2) days are cancelled, no make-up days for students or teachers.
- If three (3) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact day on Monday, June 8, 2020. Staff development day moves to June 9, 2020.
- If four (4) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact days on Monday, June 8, 2020 and Tuesday, June 9, 2020. Staff development day moves to June 10, 2020.
- If five (5) days are cancelled on or before April 15, 2020, teachers only will make-up on Thursday, June 11, 2020.



## 2019-2020 DAILY SCHEDULE

	Monday		Tuesday		Wednesday		Thursday		Friday	
Period	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time
1st Hour	7:51	8:38	7:51	8:38	8:51	9:31	7:51	8:38	7:51	8:38
2nd Hour	8:42	9:29	8:42	9:29	9:35	10:15	8:42	9:29	8:42	9:29
3rd Hour	9:33	10:20	9:33	10:20	10:19	10:59	9:33	10:20	9:33	10:20
4th Hour	10:24	11:11	10:24	11:11	11:03	11:43	10:24	11:11	10:24	11:11
Flex Hour	11:11	12:11	11:11	12:11	11:43	12:33	11:11	12:11	11:11	12:11
5th Hour	12:16	1:03	12:16	1:03	12:37	1:17	12:16	1:03	12:16	1:03
6th Hour	1:07	1:54	1:07	1:54	1:21	2:01	1:07	1:54	1:07	1:54
7th Hour	1:58	2:45	1:58	2:45	2:05	2:45	1:58	2:45	1:58	2:45

### MEDIA CENTER HOURS

Monday - Thursday 7:15 am – 3:15 pm

Friday 7:15 am – 3:00 pm

### VISIT YOUR GUIDANCE COUNSELOR ACCORDING TO THE FIRST LETTER IN YOUR LAST NAME

Ms. Wiertsema-Miller A-G

Mr. Ensrud H-O

Ms. Rasmussen P-Z

### HIGH SCHOOL CODE 241-855

## GRADUATION REQUIREMENTS

Current freshmen, sophomores, juniors and seniors must earn 23 credits. Sixteen credits must be earned in the following areas: English 4 credits, Social Studies 3.5 credits, Math 3 credits, Science 3 credits, Physical Education 1 credit, Art 1 credit and Health .5 credit. The remaining 7 credits can be earned in elective courses.

## IMPORTANT SCHOOL NUMBERS

24 HOUR ATTENDANCE LINE	663-0616
Activities Hotline for each day's activities	645-3456
Principal's Office to contact teachers	663-0630
Guidance Office counselors, grades, transcripts	663-0636
Assistant Principal discipline, attendance	663-0635
Nurse's Office	663-0634
Activities Office	663-0632

## GRADE POINTS

A	=	4.000	B-	=	2.667	D+	=	1.333
A-	=	3.667	C+	=	2.333	D	=	1.000
B+	=	3.333	C	=	2.000	D-	=	.667
B	=	3.000	C-	=	1.667	F	=	0

"A" Honor Roll = 3.6 - 4.0 g.p.a.

"B" Honor Roll = 2.6 - 3.59 g.p.a.

## STUDENT COUNCIL 20198-202019

Representing the class of 20223: Elise Clay, Liv Fossum, Graham Lideen, Kiara Rosas, Andrew Ryden

Representing the class of 20242: Rahmah Abdulai, Annie Frank, Peder Lindell, Saija Maki-Waller, Jose Vazquez

Representing the class of 20201: Marissa Gallardo, Leah Kovach, Athena Pitsavas, Isabella Schmidt, Luke Stanga

Representing the class of 201920: Izzy Hessian, Logan Ledman, Evan Orjala, AJ (Andrew) Paks, Brian Rodriguez

Advisors: Danielle Crase and Joe Jorgensen

## ATTENDANCE INFORMATION

Attendance at school is a shared responsibility between the individual student, and his/her parents/guardians and the school. State law stipulates that it is the parent's/guardian's responsibility to ensure that their son/daughter attends school. The expectation is for parents/guardians to provide an honest reason for absence or tardiness and the school determines whether a student's absence/tardiness is excused or unexcused.

Learning is enhanced by regular school attendance. Regular attendance assists in maximizing the educational benefits for each individual student.

With the implementation of the 1:1 iPad initiative, it is the expectation of the staff at NHS that students be responsible for monitoring their attendance. If a student determines that a teacher has made an error in reporting his/her attendance, it is the student's responsibility to communicate with the teacher to resolve the attendance report. After five school days, the report will stand and the absence will be considered unexcused.

### Absence Procedure

If a student must be absent from class or arrive late to school, the student's parent/guardian must call the Attendance Line at 663-0616 the day of the absence or earlier. The attendance line is available 24 hours a day for your convenience. Absences must be excused within 24 hours or the absence may remain unexcused.

If the school and parent/guardian do not connect on the day of the absence, a note from a parent/guardian will be accepted the next morning. Absences may no longer be excused after the day the student returns. Parents/guardians are encouraged to apply for an online access number to view their student attendance. See website for more information to Family Access.

All students who become ill during the school day are required to check out with the nurse's office prior to leaving the building. Check out must include contact between school officials and parents/guardian prior to leaving the building. Failure to properly check out with the nurse's office will cause the student to be unexcused and consequences may be assigned.

Any student, who leaves the building for any reason, without checking out, is considered unexcused. checking out means contact between parent/guardian and school official before the student leaves the building.

### Excessive Absences

The absence limit per semester is eleven (11). Upon the twelfth (12th) absence, the student may not earn credit in the class for the semester. (School sponsored activities/field trips, chronic medical conditions verified by a physician and extended medical excuses of at least three consecutive days verified by a physician are the only days that "do not count" in the 11 absences allowed per semester). ~~This is not meant to imply that students are free to miss school up to the established limit. Rather, reaching the limit is considered being excessively absent.~~ In addition, students may lose credit upon reaching 3 unexcused absences in a class. Students with excessive absences will be referred to the Student Support Team (SST) for intervention.

### Absence Appeal

If a student, the parent/guardian, or the school feels that extenuating circumstances caused the excused/unexcused absence limit to be exceeded; an appeal may be filed with the Assistant Principal. The student/parents are responsible for filing an appeal by contacting the Assistant Principal's Office at 663-0635. ~~The Assistant Principal will hear the facts of the situation before deciding whether to waive a certain number~~



of the absences or to enforce no credit earned.

#### **Attendance and Co-Curricular Activities Policy - Students**

In order to practice, rehearse, compete or perform in any NHS co-curricular activity, the student must be in attendance that day for a minimum of 4 class periods. Pre-arranged absences with the approval of the Assistant Principal or Activities Director will be considered an exception to the policy. Coaches/Advisors are expected to enforce this policy.

In order to practice, rehearse, compete or perform in any NHS co-curricular activity, the student must be in attendance that day for a minimum of four class the last 4 periods of the day. Pre-arranged absences with the approval of the Principal, Assistant Principal, or Activities Director will be considered an exception to the policy. All coaches/advisors are to explain this rule to the participants at the beginning of their season. Coaches/Advisors are expected to enforce this policy. If absences are not cleared by a parent/guardian, the absence will be considered unexcused and/or truant.

#### **If Absences are Unexcused or Truant:**

Students that have an unexcused or truant absence will receive no credit from their teachers for the activities performed on the day of the absence.

Students with unexcused absences or truancies will be given appropriate consequences by their Assistant Principal. Consequences will be progressive with succeeding unexcused absences and truancies.

#### **Attendance (FAN) at Post-Season Competition**

Students must have their parent/guardian excuse them BEFORE the day of the event. NO PHONE CALLS OR NOTES WILL BE ACCEPTED THE DAY OF THE EVENT. The absence must be pre-excused.

Students who do not have a parent excuse them before the event will be considered unexcused. Attendance at an event will count towards the attendance policy, except for students who are participants in that activity for NHS.

#### **Eligibility for Activities**

##### Academic Eligibility Policy-Adopted June, 2008

The purpose of this academic eligibility policy is to monitor, motivate and assist the students who participate in co-curricular activity programs, in order for the student to be academically successful. While the school's co-curricular programs are a vital part of the total education of our students, our primary mission is academics. Please reference the [Co-Curricular Handbook](#) for academic eligibility details.

#### **Excused/Unexcused Absences**

Excused absences include -

- illness
- medical appointment (that cannot be made outside of the school day)
- post-secondary school visits
- family vacations/outings (with a parent/guardian)
- family emergencies verified by a parent/guardian (serious family illness, injury or death)
- absences caused by participation in school sponsored activities

Unexcused absences include but are not limited to-

- oversleeping
- car trouble

Unexcused tardiness for more than fifteen minutes is considered an unexcused absence.

Missing Classes - Students are not allowed to miss classes in order to make-up or complete work for another

class. Parents may not excuse students from classes to make-up or complete work for another class. The school reserves the right to require medical verification in cases where student absences are excessive.

### **Homework Make-Up Policy**

If you are absent- [Email Teachers](#) directly asking for homework, [Check Schoology](#), [Check teacher websites](#) for assignments or Call a friend and ask them to bring work home for you.

If you know you will be absent, it is your responsibility to connect with your teachers for your homework in advance. You will still need to report your absence to the Attendance Office.

The entire responsibility for making up school work missed due to any absence lies with the student. All classroom teachers will have a procedure for obtaining that make-up work.

1. Students may make up work missed due to an excused absence. Work missed as a result of an unexcused absence cannot be made up.
2. Students will have two days after returning from an absence to make arrangements with the teacher for completing work missed during the absence. Failure to make arrangements or failure to follow through with those arrangements will result in losing the right to make up the missed assignments.
3. Previously announced tests or projects are due immediately upon return to school. Individual Departments may elect to enforce alternative make-up test procedures.

### **Passes to Leave Campus**

Under no circumstances may any student just sign-out and leave school. A student must have an excused reason to leave school and must be issued a pass to leave the building. Failure to follow this procedure will result in disciplinary consequences.

### **Tardiness**

Anyone not in the room at the bell is considered tardy. Two tardies are allowed per quarter. The third, fourth and fifth tardy will result in disciplinary consequences. The sixth may result in permanent removal from class. Unexcused tardiness for more than fifteen minutes is considered an unexcused absence.

## **ACADEMIC INFORMATION**

### **ACADEMIC HONOR ROLL**

Each quarter's grades are used to determine the Honor Roll. To qualify for the Honor Roll, students have to be enrolled in five NHS courses (this may include a student who is enrolled in four NHS classes and a PSEO class or Senior Honors class at St. Olaf or Carleton College.)

### **AUDITING CLASSES**

Auditing means taking a course for a personal benefit, but not for a grade or credit. The following steps must be followed:

1. The course must be an elective.
2. At the time of registration, the student must declare the intent to audit to the counselor.
3. The student must secure written permission from the teacher and return the form to the counselor.
4. After this, if class size permits, the student will be scheduled for the class. Students auditing are considered regular class members regarding attendance, class participation, and examinations with one exception: the student will not be expected to complete outside assignments.

### **COURSE INCOMPLETES**

Students who receive an "Incomplete" grade at the end of a quarter must make up the work within 2 weeks unless additional time has been granted by the teacher and assistant principal.

### **COURSE STRUCTURE**

Courses at Northfield High School are all one semester in length. A semester course awards 1/2 credit for successful completion. If a student fails one semester, he/she needs to repeat that failed semester. The grade of record is the final semester grade. This is the grade that is entered on the students' permanent record card and is used to determine cumulative grade point average and class rank. For a full-year course there are two grades of record, one for the first semester and one for the second semester.

### **COURSE DROP/ADD POLICY**

Course requests in early spring lead to schedules that are very difficult to adjust - especially when it comes to electives. If a scheduling conflict occurs, one or more student-selected alternate courses will be added to student schedules as necessary. If a schedule change is necessary for graduation or in order to carry at least six classes, students can initiate these changes on the designated schedule change day the week before school begins. Once the school year begins, the only allowed changes will be to drop a class for a study hall if there are seven classes in place or to add a class that is for required graduation credits. Students who have seven classes on their schedule and drop one in order to take a study hall must do so via a Drop/Add form before the midquarter point of the semester, which is approximately four weeks into the semester. Students who have six classes and wish to drop one must also add a replacement course via a Drop/Add form by the end of the fifth day of the semester. Students may not have two study halls/open hours (Senior Transition, TA) in the same semester. Dropping a course after the deadline results in a failing semester grade for the class.

### **FINAL EXAMS**

Final examinations will count no more than 20% of the final semester grade. Any exam changes must be approved by an administrator prior to exams beginning.



## GRADING SYSTEM

Student grade point averages and ranks are calculated by two possible methods. Under the "Normal" system, all courses are equally weighted according to the following system:

A+ / A =4.0	B+=3.333	C+=2.333	D+=1.333
A- =3.667	B=3.0	C=2.0	D=1.0
	B-=2.667	C-=1.667	D-=0.667
		F=0	

Under the "Weighted" system, all Advanced Placement course grades are weighted an additional 25% in GPA points as follows:

A=5.0	B=3.75	C=2.5
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## MID-YEAR GRADUATES

Students who can meet the necessary state and local requirements are eligible to graduate after the first semester of their senior year. Students desiring to graduate early must receive permission from the principal when registering for their senior year. Students are not eligible to participate in any school activities once they graduate. However, mid-year graduates may participate in the end-of-the-year commencement program.

## MINIMUM CLASS LOAD

The minimum class load for all students at Northfield High School shall be six courses each semester. Students in grades 9-12 are required to be in school seven periods each day unless he/she has arranged with the assistant principal for a senior transition or he/she is enrolled in a high school vocational class or post secondary courses.

## PASS-FAIL

A course taken under the pass-fail procedure will be evaluated with a "pass" or "fail" rather than the standard A, B, C, D, F grade. The following steps will be followed:

1. At time of registration, the student must make known to the counselor the desire to take a "pass-fail" class.
2. The course must place the student beyond the projected required total number of credits for graduation.
3. The course must be an elective.
4. The guidance office will provide written approval to take a class on the "pass-fail" basis. This form must be signed by the teacher and returned to the guidance office. A "pass-fail" course will NOT be considered in figuring commencement academic honors.
5. Once a class has begun, a student on "pass-fail" will NOT be permitted to switch to the standard grading.

## POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

PSEO is a state-sponsored program which allows students to take college-level courses during high school. A variety of public and private 2-year and 4-year schools throughout Minnesota participate in this program. Tuition and textbooks are provided at no cost to the student. Students may participate part-time or full-time in PSEO. Juniors and seniors interested in PSEO should contact their counselor. If a student intends to use a PSEO course to meet a graduation requirement (i.e. Economics) check with the counselor in advance to ensure the class is applicable. Administrative approval is required prior to the start of these courses.

## **REPORT CARDS**

Report cards are posted in Family Access every quarter (nine weeks) grading period. Students and parents will be able to access their report cards via Family Access electronically after grades are posted each marking period. Posting dates will be published in school announcements and newsletters.

## **SCHEDULE CHANGES**

Students must meet with a guidance counselor to initiate any change in their class schedule. Schedule changes are made only in exceptional circumstances.

## **SENIOR HONORS PROGRAM**

Through an agreement with St. Olaf College and Carleton College, Northfield High School seniors have the opportunity to enroll in lower-level college courses at no cost to the student. Each college has a specific application process. Application forms are available to students in late spring of their junior year. During the summer, students will be informed of the college's decision and given instructions on how to register for classes. If you intend to use a Senior Honors course to meet a graduation requirement (i.e. Economics), please check with your counselor in advance to ensure that the class is applicable. Administrative approval is required prior to the start of these courses. Information may be obtained from the counselors for obtaining high school and/or college credits upon successful completion of the course. A senior in the Senior Honors Program who wishes to access the media center or computer lab during his/her work time must arrive at the beginning of an hour and stay the entire hour. All media center rules apply.

## **SPECIAL EDUCATION PROGRAMS**

Special Education programs are an educational service provided to students who are having difficulty achieving in the regular school program and who meet state eligibility requirements that are verified through an assessment made by qualified personnel. The difficulties a student may encounter could be academic or emotional/behavioral. The student or parent/guardian may contact a guidance counselor, administrator or teacher for information about referrals. At that point, the child study procedure will begin and parent/guardians will be informed of the procedure and their rights, which are contained in State and Federal laws.

## **GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS**

### **ACADEMIC HONESTY**

All students are expected to:

- Engage with honesty and integrity in their academic life.
- Attend NHS ready to learn and in their learning demonstrate the ability to discern right from wrong.
- Know which academic behaviors are acceptable and which are dishonest.
- Produce work that is their own or give credit when the work is not their own.

All parents are expected to:

- Adopt the spirit as well as the letter of this academic honesty policy.
- Review the policy with your child and encourage your child to practice ethical behavior.
- Refrain from completing assignments for your child.

All teachers are expected to:

- Review the Academic Honesty Policy with students as often during the school year as appropriate.
- Learn the skills necessary to prevent a violation of academic integrity.
- Enforce the policy in all instances of academic dishonesty following the procedures

All administrators are expected to:

- Support the spirit of the Academic Honesty Policy with students, parents, and staff members in conferences and in classrooms.
- Follow the student disciplinary process as outlined in the Academic Honesty Policy.  
Incidents of academic dishonesty will be cumulative for 4 years. The procedures whereby a student will be held accountable for infractions of the Academic Honesty Policy are as follows:

#### Incident 1:

1. The teacher will address the student with evidence when the infraction occurs and contact parents.
2. The student will receive an automatic zero on the assignment or test and no make-up work will be offered to compensate for lost points.
3. The teacher will file an incident referral form with the Assistant Principal. The Assistant Principal will conference with the student and notify parents.

#### Incident 2:

1. All of the above will occur.
2. Assistant Principal will initiate a parent/student/counselor conference.
3. The student will receive 1 day of Saturday School.

#### Incident 3 or more:

1. All of the above will occur.
2. The teacher and/or assistant principal will determine additional consequences.

### **ACADEMIC ELIGIBILITY STANDARDS**

Students involved in the following activities must meet Academic Eligibility Standards (on file in Activities Office): ALL Athletic Activities, Academic Challenge, Chess, DECA, DYC, Link, LOA, Math Team, National Honor Society, Mock Trial, Drama/Rock N Roll Revival, R.A.L.I.E., Speech Team, Student Council



## **ACADEMIC AWARDS**

Two types of awards will be presented. The academic letter, certificate, or bar will be awarded to those students meeting the criteria indicated below. A "commended" award will be presented to those students nominated and selected according to the criteria indicated below.

A chenille "N" letter and certificate will be given to the student who has a 3.5 or better cumulative grade point average after five semesters of high school. A transfer student to NHS who has a 3.5 cumulative grade point average after five semesters at an accredited high school must have completed at least one semester at NHS.

Once a student has received the chenille "N" letter and certificate, a "bar" and certificate will be awarded for each successive semester that the student continues to maintain a 3.5 cumulative grade point average.

All college courses taken for high school credit will be included in determining each student's grade point average. However, students taking college courses must be enrolled in at least four Northfield High School courses to qualify for an academic award.

### **Commended Criteria:**

Commended students are nominated by teachers who wish to recognize a student's work in a particular department. Criteria include: Most improved, making great progress, responsible, hard-working, and achieving up to potential.

## **ACADEMIC HONOR ROLL**

Each quarter's grades are used to determine the Honor Roll. To qualify for the Honor Roll, students have to be enrolled in five NHS courses (this may include a student who is enrolled in four NHS classes and a PSEO class or Senior Honors class at St. Olaf or Carleton College.)

## **ACCESSIBILITY**

The main doors located on the east side of the building have been designated as our main entrance for handicapped accessibility. An elevator is available for use within the building. Handicapped designated parking is located in the front and near the new "D wing" and "M wing" entrances. Only those vehicles with the designated handicapped license plate or window sticker are permitted to park in the handicapped area.

## **ASSEMBLIES AND PEPFESTS**

~~Assembly programs and pep fests are held in the gymnasium.~~ Attendance during assemblies is required. A quiet study center is available in lieu of attending the assembly. Students are expected to demonstrate an attentive and respectful attitude toward any assembly speaker or program. Any passes to leave the building must be for verifiable appointments only.

## **AUDITING CLASSES**

Auditing means taking a course for a personal benefit, but not for a grade or credit. The following steps must be followed:

- ~~1. The course must be an elective.~~
- ~~2. At the time of registration, the student must declare the intent to audit to the counselor.~~
- ~~3. The student must secure written permission from the teacher and return the form to the counselor.~~
- ~~4. After this, if class size permits, the student will be scheduled for the class. Students auditing are considered regular class members regarding attendance, class participation, and examinations with one exception: the student will not be expected to complete outside assignments.~~

## **CELL PHONES**

Cell phone use is not allowed in classrooms during class without teacher permission.

- 1st offense: Confiscate phone, return end of day
- 2nd offense: Confiscate phone and hold for two days
- 3rd offense: Confiscate phone and hold for three days

Each consecutive offense will result in the phone being confiscated and held in the office for the number of days corresponding with the offense number. (e.g. 4th offense, 4 days held) Parents will be contacted upon each offense.

## **CHEMICAL HEALTH**

Students are responsible for cooperating with school authorities to keep our schools free of drugs, tobacco, nicotine, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products, and alcohol. Students should report any presence of chemicals on school grounds. Students with a chemical violation will be referred to the Student Support Service team. A Chemical Health Counselor is available to students. Call the Guidance Office for more information.

## **CHILD NUTRITION DEPARTMENT**

See Appendix A

## **CLOSING OF SCHOOL**

In the event of bad weather school closing announcements will be made over KYMN AM-1080 and WCCO AM-830 radio stations, and via Skylert and Schoology.

## **~~COURSE INCOMPLETES~~**

~~Students who receive an "Incomplete" grade at the end of a quarter must make up the work within 2 weeks unless additional time has been granted by the teacher and assistant principal.~~

## **~~COURSE STRUCTURE~~**

~~Courses at Northfield High School are all one semester in length. A semester course awards 1/2 credit for successful completion. If a student fails one semester, he/she needs to repeat that failed semester. The grade of record is the final semester grade. This is the grade that is entered on the students' permanent record card and is used to determine cumulative grade point average and class rank. For a full-year course there are two grades of record, one for the first semester and one for the second semester.~~

## **DETENTION**

Detention will be held during flex hour and after school as necessary. Students must check with the Attendance office to reschedule. A student may change their scheduled detention only once. Students must come into the attendance office prior to the scheduled detention to make the change.

### **Detention and Rules**

1. Students must arrive on time.
2. Students must have something to study or read.
3. No talking, sleeping, or cell phone use.
4. Students must remain in the room throughout the assigned time.

## **DISCIPLINE GUIDELINES**



See Appendix B

### **COURSE DROP/ADD POLICY**

~~Course requests in early spring lead to schedules that are very difficult to adjust—especially when it comes to electives. If a scheduling conflict occurs, one or more student-selected alternate courses will be added to student schedules as necessary. If a schedule change is necessary for graduation or in order to carry at least six classes, students can initiate these changes on the designated schedule change day the week before school begins. Once the school year begins, the only allowed changes will be to drop a class for a study hall if there are seven classes in place or to add a class that is for required graduation credits. Students who have seven classes on their schedule and drop one in order to take a study hall must do so via a Drop/Add form before the midquarter point of the semester, which is approximately four weeks into the semester. Students who have six classes and wish to drop one must also add a replacement course via a Drop/Add form by the end of the fifth day of the semester. Students may not have two study halls/open hours (Senior Transition, TA) in the same semester. Dropping a course after the deadline results in a failing semester grade for the class.~~

### **DRUG DOG SEARCHES**

The District will conduct periodic searches of the schools and their adjacent parking lots with the assistance of local and county law enforcement officers and drug-sniffing dogs. Each canine unit will be accompanied by at least one school district staff, and when possible, the school resource officer.

In the event of a positive identification by the canines, two school personnel will conduct a search of the locker or vehicle in question. If the search reveals unauthorized or illegal items, district personnel may ask that law enforcement finish the search of the locker or vehicle.

### **E-LEARNING DAYS**

Northfield Public Schools uses e-Learning days (formerly called flexible learning days) to mitigate the loss of instructional time when the weather forces school closures. 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/>.

### **EIGHTEEN-YEAR OLDS**

Students who are 18 years of age or older must follow all school district policies and all school regulations, including the regulations that are outlined in the student handbook. Additionally, when a student turns 18 years of age, the following rules will apply:

1. All rights to make educational decisions will transfer to the student, including the right to make decisions about special education, unless a conservator or legal guardian has been appointed for the student.
2. Subject to all applicable laws, the school district may continue to provide educational data to the parent(s) of an adult student, provided that the parent(s) continue to claim the adult student as a dependent for tax purposes. If an adult student is claimed as a dependent but the student does not want the district to share educational data with his or her parents, the student may submit a written request for the district to end all communications with the parent(s). The district will evaluate such requests on a case-by-case basis to determine the appropriate course of action.
3. If the district grants an adult student's written request to stop sharing educational data with the student's parent(s), and the student later changes his or her mind, the student will be required to submit a signed form authorizing the district to resume sharing educational data on the student with the parents.



### **FAMILY ACCESS/GRADES ONLINE**

Parents/Guardians are encouraged to apply for a family access number. This will allow parents to view attendance, food service accounts, schedules and grades. Go to [northfieldschools.org](http://northfieldschools.org) to apply.

Parents and students have access to student grades via Student Access and Family Access. Scores as they appear on Student Access and Family Access should be considered unofficial. In the unlikely event of discrepancies between the teacher electronic gradebook and Student/Family Access, the teacher gradebook shall be the official record of all grades.

### **FINAL EXAMS**

~~Final examinations will count no more than 20% of the final semester grade. Any exam changes must be approved by an administrator prior to exams beginning.~~

### **FLEX PERIOD**

~~Flex period occurs daily between 4th and 5th hour, and gives students an opportunity to pursue academic support, physical activity, social opportunities, or unstructured time in supervised settings. A weekly schedule of activities and options for Flex period will be available to students on their iPads.~~

~~Flex period is divided into 4 segments: 10 minutes of passing, 20 minutes of stay put, 10 minutes of passing, 20 minutes of stay put, and includes lunch (10/15/10/15 on Wednesdays). It will also include the College & Career Readiness program one day per week.~~

~~Seniors have the option to leave campus during flex period except on days when College & Career Readiness programming is delivered. 9th, 10th, and 11th graders are expected to be on campus for the entire flex period.~~

FLEX is a 60 minute period that occurs daily between 4th and 5th hour, and provides students an opportunity to have lunch and engage in academic supports, physical activity, social opportunities, or unstructured time in supervised settings. A weekly schedule of activities and options for Flex period is available to students on their iPads. It also includes the Career & College Readiness program each Tuesday for 25 minutes. Seniors have the option to leave campus during flex period except when Career & College Readiness programming is delivered. 9th, 10th, and 11th graders are expected to be on campus for the entire FLEX period. Teachers have the option to require students to attend academic supports periodically during FLEX to ensure students are keeping up with their work.

### **FREEDOM OF EXPRESSION**

Freedom of expression is necessary to promote creativity and teach tolerance of others' ideas. Verbal, written or symbolic speech, which causes disruption, will not be tolerated.

The administration will make judgments based on the following criteria:

1. It must not be obscene.
2. It may not make personal attacks on students or school employees.
3. It may not advocate or cause disruption of the school day.
4. It may not invade others' privacy or be libelous.
5. It may not denigrate any religion, creed, race, gender, or sexual preference.

The above criteria also apply to school-sponsored forums and will be used to judge whether verbal or symbolic speech may be punished.

## GRADING SYSTEM

Student grade point averages and ranks are calculated by two possible methods. Under the "Normal" system, all courses are equally weighted according to the following system:

A+ / A = 4.0	B+ = 3.333	C+ = 2.333	D+ = 1.333
A- = 3.667	B = 3.0	C = 2.0	D = 1.0
	B- = 2.667	C- = 1.667	D- = 0.667
			F = 0

Under the "Weighted" system, all Advanced Placement course grades are weighted an additional 25% in GPA points as follows:

A = 5.0	B = 3.75	C = 2.5
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## GRADUATION/COMMENCEMENT

Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the commencement program and receive a diploma.

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

Seniors are expected to fulfill all obligations prior to graduation. These obligations include, but are not limited to: returned textbooks, iPads and chargers, class fees, textbook fines, and negative food service account balances. Seniors with outstanding obligations will be notified of their outstanding obligations and will need to fulfill all obligations before they are eligible to participate in the graduation ceremony.

Seniors are expected to behave appropriately up through graduation. Inappropriate behavior could result in a variety of consequences, including their removal from the commencement ceremony.

## HONOR STUDENT DESIGNATION

Those students graduating with a cumulative grade point average of 3.70 or higher will be designated as "Highest Honor Students". Students with a cumulative G.P.A. of 3.5 to 3.699 will be designated as "Honor Students." The determination of these grade-point averages will be made after the first semester of the student's senior year. Those designated as "Highest Honor Students" will receive an honor cord and medallion to be worn at commencement. Those designated "Honor Students" will receive an honor cord to be worn at commencement.

## LAW ENFORCEMENT AGENCIES

The assistant principal or principal may involve the Northfield Police Department, a school resource officer, or other appropriate law enforcement agency when a public law has been violated at school. The police may be alerted to theft, vandalism, drug distribution, or assault. Any altercation involving injury to a person will also be reported. Prosecution by criminal complaint does not preclude disciplinary action by the school district. In addition, the student's parent/guardian may be held liable for damages relating to vandalism or injury as permitted by statute.

The administration will give law enforcement officers permission to interview students on issues outside of



the school's jurisdiction (only when parent/guardians have granted permission), if the student is below the age of majority. The interview will take place in a closed room away from the view of students and adults. An administrator may be in attendance.

Where a local welfare agency or law enforcement agency asks to conduct an interview on school property in connection with an investigation into alleged child abuse, the district will allow the interview.

### **LOCKERS**

~~Students~~ Freshmen and sophomores are assigned a locker. Juniors and seniors can be assigned a locker upon request. ~~and w~~While students have the right to expect some privacy, lockers remain the school's property. School officials reserve the right to search a student's locker.

### **LUNCH FOR SENIORS**

~~An open-campus lunch period will be an option for seniors during the school year. This privilege will be taken away from seniors who are tardy to their next class and/or abuse the privilege.~~

### **MID-YEAR GRADUATES**

~~Students who can meet the necessary state and local requirements are eligible to graduate after the first semester of their senior year. Students desiring to graduate early must receive permission from the principal when registering for their senior year. Students are not eligible to participate in any school activities once they graduate. However, mid-year graduates may participate in the end-of-the-year commencement program.~~

### **MINIMUM CLASS LOAD**

~~The minimum class load for all students at Northfield High School shall be six courses each semester. Students in grades 9-12 are required to be in school seven periods each day unless he/she has arranged with the assistant principal for a senior transition or he/she is enrolled in a high school vocational class or post secondary courses.~~

### **NATIONAL HONOR SOCIETY**

National Honor Society is an organization designed to recognize scholarship, stimulate a desire to give service to others, promote leadership and develop character in students. Students participate in activities providing service to the school and community. Selection for membership is by a faculty council and is based on outstanding scholarship, character, leadership and service. Students in grades 11-12 who have a cumulative unweighted grade point average of 3.6 are eligible.

### **NURSE 663-0634**

The nurse is on duty each day from 7:30 a.m. until 3:00 p.m. Students MUST have a pass from a teacher in order to visit the nurse. All students who become ill during the school day are required to check out with the nurse's office, prior to leaving the building. Check out must include parent contact between school officials and parents/guardian PRIOR TO LEAVING THE BUILDING. Failure to properly check out with the nurse's office will cause the student to be unexcused.

Legitimate visits to the nurse during class time are excused, counted absences.

Any and all medications that students take at school must be distributed and stored in the high school nurse's office.

Prescription medications (i.e. Ritalin, Imitrex, Zoloft) that are dispensed at school need to have a written prescription from the physician indicating medication, dose, route, time, duration and diagnosis as well as a



parent/guardian signature. The physician/parental consent form can be obtained through the nurse's office. The medication must be sent in a prescription bottle as issued by a pharmacist. (A duplicate bottle can be obtained from the pharmacist upon request.) Permission for Tylenol, Ibuprofen and other over the counter medications may be given on the emergency form provided to you by the school. Additional forms are available upon request. Emergency Forms are mandatory, are updated annually and must be turned in to the nurse's office. Individual health care plans are written when appropriate. Students must bring an unopened, sealed bottle of Ibuprofen or Tylenol to the nurse's office if they need these medications on a regular basis.

## **PARENT/GUARDIAN GUIDE AND REFUSAL FOR STUDENT PARTICIPATION IN STATEWIDE TESTING**

See Appendix C

## **PARKING LOT/VEHICLE POLICY**

All motorized vehicles parked at Northfield High School by faculty, staff and students, must display a valid permit. The cost of a parking permit is \$150.00 per year (or \$75.00 for second semester). Additional permits (including lost permits) will be \$5.00. All parking permits must be registered with the office and may not be transferred to any other vehicle other than the vehicle described on the vehicle registration form. No sale/transfer of parking permits is permitted from student to student or sibling to sibling. Parking permits are full price per individual student. No family discount will be given. Any unauthorized parking offense will result in the following:

### **Permitted Vehicles**

- 1st Offense: Written Parking Violation Warning
- 2nd Offense: Administrative Referral
- 3rd Offense: Loss of Parking Permit and/or towed at owner's expense

### **Non-Permitted Vehicles**

- 1st Offense: Written Parking Violation Warning
- 2nd Offense: Administrative Referral
- 3rd Offense: Vehicle towed at owner's expense

Vehicles must only park in valid student parking spaces. Any vehicle parked illegally may be subject to towing without previous warning at the owner's expense. Unauthorized parking includes: Music Reserved, Visitor, Handicapped Parking, District Visitor, Technology, Reserved and Staff Parking. All non-valid parking spaces, no parking zones, blocking a driveway or not displaying a valid permit may result in towing at owner's expense. Students may be restricted from parking or driving on school property if they are driving carelessly, violate parking regulations, leave campus or take underclassmen off of campus during school hours. All vehicles on school property are subject to search. Bicycles and mopeds are to be parked in the rack provided.

## **PASS-FAIL**

~~A course taken under the pass-fail procedure will be evaluated with a "pass" or "fail" rather than the standard A, B, C, D, F grade. The following steps will be followed:~~

- ~~1. At time of registration, the student must make known to the counselor the desire to take a "pass-fail" class.~~
- ~~2. The course must place the student beyond the projected required total number of credits for graduation.~~
- ~~3. The course must be an elective.~~
- ~~4. The guidance office will provide written approval to take a class on the "pass-fail" basis. This~~

~~form must be signed by the teacher and returned to the guidance office. A "pass-fail" course will NOT be considered in figuring commencement academic honors.~~

- ~~5. Once a class has begun, a student on "pass-fail" will NOT be permitted to switch to the standard grading.~~

### **POST-SECONDARY ENROLLMENT OPTIONS (PSEO)**

~~PSEO is a state-sponsored program which allows students to take college-level courses during high school. A variety of public and private 2-year and 4-year schools throughout Minnesota participate in this program. Tuition and textbooks are provided at no cost to the student. Students may participate part-time or full-time in PSEO. Juniors and seniors interested in PSEO should contact their counselor. If a student intends to use a PSEO course to meet a graduation requirement (i.e. Economics) check with the counselor in advance to ensure the class is applicable. Administrative approval is required prior to the start of these courses.~~

### **POSTING OF INFORMATION**

Students may put up poster/signs in designated areas. All signs must be approved by the Principal's Office.

### **PROM**

The prom is a special event specifically designed for juniors and seniors. Only juniors and seniors, graduates of NHS under 21, and juniors and seniors from other schools with approved guest applications are allowed to attend. NO EXCEPTIONS. Ninth and Tenth graders will not be allowed to attend the prom under any circumstances.

### **REPORT CARDS**

Report cards are posted in Family Access every quarter (nine weeks) grading period. Students and parents will be able to access their report cards via Family Access electronically after grades are posted each marking period. Posting dates will be published in school announcements and newsletters.

### **SCHEDULE CHANGES**

~~Students must meet with a guidance counselor to initiate any change in their class schedule. Schedule changes are made only in exceptional circumstances.~~

### **SCHOOL DANCES**

All dances are for Northfield High School students. NO MIDDLE SCHOOL STUDENTS are permitted to attend. A student ID is required to enter.

Northfield students may attend with a date that is not a student at Northfield, if the date is of high school age and a guest pass is presented at the admission door. Guest passes may be secured in the office prior to the dance. Students leaving the dance are not permitted to re-enter. Admittance to the dance ends one half hour after the start of the dance. Students who know they will be coming later than one half hour, due to work or other legitimate reasons, need to get permission from the advisor in advance. All school rules apply.

### **SCHOOL DISTRICT POLICIES**

The most successful school creates mutual trust and respect among students, parents, teachers and



administrators. A complete list of school district policies are on file in the Office of the Superintendent and online at <https://northfieldschools.org/about/school-board/policies/>.

### **SPORTSMANSHIP STATEMENT**

Northfield school district students are expected to demonstrate socially accepted behavior. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as a role model for younger students, proper conduct and abiding by school rules, Minnesota State High School League rules and local and state laws is expected of all students involved in activities.

Students representing NHS are expected to conduct themselves in a manner that will not cause the school parents, our community, and team/group nor coaches/advisors embarrassment. This applies whenever the student is part of any activity; before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity. Parents, who are role models for their children, are also expected to display positive sportsmanship at all contests. The Big 9 Conference has established a sportsmanship credo, which ALL individuals are expected to follow.

Any acts of student misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. Students will be disciplined for misbehavior at both home and away events. The MSHSL Code of Responsibility allows school authorities to discipline students for violation of League rules.

### **SENIOR FEES**

A fee will be collected at the beginning of the year to cover senior expenses such as transcripts and graduation.

### **SENIOR HONORS PROGRAM**

Through an agreement with St. Olaf College and Carleton College, Northfield High School seniors have the opportunity to enroll in lower-level college courses at no cost to the student. Each college has a specific application process. Application forms are available to students in late spring of their junior year. During the summer, students will be informed of the college's decision and given instructions on how to register for classes. If you intend to use a Senior Honors course to meet a graduation requirement (i.e. Economics), please check with your counselor in advance to ensure that the class is applicable. Administrative approval is required prior to the start of these courses. Information may be obtained from the counselors for obtaining high school and/or college credits upon successful completion of the course. A senior in the Senior Honors Program who wishes to access the media center or computer lab during his/her work time must arrive at the beginning of an hour and stay the entire hour. All media center rules apply.

### **SENIOR TRANSITION**

Only seniors may obtain a 1st or 7th hour transition period. Forms are available in the office. Students who have a transition period may not be in the school building or on school grounds during that time. If a senior with a transition period wishes to access the media center or computer lab during their transition period, he/she must have a pass, arrive on time and stay the entire period. Senior Transition will be revoked if a student is not making adequate academic progress.

### **SPECIAL EDUCATION PROGRAMS**

Special Education programs are an educational service provided to students who are having difficulty achieving in the regular school program and who meet state eligibility requirements that are verified through



~~an assessment made by qualified personnel. The difficulties a student may encounter could be academic or emotional/behavioral. The student or parent/guardian may contact a guidance counselor, administrator or teacher for information about referrals. At that point, the child study procedure will begin and parent/guardians will be informed of the procedure and their rights, which are contained in State and Federal laws.~~

### **STUDENT DRESS POLICY**

Any student who feels offended by any individual's apparel may report their concern to the administration. Students have the right to choose their manner of dress and personal grooming on school property unless it:

1. presents a danger to the students' health
2. exhibits profanity, lewd or vulgar expressions
3. can be construed as gang related, including bandanas
4. is found to be offensive
5. interferes with the educational environment of the school or classroom.
6. advertises products that are illegal for minors including weapons, alcohol, chemicals, tobacco or any other product that is illegal for use by minors

In addition, students are expected to abide by the following expectations for appropriate dress:

- Undergarments should be hidden from view.
- Breasts and midriffs should be covered.
- Sagging pants are not allowed.

### **STUDENT PLANNERS**

~~Student Planners are available on Schoology or may be downloaded.~~

### **STUDY CENTER INFORMATION**

#### **STUDY CENTER AND STRUCTURED STUDY CENTER GUIDELINES**

1. Students are expected to arrive on time and bring study materials.
2. All students will report at the beginning of each study center for attendance and then students who have passes will be released to the media center/computer lab, and to other teachers' classrooms.
3. Study center supervisors will not give students passes to spend the period in another class or media center. These passes must come from the classroom teacher.
4. Students wanting to go to the Guidance Office must have a pass signed by a counselor with the appropriate appointment time or return with a signed pass from the Guidance Office.

#### **Structured Study Center Placement**

Counselors and teachers may place students for academic reasons. (i.e. If a student receives an "F" for a quarter or semester grade, or if a student receives one failing midquarter or two or more D's. ). Individual Structured Study Center teachers may implement further guidelines.

### **VISITOR POLICY**

All visitors, upon entering the building, are to check in at the security desk. Students wishing to bring friends or relatives from other schools must get permission in advance from the Assistant Principal. The purpose of a visitors pass is for a guest to visit our school and learn more about NHS. Visits to NHS should be limited to one visit during any school year. Students may not have visitors during the last two weeks of the semester or school year.

### **VOLUNTEER / EMPLOYEE CRIMINAL HISTORY BACKGROUND CHECK POLICY**

Parents and community members are always encouraged to apply as an employee or volunteer at their

student's school and / or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check before serving students affiliated with Northfield Public Schools.

#### **WEBSITE**

Northfield High School Website can be accessed at [northfieldschools.org/schools/northfield-high-school/](http://northfieldschools.org/schools/northfield-high-school/).

#### **USE OF TECHNOLOGY AND TELECOMMUNICATIONS SYSTEMS BY STUDENTS**

Student use of technology and the Internet is governed by district policy 524-2 regarding use of technology and telecommunications systems. The policy can be viewed at <https://northfieldschools.org/files/board-policy-524.pdf>.

See the Student iPad Loan Agreement for additional details about iPad implementation. **iPad Loan Agreement: English | Español**

## Appendix A

### Child Nutrition Department

Child Nutrition information is available on the school website at [northfieldschools.org](http://northfieldschools.org). Child Nutrition Services is under the Departments tab. All students will have individual meal accounts with a separate 4-digit PIN (Personal Identification Number) for each student/user in the family to record individual meal purchases. Students will use their same 4-digit PIN as last year. New students will be assigned a PIN at open house or on the first day of school. Ending meal account balances carry over from year to year. Students may purchase meals and food items by submitting a payment to their meal account or by making a payment at the time of service. The individual meal account is a debit account, similar to a checking account, and money should be in the account in order to serve a meal to your student. If a student does not have money in his/her lunch account a meal will be provided, however, the student will be charged for this meal and the parents will be held responsible to pay for this meal purchased. Students who have a negative lunch balance will not be allowed to purchase a la carte items. The School District recognizes that it has an obligation to notify the student and/or parents/guardians of their meal account balances. Therefore, the Child Nutrition Department will make every reasonable effort to notify or remind families of the need for a meal account payment by utilizing School Messenger for both low balance and negative balance calls and emails. The parents/guardians are responsible to monitor their student's meal account balances and to send money on a regular basis to ensure their student's capability to purchase meals through the Child Nutrition Programs. Parents should also update their contact information in Family Access annually. A student with a meal account balance of less than zero dollars is encouraged to bring meals from home until their meal account balance can be replenished. For information on our negative meal account balance process please visit <http://northfieldschools.org/departments/food/payments/> <https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Menus

The Northfield Public Schools participate annually in the National School Breakfast and School Lunch Programs. These programs make available a nutritious breakfast and lunch meal daily for a reasonable cost. Families who are eligible for free or reduced priced meals receive meals at no charge which includes the alternative meal choices. One half-pint of milk is included with every meal. Most of the cafeterias operate on a continuous serve basis during the entire meal period. Menus are planned using the USDA Menu Planning guidelines. Menus will be posted on the District website at [northfieldschools.org](http://northfieldschools.org). If students bring food or beverages from home, we encourage all families to select nutritious choices. Fall menus will be posted on the district website a month prior to the start of school, and monthly throughout the year. Copies of the menu will be available at the schools upon request. Breakfast is available at all schools. Elementary schools offer cold sandwiches and salads as alternative daily lunch choices. Secondary schools offer hot and cold sandwiches, salads and a second hot entrée lunch choices daily. All meals are priced as a regular lunch meal. ~~If your family receives free or reduced priced meal benefits your student may also select these alternative items at no charge~~

### Offer vs. Serve

The "offer vs. serve" federal regulation requires that students be offered (rather than served) 5 required food components comprising the full lunch meal. Students may choose 3, 4, or 5 lunch food items based on their preferences instead of having to take some of each food. Students are required to take a full serving of a fruit or vegetable at lunch as one of the meal components. Students will be offered 4 required food components at breakfast and must choose at least 3 of the food items. Federal regulations require meals to be priced as a



complete unit and students must pay the full price even if they did not choose the complete meal. Students are encouraged to take all of the food items offered, because it provides a balanced meal for the best price.

### Food Allergies and Special Dietary Needs

The Child Nutrition Department may honor dietary restrictions due to allergies or intolerances with the proper documentation from a medical authority on file. A suitable alternative will be provided when possible. For students with a lactose intolerance, a lactose reduced milk product will be provided at no extra charge on the written request of the parent or physician. Forms for allergies and any special dietary needs are available on the Child Nutrition Department webpage or from a building nurse. Please contact a building nurse, the District School Nurse or the Child Nutrition Director if you have any questions.

### Free and Reduced Meals

Free or reduced meals are available for children who qualify. **An educational benefits form must be completed each school year** and submitted to the Child Nutrition Office for review and approval. Applications for free or reduced meals are mailed out to each household in August. The applications are also available online, at each Principal's Office and in each school kitchen. Families can now complete the educational benefits application online through Family Access. If you wish to complete your application online, you must first log in to Family Access. ~~or visit~~ <http://northfieldschools.org/departments/food/reduced/> After logging in, click the Food Service button located on the left side of the screen and select a child's name. Click the applications tab and follow the prompts to complete the application. ~~and follow the instructions provided.~~ The District Child Nutrition Office will process applications as soon as possible, however, it may take 7-10 days for an application to be reviewed and a response sent to the parents/guardian. A letter indicating your benefits will be e-mailed or mailed out. Please save this letter in case you need to show proof of benefits for other programs. **Benefits from the previous school year will be carried over until October 15, 20182019.** Applications may be completed at any time throughout the year; however, any family that has not reapplied by October 15, ~~20182019~~ will be changed to full priced meals. Families receiving MFIP, Food Stamps or FDPIR and enrolled in Northfield Public Schools by June 15 for the following year will be directly certified by the State of Minnesota to receive free meals and may not need to complete an application. ~~Advance~~ Payment will be required for any meals purchased prior to the approval of the application.

### Meal Prices

Meal prices are shown in the following charts. The monthly cost is based on 20 days per month. Extra milk may be purchased for \$0.50 per half pint at any of the school sites. Prices are subject to change, per school board approval and state and federal regulations.

Elementary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.50	\$4.05	\$31.00	\$50.00	\$81.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Secondary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.65	\$4.20	\$31.00	\$53.00	\$84.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Staff / Adult / Visitor / Second Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$2.05	\$3.70	\$5.75	\$41.00	\$74.00	\$115.00

#### Staff Meals, Adult Meals, Visitor Meals and Second Meals

Parents, guardians and other family members may eat with students during their meal time. All visitors are required to sign in at the school office. Staff meals, adult meals, visitor meals and second student meals are priced higher because the Child Nutrition Department does not receive any federal or state reimbursement for those meals, as we do for a student's first meal. The cost for a non-student meal is \$2.05 for breakfast and ~~\$3.70~~ \$3.75 for lunch. Exact change is appreciated.

#### A la Carte

A la carte food items are available for purchase at the Middle School, High School and for staff at the elementary schools. Elementary students may only purchase extra milk for \$0.50 per half pint. There will be no charging of

Al a carte items if an account has a negative balance. A la carte purchases must have sufficient funds in the account for the total purchase amount. Prices of a la carte items are posted in the school kitchens. Food items and prices may vary throughout the year. We do not block a la carte purchases or limit the amount of money a student spends in one day. We encourage parents/guardians to discuss their concerns with their students.

#### Meal Times

School	Breakfast	Lunch
Bridgewater Elementary	7:50 a.m. – 8:20 a.m.	11:20 a.m. – 1:00 p.m.
Greenvale Elementary	7:45 a.m. – 8:15 a.m.	11:10 a.m. – 1:00 p.m.
Sibley Elementary	7:55 a.m. – 8:15 a.m.	11:00 a.m. – 1:05 p.m.

#### Payments

Families may pay for meals by using cash, check or Revtrak online payment system. Payments may be made daily and sent to any school the student attends. Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Cash payments will be accepted in a sealed envelope with the student and parent's first and last name, PIN number, and the amount of payment written on the outside of the envelope. Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 1400 Division Street South, Northfield, MN 55057. All schools have payment envelopes and collection boxes placed in the Child Nutrition area for receipt of payments. Each school collects and posts money daily into individual meal accounts. Money collected will be posted into the account as it is turned in or at least by 10:30 am and again by 2:00 pm. All other cash or check payments will be posted the following day.



Payments using a credit or debit card can be made online through Family Access located on the bottom of the screen. Steps for making online payments through Family Access are as follows:

- Go to [northfieldschools.org](http://northfieldschools.org) and click on the button that says "Family Access" located on the bottom of the screen. You can either log-in to Family Access to continue or apply for a Family Access account if you do not have one.
- Once you have logged in to Family Access, you need to click on the Food Service tab to the left of the screen. This will bring up your child/children. From here you click the "Make a Payment" button next to the child's name. This will link you to Revtrak where you can make a payment.

Steps for making online payments at Revtrak directly are as follows:

- Go to <https://northfieldschools.revtrak.net>
- Click Food Service Payments then follow prompts to complete payment.

### Account Balance Statements

Statements are available upon request. To request a statement, parents/guardians or staff may contact the kitchen at each school or the district office. We encourage the use of the Northfield Public Schools District website to view meal account balances, view payments and purchases, or to print statements. To complete an on-line payment, visit [northfieldschools.org](http://northfieldschools.org) and click on Family Access, under the Parent Resources tab. The Child Nutrition Department will call or email weekly through School Messenger if you sign up to be notified for these messages or send written statements notifying families of their low meal account balance. For information on our negative meal account balance process please visit

<http://northfieldschools.org/departments/food/payments/>

<https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Refunds

Balances remaining on accounts at the end of the school year will be automatically carried forward to the following school year. Balances follow students to their next building assignment.. Refund requests must be submitted in writing and received by the District Child Nutrition Office no more than 5 days after the last day of school. A check will be issued in the amount of the refund. No cash refunds will be made.

### Questions/Comments

Sibley - 645-3490	Bridgewater - 664-3324	Greenvale/Longfellow- 645-3509
Middle School - 663-0668	District Office - 663-0618	High School - 663-0604

Comments regarding your student's lunches may be directed to the Child Nutrition Department at the school your child attends. Please place your calls before 10:30 a.m. or after 12:30 p.m.



## Appendix B

### Discipline Guidelines

<b>Abuse, Verbal-</b> The use of language that is obscene, threatening, intimidating or that degrades other people is prohibited. Verbal abuse that is also sexual, religious or racial harassment shall be addressed under the guidelines for harassment.	*	2-3 day suspension	3-5 day suspension
<b>Alcohol or Chemicals, Possession or Use-</b> Possession or use of any alcohol, narcotic, controlled substance or drug paraphernalia is prohibited by Minnesota or federal law. Any student in possession of or under the influence of alcohol, a narcotic, a controlled substance or drug paraphernalia at a school location will be reported to the police. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.	3-5 day susp. Referral for chemical evaluation Police referral	Social worker intervention 5-10 day susp. Chemical assessment Police referral Possible recommendation for expulsion	10 day susp. Recommendation for expulsion Police referral Chemical assessment
<b>Alcohol or Chemicals, Possession With Intent to Distribute or Sell-</b> Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange, or distribute any alcoholic, narcotic or controlled substance is prohibited.	10 day susp. Recommendation for expulsion Police referral		
<b>Bullying-</b> Bullying is defined as behavior that is intimidating, threatening, abusive or hurtful conduct, objectively offensive, or involves an imbalance of power and is repeated, or materially and substantially interferes with a student's education or ability to participate in school activities. Any act of bullying or cyberbullying is strictly prohibited as defined in School District Policy 514.	*	<del>Saturday School Detention</del> Possible suspension	1-3 day OSS Possible expulsion
<b>Disruptive Behavior-</b> Disruptive behavior is prohibited. Disruptive behavior means acts that disrupt or threaten to disrupt the educational process.	*	*	1-3 day susp.
<b>Driving, Careless or Reckless-</b> Driving any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.	*	Revocation of parking permit to identified time period Police referral	3 day susp. Permanent revocation of parking permit Police referral
<b>Fighting-</b> Engaging in any form of fighting where blows are exchanged is prohibited	1-3 day susp.	3-5 day susp.	10 day susp. Possible recommendation for expulsion
<b>Firearms-</b> Firearms are prohibited in all school district locations. A "firearm" is defined as a gun, whether loaded or unloaded, that discharges shot or a projectile by means of an explosive charge or element, such as gunpowder. A firearm as herein defined may cause serious injury or death. All offenses will be reported to the Minnesota Department of Education.	10 day susp. Recommendation for expulsion Police referral		
<b>Gang/Threat Group Activity-</b> Gang/threat group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, wearing colors, etc. are prohibited.	*	1-5 day susp. Police referral	5-10 day susp. Possible recommendation or expulsion Police referral
<b>Harassment &amp; Violence-</b> Racial, gender, religious, age, disability, sexual orientation, marital status, & public assistance harassment & violence as defined by District Policy 413 is prohibited. Retaliation or retaliation for a complaint of harassment is prohibited. A referral to police will be made on any action that can be defined as a hate crime. "Harassment" includes all forms of racial, religious & sexual harassment Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when submission to that conduct is made a term or condition for obtaining an education; or submission to or rejection of the conduct is used as a factor in decisions affecting the student's education or the conduct has the purpose or effect of unreasonably interfering with the student's educational environment. Sexual harassment can involve but is not limited to unwelcome verbal harassment, unwelcoming pressure for sexual activity, unwelcome sexually motivated or inappropriate patting, pinching, physical contact, or taking photos/video in locker	1-3 day susp. Police referral	3-5 day susp. Police referral	5-10 day susp. Police referral Possible recommendation for expulsion

rooms or bathrooms or soliciting or distributing sexually inappropriate photos.			
<b>Insubordination-</b> Deliberate refusal to follow an appropriate direction or identify self when requested.	*	1 day susp.	1-3 day susp.
<b>Records or Identification Falsification-</b> Falsifying signatures or data, forging notes is prohibited.	*	1-3 day susp.	3-5 day susp.
<b>Safety-</b> Any behavior that threatens the safety of another person or oneself is not tolerated. Compromising security by propping open doors, letting someone in a secured door or tampering with building security equipment is prohibited.	*	*	*
<b>Sexual Misconduct-</b> Engaging in nonconsensual sexual intercourse, or sexual contact, or indecent exposure with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited.	10 day susp. Possible recommendation for expulsion Police referral		
<b>Technology and Telecommunication Misuse:</b> Misuse of computer equipment or network/ deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, internet sites; deliberate contamination of system; unethical use of information or violation of copyright laws is prohibited. It is expected that students will abide by the Acceptable Use Procedures. Parents are expected to read & discuss this guideline with their child.	*	*	*
<b>Theft, Receiving or Possessing Stolen Property-</b> The unauthorized taking, using, transferring, hiding or possessing of the property of another person without the consent of the owner, or the receiving or such property is prohibited. Restitution, when appropriate, will be required. Felony offenses may result in more severe consequences.	1-3 day susp. Police referral Restitution	3-5 day susp. Police referral Restitution	5-10 day susp. Recommendation for expulsion Police referral Restitution
<b>Threat, Direct/Indirect-</b> Intentionally making, publishing or conveying in any manner a threat pertaining to an individual or school location is prohibited. Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience may be sentenced to imprisonment for not more than five years or to payment of a fine of not more than \$10,000 or both. Note to parents who elect to keep students home after authorities have determined the threatening situation to be safe: students staying home after an "all clear" may not return that day for school sponsored or co-curricular activities.	Up to 10 day susp. Recommendation for expulsion Police referral		
<b>Tobacco, Smoking and Vaping Possession-</b> Possession or use of tobacco in any form on school property, in district buses or vehicles, or at district events is prohibited. Students who congregate in an area where smoking has recently occurred (bathroom stall, etc.) will each be considered smoking. This includes the use of e-cigarettes, <del>and</del> <u>vaping, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products.</u>	1 day susp. <del>Saturday School</del> Police referral	2-3 day susp. Police referral	3-5 day susp. Police referral
<b>Transportation-District Policy-</b> All rules that apply to building and/or classroom behavior shall apply while riding or waiting to ride a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with the District Transportation Policy. Students endangering persons and/or property may lose bus-riding privileges immediately and for an indefinite period. (Policies 707, 708, 710, JFCC)	*	Parents contacted Up to 5 days off the bus	Parent meeting Up to 10 days of the bus
<b>Truancy-</b> Northfield Public Schools have developed attendance policies consistent with current state, and county guidelines. Compulsory attendance policies for students under the age of 18 years will be applied in cases of chronic absences or tardies. Absences or tardies which are not lawful include oversleeping, baby-sitting, missing the bus, staying home to complete class assignments and car trouble. A warning letter will be sent to the parent/guardian. A student under the age of 18 years with more than 7 unexcused absences may be referred to a County Juvenile Court or the students' home county juvenile court.	Detention	Detention	Loss of credit Notify county
<b>Unauthorized Areas-</b> Students in areas that are off-limits or where students are not authorized to be.	*	Detention	<del>Saturday School</del> Detention

<u>Unexcused Absence</u>		<u>Detention</u>	<u>Potential loss of credit</u>
<b>Vandalism-</b> Littering, defacing, cutting or damaging property that belongs to the school district, other students, staff members or other individuals is prohibited. Restitution, when appropriate, is applied.	*	1-5 day susp. Restitution Police referral	5-10 day susp. Possible recommendation for expulsion Restitution Police referral
<b>Vehicle, Unauthorized Parking (Policy 527)-</b> Not having a parking permit or parking a motorized vehicle in unauthorized areas on school property is prohibited. Failure to adhere to parking regulations may result in towing without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permit.	<u>*Written parking violation warning</u>	<del>Saturday School or 2-week loss of parking permit</del> <u>Administrative Referral</u>	Loss of parking permit or tow at owner's expense
<b>Weapons (exclusive of firearms)-</b> The possession, or implied possession of a real or look alike item which is considered dangerous, illegal, or which is used to imply or possibly cause harm, destruction or disruption is strictly prohibited on school property or at school activities. All offenses will be reported to the MN Dept. of Education.	3-10 day susp. Police referral Possible recommendation for expulsion	5-10 day susp. Police referral Possible recommendation for expulsion	10 day susp. Police referral Recommendation for expulsion

\* Indicates disciplinary action assigned by the building administrator

A complete list of Discipline Guidelines are available on-line or in the [Student Citizenship Handbook](#)

[https://northfieldschools.org/files/student\\_citizenship\\_handbook17-18.pdf](https://northfieldschools.org/files/student_citizenship_handbook17-18.pdf)



## Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

### Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

### Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

### Academic Standards and Assessments

#### What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

#### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>

### Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

### Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

### What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) ([education.mn.gov](http://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).





Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) ([education.mn.gov](http://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."**

**If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

Posted May 2019





## **Area Learning Center**

# **Student Handbook 2019-2020**

201 Orchard Street South  
Northfield, MN 55057

Main Office: 507.645.1201 (ALC Office)  
Attendance Line: 612.695.2139 (call or text)  
Fax: 507.645.1250

Director: Daryl Kehler  
[dkebler@northfieldschools.org](mailto:dkebler@northfieldschools.org)

District Website: [www.northfieldschools.org](http://www.northfieldschools.org)

### Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

### Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

#### Beliefs

- **Public Education**  
*We believe that public education is the foundation of our democratic republic.*
- **Learning**  
*We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.*
- **Decision-Making**  
*We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.*
- **Shared Responsibility**  
*We believe that education is the collective responsibility of our students, families, schools and communities.*
- **Learning Environment**  
*We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.*
- **Diversity**  
*We believe that all learners have a right to equitable access to educational opportunities.*

#### Strategies

- **Quality Education**  
*We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.*
- **Climate**  
*We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.*
- **Curricular Outcomes**  
*We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.*
- **Stewardship**  
*We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.*
- **Communication/ Partnerships**  
*We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.*
- **Diversity**  
*We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.*

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none"><li>● Prioritize recruiting and retaining diverse staff.</li><li>● Robust core subject instruction.</li></ul>	<ul style="list-style-type: none"><li>● Building and fostering relationships - commitment to social/emotional health for all.</li><li>● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.</li><li>● Spaces that are modern, innovative, creative and flexible.</li><li>● Equitable opportunities and support for all career and college paths.</li></ul>

## **WELCOME TO THE AREA LEARNING CENTER**

This handbook has been designed to be helpful in answering questions about The Area Learning Center's programs, policies, and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive positive school year.



## **2019-2020 AREA LEARNING CENTER STAFF/ADMINISTRATION**

### **Administration/Assistants**

**Longfellow Building Administrator:** Mary Grace Hanson

**ALC Director:** Daryl Kehler

**Administrative Assistant:** Mary Huberg

**Administrative Assistant (Attendance):** Sherri Goehring

**Promise Fellow:** TBD

**The Key Staff:** ~~Ben Heath~~ ~~Kate McDonnell~~

**Guidance Staff:** CD Counselor: Sarah Shippy

**Nurse:** Elizabeth Bade

**Custodian:** Mark Harder

**Northfield Police Liaison:** Bart Weise

**Special Education:** Angie Lynch ~~Steve Sandberg~~

**Psychologist:** Ashley Northrup ~~Marcy Korynta~~

**Social Worker:** Shelley Hansen

**Mathematics:** Rachel Rolling

**Social Studies:** Micah Schultz

**Language Arts:** Renee Burnham

**Science:** Eric Swan McDonald

**Work Experience:** Cheryl Mathison

**Physical Education:** Mary Harrity-Davidson

**Art:** Chris Riazzi and Karna Hauck

[Link to the ALC Staff Directory](#)





# Northfield Public Schools 2019-2020 School Calendar

Approved by the School Board  
March 12, 2018

July 2019	July	January 2020	January
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	4 Independence Day	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	1-3 Winter Break, No School 20 No School, Martin Luther King Jr. Day 24 End of Second Quarter 27 No School, Teacher Preparation Day
August 2019	August	February 2020	February
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	21-22 New Teacher Inservice 26-29 Staff Development Days 30 Teacher Preparation Day	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	
September 2019	September	March 2020	March
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	2 Labor Day 3 First Day of School	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	20 End of Third Quarter 23-27 No School, Spring Break 30 No School, Teacher Preparation Day
October 2019	October	April 2020	April
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	17-18 No School, Fall Break (MEA)	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 2019	November	May 2020	May
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	1 End of First Quarter 4 No School, Teacher Preparation Day 27-29 No School, Thanksgiving Break	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	25 No School, Memorial Day 31 Graduation
December 2019	December	June 2020	June
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	Dec 23- Jan 3 Winter Break, No School	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	5 Last Day of School (2-hr early dismissal) 8 No School, Staff Development Day 8-9 Possible makeup days for students 10-11 Possible makeup days for teachers

## Weather make-up days:

If school is closed 3 days on or before 4/15, make-up day is 6/8. Staff Development day moves to 6/9.  
If school is closed 4 days on or before 4/15, make-up days are 6/8 & 6/9. Staff Development day moves to 6/10.  
If school is closed 5 days on or before 4/15, teachers only will make-up on 6/11.

	Holidays, No School		Holidays
	No School		
	No School, Teacher Preparation or Staff Development Days		

## Student Days:

Term 1: 42 days  
Term 2: 45 days  
Term 3: 39 days  
Term 4: 48 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  
87 days - first semester; 87 days - second semester

**NORTHFIELD PUBLIC SCHOOLS  
2019-2020 Calendar**

Approved by School Board March 12, 2018

New Teacher Activities

August 21 and 22

Pre-School Days for all Teachers

August 26-29 Staff Development Days

August 30 Teacher Preparation Day

September 2 **No School.** Labor Day

September 3 First Day of School/Beginning of 1<sup>st</sup> Quarter

October 17-18 **No School.** Fall Break (MEA)

November 1 End of 1<sup>st</sup> Quarter (42 days)

November 4 **No School.** (Teacher Preparation Day)

November 5 Beginning of 2<sup>nd</sup> Quarter

November 27-29 **No School.** Thanksgiving Break

Dec. 23-Jan. 3 **No School.** Winter Break

January 20 **No School.** Dr. Martin Luther King's Birthday

January 24 End of 2<sup>nd</sup> Quarter (45 days)/End of First Semester (87 days)

January 27 **No School.** (Teacher Preparation Day)

January 28 Beginning of 3<sup>rd</sup> Quarter and Second Semester

March 20 End of 3<sup>rd</sup> Quarter (39 days)

Mar 23-27 **No School.** Spring Break

March 30 **No School.** (Teacher Preparation Day)

March 31 Beginning of 4<sup>th</sup> Quarter

May 25 **No School.** Memorial Day

May 31 Graduation

June 5 **Last Day of School.** 2-hour early dismissal  
End of 4<sup>th</sup> Quarter (48 days); End of Semester (87 days)

June 8 **No School. Staff Development Day.**

June 8-9 **Possible makeup days for students.**

June 10-11 **Possible makeup days for teachers only.**

Students and Teachers Possible Make-Up Days for 2019-2020

- If two (2) days are cancelled, no make-up days for students or teachers.
- If three (3) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact day on Monday, June 8, 2020. Staff development day moves to June 9, 2020.
- If four (4) days are cancelled on or before April 15, 2020, students and teachers will make-up the student contact days on Monday, June 8, 2020 and Tuesday, June 9, 2020. Staff development day moves to June 10, 2020.
- If five (5) days are cancelled on or before April 15, 2020, teachers only will make-up on Thursday, June 11, 2020.



## 2019-2020 DAILY SCHEDULE

<b>Monday ADVISOR Schedule</b>	<b>Wednesday Late Start Schedule</b>
Block 1 8:10 - 9:35	Block 1 9:10 - 10:15
Block 2 9:40 - 10:50	Block 2 10:20 - 11:25
Advisor 10:50 - 11:10	Block 3 11:30 - 12:35
Block 3A 11:15 - 12:05	Lunch 12:35 - 1:05
Lunch 12:05 - 12:35	Block 4 1:05 - 1:50
Block 3B 12:35 - 1:05	Block 5 1:55 - 2:40
Block 4 1:10 - 1:55	
Block 5 2:00 - 2:40	

<b>Tuesday, Thursday, Friday</b>	<b>In the Event of a District Wide 2-Hour Late Start the Schedule Will Be As Follows</b>
Block 1 8:10 - 9:35	Block 1 10:10 - 10:55
Block 2 9:40 - 11:50	Block 2 11:00 - 11:45
Block 3A 11:10 - 12:05	Block 3 11:50 - 12:35
Lunch 12:05 - 12:35	Lunch 12:35 - 1:05
Block 3B 12:35 - 1:05	Block 4 1:05 - 1:50
Block 4 1:10 - 1:55	Block 5 1:55 - 2:40
Block 5 2:00 - 2:40	

## GRADUATION REQUIREMENTS

Current freshmen, sophomores, juniors and seniors must earn 23 credits. Sixteen credits must be earned in the following areas: English 4 credits, Social Studies 3.5 credits, Math 3 credits, Science 3 credits, Physical Education 1 credit, Art 1 credit and Health .5 credit. The remaining 7 credits can be earned in elective courses.

## IMPORTANT SCHOOL NUMBERS

24 HOUR ATTENDANCE LINE. . . . . 612-695-2139 (talk and text available)

Director's office to contact teachers . . . . . 645-1201

Nurse's Office . . . . . 645-1205

## HONOR ROLL

A = 4.000      B- = 2.667      D+ = 1.333

A- = 3.667      C+ = 2.333      D = 1.000

B+ = 3.333      C = 2.000      D- = .667

B = 3.000      C- = 1.667      F = 0

"A" Honor Roll = 3.6 - 4.0 g.p.a.

"B" Honor Roll = 2.6 - 3.59 g.p.a.

## HONOR STUDENT DESIGNATION

Those students graduating with a cumulative grade point average of 3.70 or higher will be designated as "Highest Honor Students". Students with a cumulative G.P.A. of 3.5 to 3.699 will be designated as "Honor Students." The determination of these grade-point averages will be made after the first semester of the student's senior year. Those designated as "Highest Honor Students" will receive an honor cord and medallion to be worn at commencement. Those designated "Honor Students" will receive an honor cord to be worn at commencement.

## ELIGIBILITY

### 124D.68 GRADUATION INCENTIVES PROGRAM

Subd. 2. **Eligible pupils.** A pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

(1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;

(2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

- (3) is pregnant or is a parent;
- (4) has been assessed as chemically dependent;
- (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
- (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;
- (7) is a victim of physical or sexual abuse;
- (8) has experienced mental health problems;
- (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;
- (10) speaks English as a second language or is an English learner; or
- (11) has withdrawn from school or has been chronically truant; or
- (12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

## **REGISTRATION**

Once a student meets the eligibility requirements, s/he must meet with the Director for registration. The following will be completed: transcript or credit report, a Continual Learning Plan, and a discussion of the Center's philosophy and policies. Parent permission is necessary for a student who is enrolled in high school and under eighteen years of age. A mandatory intake meeting must be held with student, parent/guardian and Director. A team meeting is required if a student is receiving Special Education services. The team must agree that the ALC will best meet the student's educational needs. Individuals involved should include but may not be limited to: principal and/or counselor, ALC Director, case manager, regular education teachers, parents and student. Parents are encouraged to be present at the meeting.

## **TRIAL PERIOD**

Students initially entering the Area Learning Center will be admitted for a 30 day trial period. If, during the 30 days, it is determined by Program staff that the Area Learning Center does not meet the educational needs of the student. A meeting can be scheduled at the end of the thirty (30) days to review continuance in the program.

## **CONTINUAL LEARNING PLAN REVIEW**

Students may meet periodically with staff to review their Continual Learning Plan (i.e. grades earned, goals attained, changes in individual needs, etc.) A teacher will be assigned to each student when entering the ALC. The teacher will meet with the student throughout the year to discuss credit completion, attendance, and other concerns/issues. Parents may review the CLP at Parent/Teacher Conferences.

## **PROGRAMS AVAILABLE**

Full-time Days; Independent Study (night program and day program); Concurrent (part time ALC and part time regular High School or PSEO); Dual (Learners from any school who attend after 2:30pm)



Program	Overview	Days	Time
Seat Based Program	Provides a positive, safe and structured learning environment with block-scheduling	Monday - Friday	8:10am - 2:40pm
Independent Study Night Class	For students who are in need of credit recovery and can complete coursework with minimal teacher direction.	10 class meetings per session Mondays & Thursdays	3:30pm - 5:30pm
Independent Study	For students who are unable to attend regularly <u>and</u> are self motivated learners who can complete work with minimal direction.	Flexible schedule	Flexible schedule
Hybrid Independent Study	A combination of IS and Seat based, credit can be obtained by attending part time classes.	<del>TBD Tuesdays &amp; Thursdays</del>	<del>TBD 4th period</del>
Teen Parenting Program	Provides support, information and skill-building opportunities to expectant teens and teenage parents.	<i>To Be Determined</i>	<i>To Be Determined</i>
Dual Enrollment	Students are enrolled in the ALC and another school at the same time.	Varies	Varies

## INDEPENDENT STUDY EXPECTATIONS

Independent Study is designed for students who are serious about making-up missed credits needed for high school graduation. The expectations set are designed to help support the student with achieving their goal(s).

## INDEPENDENT STUDY ATTENDANCE

Sessions will be held on Mondays and Thursdays from 3:30 – 5:30 pm at the Northfield Area Learning Center. Students must attend at least 18 hours to receive the full .5 credit. The amount of credits you will receive depends on the number of hours you log and the amount of work completed.

Attendance is taken when you sign in each evening. You must sign in at the time you arrive in order to be credited for the hours you attend.

If you are unable to attend class for any reason, please call the ALC Office at (507) 645-1201.

## SESSIONS

Session #1 ~~2/4, 2/7, 2/11, 2/14, 2/21, 2/25, 2/28, 3/4, 3/7, 3/11~~ 2/6, 2/10, 2/13, 2/17, 2/20, 2/24, 2/27, 3/2, 3/5

Session #2 ~~4/8, 4/11, 4/15, 4/18, 4/22, 4/25, 4/29, 5/2, 5/6, 5/9~~ 4/6, 4/9, 4/13, 4/16, 4/20, 4/23, 4/27, 4/30,

## **INDEPENDENT CREDITS/POINTS**

One semester credit (.50) is achieved by: 92 hours. (18 hours of classroom and 74 hours of homework).

You will be graded on the quality of your work and the ability to work to your grade level.

If the teacher assesses the work as unacceptable, it will be returned to you with notes for improvement. Points are awarded for "C" quality and above.

## **FREQUENTLY ASKED QUESTIONS – INDEPENDENT STUDY PROGRAM**

**What is Independent Study?** Independent Study is designed for students who are self-motivated and able to stay on task in the classroom. You need to be able to work well on your own, both in class and at home. You will need the ability to conduct research, read, write papers, and complete assignments in a timely manner.

Licensed teachers will be available to guide your learning process, help you find resources, discuss topics related to your course work, and answer your questions as needed. However, the bulk of work will be done on your own.

**What Independent Study Isn't** Independent Study is not a tutoring program. Teachers are available to assist you, but will not be teaching a class. It is not a place to hang out and visit with your friends. This program is for those students who are serious about learning.

**How long will it take me to complete a credit?** The length of time it will take you to complete a credit will depend on the student's abilities and work habits.

- \* One quarter credit (.25) is equivalent to 46 hours: 9 hours classroom/37 hours homework.

- \* One semester credit (.50) is equivalent to 92 hours: 18 hours classroom/74 hours homework.

**Do I have to attend class?** YES. Attendance is mandatory for this program.

**What if I cannot attend a class?** If you are ill or know that you will be missing class, it is your responsibility to call the Area Learning Center at (507) 645-1201 and report your absence.

**How do I know the credits I need to work on?** Before starting Independent Study, you will need to meet with your high school guidance counselor and discuss the credits needed. Finding out the courses and credits you need will be your responsibility.

**How and where do I turn in my homework?** In class, there is an assignment bin and an assignment log. Assignment Log: Document the information before turning in your work Assignment Bin: Make sure work has your name on it. Place all work in this bin. All of your assignments will be kept on file until the credit is complete.

## ATTENDANCE INFORMATION

Attendance at school is a shared responsibility between the individual student, and his/her parents/guardians, and the school. State law stipulates that it is the parent's/guardian's responsibility to ensure that their son/daughter attends school. The parent/guardian provides a reason for absence or tardiness and the school determines whether a student absence/tardiness is excused or unexcused.

Learning is enhanced by regular school attendance. Regular attendance assists in maximizing the educational benefits for each individual student.

### ABSENCE PROCEDURE

If a student must be absent from class or arrive late to school, the student's parent/guardian must call the Attendance Line at 612-695-2139 (talk and Text available) the day of the absence or earlier. If the student arrives after 8:10 and before 2:40, they should check in/out with the attendance office located in the computer lab. The attendance line is available 24 hours a day for your convenience. Absences must be excused within 24 hours or the absence may remain unexcused. If the school and parent/guardian do not connect on the day of the absence, a note from a parent/guardian will be accepted the next morning. Absences may no longer be excused after the day the student returns. Parents/guardians are encouraged to apply for an online access number to view their student attendance. See website for more information to Family Access. All students who become ill during the school day are required to check out with the nurse's office prior to leaving the building. Check out must include contact between school officials and parent/guardians prior to leaving the building. Failure to properly check out will cause the student to be unexcused.

**ANY STUDENT WHO LEAVES THE BUILDING FOR ANY REASON WITHOUT CHECKING OUT IS CONSIDERED UNEXCUSED. IF A STUDENT LEAVES THE SCHOOL AND RETURNS, THEY WILL BE SEARCHED AND/OR MAY BE SENT HOME.** Checking out means contact between parent/guardian and the school official before the student leaves the building.

### ABSENCES/EXCESSIVE TARDIES

Students who miss a class period 4 times in a grading period will be given NO CREDIT (NC) for that class. This is on a class by class basis. This may mean they will be moved into Independent Study to try and earn some credit, or they may be removed from the absented out class(s) for the rest of the grading period.

Four (4) tardies will be equivalent to one (1) class absence. This will also be a on a class by class basis.

At 15 consecutive absences, student is dropped and must re-enroll at the beginning of next grading period. Student may attend credit recovery program/Independent Study, if they choose to do so.

### GRADING PERIODS

**Grading Period #1:** SEPTEMBER 3, 2019 ~~4, 2018~~-OCTOBER 1, 2019 ~~2, 2018~~ (21 Days)

**Grading Period #2:** OCTOBER 2, 2019 ~~3, 2018~~-NOVEMBER 1, 2019 ~~2, 2018~~ (21 Days)

**Grading Period #3:** NOVEMBER 5, 2019 ~~6, 2018~~-DECEMBER 10, 2019 ~~11, 2018~~ (23 Days)

**Grading Period #4:** DECEMBER 11, 2019 ~~12, 2018~~-JANUARY 24, 2019 ~~20~~ (22 Days)

**Grading Period #5:** JANUARY 28, 2019 ~~20~~-FEBRUARY 21, 2020 ~~22, 2019~~ (19 Days)

**Grading Period #6:** FEBRUARY 24, 2020 ~~25, 2019~~-MARCH 20, 2020 ~~22, 2019~~ (20 Days)

**Grading Period #7:** March 31, 2020 ~~APRIL 2, 2019~~-MAY 1, 2020 ~~3, 2019~~ (24 Days)

**Grading Period #8:** MAY 4, 2020 ~~6, 2019~~-JUNE 5, 2020 ~~7, 2019~~ (24 Days; 18 Days for Graduating Seniors)



### **INCENTIVES FOR PERFECT ATTENDANCE**

Any student who completes 15 consecutive days with perfect attendance and is passing all classes with a "C" or above may choose a free day off or additional incentives to be used within that grading period or the following. Students can have no more than 3 tardies per class to earn perfect attendance. If a student has earned more than one free day off pass, they cannot be used on successive school days.

### **ABSENCE APPEAL**

If a student, the parent/guardian, or the school feels that extenuating circumstances caused the absence limit to be exceeded; an appeal may be filed with the Director. The student/parents are responsible for filing an appeal by contacting the Director at 645-1201. The Director will hear the facts of the situation before deciding whether to waive a certain number of the fifteen (15) absences or to enforce no credit earned.

### **ATTENDANCE AND CO-CURRICULAR ACTIVITIES**

Students at the Area Learning Center are eligible to participate in all co-curricular activities offered at Northfield High School. However, ALC students must meet the same eligibility standards that Northfield High School students must meet in order to participate in an activity:

In order to practice, rehearse, compete or perform in an NHS co-curricular activity, the student must be in attendance that day for a minimum of 3 consecutive hours. Pre-arranged excused absences (at least 24 hour advance) will be considered an exception to this policy.

### **EXCUSED / UNEXCUSED ABSENCES**

Excused absences not counted towards No Credits (NC):

- School sponsored activities or events
- Medical/Therapy appointment that cannot be made outside of the school day (note required)
- College visits (limit 2)
- Death of immediate family member (Parent, Grandparent, Sibling)
- Court dates (note required)
- Administrator discretion

Unexcused tardiness for more than fifteen minutes is considered an unexcused absence. Unexcused absences include, but are not limited to, oversleeping and car trouble.

### **WITHDRAWAL FROM SCHOOL**

A student who wishes to withdraw from school who is under the age of 18 will be required to have a meeting with the Director and parents/guardian to review the student's educational options.

## **GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS**

### **ACCESSIBILITY**

The main doors located on the west side of the building have been designated as our main entrance for handicapped accessibility. An elevator is available for use within the building.

The ALC is located on the second level. Students are not allowed on the first level, unless approved by the Director.

### **CELL PHONES**

Cell phones are not allowed to be used or seen during instructional time, and must be turned off. Cell phones are allowed during passing time and lunch. If a teacher sees a student's cell phone, his/her name will be turned in to the Director and the phone will remain in the Director's office until the end of the school day, at which time it will be returned to the student.

If you refuse to leave your phone in the Director's office, student will be dismissed from school for the rest of the day (unexcused), and parent/guardian will be notified.

If an emergency should arise and student needs to use a phone, they may report to Director's office. In case of an emergency and someone needs to reach the student at school, they can call 645-1201 or 645-1240. Student will be pulled from class and allowed to use the office phone for returned calls.

### **E-LEARNING DAYS**

Northfield Public Schools uses e-Learning days (formerly called flexible learning days) to mitigate the loss of instructional time when the weather forces school closures. 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/>.

### **ELECTRONICS**

Speakers (such as Bluetooth speakers) are not allowed in school or on field trips. This includes speakers that connect to phones, etc, but also includes using a phone's speaker to broadcast music, videos, etc. Students should plan on using headphones instead of speakers of any kind.

### **PERSONAL POSSESSIONS**

The Area Learning Center is not responsible for lost or damaged personal articles. Students are responsible for all belongings brought to school.

### **CLOSING OF SCHOOL**

In the event of bad weather, school closing announcements will be made over KYMN AM-1080 and WCCO AM-830 radio stations.

### **CONTACTING STUDENTS DURING THE DAY**

Parent/guardians are asked to refrain from calling students during school hours. Please confirm after school appointments before your student leaves home for the school day. ***Only urgent phone messages from family members will be delivered to students.*** No work related messages from employers will be delivered. No student-to-student messages will be delivered.

If it is absolutely necessary to contact student during the school day, please phone the office at (507) 645-1201. Do

not call students on their cell phones during the school day.

### **COURSE INCOMPLETES**

Students who receive an "Incomplete" grade at the end of quarters one, two or three must make up the work within 2 weeks *unless additional time has been granted by the teacher and Director*. Work not completed at the end of the fourth quarter will automatically receive an "F".

### **COURSE STRUCTURE**

Courses at Northfield ALC are all one quarter in length. A quarter course awards .5 credit (periods 1,2,3) and/or .25 credit (periods 4, 5) for successful completion. For a full-year course there are eight grades of record, two for each quarter. A total of 1 credit per term, 8 credits per school year may be achieved.

### **DAY CARE**

The ALC has one spot reserved in the Early Ventures daycare located in the Longfellow building. This spot is paid for by the ALC and students can utilize this as long as they meet the following criteria. See appendix A for specific procedures.

- 1) The student must attend school regularly, and must be in school when the child is in the daycare.
  - a. If the student uses the daycare but does not attend school, they will be responsible for payment of the daycare and may lose the spot.
- 2) The daycare is on a first come first serve basis with a tier system in place. Tier one has first priority and can bump tier two individuals.
  - a. Tier one- students that attend the day (seat-based) program of the ALC.
  - b. Tier two- students who are in other ALC related programs only (PSEO, independent Study, etc).

### **REMOVAL FROM PROGRAM**

If a student receives 2 out of school suspensions or at least four days of suspension, whichever happens first, the student will be removed from the ALC day program until the end of the grading period. If this happens in the final week of the grading period, the student may be removed for the following grading period as well.

### **EIGHTEEN-YEAR OLDS**

Students who are 18 years of age or older must follow all school district policies and all school regulations, including the regulations that are outlined in the student handbook. Additionally, when a student turns 18 years of age, the following rules will apply:

1. All rights to make educational decisions will transfer to the student, including the right to make decisions about special education, unless a conservator or legal guardian has been appointed for the student.
2. Subject to all applicable laws, the school district may continue to provide educational data to the parent(s) of an adult student, provided that the parent(s) continue to claim the adult student as a dependent for tax purposes. If an adult student is claimed as a dependent but the student does not want the district to share educational data with his or her parents, the student may submit a written request for the district to end all communications with the parent(s). The district will evaluate such requests on a case-by-case basis to determine the appropriate course of action.
3. If the district grants an adult student's written request to stop sharing educational data with the student's parent(s), and the student later changes his or her mind, the student will be required to submit a signed form authorizing the district to resume sharing educational data on the student with the parents.



### **FAMILY ACCESS**

Parents/Guardians are encouraged to apply for a family access number. This will allow parents to view attendance, food service accounts, schedules and grades. **Go to website at [www.northfieldschools.org](http://www.northfieldschools.org) click on family access to request a pin number.**

### **GRADUATION/COMMENCEMENT**

Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the commencement program and receive a diploma.

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

### **LAW ENFORCEMENT AGENCIES**

The director may involve the Northfield Police Department, a police liaison officer, or other appropriate law enforcement agency when a public law has been violated at school. The police may be alerted to theft, vandalism, drug distribution, or assault. Any altercation involving injury to a person will also be reported. Prosecution by criminal complaint does not preclude disciplinary action by the school district. In addition, the student's parent/guardian may be held liable for damages relating to vandalism or injury as permitted by statute.

The administration shall give law enforcement officers permission to interview students on issues outside of the school's jurisdiction (only when parent/guardians have granted permission), if the student is below the age of majority. The interview will take place in a closed room away from the view of students and adults. An administrator may be in attendance.

Where a local welfare agency or law enforcement agency asks to conduct an interview on school property in connection with an investigation into alleged child abuse, the district will allow the interview.

### **OPEN CAMPUS LUNCH**

An open-campus lunch period is allowed to students in grades 11-12 during the school year. All 9th and 10th grade students will have a closed campus lunch. If a student does not abide by the open lunch policy, parents will be notified and the student may be sent home. If the student continues to leave, they may be removed from the program until the next grading period. If the student cannot follow the policy upon returning, they may be removed from the program. If a student returns late from lunch, the attendance policies are in affect.

### **NURSE 645-1205**

The nurse is on duty each day from 8:00 a.m. until end of the school day. Students **MUST** have a pass from a teacher in order to visit the nurse. All students who become ill during the school day are required to check out with the nurse's office, prior to leaving the building. Check out must include parent contact between school officials and parents/guardian **PRIOR TO LEAVING THE BUILDING**. Failure to properly check out with the nurse's office will cause the student to be unexcused.

Any and all medications that students take at school must be distributed and stored in the high school nurse's office.

### **PARKING LOT / VEHICLE POLICY**

Students are allowed to park in the designated "Student Parking" locations only. If insufficient space is available, students should park on the street but avoid the front of the building as this serves as a drop off area.

## **POST-SECONDARY OPTIONS**

The 1985 Minnesota Legislature passed the Post-Secondary Enrollment Options Act which allows 10th, 11th, and 12th grade students enrolled in a public school to enroll in eligible post-secondary institutions at no cost to the student. The decision to participate in this program is an important one and necessitates early and frequent communication with the ALC Director. Find more information at <http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/>.

## **PROM**

Area Learning Center 11th and 12th graders are eligible to attend the Northfield High School Prom. Any junior or senior student wishing to attend the prom with a person who is not a Northfield Student, must receive prior approval from the NHS principal. No one age 21 or older will be allowed to attend the prom.

## **REPORT CARDS**

End of the year report cards will be mailed home after the end of the school year. If you would like additional updates, please call the ALC office and/or utilize the Family Access option.

## **STUDENT DRESS POLICY**

Any student who feels offended by any individual's apparel may report their concern to the administration.

Students have the right to choose their manner of dress and personal grooming on school property unless it:

1. presents a danger to the students' health and safety
2. is sexually suggestive
3. exhibits profanity, lewd or vulgar expressions
4. can be construed as gang related
5. is found to be offensive
6. interferes with the educational environment of the school or classroom.
7. advertises products that are illegal for minors

In addition, students are expected to abide by the following expectations for appropriate dress:

- Undergarments should be hidden from view.
- Breasts and midriffs should be covered.
- Sagging pants are not allowed.
- Shorts should extend at least to mid-thigh

## **USE OF TECHNOLOGY AND TELECOMMUNICATION SYSTEMS BY STUDENTS**

Student use of technology and the Internet is governed by District Policy 524-2 regarding the use of technology and telecommunications systems. The policy can be viewed at

<http://nfld.k12.mn.us/files/policies/524.2boardpolicy/pdf>. See the Student iPad Loan Agreement for additional details about iPad implementation.

## **VISITOR POLICY**

All visitors, upon entering the building, are to report first to the Main Office and sign in. After confirming your visit/appointment the office personnel will give you access to the building. Please report to the ALC office - #205 on the second floor.. Students wishing to bring friends or relatives from other schools must get permission in advance from the Director. Previous students are welcome to visit, but please schedule these after school so that there is minimal disruption to the school day.

**VOLUNTEERS**

Parents and community members are always encouraged to apply as an employee or volunteer at their student's school and / or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check before serving students affiliated with Northfield Public Schools.

**WEBSITE**

Northfield Area Learning Center website can be accessed at [www.northfieldschools.org](http://www.northfieldschools.org).



## **Appendix A**

### **Procedures for ALC Student's Child(ren) Accessing Early Ventures.**

1. The ALC student's child must be eligible for county support (Child Care Assistance Program (CCAP)) to pay for the cost of Early Ventures. CCAP does not cover Early Ventures full daily rate, thus the ALC will be responsible for covering all charges the county does not cover.
2. The ALC student has to be enrolled in, or have successfully completed, the parenting class offered through the ALC. The class will be taught by a Community Services Parent Educator.
3. The ALC needs to notify Early Ventures no later than February 1st of how many summer and school year INFANT slots the ALC would like to hold and pay for. A child can be considered an infant and be enrolled in the infant room until they turn 19 months. Due to current families, Early Ventures will not hold TODDLER slots.
4. If a new toddler or preschool spot is needed for the ALC, Early Ventures will determine if space is available after Early Ventures' current family registration (typically held in early-mid February). If space is available for a new toddler or preschooler, the ALC will need to determine if they want to commit and pay for the slot prior to Early Ventures' new family registration (1st week of March).
5. If a current ALC student that has a child enrolled in Early Ventures is not graduating at the end of the school year and will need an Early Ventures slot (in any room) the following year, the ALC student will be treated as a current family and will need to follow all current family registration guidelines.
6. If an ALC student is enrolled in Early Ventures' summer program, the ALC will be charged for the entire summer, not just days the ALC is in session. This will also allow the ALC student to access childcare in August or days the ALC is not in session.
7. The ALC will be charged all registration and snack fees for each ALC student's child in Early Ventures. Child Care Assistance typically does not cover these fees.

Update: May 7, 2018

## Appendix B

### Child Nutrition Department

Child Nutrition information is available on the school website at [northfieldschools.org](http://northfieldschools.org). Child Nutrition Services is under the Departments tab. All students will have individual meal accounts with a separate 4-digit PIN (Personal Identification Number) for each student/user in the family to record individual meal purchases. Students will use their same 4-digit PIN as last year. New students will be assigned a PIN at open house or on the first day of school. Ending meal account balances carry over from year to year. Students may purchase meals and food items by submitting a payment to their meal account or by making a payment at the time of service. The individual meal account is a debit account, similar to a checking account, and money should be in the account in order to serve a meal to your student. If a student does not have money in his/her lunch account a meal will be provided, however, the student will be charged for this meal and the parents will be held responsible to pay for this meal purchased. Students who have a negative lunch balance will not be allowed to purchase a la carte items. The School District recognizes that it has an obligation to notify the student and/or parents/guardians of their meal account balances. Therefore, the Child Nutrition Department will make every reasonable effort to notify or remind families of the need for a meal account payment by utilizing School Messenger for both low balance and negative balance calls and emails. The parents/guardians are responsible to monitor their student's meal account balances and to send money on a regular basis to ensure their student's capability to purchase meals through the Child Nutrition Programs. Parents should also update their contact information in Family Access annually. A student with a meal account balance of less than zero dollars is encouraged to bring meals from home until their meal account balance can be replenished. For information on our negative meal account balance process please visit <http://northfieldschools.org/departments/food/payments/> <https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Menus

The Northfield Public Schools participate annually in the National School Breakfast and School Lunch Programs. These programs make available a nutritious breakfast and lunch meal daily for a reasonable cost. Families who are eligible for free or reduced priced meals receive meals at no charge which includes the alternative meal choices. One half-pint of milk is included with every meal. Most of the cafeterias operate on a continuous serve basis during the entire meal period. Menus are planned using the USDA Menu Planning guidelines. Menus will be posted on the District website at [northfieldschools.org](http://northfieldschools.org). If students bring food or beverages from home, we encourage all families to select nutritious choices. Fall menus will be posted on the district website a month prior to the start of school, and monthly throughout the year. Copies of the menu will be available at the schools upon request. Breakfast is available at all schools. Elementary schools offer cold sandwiches and salads as alternative daily lunch choices. Secondary schools offer hot and cold sandwiches, salads and a second hot entrée lunch choices daily. All meals are priced as a regular lunch meal. ~~If your family receives free or reduced priced meal benefits your student may also select these alternative items at no charge~~

### Offer vs. Serve

The "offer vs. serve" federal regulation requires that students be offered (rather than served) 5 required food components comprising the full lunch meal. Students may choose 3, 4, or 5 lunch food items based on their preferences instead of having to take some of each food. Students are required to take a full serving of a fruit or vegetable at lunch as one of the meal components. Students will be offered 4 required food components



at breakfast and must choose at least 3 of the food items. Federal regulations require meals to be priced as a complete unit and students must pay the full price even if they did not choose the complete meal. Students are encouraged to take all of the food items offered, because it provides a balanced meal for the best price.

### Food Allergies and Special Dietary Needs

The Child Nutrition Department may honor dietary restrictions due to allergies or intolerances with the proper documentation from a medical authority on file. A suitable alternative will be provided when possible. For students with a lactose intolerance, a lactose reduced milk product will be provided at no extra charge on the written request of the parent or physician. Forms for allergies and any special dietary needs are available on the Child Nutrition Department webpage or from a building nurse. Please contact a building nurse, the District School Nurse or the Child Nutrition Director if you have any questions.

### Free and Reduced Meals

Free or reduced meals are available for children who qualify. **An educational benefits form must be completed each school year** and submitted to the Child Nutrition Office for review and approval. Applications for free or reduced meals are mailed out to each household in August. The applications are also available online, at each Principal's Office and in each school kitchen. Families can now complete the educational benefits application online through Family Access. If you wish to complete your application online, you must first log in to Family Access. ~~or visit~~ <http://northfieldschools.org/departments/food/reduced/> After logging in, click the Food Service button located on the left side of the screen and select a child's name. Click the applications tab and follow the prompts to complete the application. ~~and follow the instructions provided.~~ The District Child Nutrition Office will process applications as soon as possible, however, it may take 7-10 days for an application to be reviewed and a response sent to the parents/guardian. A letter indicating your benefits will be e-mailed or mailed out. Please save this letter in case you need to show proof of benefits for other programs. **Benefits from the previous school year will be carried over until October 15, 20182019.** Applications may be completed at any time throughout the year; however, any family that has not reapplied by **October 15, 20182019** will be changed to full priced meals. Families receiving MFIP, Food Stamps or FDPIR and enrolled in Northfield Public Schools by June 15 for the following year will be directly certified by the State of Minnesota to receive free meals and may not need to complete an application. ~~Advance~~ Payment will be required for any meals purchased prior to the approval of the application.

### Meal Prices

Meal prices are shown in the following charts. The monthly cost is based on 20 days per month. Extra milk may be purchased for \$0.50 per half pint at any of the school sites. Prices are subject to change, per school board approval and state and federal regulations.

Elementary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.50	\$4.05	\$31.00	\$50.00	\$81.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free



Secondary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.55	\$2.65	\$4.20	\$31.00	\$53.00	\$84.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Staff / Adult / Visitor / Second Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$2.05	\$3.70	\$5.75	\$41.00	\$74.00	\$115.00

#### Staff Meals, Adult Meals, Visitor Meals and Second Meals

Parents, guardians and other family members may eat with students during their meal time. All visitors are required to sign in at the school office. Staff meals, adult meals, visitor meals and second student meals are priced higher because the Child Nutrition Department does not receive any federal or state reimbursement for those meals, as we do for a student's first meal. The cost for a non-student meal is \$2.05 for breakfast and \$3.70 \$3.75 for lunch. Exact change is appreciated.

#### A la Carte

A la carte food items are available for purchase at the Middle School, High School and for staff at the elementary schools. Elementary students may only purchase extra milk for \$0.50 per half pint. There will be no charging of

Al a carte items if an account has a negative balance. A la carte purchases must have sufficient funds in the account for the total purchase amount. Prices of a la carte items are posted in the school kitchens. Food items and prices may vary throughout the year. We do not block a la carte purchases or limit the amount of money a student spends in one day. We encourage parents/guardians to discuss their concerns with their students.

#### Meal Times

School	Breakfast	Lunch
Bridgewater Elementary	7:50 a.m. – 8:20 a.m.	11:20 a.m. – 1:00 p.m.
Greenvale Elementary	7:45 a.m. – 8:15 a.m.	11:10 a.m. – 1:00 p.m.
Sibley Elementary	7:55 a.m. – 8:15 a.m.	11:00 a.m. – 1:05 p.m.

#### Payments

Families may pay for meals by using cash, check or Revtrak online payment system. Payments may be made daily and sent to any school the student attends. Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Cash payments will be accepted in a sealed envelope with the student and parent's first and last name, PIN number, and the amount of payment written on the outside of the envelope. Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 1400 Division Street South, Northfield, MN 55057. All schools have payment envelopes and collection boxes placed in the Child Nutrition area for receipt of payments. Each school collects and posts money daily into individual meal accounts. Money collected will be posted into the account as it is turned in or at least by 10:30 am and again by 2:00 pm. All other cash or check payments will be posted the following day.

Payments using a credit or debit card can be made online through Family Access located on the bottom of the screen. Steps for making online payments through Family Access are as follows:

- Go to [northfieldschools.org](http://northfieldschools.org) and click on the button that says "Family Access" located on the bottom of the screen. You can either log-in to Family Access to continue or apply for a Family Access account if you do not have one.
- 
- Once you have logged in to Family Access, you need to click on the Food Service tab to the left of the screen. This will bring up your child/children. From here you click the "Make a Payment" button next to the child's name. This will link you to Revtrak where you can make a payment.

Steps for making online payments at Revtrak directly are as follows:

- Go to <https://northfieldschools.revtrak.net>
- Click Food Service Payments then follow prompts to complete payment.

### Account Balance Statements

Statements are available upon request. To request a statement, parents/guardians or staff may contact the kitchen at each school or the district office. We encourage the use of the Northfield Public Schools District website to view meal account balances, view payments and purchases, or to print statements. To complete an on-line payment, visit [northfieldschools.org](http://northfieldschools.org) and click on Family Access, under the Parent Resources tab. The Child Nutrition Department will call or email weekly through School Messenger if you sign up to be notified for these messages or send written statements notifying families of their low meal account balance. For information on our negative meal account balance process please visit

<http://northfieldschools.org/departments/food/payments/>

<https://northfieldschools.org/wp-content/uploads/Negative-Balance-and-NSF-Procedure.pdf>

### Refunds

Balances remaining on accounts at the end of the school year will be automatically carried forward to the following school year. Balances follow students to their next building assignment.. Refund requests must be submitted in writing and received by the District Child Nutrition Office no more than 5 days after the last day of school. A check will be issued in the amount of the refund. No cash refunds will be made.

### Questions/Comments

Sibley - 645-3490	Bridgewater - 664-3324	Greenvale/Longfellow- 645-3509
Middle School - 663-0668	District Office - 663-0618	High School - 663-0604

Comments regarding your student's lunches may be directed to the Child Nutrition Department at the school your child attends. Please place your calls before 10:30 a.m. or after 12:30 p.m.



## Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

### Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

### Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

### Academic Standards and Assessments

#### What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

#### What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>



### Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

### Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

### What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

### When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

### When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

### How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

### Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

### Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) ([education.mn.gov](https://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date \_\_\_\_\_ (This form is **only** applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

**Please initial to indicate you have received and reviewed information about statewide testing.**

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) ([education.mn.gov](http://education.mn.gov) > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading \_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics \_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."**

**If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

Posted May 2019

# **EarlyVentures Learning Center**



## **Handbook**

EarlyVentures Learning Center  
201 Orchard St.  
Northfield, MN 55057

507-645-1216 (Butterfly Room)  
507-645-1215 (Firefly Room)  
507-645-1248 (Ladybug Room)  
507-645-1222 (Caterpillar and Bee Rooms)



**COMMUNITY SERVICES DIVISION**  
**Learning and Recreation For Life**

**[Northfieldschools.org](http://Northfieldschools.org)**



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## **CHILD CARE PROGRAM PLAN**

### **Philosophy**

EarlyVentures Learning Center provides professional, quality care to meet each child's physical, emotional, social, and developmental needs during their time enrolled at our center. This is fostered by allowing the child space to grow, to be themselves, and to enjoy their time with other children and staff. EarlyVentures continuously strives to provide high quality care in a safe, nurturing environment.

### **Goals**

EarlyVenture's goal is to provide a warm, loving, healthy, safe, and stimulating environment for children while under supervision of staff at all times. All aspects of a child's development are considered, including language, literacy, and communications; mathematics; social and emotional development; approaches to learning; the arts; social systems; physical and movement development; and scientific thinking.

We strive to keep parents actively involved in the care of their children while pursuing their own goals. We invite parents to review our program plans at any time and contribute their ideas to the EarlyVentures Site Leader or the Ventures Coordinator. Parents may review our program plan in the Parent Handbook, located online and on site at EarlyVentures. The program plan will be annually evaluated in writing by a staff person qualified as teacher status under DHS guidelines. Daily schedules and descriptions of developmentally appropriate activities can be found in each EarlyVentures classroom.

### **Enrollment Policy**

EarlyVentures Learning Center is licensed to care for 88 children. The center is licensed for 14 infants and a combination of 74 toddler/preschoolers. Enrollment cannot exceed 28 toddlers or 60 preschoolers.

An infant is a child at least 6 weeks old but less than 16 months, a toddler is a child at least 16 months but less than 33 months, and a preschooler is a child who is at least 33 months old but has not yet attended the first day of kindergarten.

### **Days and Hours of Operation**

EarlyVentures Learning Center operates 51 weeks per year, Monday through Friday. The center is open daily from 6:30 AM to 6:00 PM. EarlyVentures is CLOSED on the following days:

Labor Day  
Thanksgiving Day  
Friday after Thanksgiving  
Christmas Eve  
Christmas Day  
New Year's Eve

New Year's Day  
Memorial Day  
July 4<sup>th</sup>  
At least 2 days before the start of the summer session  
One week before the start of the fall session



EarlyVentures Learning Center reserves the right to close on days preceding or following these holidays. Decisions regarding operation on release days will be made based upon a minimum child enrollment and school district policies.

### **Program Options**

The childcare center is licensed by the Minnesota Department of Human Services to care for children ages 6 weeks to the first day of kindergarten. It is staffed by a combination of site leaders, teachers, assistant teachers, and aides to meet required staff/children ratios at all times. The center offers five separate classrooms to meet the diverse needs of EarlyVentures children.

**INFANT:** (Ages 6 weeks to 15 months) A loving atmosphere where intellectual and physical development are stimulated with music, literacy, language, muscle development, and exploration of the environment using age-appropriate equipment. A staff ratio of at least one adult to four children is maintained.

**TODDLER:** (Ages 16 months to 35 months) The curriculum is designed to cover areas of physical activities, language arts, creative thinking, socialization, communication, and self-sufficiency skills with emphasis on exploration and discovery. A staff ratio of at least one adult to seven children is maintained.

**PRESCHOOL:** (Ages 36 months until the first day of kindergarten) Opportunities are provided for large muscle activities, dramatic play, community exploration, and socialization as well as the above named activities. A staff ratio of at least one adult to ten children is maintained.

### **RATIOS**

EarlyVentures follows the Department of Human Services Child Care Center Rule 3 guidelines for staff to student ratios.

Infants will never exceed a 1:4 ratio

Toddlers will never exceed a 1:7 ratio

Preschoolers will never exceed a 1:10 ratio

### **FINANCIAL POLICIES AND PROCEDURES**

#### **Fees**

EarlyVentures is a non-profit program operating on revenue collected from tuition. This program is not funded from the ISD #659 general fund. Parents must contract with EarlyVentures Learning Center for services needed and follow a weekly or monthly payment schedule. We reserve the right to drop a child from the program when payment is delinquent. Families will also be responsible for any and all additional collection fees accumulated while recovering monies on delinquent accounts. The rates vary depending on age and schedule options.

## **Registration Fee**

There is a non-refundable registration fee which must be submitted at the time of initial enrollment. The fees help defray the cost of processing enrollment forms and immunization records, and most importantly, they help with the center's supplies.

## **Payment**

Payment of your childcare account must be made in full by the end of each month. EarlyVentures strongly encourages all families to consistently check their accounts online. Paper statements will only be mailed one time per year unless otherwise requested in writing to the Ventures main office. Co-payments for families on child care assistance are due bi-monthly on the 1st and 15th of each month. Parents on childcare assistance will be responsible for any and all costs not covered by county assistance.

## **ABSENCE**

Please notify EarlyVentures if your child will be absent for any reason. Parents will be billed for all scheduled days. Please remember, if your child is at EarlyVentures, they will need to be well enough to participate in all activities, including outdoor play.

## **CHANGE OF SCHEDULES**

A permanent change of schedule requires a one month written notice and a \$50 change of schedule fee will be charged to your account.

## **ARRIVAL & DEPARTURE**

Parents must sign their child(ren) in each day upon arrival in order to transfer responsibility of care from the parent to authorized EarlyVentures staff. Once the child is signed in, parents may bring the child to the group, allowing for EarlyVentures staff to facilitate the parent's departure.

Upon departure, parents must sign the child(ren) out and let the EarlyVentures staff know that he or she is leaving. Once the child is signed out, he or she is no longer the responsibility of EarlyVentures staff. All children must be picked up by 6:00 p.m.

If you will be late, you MUST notify EarlyVentures. Parents will be charged \$1 for every minute late according to the classroom's clock. Multiple late pick-ups can result in termination of care.

All parents and legal guardians are allowed access to their child any time while in the care of EV.

## **Late Pick-Up**

EarlyVentures closes promptly at 6:00 p.m. as staff's day end at this time as well. All children MUST be picked up by 6:00 p.m. If you will be late, you MUST notify EarlyVentures. Parents will be charged

\$1 for every minute late according to the classroom's clock. (If you receive childcare assistance, you will be personally responsible for this charge.) Every attempt will be made to contact parents and authorized persons. 911 will be notified at 6:30 p.m. if a child remains at the center. Multiple late pick-ups can result in termination of care.

## **EMERGENCY CLOSING PROCEDURES**

### **Emergency Closing or Early School Dismissal**

- If school is closed for the day because of severe weather, EarlyVentures will be closed that day.
- If school has a delayed starting time, EarlyVentures will have a two-hour late start time of 8:30 a.m.
- If school is dismissed early, EarlyVentures will close at 2:30 p.m.

#### **Notification**

- Kare TV (Channel 11)
- KMSP TV (Channel 9)
- KSTP TV (Channel 5)
- WCCO TV (Channel 4)
- WCCO Radio (830 AM)

#### **Online Alerts**

- Kare 11 School Alert- On this site, you can sign up for email alerts indicating when your district is closed.
- KMSP (Fox 9 News)- School Closings
- KSTP 5- School Alerts

- Credit is not given towards Ventures programs for days or time missed due to emergency closings.

## **WITHDRAWAL FROM PROGRAM**

Once registration forms are received, EarlyVentures requires a one month notice for all withdrawals as your spot has been secured and staff have been put into place. This one month notice must be written and signed by a parent/guardian. If there is no notification, a one month change will automatically be assessed. These costs will appear on the final bill.

## **PARENT INFORMATION**

Important parent communication will be sent via email, Seesaw, or as a hard copy that can be found in your child's cubby. There may also occasionally be signs or posters advertising upcoming early childhood or family events. Please make sure to check cubbies daily.

## **RELEASE OF CHILDREN**

Children will be released only to their parent/guardian or to the authorized pick-up indicated on your emergency card or registration form. Staff will ask for picture I.D. from persons not familiar to them.



If anyone other than the authorized persons will be picking up your child, you must turn in a signed and dated note to staff PRIOR to the scheduled pick-up time.

### **ENROLLMENT FORMS**

EarlyVentures must have the following forms on file for each child:

1. EarlyVentures Contract for Services
2. Emergency Card
3. Immunization Record
4. Health Care Summary (completed by your child's doctor)
5. Infant Dietary Instructions (if applicable)
6. Health Updates

\*Children may not attend EarlyVentures until all forms are completed and up-to-date.

It is the family's responsibility to keep us informed of changes in your child's file. (i.e. changes in employment, phone number, address, authorized contacts, etc.) Please submit these changes in writing.

### **CONFERENCES AND TOURS**

Parents may request a conference or tour with either the Ventures coordinator or the site leader before their child is enrolled in the center. The conference will help familiarize families with the program, EarlyVentures policies and procedures, and the center's space, including their child's classroom. Staff will also ensure that the family's paperwork is complete and up-to-date as well as answer any questions.

Conferences on a child's progress in the program will be offered to the parent twice per school year. A written assessment will be provided that will report on a child's academic, physical, social, and emotional development. These conferences may be done via phone if it is more convenient for the family.

### **OUTSIDE CHILD CARE SERVICES**

While EarlyVentures cannot prohibit employees from providing child care services outside our typical program and hours, it is strongly discouraged. EarlyVentures will not be responsible for any acts or omissions of an EarlyVentures employee should they provide families with outside services.

### **BIRTHDAYS**

Due to district policy, we are not able to celebrate birthdays with a sweet treat (cookies, cupcakes, donuts, etc.) Families are more than welcome to provide a treat that is not food related (stickers, pencils, etc.), but it is certainly not necessary.

Children will be recognized and celebrated in their classroom when it is their birthday through items and rituals that do not involve food.

In order to be fair to all children, we request parents handle party invitations outside of the program. It is NOT EarlyVenture's staff responsibility to hand out invitations.

### **INSURANCE**

EarlyVentures Learning Center is insured through the ISD #659 insurance carrier. The center does not operate any vehicles for the transportation of children. Staff are not authorized to transport children in their personal vehicles under any circumstances.

### **CHILDREN'S ATTIRE**

Children should be adequately dressed for indoor and outdoor activities EVERY day. Winter outdoor play will require jacket, snow pants, boots, hat, and mittens or gloves. All belongings should be labeled with the child's name. A lost and found is available within the childcare center for parents to check periodically. EarlyVentures Learning Center will not be responsible for lost or missing items.

An extra set of clothing should be sent with children or left at the center. All items children bring should be clearly labeled with the child's name and left in the child's cubby. Dirty clothes will be sent home each day. When extra clothes or winter outdoor clothes are needed and are not available, parents will be notified and required to bring them.

All children in diapers will be checked each hour and changed as needed. Parents are required to provide diapers and wipes for their child. Parents will be billed \$1.00 per diaper change when diapers have not been provided from home.

Please have shoes for your child at the center each day. No boots, stocking feet, slippers, flip-flops, or bare feet in the classrooms.

### **HEALTH AND IMMUNIZATION**

A medical record will be maintained for each enrolled child. A current health care summary, including any known allergies or health concerns, and an immunization record must be on file for each child. These forms must be completed and turned in to EarlyVentures BEFORE the child can attend. The center will provide all necessary forms that must be signed by a physician. Children moving up to the next classroom must have immunization records updated by their physician. Children under 24 months must have yearly exams.

### **ALLERGY PREVENTION AND RESPONSE**

Before a child can attend EarlyVentures, parents must provide documentation of any known allergy. EarlyVentures will maintain current information about the allergy in the child's file and an ICCPP (individualized child care program plan) will be developed. The ICCPP will include a description of the allergy, specific triggers, avoidance techniques, symptoms of an allergic reaction, and procedures for responding to an allergic reaction, including medication, dosages, and a doctor's contact information. EarlyVentures staff will review ICCPPs at least annually or following any changes made



to allergy-related information in a child's file or on their ICCPP. Documentation of staff review will be kept on site at EarlyVentures.

Children's allergy information will be readily available at all times including when on site and when on field trips. Allergy information will also be readily available to all EarlyVentures staff in areas where food is served.

EarlyVentures staff will contact a child's parent or legal guardian as soon as possible in any instance of exposure or allergic reaction that requires medication or medical intervention. EarlyVentures will call emergency medical services when epinephrine is administered to a child during care.

### **MEDICATION POLICY**

Whenever a child requires oral or surface medication, including over the counter medications, parents must fill out a written authorization form. A separate form is needed for each medication. The form includes: child's name, name of drug, quantity to be dispensed, time to be dispensed, doctor's authorization, and any special handling needed. Medication must be in the original container with legible information. Any container that does not meet these requirements will be returned to the parents. The staff member who administers the medication will indicate the date and time a medication was given, print their name, and sign the form. These records will be kept in the child's file. Written authorization is required by parents for the administration of syrup of ipecac.

### **CHILD CARE CENTER HEALTH POLICY**

**Diapering Procedures:** Each child must have their own supply of diapers. The center has extras only for emergencies. The following is the diapering procedure that we follow:

- Put clean paper on the changing table.
- Wet 3 or 4 paper towels, if the parent has not supplied the child with diaper wipes.
- Wash the child's bottom, apply diaper product (if applicable), and apply a fresh diaper.
- Dispose of the diaper and paper in the diaper pail.
- Take the child to the sink and wash their hands and face with warm running water and soap.
- Dry the child.
- Staff must wash and dry their own hands after each child with warm running water and soap.
- Note on the chart: child's name, time of day, wet, dry or BM.

**Toileting:** Children must be fully potty trained and able to use a typical toilet independently by the time they reach four years of age. Should a child that is four years or older have a poop accident, parents will be called and asked to pick up their child. Should a child that is four years or older have a pee accident, they will be asked to change in to their spare set of clothes. Soiled clothes will be put in a plastic bag for parents to take home. Should children that are four years or older have more than one accident in a day, parents will be called and asked to pick up their child. If a child continues to have frequent accidents on a daily basis, EarlyVentures may terminate care until the child is completely potty trained. Written warning will be given to parents before this action takes place. Children may not move up to the Butterfly Room unless they are fully potty trained.



**Handling and Disposal of Bodily Fluids:** Surfaces that come in contact with potential bodily fluids, including blood and vomit, must be cleaned and disinfected according to MN Rules, part 9503.0005, subpart 11. Per guidelines, EarlyVentures will have disposable gloves, disposable bags, and eye protection on site. Blood contaminated material must be disposed of in a plastic bag with a secure tie and sharp items used for a child with special care needs must be disposed of in a “sharps container.” The sharps container will be stored in the Longfellow nurse’s office, out of reach of children.

**Medical Conditions:** Lesions, open wounds, potentially infectious sores, or skin conditions that may discharge on a child’s body will need to remain covered while children attend EarlyVentures. This policy is strongly enforced to protect others from the potential of exposure to bodily fluids. EarlyVentures will change bandages or re-apply them as necessary. Parents may be required to supply bandages or dressings that are needed.

**Naps and Rest:** A crib will be provided for all infants in which the center is licensed to provide care. All cribs will conform to federal crib standards and EV staff will follow DHS regulations in adhering to crib safety standards, including routine crib inspection requirements. All EarlyVentures staff will also receive annual training in the reduction of risk of sudden unexpected infant death.

All cribs will have a firm mattress with a fitted sheet that is appropriate to the mattress size that fits tightly on the mattress, and overlaps the underside of the mattress so it cannot be dislodged by pulling the corner of the sheet with reasonable effort. Infants may only be placed in a crib with a pacifier (optional) and inside a sleep sack (optional). Infants may only be swaddled in a sleep sack if written consent from a parent has been received and the infant has not yet begun to roll over on its own.

All infants will be placed on their backs for all naps. Parents that do not wish to have their child placed on his or her back will need a signed physician approval form before EarlyVentures will accommodate the request. EarlyVentures will also require parents to sign a waiver stating that ISD #659 and its employees cannot be held liable. An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six months of age or EV has a signed statement from the parent indicating that the infant regularly rolls over at home.

Should an infant fall asleep before being placed in a crib, EV will move the infant to a crib as soon as is practicable. The infant will always be in sight of EV staff until being placed in a crib. Should an infant fall asleep while being held, EV staff will consider the supervision needs of the other children in the classroom when determining how long to hold the infant before placing the infant in a crib to sleep. The sleeping infant will never be in a position where the airway may be blocked or with anything covering the infant’s face.

Prior to toddler and preschool naptimes, each child will use the toilet or be diapered and hands will be washed before going to the nap area. Small blankets and pillows may be brought from home and laundered weekly or when soiled; no sleeping bags or bed pillows please. Adults will rock toddlers and comfort other children (rubbing heads, backs, etc.) as needed. All cribs and cots will be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping and resting equipment. After 30 minutes, all children that have rested quietly and

are awake may go into another area for quiet play. As children awake, they will join the others in the play area.

**Food storage:** Milk and formula will be kept refrigerated at all times. As with other food, milk or formula not consumed by the child during normal feeding times will be disposed of. At the next feeding, fresh milk or formula will be offered. When parents bring bottles, they will be placed in the refrigerator until feeding time. A separate bottle is required for each feeding time. All bottles and infant food items must be labeled with the child's name. Food supplements and medications will be given to children only with a signed statement from the parent and the physician. Whenever a child requires oral or surface medication, parents must fill out a written authorization form. Parents shall provide the center with the child's diet plan, as recommended by their physician, and the eating habits of their child.

### **MEALS AND SNACKS**

The center will provide morning and afternoon snacks. Hot lunch is available when school is in session and billed at the elementary school rate. Free and reduced lunches are available during the school year for those who qualify. Free/reduced lunches are not available during the summer session. A menu is available at the beginning of each month. These lunches are payable in advance and are billed separately from tuition. Children that prefer cold lunches should bring a bag lunch clearly labeled with their name. Pop and juice boxes will not be allowed in cold lunches as milk is required. Milk will be available and will be billed separately. Foods that need to be microwaved will not be allowed except in the infant room. Cold lunches must meet USDA requirements. Supplements will be provided if necessary at a cost to the parent of \$0.75 per item.

Northfield Public Schools Department of Nutrition Services is responsible for providing hot lunches as EarlyVentures does not prepare food on site. Nutrition Services follows all procedures and practices that are in compliance with the requirements for food and beverage establishments in chapter 4626, which include: hand washing; maintaining hot and cold food temperatures at safe levels; washing of food, utensils and equipment; and serving of food.

### **SICK CHILD/ABSENCE**

Please notify EarlyVentures if your child is ill or will be absent. Parents will be billed for all scheduled days. Please remember, if your child is at EarlyVentures, they will need to be well enough to participate in all activities including outdoor play.

If children receive over the counter medication before they arrive at EarlyVentures, parents must inform EarlyVentures staff. If a child becomes ill while at the center, staff will make arrangements with the parent for pick-up of the child. Sick children will be isolated, but supervision will be maintained at all times. A parent is required to inform the center within 24 hours if their child contracts a contagious disease. EarlyVentures will post the information the same day that any contagious disease is reported. The health department will be notified of any reportable disease or illness.



A child with any of the following conditions or behaviors is considered a sick child and must be isolated from other children at the center. The family will be called immediately and the sick child will be isolated on their cot/crib until the parent can pick them up.

**Conditions:** A contagious illness or condition as specified in Minnesota Statute rule 3 part 4605,7040, or:

1. A child with chicken pox, until the lesions are crusted over.
2. A child who has had 3 loose stools since admission that day.
3. A child who has vomited since admission that day.
4. Any bacterial infection that has not completed 24 hours of antimicrobial therapy.
5. A child who has ringworm or scabies that is not treated.
6. A child who has lice that has not been treated or any nits remaining in the hair.
7. A child who has a 100 degree temperature or higher.
8. A child who has an undiagnosed rash or sore, discharging ears or eyes, or discharging lesions on their body.

Children must be fever, diarrhea, and vomit-free for 24 hours before they can return to EarlyVentures. Sick children will be supervised at all times.

## **EMERGENCY AND ACCIDENT PROCEDURE POLICY**

**1. Administering First Aid:** All staff members will be trained in Red Cross First Aid and infant and child CPR. In the event of an accident, a staff member will evaluate the accident and decide on the appropriate course of action. Minor accidents such as scraped knees, etc. will be washed with warm water and soap. A bandage will be applied. Parents will be informed of any such incidents upon pick-up. Accident reports will be filed any time it is necessary to call parents or if the incident requires treatment by a physician. A report must be filed with the Commissioner within 24 hours of any injury requiring medical care.

### **2. Accident Prevention Procedures:**

**A. Injury:** Equipment will be kept in good repair. All sharp items such as scissors and knives will be kept out of the reach of children. Blunt end scissors will be used by children.

**B. Burns and Electrical Shock:** All outlets not in use will be covered. Cords that are being used will be placed in outlets out of the reach of children. Use of electrical equipment in the children's play area will be kept to a minimum. Items that produce heat will not be allowed in the children's play areas. Water at the faucets will not be more than 120 degrees to prevent scalding. Flammable items such as gas or lighter fluid will not be stored at the center. Storage areas will be kept free of combustible material and trash. Furnishings will not be highly flammable.

**C. Poisoning:** All medication and toxic substances, such as household cleaners will be placed in/on shelves out of reach of children. All staff will be instructed on items that are toxic and on the proper storage of such items. Staff will know procedures for accessing the poison control center.

**D. Aspiration or Choking:** Food items will be chosen carefully and foods difficult for children to chew or eat will not be served. Toys will also be chosen for the appropriate age



levels. Small and easily broken toys, balloons, and toys with loose parts will not be allowed. All staff will be trained in CPR.

**E. Suffocation:** Plastic bags and other materials that could cause suffocation will be kept out of the reach of children. The area will be checked regularly for items that may cause suffocation and these items will be immediately removed.

**F. Traffic and Pedestrian Accidents:** Corridors will be kept clear for easy exits and traffic patterns. Floors will be safely carpeted or tiled and the center will have adequate lighting.

EarlyVentures staff will conduct a daily inspection of potential hazards in the center and on the outdoor activity area.

### 3. Fire Prevention and Procedure:

**A. Fire Evacuation Plan:** The fire evacuation routes are posted in each room. They are located next to the doors and show the closest outside exit as well as secondary exits. The center will conduct routine fire drills to be prepared for any fire that could occur.

**B. Fire Drills:** All staff and children will participate in routine fire drills. The fire evacuation routes will be discussed and a record kept of all drills, indicating the date and time drills were practiced. A procedure to account for all children will be part of each drill. Staff will be trained to know who is responsible for which areas and the phone number of the local fire department.

**C. Procedure in the Event of a Fire:** Staff will know the location and proper use of a fire extinguisher and how to close off the fire area. All staff will participate in fire drills to provide proper training in how to carry out fire procedures.

### 4. Natural Disasters:

**A. Tornadoes:** In the event of a tornado, staff will gather all children together and go to the designated tornado safety area. All children will be instructed to remain seated until danger has passed. The center will maintain a log of the dates and times of monthly tornado drills from April to September.

**B. Blizzard:** In the event that parents are delayed in picking up their children, the center will remain open to care for the children until the parents arrive. EarlyVentures will follow ISD #659 school closing policies.

**C. Other Natural Disaster:** In the event that there is a natural disaster, EarlyVentures will follow ISD #659 policies and procedures.

**5. Missing Child:** When staff are unable to locate a child, all children will be asked to sit in one room. A check by all available staff will be made of the center and surrounding area. If the child is not located, the person in charge will notify the Northfield Police Department and the child's parents.

**6. Release of Children:** Children will be released only to their parents or persons authorized on the emergency card. No one other than the authorized person will be allowed to pick up children from

the center. If an unauthorized person attempts to pick up a child, parents will be notified, and if necessary, 911 will be called.

**7. Incapacitation or Suspected Abuse:** In the event a person who is incapacitated or suspected of abuse attempts to pick up a child, the caregiver is directed to release the child only to those persons who are authorized. If the caregiver suspects an authorized person of being incapacitated or a suspected abuser, the child must still be released. The caregiver is then mandated to report the suspected neglect or abuse to the Northfield Police Department and/or the Rice County Human Services Department.

**8. Abandoned Child:** If a child is still at the center after the regular closing time, the staff person will contact the parents. If the parents cannot be reached, the staff will contact all other people listed on the child's emergency card to pick up the child. The center will remain open until the child is picked up. If a child remains at the center at 6:30 p.m., 911 will be notified.

**9. Source of Emergency Medical Care:** Northfield Hospital

**10. Accident Reports:** A log will be kept of all accidents that occur at the center. The written record must contain the name and age of the person involved; date and place of the accident; injury or incident; type of injury; action taken by staff; and to whom the accident, injury or incident was reported. This log will be reviewed at least semi-annually and steps will be taken to prevent accidents from re-occurring.

Should a serious injury or death occur while a child is in EV's care, EV staff are required to report the incident within 24 hours of being notified of the incident. The report will be submitted electronically to DHS on the Child Care Center Serious Injury and Death Reporting Form.

### **EMERGENCY PREPAREDNESS**

EarlyVentures has a written emergency preparedness plan using the Child Care Emergency Plan form developed by the commissioner. This plan includes: procedures for an evacuation, relocation, shelter-in-place, and lockdown; a designated relocation site and evacuation route; procedures for notifying a child's parent or legal guardian of the evacuation, relocation, shelter-in-place, and lockdown, including procedures for reunification with families; accommodations for a child with a disability or a chronic medical condition; procedures for storing a child's medical necessary medicine that facilitates easy removal during an evacuation or relocation; procedures for continuing operations in the period during and after a crisis; and procedures for communicating with local emergency management officials, law enforcement officials, or other appropriate state or local authorities.

### **PERMISSION SLIPS**

Field trips will be announced in advance and parents will be asked to sign permission slips for any trip taken by the center that would require transportation. Parents will be asked to sign a blanket permission slip for trips that are within walking distance from the center, i.e. parks, library or local businesses. Students training in the fields of childcare and education occasionally visit EarlyVentures for observation, practicum, or student teaching. Parents will be asked to sign permission forms



before their child participates in any formal observation. Parents will also be asked to sign a form before their child's picture is used for publicity.

### **SECONDARY PARKS**

Our secondary parks are Odd Fellows Park, Way Park, and Cherry Park. Parks are within walking distance of Longfellow school.

### **PROGRAM QUALIFICATIONS**

- Children that are four years old and older are expected to be toilet trained and to be able to use a typical toilet independently.
- Children must be able to independently participate in developmentally appropriate group settings with similar age peers.
- Children must be able to independently follow simple directions appropriate to the child's age.
- Children must have the ability to play and work cooperatively with similar age peers without adult facilitation.
- Appropriate to the child's age, children must be able to safely and successfully transition from one activity to another.
- Children must be able to be successful in a group setting that is consistent with the Department of Human Services staff to student ratios for child care.
- Appropriate to the child's age, children must be able to independently participate in the general education curriculum.

### **POLICY ON SERVICES TO CHILDREN WITH SPECIAL NEEDS**

EarlyVentures is not designed to provide long-term 1:1 assistance for children. If a child receives 1:1 student support in the classroom, or has a behavior plan developed, EarlyVentures must have a meeting with the family prior to the start date in order to determine the appropriate level of support needed to help the child be successful. Information regarding a student's needs will not be used to prohibit a child's enrollment in EarlyVentures, unless it is determined they will need significant assistance beyond our program's capabilities.

**Rationale:** As a public institution, Northfield Public School's Community Services Division strives to provide equal access and opportunity for all people. However, since programs offered through Community Services are fee based, our program is equally obligated to provide affordable services for the broadest possible spectrum of the population. Unlimited access for children with special needs would significantly increase costs and could result in the complete elimination of multiple programs. Limiting access to only those children who can be included with no additional support, though, is clearly not in keeping with our mission as a public agency. Accordingly, this policy has been developed after reviewing case law regarding program access of a community service for disabled individuals under the rehabilitation act. The purpose of the policy is to provide maximum access for



children with special needs while preserving the affordable nature of the program for the public at large.

**Pre-enrollment Conference and Release of Information:** Parents of a child with special needs who wish to enroll the child in EarlyVentures are asked to contact the Ventures Coordinator. A pre-enrollment conference will be held to discuss the nature of the special need and the extent of support services which are needed. At this conference, parents will be informed of the Community Services policy of consulting with school staff and examining student files if the child is enrolled in the Northfield Public Schools. If the child is not enrolled in programs provided by the Northfield School District, parents will be asked to sign a release of information for other agencies/schools that are currently providing services for the child. These releases are not mandatory in order for services to be provided, but will result in a more complete individual service plan.

**Provision of Additional Financial Resources:** If it is determined that additional financial resources are necessary in order to make the program accessible and beneficial, the following procedures will be used.

1. Modifications which are necessary to make facilities accessible will be undertaken by the school district if they are economically feasible. These may include but are not limited to bathroom grab bars, wrist operated sinks, etc. If these modifications are not feasible, providing accessibility through use of mobility aides, etc. will be pursued. In these cases, the provisions included in Item 2 will apply.
2. Items which are considered personal support services are the responsibility of the specific program in which that particular child is involved, provided that they do not increase the cost of the service by more than 5%. If the cost does exceed 5%, additional costs will be the responsibility of the parent. Examples of personal support services may include, but are not limited to, transportation, mobility aides, behavior management aides, and/or nursing services for children that are medically fragile or have multiple handicaps.
3. Should it be necessary for parents to seek financial assistance to cover increased costs, EarlyVentures staff will be available to assist them in locating possible sources of help through community agencies and organizations.

**Implementing and Monitoring the Individual Service Plan:** The coordinator of a particular program in which the child is enrolled will be responsible for developing a service plan. This plan must be in place within 1 week of the date on which the child began using the service, and a summary of the plan will be reviewed with the parent and placed in the child's file. Site visits from special education staff or staff of other agencies that provide service to the child will be arranged to obtain input and suggestions. Consultation with classroom teachers will also be scheduled as appropriate. The Ventures Coordinator is responsible for obtaining this information, including it in the child's plan, and making sure that any staff members who work with the child are familiar with the contents of the plan. All individual service plans must be reviewed and approved in writing by the Ventures Coordinator and the parent of the child. Modifications in the service plan will be made as necessary with joint approval of parents and staff. Any changes in the plan will be documented in writing and placed in the child's file. Any information concerning the child that is written in the staff log will be shared with the parents in a timely manner.

**Policy on Behavior Management:** Children who have been specified as special education students or students whose behavior cannot be managed through the application of existing behavior guidance policies that are in place for the various programs, will be considered special needs children for the purpose of this policy. This definition will be applied whether behavior problems result from temporary individual stresses, mental impairment, as a result of neglect or abuse, or as a result of long term emotional and behavioral disorders. In cases when these behaviors are documented prior to the enrollment of the child, the procedures used will be the same as those described previously for serving children with special needs. If the problem surfaces after the child is enrolled, a conference will be scheduled in accordance with existing behavior management policies. The purpose of the conference will be the same as that of the pre-enrollment conference already described. Timelines for the development and implementation of an individual service plan will also be the same as those previously mentioned.

**Termination of Services:** If the staff determines that an individual behavior guidance plan is not effective and no other options are available, it is possible that service will no longer be provided for that child. Termination of services will be considered if the child constitutes a danger to other participants, him/herself, if behavior is so disruptive that it prevents the accomplishment of overall program goals, if the child cannot participate in a group setting with similar age peers, or if the child consistently requires more staff attention than is allotted in licensing ratios. The decision to terminate services will be the responsibility of the Ventures Coordinator.

### **BEHAVIOR GUIDANCE POLICIES**

The center's daily scheduling, curriculum plans, classroom arrangement, and staffing pattern are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. To provide for the safety of all children, as well as the individual development of each child's self-help and self-control skills, staff maintain daily routines and provide appropriate limits for each group. These routines and limits are frequently discussed and defined with the children. Consistency and knowing what to expect throughout the day helps children develop a sense of trust and understanding of their environment and encourages self-control. The goals of child guidance are to help children develop safe and appropriate ways of interacting with others and with the environment and to develop internal self-control. Young children learn by experimenting, testing limits, and experiencing logical consequences of their behavior.

EarlyVentures operates on the premise that young children are never "bad." Many discipline problems arise from too much excitement or over stimulation, rather than direct disobedience. Continual positive reinforcement will be used to encourage acceptable behavior. Staff work towards changing behaviors using positive techniques. These techniques include, but are not limited to the following:

1. Working with the children to develop rules that are stated at the children's developmental level.
2. Clarifying the consequences of not following rules before an incident occurs.
3. Having age-appropriate expectations for children.



4. Allowing children time to practice following new rules and acceptable alternatives to problem behavior in order to reduce conflict.
5. Reinforce desirable behavior by praising or rewarding the child. When the child realizes that attention comes from appropriate behavior, that behavior is more likely to continue.
6. Provide immediate and directly related consequences for a child's unacceptable behavior.
7. Ensure that each child is provided with a positive model of acceptable behavior.
8. Redirect children away from the problem toward a constructive activity in order to reduce conflict.
9. Teaching children how to use acceptable alternatives to problem behavior in order to reduce conflict.
10. Short breaks, which are noted and logged.
11. Protect the safety of children and staff persons.

**Biting:** Unfortunately, biting is a natural development stage that many children go through and it is one of the most common and difficult behaviors in a child care setting. Biting can occur without warning and it provokes a strong emotional response from all involved parties. Biting typically tends to be a temporary stage, most common in children ages 13-24 months. Toddlers may bite for a number of reasons as they are in the process of learning socially acceptable responses to their environment and given situations. Toddlers often bite as a result of teething, frustration, over-stimulation, impulsiveness, excitement, lack of self-control, attempting to get attention, lack of verbal skills, or even hunger.

EarlyVentures staff work with all children to promote socially acceptable responses and behaviors. Biting is addressed in all classrooms, but a consistent curriculum is used more specifically in the toddler room. The curriculum includes a variety of age-appropriate books about biting and an assortment of games that help children learn what teeth are used for and when teeth should not be used. Group time often includes questions such as, "What do we put in our mouth?", "What are our teeth for?", and "What can we eat?" as well as having children practice "using their words." "No Biting" pictures are also posted in the room.

EarlyVentures staff also complete an annual training called "When Biting Happens" to review helpful tips on biting prevention as well as circumstances or situations that often provoke biting.

Should a biting incident occur at EarlyVentures, staff address the biter in a firm, matter-of-fact voice (not angry or yelling) saying, "No biting. Biting Hurts! Teeth are for eating food." Staff comment on how the other child is feeling. "Look, \_\_\_\_\_ is crying. S/He is crying because you bit him/her. Biting hurts." Staff may also have the biter comfort the other child by bringing them an ice pack. The biter is redirected to another activity or separated from the group and placed on a break. The child that has been bitten is comforted and the bitten area is washed with warm water and soap. An ice pack is applied. The biter sees the sympathy and comfort towards the bitten child. An incident report



is filled out by staff and logged in the incident binder. Families of both the biter and the bitten are notified.

Should a child bite repetitively, staff will meet with the biter's parents to create a biting plan of action. Every biting occurrence, including attempted bites, will be charted and location, time, participants, behaviors, staff present, and circumstances will be indicated. Staff and parents will look for any patterns in the biting and both will consistently encourage the use of words to express feelings and emotions. Biting plans will be tailored to the individual child and appropriate steps will be implemented.

## **BEHAVIOR POLICIES**

If staff's attempts at discipline do not work and a child continues to exhibit persistent unacceptable behavior, the following will occur in the EarlyVentures preschool classrooms:

1. Parents will be notified, informing them of the reason for referral, previous action by staff, and the actions taken by the disciplinary personnel. Staff will continue to observe the child's unacceptable behavior and record incidents and staff responses.
2. When a child's behavior is continually upsetting or dangerous to others or the staff, a conference will be called with the parents. A behavior plan will be developed. The plan will include specific details working towards eliminating the behavior problems. Suggestions may include, but are not limited to, environmental changes, incentive programs, more direct services and/or professional services, and referrals for behavior assessments.
3. If the problem is still not resolved, the following actions will occur:

**Behavior Incident Reports:** A Behavior Incident Report is completed when a serious disciplinary action occurs. Behavior such as violent outbursts, willfully hurting other children, throwing objects, inappropriate language, leaving the room/building/group, verbal or physical abuse of the staff, not listening to staff or following directions, creating an unsafe environment, or the inability to adjust to the program guidelines will be considered serious disciplinary concerns. Charges will be assessed for behavior leaves resulting in 1, 3, and 5 days off. Should a child receive a sixth Behavior Incident Report, charges will end with the last date of service, and alternate care must be found immediately as the child will not be allowed to return to the program.

*1st Behavior Incident Report:* Parents/guardians, site staff, and child will discuss the behavior to resolve the situation. Parents/guardians will be informed that "should a second Behavior Incident Report occur, a meeting will be scheduled to include the parent/guardian, child, site staff, and Site Leader."

*2nd Behavior Incident Report:* Parents/guardians will be contacted for a meeting to include the parent/guardian, child, site staff, and Site Leader. The process continues should a parent/guardian refuse to attend a meeting. Parents/guardians will receive a written warning that "should a third Behavior Incident Report occur, the child will need to take a one day leave of absence from the program."

*3rd Behavior Incident Report:* Parents/guardians will be notified by telephone or in person that the child will need to take a one-day leave of absence from the program on the next scheduled day. (Fees will be charged during this absence.) Parents/guardians will receive a written warning that "should a fourth Behavior Incident Report occur, the child will need to take a three-day leave of absence from the program."

*4th Behavior Incident Report:* Parents/guardians will be notified by telephone or in person that the child will need to take a three-day leave of absence from the program beginning with the next scheduled day. (Fees will be charged during this absence.) Parents/guardians will receive a written warning that "should a fifth Behavior Incident Report occur, the child will need to take a five-day leave of absence from the program."

*5th Behavior Incident Report:* Parents/guardians will be notified by telephone or in person that the child will need to take a five-day leave of absence from the program beginning with the next scheduled day. (Fees will be charged during this absence.) Parents/guardians will receive a written warning that "should a sixth Behavior Incident Report occur, the parent/guardian will be required to find alternate child care immediately. The child will not be able to return to the program. Charges will end with the date of the sixth Behavior Incident Report."

*6th Behavior Incident Report:* Parents/guardians will be notified by telephone or in person that alternate care will be needed immediately, as the child will not be able to return to the program. Charges will end with the date of the sixth Behavior Incident Report.

**EarlyVentures Prohibits the Subjection of a Child to Corporal Punishment:** This includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, or spanking.

**EarlyVentures Prohibits the Subjection of a Child to Emotional Stress:** This includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about a child or the child's family, and using language that threatens, humiliates, or frightens the child.

**EarlyVentures also prohibits:**

1. Punishment for lapses in toileting
2. Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior
3. The use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm
4. The use of mechanical restraints, such as tying
5. No child may be separated from the group unless the following has occurred:
  - A. Less intrusive methods of guiding the child's behavior have been tried and were ineffective
  - B. The child's behavior threatens the well-being of the child or other children in the program



A child who requires separation from the group must:

- A. Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person
- B. The child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
- C. The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops

Children between the ages of six weeks and 16 months must not be separated from the group as a means of behavior guidance.

All separations from the group must be noted on a daily log that must include: the child's name, the staff person's name, time, date, information indicating that less intrusive methods were used to guide the child's behavior, and how the child's behavior continued to threaten the well-being of the child or other children in care.

If a child is separated from the group three or more times in one day, the child's parent shall be notified and the parent notification shall be indicated on the daily log. If a child is separated five or more times in one week, eight times or more in two weeks, the procedures for Persistent Unacceptable Behavior must be followed.

A copy of the center's behavior guidance policy as defined by the State of Minnesota - Department of Human Service, Division of Licensing, is on display at the center. A copy is also available from the program coordinator at any time. The policy defines the general requirements of behavior guidance, procedures for persistent unacceptable behavior and actions that are prohibited by either staff or children.

### **PETS**

EarlyVentures will inform parents and obtain signed permission before any pets are housed at the center or any pets visit the center.

### **PARENT VISITS**

Parents are welcome to visit the center at any time during the normal hours of operation. We encourage family volunteers in our classrooms. Please speak with the site leader for further information.

### **TELEPHONE NUMBER FOR DIVISION OF LICENSING**

If you have questions, concerns, or complaints about your child's care, the telephone number of the Department of Human Services - Division of Licensing is 651-431-2000.



## **TOYS**

EarlyVentures asks that all children leave their toys at home. Small, soft toys such as stuffed animals are allowed during rest time for children in the toddler and preschool rooms or infants that are over a year and sleeping on a cot. Musical or noise-making toys will not be allowed as they may disturb others that are napping. Children may also bring a toy from home when there is a scheduled "show and share" day. All other toys should be left at home or will be placed in the child's cubby to be taken home at the end of the day. Toy weapons or toys that contain any weapons are not welcome at any time. Our center is fully equipped with an adequate supply of age-appropriate toys for the children and toys brought from home often create problems. EarlyVentures cannot be held responsible for lost, broken, or missing items.

## **MANDATED REPORTING/MALTREATMENT OF MINORS (SEE ATTACHED DHS DOCUMENTS)**

Children need a safe, nurturing environment that allows them to grow, learn, and feel loved by their caretakers. In order to grow and learn, children's minimum needs for good nutrition, shelter, medical care, bathing, clean clothes, intellectual stimulation, appropriate discipline, love, a feeling of importance, and a safe, non-violent home setting must be met. When these needs are not met, a child cannot grow and learn as easily. If you are temporarily or permanently unable or unwilling to meet your child's minimal needs as just described, EarlyVentures staff is mandated by Minnesota State Law to file a report with a county child protection agency. It then becomes the role of Child Protection to work with your family to ensure that your child's needs are being met. Should you have difficulty in providing for your child's emotional or physical needs, or safety, you are encouraged to ask for help. Our staff will help you find a community resource that can offer assistance. Some 24-hour community resources which can help you when you find that you are experiencing more stress than you can handle, include:

Parents Anonymous 1-800-225-4073

Rice County Crisis Hotline 1-800-607-2330

Rice County Child Protection 1-507-332-6214

Rice County Crisis Nursery 1-507-332-6255

Department of Human Services, Division of Licensing Maltreatment Intake Line 651-431-6600

Department of Human Services, Division of Licensing 651-431-6500

EarlyVentures expresses a commitment to provide an environment that encourages every child's safe growth and learning. If you feel that our staff is not meeting your child's needs, we encourage you to talk with the site leader. Should you feel your child's needs are consistently not being met, our staff will work with you to identify your child's needs and assist you in meeting them. As mandated reporters, EarlyVentures staff are required to make a report if there is reason to believe that a child is currently being neglected, abused, subjected to witnessing domestic abuse, or has been within the past three years.

## **INTERNAL REVIEW**

When an internal or external report of alleged or suspected maltreatment has been made, EarlyVentures will complete an internal review within 30 calendar days and will take corrective

action, if necessary, to protect the health and safety of children in care. The internal review will include an evaluation of whether:

1. Related policies and procedures were followed;
2. The policies and procedures were adequate;
3. There is a need for additional staff training;
4. The reported event is similar to past events with the children or the services involved; and
5. There is a need for corrective action by the license holder to protect the health and safety of the children in care.

The internal review will be conducted by the Ventures Coordinator. If the Ventures Coordinator is involved in the alleged or suspected maltreatment, the Director of Community Services will be responsible for completing the internal review.

Based on the results of the internal review, EarlyVentures will develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or EarlyVentures, if any.

#### **NORTHFIELD SCHOOL BOARD POLICY REGARDING SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

- I. GENERAL STATEMENT OF POLICY** Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., and Minnesota Statute 363.01-14, the Minnesota Human Rights Act. Sexual violence is a physical act of aggression that includes a sexual act or has a sexual purpose.

It is the policy of Independent School District N. 659 to maintain a learning and working environment that is free from sexual harassment and sexual violence. The School District prohibits any form of religious, racial, or sexual harassment and violence. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.)

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel. The School District will act to investigate all complaints, either formally or informally, verbally or written, of religious, racial, or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

- II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED** Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education



2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education

3. That conduct or communication purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

A. Sexual harassment/violence may include but is not limited to:

1. Unwelcome verbal harassment or abuse
2. Unwelcome pressure for sexual activity
3. Unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil (s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
4. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
5. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status
6. Unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment-Definition: Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance
3. Otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment-Definition: Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance
3. Otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence- Definition: Sexual violence is a physical act of aggression or force or the threat thereof, which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, including the primary genital area, groin, inner thigh, buttocks or breast, as well as clothing covering these areas.

E. Racial Violence- Definition: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.



F. Religious Violence- Definition: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault- Definition: Assault is:

1. An act done with intent to cause fear in another of immediate bodily harm or death
2. The intentional infliction of or attempt to inflict bodily harm upon another
3. The threat to do bodily harm to another with present ability to carry out the threat.

**III. REPORTING PROCEDURES** Any person who believes he or she has been the victim of religious, racial, sexual harassment, or violence by a pupil, teacher, administrator or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute religious, racial, or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate School District official designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Officer or to the Superintendent.

A. In Each Building: The building principal is the person responsible for receiving oral or written reports of religious, racial, or sexual harassment or violence at the building level. Any adult School District personnel who receives a report of religious, racial or sexual harassment, or violence shall inform the building principal immediately. Upon receipt of a report, the principal must notify the School District Human Rights Office immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.

B. In the District: The School Board hereby designates Denise Griffith as the School Districts Human Rights Officer to receive reports or complaints of religious, racial, or sexual harassment or violence. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the Superintendent. The School District shall conspicuously post the name of the Human Rights Officer including mailing address and telephone number.

C. Submission of a Good Faith Complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.

E. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

- IV. INVESTIGATION** By authority of the School District, the District Human Rights Officer(s), upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence shall immediately undertake or authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence. The investigation will be completed as soon as practicable. The School District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

**V. SCHOOL DISTRICT ACTION**

A. Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

- VI. REPRISAL** The School District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.



**VII. HARASSMENT OR VIOLENCE AS ABUSE** Under certain circumstance, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. §626.556 may be applicable. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence or abuse.

**VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. The School District will develop a method of discussing this policy with students and employees.
- C. This policy shall be reviewed at least annually for compliance with state and federal law.

**GRIEVANCE PROCEDURE**

**Reporting Form:** All program participants and parents are encouraged and shall be given opportunities for observation, input, suggestions, and involvement in the program. However, all complaints and special requests shall be made through appropriate channels. Any participant who believes they have a grievance with the program may fill out the form below. Use of the form is not mandatory. If needed, please follow steps of action and report to:

1. Site Leader
2. Ventures Coordinator
3. Community Services Director
4. Superintendent of Schools
5. School Board

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**Name:**

**Program:**

**Date:**

**Brief description** of what has taken place: (who, what, where, when)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

A written reply will be given to any written grievance within 10 days.

**STAFF POLICIES**

1. Children are to be supervised at all time. Children are not to be left in a room or on the playground alone, even for a few minutes. All ratios will always be met.



2. Staff members are to engage and interact with children, not isolate themselves or converse at length with other staff members.
3. Discipline is to be dealt with in a positive manner. Talk to the child without raising your tone of voice. Try to determine the child's reason for the misbehavior. Consult the center's discipline policy for further details and follow accordingly. If separation from the group is necessary, a written report must be filed.
4. Children are expected to treat others with respect. They learn by example and their role model is you.
5. The staff is expected to sit with the children during snack and meal times.
6. All employees will be hired for a six month probation period. Employees will be evaluated following Northfield Public School's evaluation process.
7. EarlyVentures childcare center does not discriminate in its hiring practices. E.O.E.
8. Teachers and Assistant Teachers are required to have standard first aid and CPR training within 90 days of the start of work.
9. In-service training equal to 2% of the total hours worked is required by the State of Minnesota in order for a staff member to remain working.
10. ISD #659 is a smoke free district. Smoking is not allowed in any district building or on its grounds.
11. All records at the childcare center are to be kept confidential. This includes, but is not limited to: children's records, personnel records, accident, and discipline reports. Staff will release records only to those people who have access as required by law.
12. As per DHS rule 17 Part 9543.1020, subpart 14, drug and alcohol use is prohibited. Individuals, subcontractors, and volunteers when directly responsible for children served by the program are prohibited from abusing prescription medication or being under the influence of a controlled substance or alcohol. This includes any level of use that impairs or could impair the person's ability to provide care or services.

#### **RISK REDUCTION PLAN**

EarlyVentures has developed a Risk Reduction plan in order to comply with Minnesota Statutes, section 245.66 subdivisions 2 and 3. Risk Reduction Plans are in place to assess risks among children in our environment and ensure there are procedures, policies, and staff trainings in place for all risks determined. The Risk Reduction Plans is available on site at EarlyVentures and will be reviewed annually. All EarlyVentures staff will receive an orientation to the Risk Reduction plan prior to first providing unsupervised direct contact services and will review it annually thereafter.

## **Appendix A: Procedures for ALC Student's Child(ren) Accessing EarlyVentures.**

1. The ALC student's child must be eligible for county support (Child Care Assistance Program (CCAP)) to pay for the cost of Early Ventures. CCAP does not cover Early Ventures full daily rate, thus the ALC will be responsible for covering all charges the county does not cover.
2. The ALC student has to be enrolled in, or have successfully completed, the parenting class offered through the ALC. The class will be taught by a Community Services Parent Educator.
3. The ALC needs to notify Early Ventures no later than February 1st of how many summer and school year INFANT slots the ALC would like to hold and pay for. A child can be considered an infant and be enrolled in the infant room until they turn 19 months. Due to current families, Early Ventures will not hold TODDLER slots.
4. If a new toddler or preschool spot is needed for the ALC, Early Ventures will determine if space is available after Early Ventures' current family registration (typically held in early-mid February). If space is available for a new toddler or preschooler, the ALC will need to determine if they want to commit and pay for the slot prior to Early Ventures' new family registration (1st week of March). The ALC will be responsible for paying for this slot for the duration of the school year or until EarlyVentures can fill the slot with a community member.
5. If a current ALC student that has a child enrolled in Early Ventures is not graduating at the end of the school year and will need an Early Ventures slot (in any room) the following year, the ALC student will be treated as a current family and will need to follow all current family registration guidelines.
6. If an ALC student is enrolled in Early Ventures' summer program, the ALC will be charged for the entire summer, not just days the ALC is in session. This will also allow the ALC student to access childcare in August or days the ALC is not in session.
7. The ALC will be charged all registration and snack fees for each ALC student's child in Early Ventures. Child Care Assistance typically does not cover these fees.

## Appendix B: EarlyVentures Emergency Preparedness Plan

Clear Form



# Child Care Emergency Plan

Before completing this set of forms, please read the [Keeping Kids Safe planning guide](#) that includes instructions on how to complete these forms.

**IMPORTANT:** If you are not able to complete this form online, click Print Blank Form to print the form and complete it by hand.

Print Blank Form

### Provider Information

DATE 7/22/2017		Provider Information	
PROVIDER NAME Early Ventures at Longfellow School			
ADDRESS 201 Orchard Street	CITY Northfield	STATE MN	ZIP CODE 55057
PHONE NUMBER 507-645-1248	EMERGENCY PHONE 507-645-1216		

### Shelter-in-Place/Lockdown Procedures

If we need to stay in the building due to an emergency, the following procedures will be followed

LOCATION 1 IN BUILDING Within each classroom. Close/lock classroom door, pull shades, quietly sit kids away from windows or doors.	LOCATION 2 IN BUILDING Infant/Toddler Room; Close/lock classroom door, cover door windows, quietly sit kids away from the door.
---	--



#### PROCEDURES FOR SHELTER-IN-PLACE/LOCKDOWN

*Describe your procedures (who, what, where, when).*

##### 1. Stay Put Lockdown (threat is OUTSIDE of the building)

- Building administrator will order and announce "this is a stay put lockdown"
  - Bring people inside (if outside of the building)
  - If applicable, available staff (typically the building administrator) presses the lockdown button in the main office. This will call 911 immediately, locks all outside doors, disables card readers for non admin staff, and closes fire doors in the hallway. A blue strobe light will turn on outside of the main entrance and a horn will sound to notify visitors of a lockdown.
  - Staff move all students in to classrooms and closes the door. Clear hallways, restrooms, and other rooms that cannot be secured.
  - Pull shades and keep students away from windows.
  - Report all missing students to building administrator
  - Control all movements, but continue daily operation
  - Do not allow students out of the classroom until the building administrator or designee announces the "all clear" (Since EV's daily operation includes children moving from one location to another, staff should still allow, but use extra precaution. As always, staff should be with a child/children moving from one location to another.)
- \*\* If a stay put lockdown happens during after school/office hours, use best judgment about parents picking up. If the threat is not immediately outside of the building, EV staff can monitor the door and let parents/designated pick ups in to pick up their child. Staff should also monitor children in the hallways, always making sure that children are within site and sound when moving from one location to another.

##### 2. Duck and Cover Lockdown (threat is INSIDE of the building)

- Building administrator or designee announces "this is a duck and cover lockdown"
  - Immediately direct all students, staff, and visitors into the nearest classroom or secured space. Classes that are outside of the building should NOT enter the building. Move all classes that are outside to the primary evacuation location (St. John's Lutheran Church)
  - If applicable, available staff presses the lockdown button in the main office. This will call 911, immediately locks all outside doors, disables card readers for non admin staff, and closes fire doors in the hallways. A blue strobe light will turn on outside the main entrance and a horn will sound to notify visitors of a lockdown.
  - Lock all classroom doors to prevent entry from the outside.
  - Move people away from windows and doors. Turn off lights.
  - Instruct kids to remain as silent and still as possible
  - Keep out of site
  - Continue the duck and cover until a building administrator or designee announces the "all clear". (This may be a police officer).
  - IGNORE all fire alarms, sprinkler system activation, class bells, etc.
  - Do NOT respond to anyone at the door until the "all clear" has been given
  - Building administrator or designee will announce the "all clear" and give directions on how to proceed.
- \*\* It is important to remember that if a duck and cover lockdown happens during the beginning or ends of the day, it is a time when families are picking up/dropping off. During a duck and cover, nobody should be allowed in/out of the building or in/out of a classroom. Even if you know the parent outside of the door, do not let them in.

#### Shelter-In-Place/Lockdown for Children with Disabilities or Chronic Medical Conditions:

*Include any special circumstances or procedures needed for children with disabilities or chronic medical conditions.*

Accommodations will be put in place should children need specialized procedures for shelter-in-place/lockdown. All EV medications will be kept in the classroom's emergency backpack that can be accessed during lockdown and is the first item grabbed during an evacuation.

#### Notification

##### EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN

Emergency responders will be notified when the lockdown button is pressed or when the threat reaches levels 2-4. (Level 1 and 2 may just involve the school resource office)

**PARENTS/GUARDIANS WILL BE NOTIFIED WHEN**

Families will be notified when the threat reaches levels 2-4 or when there is an incident that significantly alters the daily schedule or daily operation of the program.

## Emergency Kit

*Describe the content of your emergency kit, who will be responsible for it, and where it will be stored.*

The primary Early Ventures emergency kit will be kept in the Butterfly Room. At the time of the incident, the EV Site Leader will be responsible for it. If the Site Leader is not available, any Ventures staff can be responsible for it.

The emergency kit will contain the following:

1. First Aid Kit
  - Sterile bandages and band aids
  - Sterile compresses
  - Scissors
  - Disposable Ice Pack
  - Thermometer
  - Adhesive Tape
  - Current first aid manual
2. Flashlight with spare batteries
3. Emergency plan flip chart
4. Current class roster, attendance, and/or sign in/out
5. Disposable gloves
6. Notepad and pencils

## Evacuation and Relocation Procedures

If we need to evacuate our site and relocate to another site, the following procedures will be followed

**EVACUATION ROUTES/EXITS**

*Show how you and the children will leave from any room in the building.*

Please see the maps following this document

**EVACUATING INFANTS/TODDLERS**

*Describe any special circumstances or procedures needed for evacuating infants and toddlers from the building.*

Infants and toddlers may be placed in strollers, wagons, cribs, and/or carriers for a quicker and easier evacuation.

**Evacuating Children with Disabilities or Chronic Medical Conditions**

*Describe any special circumstances or procedures needed for evacuating children with disabilities or chronic medical conditions from the building including procedures for storing a child's medically necessary medicine.*

Accommodations will be put in place should children need specialized procedures for evacuation. All EV medications will be kept in the classroom's emergency backpack that can be accessed during lockdown and is the first item grabbed during an evacuation.

## Notification

**EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN**

The school resource officer will generally be notified if the threat is Level 1. At Level 2, the school resource officer may request assistance from the police department. Level 3 requires a moderate response from the police department and Level 4 dictates an intense response by local law enforcement.

**PARENTS/GUARDIANS WILL BE NOTIFIED WHEN**

Families will be notified when the threat reaches levels 2-4 or when there is an incident that significantly alters the daily schedule or daily operation of the program.

## Emergency Kit



Describe the content of your emergency kit, who will be responsible for it, and where it will be stored.

The primary Early Ventures emergency kit will be kept in the Butterfly Room. At the time of the incident, the EV Site Leader will be responsible for it. If the Site Leader is not available, any Ventures staff can be responsible for it.

The emergency kit will contain the following:

1. First Aid Kit
  - Sterile bandages and band aids
  - Sterile compresses
  - Scissors
  - Disposable Ice Pack
  - Thermometer
  - Adhesive Tape
  - Current first aid manual
2. Flashlight with spare batteries
3. Emergency plan flip chart
4. Current class roster, attendance, and/or sign in/out
5. Disposable gloves
6. Notepad and pencils

#### Relocation - Location 1

BUILDING NAME St. John's Lutheran Church		REASON(S) TO EVACUATE TO LOCATION 1 Threat is INSIDE LF and evacuation has been called	
ADDRESS 500 3rd St. W.	CITY Northfield	STATE MN	ZIP CODE 55057
PHONE NUMBER 507-645-4429	EMERGENCY PHONE		
TRANSPORTATION TO LOCATION 1 Walking feet			
OTHER DETAILS St. John's is located across the playground/field from LF.			

#### Relocation - Location 2

BUILDING NAME Northfield Middle School		REASON(S) TO EVACUATE TO LOCATION 2 Primary location is not available	
ADDRESS 2200 Division St. S.	CITY Northfield	STATE MN	ZIP CODE 55057
PHONE NUMBER 507-663-0650	EMERGENCY PHONE		
TRANSPORTATION TO LOCATION 2 Benjamin Bus			
OTHER DETAILS If the primary and secondary locations are unavailable, the building administrator and/or law enforcement will communicate next steps.			

#### Relocation - Location 3

BUILDING NAME St. Olaf College, Buntrock Commons		REASON(S) TO EVACUATE TO LOCATION 3 Primary and secondary locations are unavailable	
ADDRESS 1500 St. Olaf Ave	CITY Northfield	STATE MN	ZIP CODE 55057



PHONE NUMBER 507-786-2222	EMERGENCY PHONE
TRANSPORTATION TO LOCATION 2 Benjamin Bus	
OTHER DETAILS If the threat is community wide (ex. tornado has destroyed the entire town), all three relocation sites may be unavailable. Staff should wait for instructions from a building administrator before evacuating. If the entire town has been devastated, administrators will work on finding a secure relocation site in a safe area, perhaps in a neighboring town.	

## Parent/Guardian and Child Reunification Procedures

If we need to evacuate, shelter-in-place, or when parents/guardians/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians or designated contacts as soon as it is safe.

### Notification

PARENTS/GUARDIANS WILL BE NOTIFIED WHEN Families will be notified when the threat reaches levels 2-4 or when there is an incident/threat that significantly alters the daily schedule or daily operation of the program. Any time children need to be relocated, families will obviously be notified.
PARENT/GUARDIAN CONTACT INFORMATION WILL BE MAINTAINED IN THIS LOCATION Emergency information for each student will be kept in the emergency kit. Information can also be found through the online registration system (site leaders have access).

### Release

*Children will only be released to parents/guardians or other individuals listed on the child's form (with proper identification)*

OTHER DETAILS ABOUT REUNIFICATION Children will be kept in a safe, secure space away from the threat and away from the location's entry. Children will not be released until a staff person has properly ID'd the parent/guardian picking up.
--

## Continuing Operations Procedures

In the period during and after a crisis, the following procedures will be followed regarding continuing operations.

### Notification and Decision Making

The following people will need to be notified and be a part of the decision-making process regarding continued operations DURING a crisis Breezy Barrett, Ventures Coordinator, 507-645-1245 or 507-664-3750 Erin Baily, Community Services Director, 507-664-3652 Mary Grace Hanson, Longfellow Building Administrator, 507-645-3436 Matt Hillman, Superintendent, 507-663-0629
The following people will need to be notified and be a part of the decision-making process regarding continued operations AFTER a crisis Breezy Barrett, Ventures Coordinator, 507-645-1245 or 507-664-3750 Erin Baily, Community Services Director, 507-664-3652 Mary Grace Hanson, Longfellow Building Administrator, 507-645-3436 Matt Hillman, Superintendent, 507-663-0629
Any additional considerations for operations Follow plans to the best of your ability but also use common sense!

# Provider Emergency Contact Information

PROVIDER NAME Early Ventures Learning Center		PROVIDER PHONE NUMBER 507-645-1216	
PROVIDER ADDRESS 201 Orchard Street	CITY Northfield	STATE MN	ZIP CODE 55057

For Emergencies - Dial 911

## Public Safety Agencies

CITY (if applicable) Northfield	CONTACT NAME Northfield Police Department		
NON-EMERGENCY NUMBER 507-645-4475		24-HOUR EMERGENCY NUMBER	
COUNTY Rice	CONTACT NAME Monte Nelson, Chief of Police. monte.nelson@ci.northfield.mn.us		
NON-EMERGENCY NUMBER 507-663-9301		24-HOUR EMERGENCY NUMBER	

## Utility Emergency Phone Numbers

ELECTRIC	COMPANY Excel Energy	
CONTACT PERSON Amy Staff		24-HOUR EMERGENCY NUMBER 800-895-1999
GAS	COMPANY Excel Energy	
CONTACT PERSON Amy Staff		24-HOUR EMERGENCY NUMBER 800-895-2999
WATER	COMPANY City of Northfield	
CONTACT PERSON Justin Wagner		24-HOUR EMERGENCY NUMBER 607-645-3083

## General Emergency Resource Numbers

POISON CONTROL	PHONE NUMBER 800-222-1222
CRIME VICTIM SERVICES	PHONE NUMBER 507-645-4475
POST-CRISIS MENTAL HEALTH HOTLINE	PHONE NUMBER 320-253-5555
FIRE DEPARTMENT Northfield Fire Department; admin@nafrs.org	PHONE NUMBER 507-366-8124
OTHER	PHONE NUMBER
NAME OF INSURANCE AGENCY Northfield Insurance Agency	
INSURANCE CONTACT PERSON Kevin Rogers	PHONE NUMBER 507-645-8861

## Licensing Information (If applicable)

LICENSE/CERTIFICATION NUMBER 1042526	
Licensed by: <input type="checkbox"/> STATE <input checked="" type="checkbox"/> COUNTY	
LICENSOR NAME Kimberly Sommers; kimberly.d.sommers@state.mn.us	LICENSOR PHONE 651-431-6258

## Child Care Assistance Program (CCAP) Information (If applicable)

CCAP PROVIDER ID 9711	
CCAP AGENCIES REGISTERED WITH Rice County	CCAP AGENCY PHONE NUMBER(S) 507-645-9576



# Child Emergency Contact Information

This form is a resource for your emergency preparedness. You should collect each child's emergency contact information and be prepared to take the contact information with you in instances of evacuation and/or relocation. This is information that a parent or guardian can provide you.

CHILD'S NAME Please see attached emergency information for each child in the program	DATE OF BIRTH
---	---------------

## Parent/Guardian Contact Information

PARENT/GUARDIAN 1			
NAME		RELATIONSHIP TO CHILD	
ADDRESS	CITY	STATE	ZIP CODE
PHONE NUMBER		ALTERNATE PHONE NUMBER	
EMAIL	WORK EMAIL	WORK PHONE NUMBER	
PARENT/GUARDIAN 2			
NAME		RELATIONSHIP TO CHILD	
ADDRESS	CITY	STATE	ZIP CODE
PHONE NUMBER		ALTERNATE PHONE NUMBER	
EMAIL	WORK EMAIL	WORK PHONE NUMBER	

## Emergency Contact Information (not a parent/guardian)

EMERGENCY CONTACT 1 (NOT A PARENT/GUARDIAN)			
NAME		RELATIONSHIP TO CHILD	
ADDRESS	CITY	STATE	ZIP CODE
PHONE NUMBER		ALTERNATE PHONE NUMBER	
EMERGENCY CONTACT 2 (NOT A PARENT/GUARDIAN)			
NAME		RELATIONSHIP TO CHILD	
ADDRESS	CITY	STATE	ZIP CODE

PHONE NUMBER	ALTERNATE PHONE NUMBER

## Non-Parent/Guardians Authorized to Pick up Child (with verification of identification)

### Authorized Person 1

NAME	
PHONE NUMBER	RELATIONSHIP TO CHILD

### Authorized Person 2

NAME	
PHONE NUMBER	RELATIONSHIP TO CHILD

### Authorized Person 3

NAME	
PHONE NUMBER	RELATIONSHIP TO CHILD

## Child's Medical Provider Information

NAME		CLINIC	
ADDRESS	CITY	STATE	ZIP CODE
PHONE NUMBER	ALTERNATE PHONE NUMBER		

## Child's Dental Provider Information

NAME		CLINIC	
ADDRESS	CITY	STATE	ZIP CODE
PHONE NUMBER	ALTERNATE PHONE NUMBER		

# Identification of Hazards

This form is provided as a resource for your emergency preparedness. It allows you to identify the risk of certain hazards occurring, the impact that a hazard could have if it did occur, and how you would continue operating during and after the emergency.

Hazard	Risk of harm, potential impact at your site, and plan for continuing operations during and after the emergency
Fire	<p>Ventures practices at least 5 fire drills during the school year and 3 during the summer. While threat of a fire is minimal, there is always the possibility. Damage would most likely be minimal due to sprinkler systems and advanced technology in our schools.</p> <p>In the event of a fire, notify the building administrator/office or pull the fire alarm. Evacuate students and staff to designated areas. (*Designated areas are at least 100 feet from the building). Be aware of emergency responders. Keep students and staff a safe distance from emergency responders and equipment. Follow the primary fire drill route whenever possible. Follow the secondary route if the first is blocked or dangerous. Staff need to take their emergency kit with an accurate attendance/sign out. If necessary, building administrators may move staff and students to the secondary evacuation site. Staff and students may not enter the building until fire and/or law enforcement deems that it is safe.</p> <p>If fire destroys EarlyVentures classrooms or the school as a whole, EarlyVentures would not be able to continue to operate unless an alternate space was provided. The district would do its best to find alternate space and rebuild a suitable replacement.</p>
Flood	<p>EarlyVentures is not in a flood prone zone. Thus, the potential of a flood is extremely minimal.</p> <p>Should the building flood due to a water main break, staff and students would evacuate the building and go to the primary evacuation site. Should the neighborhood become flooded, students and staff would evacuate to the second or third evacuation site, depending on which one was not flooded. The third option, Buntrock Commons, sits on top of a large hill. The possibility of this being flooded is next to impossible.</p> <p>Should the school continue to be inoperable due to flooding, the district would determine the best alternative of where to hold school. Wherever classes were moved to, Ventures would follow suit and would need space to operate. If damage to the school was minimal, school and Ventures just may need to be closed until the building can be properly cleaned.</p>
Gas/Chemical Leaks	<p>The risk of a gas or chemical leak is minimal, especially since Longfellow does not house any science lab areas.</p> <p>Should there be a gas/chemical leak inside the school, students and staff will evacuate the building. Building administrators and/or fire officials will determine if students and staff need to be relocated to the primary evacuation site or secondary site. District custodians will shut off heating, cooling, and ventilation systems in contaminated areas to reduce the spread of contamination.</p> <p>If the leak is outside of the building in the neighborhood, fire officials or the building administrator will determine if students need to evacuate and to which location they need to evacuate. District custodians will consider closing outside air intake.</p> <p>Students and staff will wait until the "all clear" is given to re-enter the building. Should there be damage to the building, the district will assess the needs of Ventures and determine if other space options need to be investigated. Ventures would close if the school was closed.</p>
Hazardous Materials	<p>The risk of a hazardous material leak is minimal, especially since Longfellow does not house any science lab areas.</p>



	<p>Should there be a hazardous leak inside the school, students and staff will evacuate the building. Building administrators and/or fire officials will determine if students and staff need to be relocated to the primary evacuation site or secondary site. District custodians will shut off heating, cooling, and ventilation systems in contaminated areas to reduce the spread of contamination. District custodians will also seal off the area of the spill/leak and close doors.</p> <p>If the leak is outside the building in the neighborhood, fire officials or the building administrator will determine if students need to evacuate and which location to which they need to evacuate. District custodians will consider closing outside air intake.</p> <p>Students and staff will wait until the "all clear" is given to re-enter the building. Should there be damage to the building, the district will assess the needs to Ventures. If school is closed, Ventures will be closed. Ventures will do its best to operate wherever classes are moved to.</p>
High or Low Temperatures	<p>Living in MN, the probability of high and low temperatures is guaranteed. EarlyVentures follows the district's policy on closing due to extreme weather. If school is closed for the day, EarlyVentures is also closed for the day. If school has delayed start, EarlyVentures will also open two hours late at 8:30 a.m. If school dismisses early, EarlyVentures will remain open until 2:30 p.m. EarlyVentures staff will always remain on site until the last child has been picked up.</p> <p>EarlyVentures generally does not have outdoor recess if the air temperature or wind chill is below zero OR if the heat index exceeds one hundred degrees. EarlyVentures staff will use common sense and base the amount of outside time on weather.</p> <p>EarlyVentures would not remain closed for an extended period due to extreme temperatures.</p>
Infectious Diseases	<p>In working with children, there is always the potential for a pandemic health crisis.</p> <p>When absences for a particular illness are twice the typical absence rate of the student population within a building (ex. 4-5%), the building nurse will file the required MN School-based Illness Report with the Commissioner of Health. Students exhibiting flu-type symptoms will be kept in a separate location from other health room users and parents/guardians will be contacted immediately and asked to pick-up. These students will be required to wear surgical masks while on school property. The area/cot that the student occupied will be cleaned using a disinfectant after each use.</p> <p>The Director of Buildings and Grounds will meet with the District School Nurse and Public Health Nurse to determine if buildings should be cleaned differently and/or more often.</p> <p>Upon notification by the MN Division of Homeland Security and Emergency Management Department of Education or Public Health officials, or upon consultation with the school board regarding a significant risk of spreading the illness and/or lack of staffing to continue the safe operation of the schools; the Superintendent, or Acting Superintendent, shall order the schools closed during the duration of the outbreak. All non-essential staff will be sent home for the duration of the school closure. District custodians will thoroughly clean all buildings.</p> <p>Upon notification by the Department of Education, Public Health or other governmental agency that the pandemic crisis is under control, the Superintendent or Acting Superintendent, shall order the schools reopened.</p> <p>Ventures staff and building nurses will remain on heightened alert, watching for signs of sickness.</p>

Nuclear Power	There is not a nuclear power plant located within the county. A nuclear threat is very minimal.
Severe Winter Weather	<p>In MN, severe winter weather happens annually. Ventures follows the district policy on school closings due to severe winter weather. If the district is closed for the day, Early Ventures will also be closed. If school has a delayed start, Early Ventures will also have a two hour delay and open at 8:30 am. If the district closes early, Early Ventures will close at 2:30 pm.</p> <p>Ventures staff will remain on site until all children are picked up by a parent, guardian, or emergency pickup. Ventures may remain closed until the dangerous weather has dissipated and parking lots, sidewalks, etc. are safe for staff and families to use.</p>
Thunderstorm	Thunderstorms happen on a regular basis through the months of about March/April-October/November. Ventures staff will consistently monitor the weather and will not bring children outside if there is lightening or thunder. If it is only a thunderstorm, staff will continue with regular indoor activities. If the thunderstorm turns severe or in to a tornado warning, staff will follow the district's severe weather/tornado policy. The only time that a thunderstorm would greatly impact Ventures' ability to operate is if the storm caused major damage to the building (struck by lightening, trees through the windows, etc.)
Tornado	<p>During the months of March-October, there is the potential of tornadoes in MN. If the potential for severe weather is forecasted, staff will continuously monitor the weather via a weather radio, online news, radar, etc.</p> <p>Should there be a severe weather warning, staff will bring all children inside of the building, close all windows, and review tornado drill procedures.</p> <p>Once a tornado warning is issued, a severe storm or tornado has been spotted in the area. Staff will move all kids to the designated shelter (interior room, hallway without windows, etc). Staff will take accurate attendance/sign in, ensuring that they know how many and which kids there have in their care. Staff will ensure that students are in "tuck" positions. Everyone remains in the shelter area until the warning expires or emergency personnel have issued an all-clear signal.</p> <p>Should Ventures rooms or the building as a whole be destroyed or be inoperable, students and staff will evacuate to the primary location. If the primary location is destroyed, staff will wait to hear from rescue workers to determine the location to where they should evacuate.</p> <p>If the school is destroyed, Ventures will need to remain closed until the district can investigate different space options for school and the program. Available space will obviously depend on how much of the town has been destroyed.</p>
Violent Incidents	<p>The likelihood of a violent incident in an early childhood setting is much less likely than a high school or middle school. Should there be any sort of incident, staff's priority is ensuring the safety of all students. This may mean going into a Duck and Cover lockdown. All staff should work as a team. Deal with the incident following district protocol as well as common sense.</p> <p>Families should be notified, following district policy, if the incident is severe or disrupts the typical daily operation of the program.</p>

Add section



## Assigned Responsibilities during an Emergency

This form is provided as a resource for your emergency preparedness. It allows you to identify actions that need to happen during an emergency and who is responsible for taking those actions. For each item in the first column, identify the person or position responsible, the required action, and under what circumstances that action should occur.

Action	Person or Position Designated/Responsibility/Location <i>Example: Marlyss will take the children to the safe room located in the basement when the tornado siren goes off.</i>
Protecting the Children	Ventures staff
Notifying Authorities	Ventures Coordinator, Site Leader, and/or Ventures staff
Communicating with Parents/guardians, including reunification	Superintendent, Director of Community Services, Ventures Coordinator

*Add section*



## EarlyVentures Emergency Plan Northfield Public Schools Levels of Response

The Northfield Police Department and Northfield Public Schools identified four levels of response with examples to assist in explaining who will respond and how/when notification will happen.

### Level 1

- School personnel, including the School Resource Officer, handle all responses internally

Incident Example(s)	Possible Responses
<ul style="list-style-type: none"> <li>Suspicious person or vehicle in the vicinity</li> <li>Bomb threat with no credibility</li> <li>Theft</li> <li>Fights</li> </ul>	<ul style="list-style-type: none"> <li>School Resource Officer (SRO) and school administration handle the incident without police assistance.</li> </ul>

### Level 2

- Minimum response by the District and local law enforcement

Incident Example(s)	Possible Responses
<ul style="list-style-type: none"> <li>SRO requests assistance from the Police Department</li> </ul>	<ul style="list-style-type: none"> <li>Public address announcement</li> <li>Letter home to parents</li> <li>No police response</li> </ul>

### Level 3

- Moderate response by the District and local law enforcement.

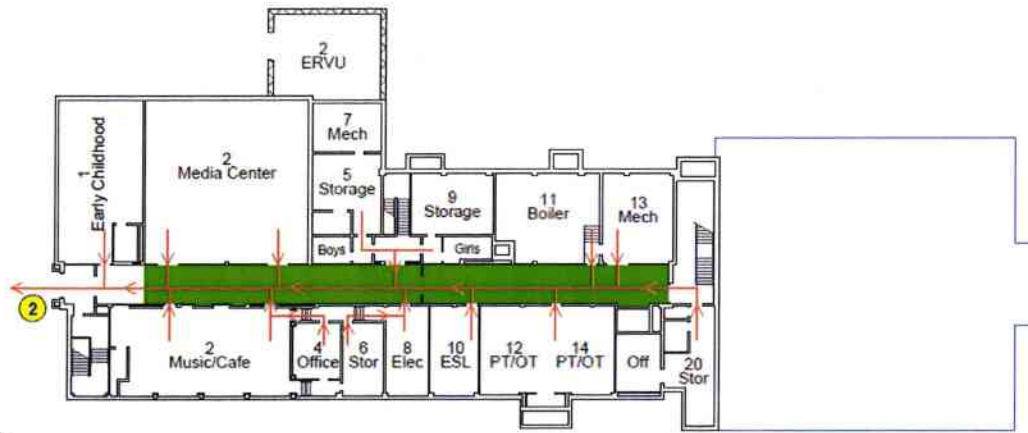
Incident Example(s)	Possible Responses
<ul style="list-style-type: none"> <li>Stranger in the building</li> <li>Bomb threat with credibility</li> <li>Police action in the vicinity of the school campus (search warrant, search for fugitive)</li> <li>Suspicious substance/package</li> </ul>	<ul style="list-style-type: none"> <li>Public address announcements</li> <li>Letter home to parents</li> <li>Inform Media</li> </ul>

**Level 4**

- Intense response by the District and local law enforcement

<b>Incident Example(s)</b>	<b>Possible Responses</b>
<ul style="list-style-type: none"><li>• Child abduction</li><li>• Attempted child abduction</li><li>• Suicide in building</li><li>• Attempted suicide in building</li><li>• Shooter on the premises</li><li>• Evacuation of the building</li></ul>	<ul style="list-style-type: none"><li>• Public address announcement</li><li>• Letter home to parents</li><li>• Tell Media</li><li>• May set up Joint Information Center within line of site of the school</li></ul>

## Appendix C: Longfellow Floor Plan & Evacuation Routes



Lower Level

### Primary Evacuation Site-

St. Johns Lutheran Church

500 3<sup>rd</sup> St. W.

507-645-4429

(Across the playground field)

### Secondary Evacuation Site-

Northfield Middle School

2200 Division St. S.

507-663-0650

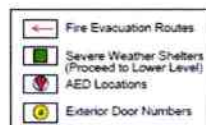
(Use Benjamin Bus)



	Longfellow School	11/30/2015	
	Lower Level Fire Evacuation & Severe Weather Shelter		

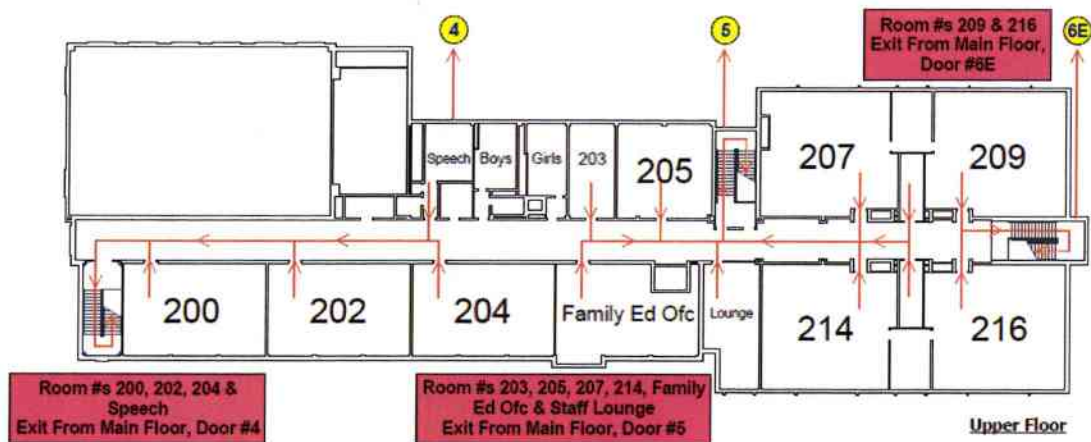


Main Floor



	Longfellow School	11/30/2015	
	Main Floor Fire Evacuation & Severe Weather Shelter		





	Fire Evacuation Routes
	Severe Weather Shelters (Proceed to Lower Level)
	AED Locations (Located on Main Level)
	Exterior Door Numbers

	Longfellow School	11/30/2015	
	Upper Floor Fire Evacuation & Severe Weather Shelter		

## Appendix D: Mandated Reporting

DHS-7634A-ENG 1-18



### MALTREATMENT OF MINORS MANDATED REPORTING

This policy is for all providers licensed by the Minnesota Department of Human Services.

#### Who should report

- Any person may voluntarily report abuse or neglect.
- If you work with children in a licensed facility, you are mandated (required) to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 24 hours) make a report to an outside agency.

#### Where to report

- If you know or suspect that a child is in immediate danger, call 911.
- Reports concerning suspected abuse or neglect of children occurring in a licensed child foster care or family child care facility should be made to county child protection services.
- Reports concerning suspected abuse or neglect of children occurring in all other facilities licensed by the Minnesota Department of Human Services should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at 651-431-6600.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at 1-800-552-0214 or local law enforcement at 911.
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services Licensing Division at 651-431-6500.

#### What to report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

#### Failure to report

- A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor.
- A mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

Maltreatment Of Minors Mandated Reporting Policy

### Retaliation prohibited

- An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child who is the subject of the report.
- The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

### Internal review

- When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.
- The internal review must include an evaluation of whether:
  - I. related policies and procedures were followed;
  - II. the policies and procedures were adequate;
  - III. there is a need for additional staff training;
  - IV. the reported event is similar to past events with the children or the services involved; and
  - V. there is a need for corrective action by the license holder to protect the health and safety of children in care.

### Primary and secondary person or position to ensure reviews completed

The internal review will be completed by **Breezy Barrett, Ventures Coordinator**. If this individual is involved in the alleged or suspected maltreatment, **Erin Bailey, Community Services Director** will be responsible for completing the internal review.

### Documentation of internal review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

### Corrective action plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

### Staff training

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

### Provide policy to parents

The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be available upon request.



## Appendix E: Risk Reduction Plan



Minnesota Department of Human Services

### Child Care Center Risk Reduction Plan

**Program Name:** EarlyVentures Learning Center

**License #:** 10425264-CCC

Child care centers must develop a risk reduction plan that identifies the general risks to children served by the child care center. The license holder must establish specific policies and procedures or refer to existing policies and procedures that minimize identified risks, train staff on the procedures, and annually review the procedures. [Minnesota Statutes, section 245A.66, subdivision 2]

- 1. Physical Plant.** Identify specific risks to children based on an assessment of the physical plant where licensed services are provided. The assessment must include an evaluation of the required factors listed below in column 1. Write each identified risk in column 2; insert additional lines as needed. In column 3, write specific policies and procedures you have developed and implemented to minimize each risk, or in column 4, reference existing policies and procedures that minimize each risk.

Physical plant factors required to be assessed	Identified risks	Policies and procedures developed and implemented to minimize the risks	Existing policies and procedures that minimize the risks
Condition and design of the facility	Located in four classrooms in a Northfield Public School's building		In addition to adhering to DHS licensing guidelines, EarlyVentures follows all safety and security procedures set forth by Northfield Public Schools as we are a district program.
	Multiple district programs and offices are housed in the same school building.		Children are supervised at all times. Children are never left alone in a room or on the playground. Appropriate ratios are always met. Classroom doors are closed when the group is in the classroom. EarlyVentures is housed in a secure school building. There is a district employee stationed at the front door when the door is <u>unlocked</u> and all visitors must check in. EarlyVentures families access the building through a secure fingerprint system.
	Three EarlyVentures classrooms are located downstairs; Two classrooms are located on the main level. No classrooms are located on the second level.		Children are supervised at all times and are never left alone. Appropriate ratios are always met. There are six exits out of the school building. Each EarlyVentures classroom has one exit into a hallway with



			easy access to an outside exit on their floor level.
Condition and design of the outdoor space	In the front of the school, there is a grassy area and sidewalk near the road (Orchard St.)		<p>*See pages 13-15 and 28-29 in the EarlyVentures Handbook for a more detailed look at existing policies that minimize risks.</p> <p>Staff members will be informed of all risks present when taking students outdoors. Children will be supervised at all times and appropriate ratios always met. Children will not be allowed to play near the parking lot, gate, or cement stairs. Children will be monitored and will only play on structures appropriate for their age and developmental level.</p>
	In the back of the school, there is a partially enclosed playground. It is partially enclosed by a chain link fence. There is a gate in the fence that leads out of the playground and down cement stairs.		
	The part of the playground that is not enclosed has a chain to prevent/warn children not to go into the parking lot that is on the other side.		
	The playground has asphalt, a large grassy area, and a large woodchip area. There are two main playground structures appropriate for early childhood as well as other climbing structures and swings.		
Bathrooms	EarlyVentures bathrooms are located down the hall from the classrooms.		Staff will walk to the bathrooms with the children and children will be supervised at all times. Appropriate ratios will always be met. Please see pages 13-15 and 28-29 in the EarlyVentures handbook for more details.
	Falling off stools		All stools will meet safety standards and children will be supervised while using them.
	Water burns		The water temperature will be kept at an acceptable temperature for all children and staff.
			One child will be allowed in a



Minnesota Department of Human Services

	Pinched fingers		bathroom stall at a time. Children will not open or hold doors open. Children will be supervised at all times.
	Exposure to hazardous materials		Cleaning supplies and other hazardous materials will not be stored in the bathroom.
	Falling off the small stairs leading to the sink in the toddler room. (When kids are washing their hands after using the potty chair or having their diaper changed.)	Stairs meet safety standards and a staff member will always be present next to the stairs while children wash their hands.	

Physical plant factors required to be assessed	Identified risks	Procedures developed and implemented to minimize the risks	Existing policies and procedures that minimize the risks
Storage areas	Pinched Fingers		Children will be supervised at all times. Children will not be allowed to open/close storage area doors. There are a number of cabinets/drawers that have child locks to prevent children from opening/closing them and pinching their fingers. Staff members personal belongings will be stored out of reach of children or in a closed cabinet/closet. This includes staff members personal food or beverage. Other food and beverage will be kept in a closed cabinet, inaccessible to children. "Teacher materials will be kept in closed cabinets, closets, or out of reach of children. All toys are stored on open shelving units. Toys that are not in rotation are stored in a different room where children do not have access. Medications and cleaning materials are stored out of reach of children or in locked cabinets. See pages 13-15 and
	Access to staff members personal belongings		
	Access to food and beverages		
	Access to "teacher" materials		
	Access to medications and cleaning materials.		





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			28-29 in the EV Handbook for more details.
Accessibility of medications and cleaning products	Poisoning		All medications and cleaning products are kept out of reach of children or in locked cabinets or drawers. Children are always supervised. Staff are trained on how to clean tables and other items to protect children from chemical residue. All cleaning products are approved by the Health Consultant. All medications are stored in the original, child-proof containers and are clearly labeled with each child's name. Proper paperwork is on file for each child's medication. Please see pages 13-15 and 28-29 in the EV Handbook for more details.
	Chemical Burns		
	Side effects from ingestion		
	Side effects from contact with skin		
	Side effects from contact with eyes, ears, nose, and throat		
	Choking		
Areas that are difficult to supervise	Bathroom Stalls		Only one child at a time will be allowed in a bathroom stall. Children are supervised at all times in the bathroom and appropriate ratios are maintained.
	Walking in the hallways		Staff will always supervise children in the hallway. Before leaving any area, staff count the number of children in their group, count the group again in the hallway, and count again upon arrival of their destination. If more than one staff member is present, one staff leads the line and the other is at the end of the line. Children always use "walking feet" in the hallway.
	Playground structures		Staff will position themselves to see all children in their group. If necessary, staff may "close" certain playground structures to keep children in a more contained area. Staff continuously count the number of children in their group.



			while on the playground.
	Certain classroom areas		Early Ventures classrooms are set up in that there are no "blind" spots. The basics of supervision will always be followed in that each staff member will position themselves always to see all children in their group.

- 2. Environment.** Identify specific risks to children based on an assessment of the environment for each facility. The assessment must include an evaluation of the required factors listed below in column 1. Write each identified risk in column 2; insert additional lines as needed. In column 3, write specific policies and procedures you have developed and implemented to minimize each risk, or in column 4, reference existing policies and procedures that minimize each risk.

Environmental factors required to be assessed	Identified risks	Policies and procedures developed and implemented to minimize the risks	Existing policies and procedures that minimize the risks
Type of grounds and terrain surrounding the building	Sidewalks surrounding the building		Anytime children are on the sidewalks, they will use walking feet and will always be supervised. Children will generally only use the sidewalks when entering or exiting the building with their parent/guardian or when walking to a nearby park. A staff member will always lead the group and a staff member will always be in the back of the group's line.
	Parking lot connected to the playground		The parking lot is off limits to children and is only used by school personnel and families accessing Longfellow school. There is a chain blocking off the playground from the parking lot.
	Woodchips on the playground		Children are supervised at all times and staff position themselves to see all children



			in their group. Children must wear shoes on the playground. Children are taught that the woodchips stay on the ground and that they are not to go in mouths.
	Asphalt on playground		Children are supervised at all times. Children always wear shoes outside.
	Grassy area on playground		Children are always supervised. Children must wear shoes at all times they are outdoors. Children are taught that grass stays on the ground and does not go in mouths.
	Gate leading out of the playground		The gate near the playground will remain closed and locked during all times children are present.
			Staff are well informed of all the playground and outside hazards. Staff routinely check the playground and grassy area for hazards. Should a hazard be present, staff follow the prescribed protocol in dealing with the hazard (removing it themselves, informing the building engineer, etc).
Proximity to hazards, busy roads, and publicly accessed businesses	Longfellow school is located on Orchard St.		Orchard street has minimal traffic. When children enter or exit the door on Orchard St, they are either accompanied by parents/guardians or they are closely supervised by staff.
	Church across the street in the back of the building.		The church building has minimal occupation during week days.
	Located in a district building that contains other district programs.		All visitors to the building must check in at the front office. All other doors to the building are locked. Families can enter Early Ventures through a secured fingerprint system. Staff have been





			trained to address all people they do not recognize in the building or on the playground.
	Residential area with houses surrounding the building on three sides.		Children are supervised at all times. Neighbors have no reason to access the building. If visiting Longfellow, neighbors must check in at the front office and have a purpose for visiting.

- 3. Additional risk of harm factors to children.** In addition to any program-specific risks identified under the physical plant and environment assessments, the risk reduction plan must address the risks identified below in column 1. In column 2, write specific policies and procedures you have developed and implemented to minimize each risk, or in column 3, reference existing policies and procedures that minimize each risk.

Identified risks	Policies and procedures developed and implemented to minimize the risk	Existing policies and procedures that minimize the risk
Closing children's fingers in doors, including cabinet doors		Children will not be allowed to open or hold doors. Children will also maintain an appropriate distance from the bathroom stall door when they are not the one using the stall. Cabinets and drawers will be designated for teachers only or will have locks on them. Please also see pages 13-15 and 28-29 in the Early Ventures Handbook for more details.
Leaving children in the community without supervision		Anytime children are out in the community with Early Ventures, staff will carry an emergency backpack containing emergency information. The emergency information includes a picture of



		each child. Children will be supervised at all times and staff will continuously count the number of children in their group. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Children leaving the facility without supervision		Children will be supervised at all times. Doors to the classrooms will be closed any time children are in the room. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Caregiver dislocation of children's elbows		Staff will never grab children by the arm or swing them around by the arm in play. If absolutely necessary, staff will use a "basket hold." Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Burns from hot food or beverages, whether served to children or being consumed by caregivers, and the devices used to warm food and beverages		Staff are not allowed to bring hot beverages into the work place. Northfield Public School's Nutrition Staff (or staff that have been trained by Nutrition Services) serves lunch to <u>Early Ventures</u> students. Trained staff also monitor food temperatures and makes sure all temperatures are in compliance with state guidelines. No hot snacks are served. Bottle warmers and microwaves are stored on shelves out of reach of children and cords are inaccessible to children. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Injuries from equipment, such as scissors and glue guns		All teacher scissors, staplers, glue guns, and similar items will be stored out of reach of children. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Sunburn		Parents must fill out the sunscreen permission form upon registration. Should parents refuse to sign a



		<p>permission form, they will be asked to sign a release of liability. Children will not be allowed in the program unless a sunscreen permission is signed or a release of liability is signed. Parents are asked to supply a bottle of sunscreen for their child. Sunscreen bottles are labeled with the child's first and last names. <u>Early Ventures</u> will provide sunscreen for children that do not have their own bottle. Staff will always apply sunscreen to children and staff will apply at appropriate times. Sunscreen will be stored out of reach of children. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.</p>
Feeding children foods to which they are allergic		<p>Upon registration for each session, parents are asked to provide information regarding any allergies. Allergy lists are posted in the lunch room and in the classrooms near snack areas. Northfield Public Schools Nutrition Services will be notified of any food allergies. Staff are CPR and first aid trained should a child have an allergic reaction. Please also see pages 9-10, 12-15, and 28-29 in the <u>Early Ventures Handbook</u> for more details.</p>
Feeding children the correct breast milk/formula in the infant room	<p>On 11/30/18 a policy was implemented in which each child's bottle needs to be verified by two staff before it is fed to a child. One staff can warm the bottle, but before feeding, the staff person needs to show it to a fellow staff to make sure the bottle's label matches the child that will be fed.</p> <p>Furthermore, on 4/8/19 a policy was implemented in which staff need to record the staff person</p>	<p>All bottles are clearly labeled with the child's first and last name. All children also have their own colored label, with each child in the room having a different color.</p>





	preparing a bottle, the time of day, the staff person that is double checking the accuracy of the bottle, and the staff person feeding each child a bottle. This is recorded on a spreadsheet in the bottle area and a picture of the spreadsheet is taken at the end of each day for EV's records.	
Children falling from changing tables		Staff will follow all diaper changing procedures, which includes keeping one hand on the child being changed at all times. Staff will never walk away from a child on the diaper changing station even if they are buckled. Staff will not let children climb on the diaper changing station themselves. Please also see pages 10, 13-15, and 28-29 in the <u>Early Ventures Handbook</u> for more details.
Children accessing dangerous items or chemicals or coming into contact with residue from harmful cleaning products		Cleaning products are out of reach of children at all times. Staff are trained on how to clean tables and other items to protect children from chemical residue. All cleaning products are approved by the health consultant. Please also see pages 13-15 and 28-29 in the <u>Early Ventures Handbook</u> for more details.

**4. Accessibility of hazardous items.** The accessibility of hazardous items to children is prohibited at all times when children are present.

**5. Policies and procedures to ensure adequate supervision of children.** The risk reduction plan must include specific policies and procedures to ensure adequate supervision of children at all times as defined under Minnesota Statutes, section 245A.02, subdivision 18. The policies and procedures must include particular emphasis on the areas identified below in column 1. In column 2, write specific policies and procedures developed and implemented to ensure children will be adequately supervised at all times.



Required areas to be addressed regarding supervision of children	Policies and procedures developed and implemented to ensure adequate supervision of children
--	--



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Times when children are transitioned from one area within the facility to another	Children are never left alone and are always supervised regardless of whether they are stationed area or transitioning from one area to another. Staff maintain appropriate ratios at all times. Staff count the children in their group before they leave an area, while they are transitioning, and once they get to their final destination.
Nap-time supervision, including infant crib rooms, as specified under Minnesota Statutes, section 245A.02, subdivision 18, which requires that when an infant is placed in a crib to sleep, supervision occurs when a staff person is within sight or hearing of the infant. When supervision of a crib room is provided by sight or hearing, the center must have a plan to address the other supervision component	All <del>Early Venture</del> cribs are within sight and sound of staff in the infant room. Children are always supervised and staff never leave the room if a child is asleep in a crib.
Child drop-off and pick-up times	Parents/guardians must sign their child in and out each day. Parents must walk their child into their designated room and make contact with staff or they must walk into the room to pick up their child at the end of the day and make contact with staff. Staff either welcome the child for the day or wish the child a good night upon departure. Once the child is signed in, <del>Early Ventures</del> staff are responsible for the child. Staff know how many children and which children are present at all times.
Supervision during outdoor play and on community activities, including but not limited to field trips and neighborhood walks	Children are always supervised and appropriate ratios maintained. Staff position themselves so they can see all children in their group while outside. Written permission from parents is obtained any time children travel offsite. Staff know how many and which kids they are taking offsite. Staff take an emergency backpack with them when traveling offsite that contains emergency information and first aid supplies. Staff consistently count the number of children in their group. All offsite destinations are age appropriate.
Supervision of children in hallways	Children are always supervised. Staff never lose sight of the children in hallways. Children walk in the hallways.

Date risk reduction plan was initially completed: 11-7-11

- 6. Orientation to the risk reduction plan.** The license holder shall ensure that all mandated reporters, as defined in section 626.556, subdivision 3, who are under the control of the license holder, receive an orientation to the risk reduction plan prior to first providing unsupervised direct contact services, as defined in section 245C.02, subdivision 11, to children, not to exceed 14 days from the first supervised direct contact, and annually thereafter.



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Documentation of orientation to the risk reduction plan must be documented in each mandated reporter's personnel record. [MN Statutes, section 245A.66, subdivision 3]

**7. Annual review of the risk reduction plan.** The license holder must review the risk reduction plan annually. When conducting the review, the license holder must consider incidents that have occurred in the center since the last review, including the following:

- (1) the assessment factors in the plan;
- (2) the internal reviews conducted under Minnesota Statutes, section 245A.66, subdivision 1, if any;
- (3) substantiated maltreatment findings, if any; and
- (4) incidents that caused injury or harm to a child, if any, that occurred since the last review.

Following any change to the risk reduction plan, the license holder must inform mandated reporters, under the control of the license holder, of the changes in the risk reduction plan. The annual review of the risk reduction plan or changes in the plan must be documented in the center's administrative records.





Minnesota Department of Human Services

### Annual review of the risk reduction plan

Program Name: Early Ventures Learning Center

License #: 1042526-6-CCC

The license holder must review the risk reduction plan annually. When conducting the review, the license holder must consider incidents that have occurred in the center since the last review, including:

- (1) A review of the assessment factors in the plan:
- (2) A review of the internal reviews conducted under Minnesota Statutes, section 245A.66, subdivision 1, if any:
- (3) A review of substantiated maltreatment findings, if any:
- (4) A review of incidents that caused injury or harm to a child since the last review, if any:

Based on the annual review, what changes were made to the risk reduction plan?

NA

Name and title of person completing annual review: \_\_\_\_\_

Date of annual review: \_\_\_\_\_

# **KidVentures School Age Care**



## **Handbook**

KidVentures Office  
1651 Jefferson Parkway.  
Northfield, MN 55057  
507-664-3750

507-664-3395 (KidVentures at Bridgewater)  
507-645-3507 (KidVentures at Greenvale Park)  
507-645-3422 (KidVentures at Sibley)



**COMMUNITY SERVICES DIVISION**

**Learning and Recreation For Life**

**[Northfieldschools.org](http://Northfieldschools.org)**

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## **Welcome to KidVentures!**

KidVentures is excited that you have selected our school age program for your child! Our goal is to create a caring, quality learning environment that compliments your child's school day. We believe that every child is special and unique and our staff will work to provide an atmosphere that fosters their growth.

KidVentures offers low staff to student ratios and a variety of enrichment opportunities. KidVentures is an option-based program that includes activities which foster social and emotional development; language and literacy; the arts; math and critical thinking; science and inquiry; social studies; and health and physical education. KidVentures also encompasses "youth voice" and incorporates a wide range of youth driven programming.

KidVentures is open from 6:30 AM until the start of the school day and until 6:00 PM after school dismissal. During the summer and on most non-school days, KidVentures is open from 6:30 AM-6:00 PM, Monday– Friday

KidVentures is offered through Northfield Public Schools Community Services Division. Like all other district programs, we are governed by the policies and guidelines of the Board of Education. KidVentures has also adopted the National Standards of Quality School-Age Care as our guide for programming and best practices.

Our program focuses on respect, creativity, safety, friendship, and fun! We welcome you and your child to KidVentures!

### **Program Mission**

To provide care for school age children in a safe, enriching environment that supports the individual needs of children, families, and staff while building positive relationships.

### **KidVentures Sites**

#### **Bridgewater Elementary**

401 Jefferson Parkway Northfield, MN 55057  
507-664-3395

#### **Greenvale Park Elementary**

700 Lincoln Parkway Northfield, MN 55057  
507-645-3532

#### **Sibley Elementary**

1400 Maple Street Northfield, MN 55057  
507-645-3422

### **Ventures Main Office:**

Community Services Division

1651 Jefferson Parkway Northfield, MN 55057  
507-664-3750

Breezy Barrett -Ventures Coordinator:

507-664-3653

[BBarrett@northfieldschools.org](mailto:BBarrett@northfieldschools.org)

Mary Hansen-Administrative Assistant:

507-664-3750

[MHansen@northfieldschools.org](mailto:MHansen@northfieldschools.org)

Erin Bailey -Director of Community Services Division

[EBailey@northfieldschools.org](mailto:EBailey@northfieldschools.org)

## **Registration**

KidVentures registrations are accepted on a space available basis. Registration for the following school year will open each spring. Registration information is always available online by following the Community Services tab on the Northfield Public School's website: [www.northfieldschools.org](http://www.northfieldschools.org)

Families may also call the Ventures main office at 507-664-3750 to inquire about availability and the registration process.

Payment of the registration fee must accompany the KidVentures registration form. All previous balances must be cleared before a child can re-enroll into the KidVentures program. If the site you select is full, you will be notified immediately and your child's name will be placed on a waiting list. In order for your child to start on the first day of school, your registration must be received by the second week in August.

Families registering after the start of school can enroll by contacting the Ventures main office at 507-664-3750.

## **Family Involvement**

We strongly encourage input and involvement from all families. The quality of the staff/parent/guardian relationship greatly impacts the success of our program. Your suggestions and concerns are always welcome. Parents and guardians are also always allowed access to their enrolled child during KidVentures program hours.

### **Communication to Families**

Each KidVenture location uses a parent table and bulletin board to share information with families. Please check for information daily. This is where you'll find non-school day information as well as other important notices. Please share all pertinent information with staff (i.e. your child will be picked up directly from school, grandma is picking up, etc.), so staff are able to write it in the staff communication log.

### **Communicating Concerns/Suggestions to Staff**

Your ideas, suggestions, concerns, and feedback help us make continual quality improvements to our program. Please share your thoughts and perspectives by:

- Speaking to the staff working directly with your child.
- Scheduling a conference with the site leader.
- Calling or emailing the site leader.

If you have additional comments or issues that have not been resolved, contact the Ventures Coordinator at 507-664-3653.



## **Family Responsibility Checklist**

- Read the KidVentures Family Handbook and know the contract terms and program policies. Failure to follow policies could result in termination of child care services.
- Sign your children in and out daily.
- Check the parent table and bulletin board daily for communication.
- Notify site staff if your child will be absent (even for one day), attending after-school programs, or picked up early for any reason. **Notifying the school office is not sufficient.** If a child does not arrive after school as expected, staff will investigate immediately by attempting to contact parents/guardians, the identified emergency numbers and, if necessary, the police. A Finder's Fee will be assessed.
- Ask staff for feedback on your child's day or progress in the program.
- Model respectful behavior when dealing with staff and students.
- Provide written notice of change in contract, or withdrawal from the program by filling out the appropriate forms and submitting to the Community Services office at least two weeks in advance.
- Pay all costs incurred for your contracted days regardless of whether your child attends.
- Adequately dress your child for indoor and outdoor play.
- Make sure your child is picked up by 6 PM.

## **General Information**

### **Lunch/Snack**

KidVentures provides an afternoon snack for all children enrolled after school, on non-school days, and during the summer program. Unless otherwise specified, children must bring a lunch with a drink on non-school days. If your child wants to bring a treat for children in the program, state law requires it be individually wrapped and commercially produced.

### **Energy Curtailment**

The school district works with Xcel Energy to make the best use of available power. During extremely hot summer days, Xcel Energy limits power use at some district buildings.

### **Apparel**

Weather permitting, KidVentures goes outside daily. Children must be adequately dressed for outdoor play (boots, hats, gloves, snow pants, socks, and jackets) and all items should be clearly labeled with your child's name. KidVentures follows the district-wide recess policy which states that students will go outside if the air temperature is warmer than 0° F **AND** the wind chill is warmer than -10° F.

### **Personal Property**

Personal items or items of value should remain at home. KidVentures will have special "bring a toy from home days" where children may bring a personal toy. Aside from these days, all toys should remain at home. Toy weapons or any toys containing weapons are never allowed. KidVentures is not responsible for lost or damaged personal belongings.

## **Transportation**

Parents are responsible for arrangement of their child's transportation to and from KidVentures. If you need to make busing arrangements, contact Benjamin Bus at 507-645-5720. KidVentures does not transport children.

## **Severe Weather**

- If school is closed for the day because of severe weather, all KidVentures programming will also be closed.
- If school has a delayed starting time, there will be no KidVentures before school programming.
- If school is dismissed early, KidVentures after school programming will remain open for up to one hour following the dismissal. If children come to KidVentures, their parents or the child's "emergency pick-up person" must pick them up within one hour. Late fees will be applied to any child/ren picked up after one hour.
- KidVentures closing after 3 p.m. -- If the weather becomes severe after children have arrived, KidVentures may decide to close early. KidVentures will contact families to let them know.
- Non school days: In case of severe weather, KidVentures may be closed for the day, or may close early. You will be notified during the day if KidVentures closes early.
- Credit is not given towards Ventures programs for days or time missed due to emergency closings.

## **Notification**

- o KARE TV (Channel 11)
- o KMSP TV (Channel 9)
- o KSTP TV (Channel 5)
- o WCCO TV (Channel 4) and Radio (830AM)

## **Alerts Online**

- o KARE11 School Alert – on this site, you can sign up for e-mail alerts when your child's school is closed.
- o KMSP (Fox 9 News) – School closings
- o KSTP 5 – School Alerts

## **Release Days/Late Start/Early Release**

### **Release Days**

KidVentures is open on most non-school days. Release days are open from 6:30 AM until 6:00 PM. All KidVentures sites will be combined into one site for each release day. A calendar of dates is included in your welcome packet and can be found on our website at

<https://northfieldschools.org/communityservices/ventures>. KidVentures provides field trips and/or on-site enrichment opportunities on release days. Release Day contracts will be available on the website, at each KidVentures location, at the Community Services office, and will be emailed out to all KidVentures families. Contracts are available on or around the 5<sup>th</sup> of the previous month. Release day spaces are limited and are filled on a first-come, first-serve basis. Release days are non-refundable unless cancelled in writing at least two weeks in advance.



### **Late Start Wednesdays**

All KidVentures sites will be open for care during late start Wednesdays. Late start days begin at the school's typical morning playground supervision (either 7:45 or 7:50) and run until school begins (9:15 or 9:20). If you are normally contracted on Wednesday mornings, you do NOT need complete the additional late start paperwork. If you are not contracted for Wednesday mornings, you must submit the additional "Late Start Wednesday" form and pay the designated fee per Wednesday. Late start forms are available on the website, at each KidVentures location, and at the Community Services office.

### **Summer Programming**

The KidVentures summer program is open from 6:30 AM -6:00 PM and runs similarly to non-school days, incorporating themes and field trips. The summer program allows kids to experience a multitude of enrichment and recreation-based opportunities. Our mission is to foster a fun atmosphere where children are encouraged to explore new interests and develop new friendships. Throughout the summer, children will participate in a variety of hands-on activities that build social, emotional, physical, and academic development. Enrollment information for Summer KidVentures is available on the website in early March with registration taking place in late March/early April. Summer days are non-refundable unless cancelled in writing at least two weeks in advance.

### **Security and Safety**

#### **Child Protection**

KidVentures must comply with the reporting requirements for abuse and neglect specified in section 626.556 including:

- Any person may voluntarily report abuse or neglect.
- KidVentures staff are legally required or mandated to report and cannot shift the responsibility of reporting to a supervisor or anyone else in the program. If staff know, or have reason to believe, a child is being or has been neglected or physically or sexually abused within the preceding three years, they must immediately (within 24 hours) make a report to an outstanding agency.
- Staff may make reports to:
  - The telephone number of the Department of Human Services, Division of Licensing Maltreatment intake line at 651-431-6600, for reporting suspected maltreatment of a child occurring in a certified child care program.
  - The telephone number of Rice County child protection agency for reporting suspected maltreatment of a child occurring within a family or in the community (1-507-332-6214).
  - The telephone number of the Department of Human Services, Division of Licensing at 651-431-6500, for reporting possible certification violations.
  - Reports concerning suspected abuse or neglect of children occurring in a licensed child foster care or family child care facility should be made to county protection.
- KidVentures provides training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (MN Statutes, 626.556). KidVentures documents this training in individual personnel records and monitors implementation by staff.



### **Signing In and Out**

For the safety of each child, KidVentures requires that a parent or guardian sign their child in and out of the program each day. This requires both your signature and the time you are signing in or out. Children are not allowed to sign themselves in or out of KidVentures. If you do not sign in or out, you may be assessed a finder's fee. Continued refusal to sign in or out will result in termination of child care. When your child arrives directly from school or by bus, KidVentures staff will sign them in to the program.

### **Our program opens at 6:30 AM**

Although our staff persons may arrive before 6:30 AM to prepare for the day, they are unable to provide child care until the official start time of our program.

### **Release of Children**

Children will be released only to people listed on their emergency card unless KidVentures staff have been notified in writing of an alternative pick-up. A waiver may be signed in advance if your child is to be dropped off or picked up by an older sibling. In an emergency, parents must call to inform KidVentures staff if someone other than an authorized person listed on the emergency card will pick up your child. A description of the person and driver's license may be requested for verification. Your child will not be released to an unauthorized person until identification and verification can be made.

### **Late Pick Up**

Children must be picked up by closing time, which is 6:00 PM. Families will be charged \$1 per child for every minute late. If you have an emergency and must be late, please call your KidVenture location as soon as possible to notify staff. If your child is not picked up and you (or other contacts listed on the emergency form) cannot be reached, the police may be called to pick up your child.

#### *Attempt to Contact Time frame:*

After 15 minutes: Call parent

After 20 minutes: Call emergency contacts listed for child

After 60 minutes: Call police

### **Absences**

Families MUST notify KidVentures staff if children will be absent at any time for any reason. School offices do not automatically provide KidVentures with absence information. If your child does not arrive after school or on the bus as expected, program staff will investigate immediately by attempting to contact you, the emergency contacts, and if necessary, the police. Failure to notify staff of absences poses a major safety risk as a significant amount of time may elapse in trying to locate multiple children. Due to the amount of time involved in locating missing children, a Finder's Fee will be assessed to families that fail to notify KidVentures staff of absences. Increased fees will be imposed for continued occurrences.

### **Legal Custody**

In the event of a divorce, separation, or joint custody ruling, every effort will be made for KidVentures to treat each parent equally. If legal action has been placed against one parent, it is the responsibility of the requesting parent to provide KidVentures with the necessary court ordered documentation in order for

KidVentures to act in compliance with the request. KidVentures will only accept one registration form for each child, and it is suggested that each parent has a copy.

### **Building and Physical Premises**

KidVentures will ensure that areas used by children are clean and in good repair and that furniture and equipment are structurally sound and are appropriate to the age and size of a child who uses the area. KidVentures will also ensure that hazardous items, including but not limited to, sharp objects, medicines, cleaning supplies, poisonous plants, and chemicals are out of reach of a child. The program will also safely handle and dispose of bodily fluids and other potentially infectious fluids by using gloves, disinfecting surfaces that come in contact with potentially infectious bodily fluids, and disposing of bodily fluid in a securely sealed plastic bag.

### **Emergency Preparedness**

KidVentures follows the school district's emergency policies. If an accident should occur during KidVentures, staff will inform families as soon as possible. If immediate attention is needed, 911 will be called and paramedics will be notified of the child's hospital preference. Staff will then contact the parents/guardians or others listed on the child's emergency card.

KidVentures must inform the commissioner within 24 hours of:

- The death of a child in the program
- Any injury to a child in the program that required treatment by a physician

KidVentures must use the Injury/Incident Reporting form on the Certified Center webpage to make a report.

KidVentures has written, site specific emergency preparedness plans that use the Child Care Emergency Plan form developed by the commissioner. These plans are available for review upon the request of a child's parent or legal guardian. KidVentures staff are also trained on their site's emergency plan during orientation and at least once each calendar year. Training is documented in each staff person's file.

The Emergency Preparedness Plans include the following:

- Procedures for an evacuation, relocation, shelter-in-place, or lockdown
- A designated relocation site and evacuation route
- Procedures for notifying a child's parent or legal guardian of the relocation and reunification with families
- Accommodations for a child with a disability or a chronic condition
- Procedures for storing a child's medically necessary medicine that facilitates easy removal during an evacuation or relocation
- Procedures for continuing operations in the period during and after a crisis
- Procedures for communicating with local emergency management officials, law enforcement officials, or other appropriate state or local authorities
- The identification of hazards which include the potential impact this hazard could have on at the site and a plan for continuing operations during and after the emergency



Each KidVentures location also conducts at least one evacuation and one shelter-in-place drill each quarter.

## **Illness/Medical Conditions**

### **Illness**

If a child becomes sick during KidVentures, the parent/guardian will be notified immediately that their child is not feeling well and needs to be picked up from the program. Sick children will continue to be supervised, but will be isolated from other children in the program and will not be allowed to actively participate in program activities.

KidVentures will post or give notice to the parent or legal guardian of an exposed child the same day the program is notified of a child's contagious reportable disease specified in Minnesota Rules, part 4605.7040, or scabies, impetigo, ringworm, or chicken pox. This notification will be posted on the parent board near the sign in/out and will minimally include the illness and date of potential exposure.

School district policy requires that children be fever free, without the aid of fever reducing medication, for 24 hours before returning. Parents should also keep children home from KidVentures:

- If your child has vomited within the past 24 hours
- If your child has had diarrhea within the past 24 hours.
- If your child has an undiagnosed rash.
- If your child feels ill enough that he/she would not be able to benefit from school
- If having your child at school would significantly put others at risk for contracting your child's illness
- If your child has had a temperature of 100.0 degrees or higher in the past 24 hours

Please keep your child's emergency information current. Registration and emergency information is kept on site for each child. KidVentures is not linked to a main school office database, so parents must contact KidVentures separately with family information changes, address, absences etc.

### **Medication**

Parents must inform the KidVentures site leader if a child has a health condition that requires regular medication, if a child requires medication in the case of an emergency (allergic reaction), or if a child is discontinuing use of a medication. If medication needs to be given during KidVentures, families will need to complete a "School Medication/Physician Order & Parent Authorization Form" to give written permission BEFORE medication can be dispensed. Medication must be in its original packaging or prescription bottle with a legible label stating the child's first and last name, Dr.'s name, medication name, and dosage instructions. Medication will only be given to the child whose name is on the label and it will not be given after the expiration date on the bottle. Unused medication will be returned to the child's parent or legal guardian or destroyed. Medication is not accessible from the school nurse's office.



Should medication be administered during program hours, KidVentures will document in the child's record the child's first and last name; name of the medication or prescription number; date, time and dosage; and the name and signature of the person who administered the medicine.

KidVentures follows the Northfield Public Schools' medication policy requiring a child to take antibiotics for a full 24 hours before returning to school.

Aside from medication, KidVentures must obtain written permission from a child's family to administer sunscreen, insect repellent, and hand sanitizer. KidVentures does not apply diapering products. All medications, sunscreen, insect repellent, and hand sanitizer will be administered according to the manufacturer's instructions unless provided written instructions by a licensed health professional to use a product differently. All medicines, sunscreen, insect repellent, and hand sanitizer will be stored according to directions on the original container.

The site leader must be informed of special needs or medical conditions that impact your child's health, well-being, or involvement in activities. Families are responsible for keeping this information current. A conference with the family may be requested in order to provide the most appropriate care.

### **Allergies**

Prior to admitting a child for care, KidVentures must obtain documentation of any known allergies from the child's parent or legal guardian. This can be done through the KidVentures Emergency Card and the KidVentures Health Update, which are part of the registration packet. KidVentures maintains current allergy information in each child's record. This information includes a description of the allergy, specific triggers, avoidance techniques, symptoms of an allergic reaction, and procedures for responding to an allergic reaction, including medication, dosages, and a doctor's contact information.

KidVentures will inform staff of each child's current allergy information. At least annually and when a change is made to allergy-related information in a child's record, KidVentures will inform staff of the change. Documentation that staff were informed of the child's current allergy information will be kept on site.

Allergy information will be available at all times, including on site and when on field trips. Food allergy information will be readily available to staff in the area where food is prepared and served.

Medication, including EpiPens, are not accessible from the school nurse's office.

### **Immunizations**

Children that are not currently enrolled in Northfield Public Schools but will be attending the KidVentures summer program or KidVentures release days must provide an up-to-date immunization record or applicable exemption before receiving care. The district maintains immunization records for all current

Northfield Public School students and KidVentures does not provide care for non NPS students on regular school days.

### **Absences/Sick Leave**

Call your KidVentures site if your child will be absent. Tuition is not credited for sick days or other absences. If an illness extends beyond two weeks, contact your site leader.

### **Accommodations/Program Qualifications**

KidVentures is not designed to provide long term 1:1 assistance for students. If a child receives 1:1 student support in the classroom or has a behavior plan developed, KidVentures must have a meeting with the family prior to the start date in order to determine the appropriate level of support needed. The child's start date may be delayed so that KidVentures can hire additional staff with the skills necessary to meet the child's needs and/or work with school case workers to determine the level of care.

### **\*Please Note the Following Criteria Children Must Meet to Enroll in KidVentures\***

- All children are expected to be toilet trained. KV does not have changing facilities. You will be called to pick up your child if they have a bathroom accident.
- Students must be able to independently participate in a large group setting with similar age peers.
- Students must be able to independently follow simple directions appropriate to the child's age.
- Students must have the ability to independently play and work cooperatively with similar age peers.
- Students must be able to safely and successfully transition independently from one activity to another.
- Students must be able to remain in the building or on school premises unless otherwise directed by a staff person.
- Students must refrain from hitting, kicking, biting, or any other forms of physical aggression towards peers or staff.

Information regarding your child is not automatically shared between KidVentures and other district programs except in the areas of health and safety. If you would like to have this information shared with us, please contact the Ventures Coordinator at 507- 664-3653. Information regarding a student's needs will not be used to prohibit a child's enrollment in KidVentures, unless it is determined that the child will need significant assistance beyond our program's capabilities.

At any time the Site Leader or the Ventures Coordinator may offer information about available professional support.

### **Release of Information**

KidVentures follows the Data Privacy Policy of District 659, which is sent to all district families at the beginning of each school year. It is also available upon request from the district office.



KidVentures reserves the right to speak with appropriate school personnel regarding a child's behavior. All information gathered will remain confidential and will be used solely to help benefit the child in the KidVentures program.

## **Billing**

KidVentures bills are processed every month. In our effort to be green, billing statements will be sent out one time per year unless written request has been made to the Ventures main office. Families are strongly encouraged to view their accounts online. Please call the Ventures main office at 507- 664-3750 or email Mary Hansen at [MHansen@northfieldschools.org](mailto:MHansen@northfieldschools.org) to set up online access. It is each family's responsibility to make payments by the due date.

### **KidVentures Billing Information**

- The registration fee is due when registration forms are submitted.
- Please note: The payment amount due may change due to additional fees (late pick up charge, additional drop-in care, late payment fee, extra tee-shirts, etc.)
- Release Days are not included in the typical fee schedule. Release day payments should be submitted with submission of a release day contract.
- Tuition may be paid at each KidVentures site (cash or check), at the Northfield Public Schools Community Services office located at 1651 Jefferson Parkway, Northfield, MN 55057, over the phone by calling 507-664-3750 (credit card), or online (credit card). To set up online access, please contact the Ventures main office at 507-664-3750 or email Mary Hansen at [MHansen@northfieldschools.org](mailto:MHansen@northfieldschools.org).
- Tuition payments may be paid by cash, check, or credit card. Credit card payments cannot be processed at the KidVentures locations. To pay with credit card, you must pay online, at the Northfield Community Resource Center, or over the phone to the Ventures main office. Please make all checks payable to "KidVentures" and put your child(ren)'s name in the memo line.
- A late fee of \$10 is automatically assessed after the 15th of the month on ANY unpaid balance (including any previous late fees that are left unpaid).
- Northfield Public Schools charges a \$20 processing fee for all checks returned from the bank. If a check is returned, you must make a cash or money order payment within five days of notice. Failure to make payment on uncollected checks could result in termination of childcare services.
- KidVentures must receive written authorization for families receiving financial assistance from outside agencies before childcare can begin. If financial assistance is cancelled, you will be responsible for all expenses incurred. If you receive financial assistance, you assume responsibility for fulfilling county requirements (providing information and child care schedules, submitting timely reports, and making payments not covered by financial assistance programs).

***If your account is not paid in full for the month, child care will be terminated on the 1st day of the next month, i.e. if account is not paid in full by 10/30, child care will be terminated effective 11/1.***

### **Year End Financial Information**

Year end statements with the Federal Tax ID number will be sent to your home in late January.



## **School Year Enrollment Options**

### **Option One**

- Option One is a standard agreement; families do NOT need to fill out a monthly calendar. Families are choosing a consistent weekly commitment, attending the same days each week. No credit will be given for days not in attendance (i.e. vacation, sick).
- A two day a week minimum is required (Ex. 2 am sessions, or 2 pm sessions.)
- This option is the most cost effective and allows for a consistent schedule for your child.
- The days you choose will be the days you are contracted and scheduled for during the school year.
- Families may make permanent schedule changes to a child's contract by submitting a two week written notice to the KidVentures office. Complete a change of schedule form, sign, date and return to the KidVentures office with a \$5.00 contract change fee. The contract revision will become effective two weeks after the request has been received in the KidVentures office. No schedule changes will be granted until October.
- When leaving the KidVentures program, a two-week written notice must be given to the KV office. All charges will remain on your account until a two week written notice is received.

### **Option Two**

- Option Two is a monthly agreement. Families must fill out a calendar each month for the days/sessions care is needed.
- Monthly contracts with payments are due to the KidVentures site by the 20th of each month for the upcoming month. Calendars and payments received after the 20th of the month will be billed a \$5.00 late fee.
- No credit for changes is given.
- Option Two calendars are available at the KidVentures office, each KidVenture location, on the website, and via email. Families must fill out and submit a new calendar each month.
- When leaving the KidVentures program, a two-week written notice must be given to the KV office. All charges will remain on your account until a two week written notice is received.

### **Release Days**

- Release days are contracted and billed separately.
- Release days may not be added at the last minute as tickets, busing, and staffing have been arranged.
- Release days fill quickly and are first come, first served.
- Families may cancel release days without penalty if notification is submitted at least two weeks in advance AND notification is in writing.
- Children registered for release days must attend the field trip or special event. If your child is not interested in the KidVentures trip or activity, please make other arrangements for the day.
- All activities are planned by the Site Leaders and reviewed by the Ventures Coordinator and deemed age-appropriate.
- Staffing ratios are increased to make sure that safety is a first priority.

- All Release days require a minimum of 15 children enrolled to operate. Families will be contacted in advance if a release day is cancelled due to low enrollment.

## **Contract Terms**

### **Schedule Changes/ Add Ons/ Withdrawal**

- Additional days may be added at the Option Two rate **IF** space is available. The additional payment is due at the time of service (drop off or pick up).
- Families may make permanent schedule changes by submitting a "change of schedule form." Sign, date and return the form to the Site Leader or the Community Services Division Office with a \$5.00 contract change fee. The change of schedule will become effective within two weeks from the date the request was received.
- No contract or calendar changes can be made in the beginning of the school year until October.
- Only two contracted changes are allowed per child per school year. If more than two are made, families will automatically be changed to the next Option (Ex. Option one moves to an option two agreement).
- KV must receive a two week written notice for any withdrawal from the program. All charges will remain on accounts until a two week written notice is received. Families that provide written notice to withdraw immediately from KV will still be charged for two weeks of tuition.

### **Additional Fees**

- A registration fee is due upon enrollment with any new KidVentures session. Registrations will not be processed until the fee is paid in full.
- A Late Pick-up Fee of \$1.00 per minute per child will be charged for children not picked up by the 6:00 pm closing time.
- A \$5.00 Finders Fee is charged if your child's Site Leader does not receive a call or written notice stating that your child will not be in attendance. Calling on missing children takes a significant amount of time and poses a major safety risk for the entire program. The elementary schools DO NOT automatically communicate absences or messages with KidVentures staff.

### **Additional Contract**

- Each child is permitted to be signed up for only one option.
- Full payment of contracted days is due whether or not children are in attendance.
- No credits for changes will be given for sick or vacation days.
- Payments are due in advance of service as KidVentures is a pay ahead program.
- Account summaries will be generated at the end of each month for families to view their account status. All families are encouraged to view their statements online.
- KidVentures reserves the right to limit or terminate service due to non-payment.
- If payment is made at a child's site, please allow 2 business days for payment to reach the KidVentures main office.



- All billing is done at the Community Services Division Office, located at the Northfield Community Resource Center. For billing inquiries, contact the Community Services Division office at 507-664-3750.

### **Sick/Vacation Leave**

KidVentures does not credit tuition for sick or vacation days during the school year program. For release days and the summer program, families may cancel days without penalty if done at least two weeks in advance AND in writing.

### **Responsibilities**

- To provide safe, enriching, challenging, engaging, fun, and developmentally appropriate activities for children in the KidVentures program.
- To engage children, each other, and parents/guardians in a positive, respectful, and constructive manner.
- To report any evidence or suspicion of child abuse or neglect as required by MN State statutes.
- To help connect the school day with out of school time programming.
- To provide feedback to families regarding their children in the KidVentures program.
- To keep families up-to-date with KidVentures happenings and use the parent table and parent board as a means of communication.
- To build healthy, positive relationships with students and families.

### **Staffing**

KidVentures sites are staffed according to the age and number of children in attendance: 1 staff member per 12 – 15 elementary (K-5) aged students.

KidVentures staff members are selected for their education and experience in working with children. Staff are expected to demonstrate sound judgment, dependability, responsibility, and the ability to create an environment which reflects care, respect, and safety of all children. They also must positively engage all children and families.

All staff members are expected to participate in continuing education activities and professional development opportunities offered throughout the year. These in-services may include safety and supervision, child protection, behavior management techniques, diversity, curriculum, and conflict resolution. KidVentures staff are certified in First Aid/CPR. Criminal background checks are required for all newly hired Northfield Public Schools employees.



## **Behavior Expectations**

Expectations of children are communicated in a positive, consistent, and firm manner. Staff members ensure children understand expectations through consistency, multiple forms of communication, and positive reinforcement.

### **Behaviors which are considered inappropriate and harmful include:**

- Behavior which threatens the safety of children or staff. A child exhibiting these behaviors may be suspended from the program immediately. A parent/guardian conference is required before the child can return to the program.
- Behavior which directly or indirectly threatens others. This includes any form of aggression such as hitting, kicking, pushing, biting, throwing objects, verbal threats, disrespectful language, inappropriate gestures, inappropriate touching, etc.
- Behavior which prevents a staff person from fulfilling his/her ability to be available for all children, including removing self from group or program area without staff approval, or demonstrating lack of self control (anger, blatant disrespect, or absolute refusal to follow directions of staff person in charge.)
- Behavior which intentionally causes destruction of property.
- Behavior which demonstrates child's lack of readiness for KidVentures, including not being toilet trained, not being dressed appropriately for school/weather, any behavior resulting from inadequate or untimely administration of medication, or not being able to interact appropriately in a group setting.

## **Behavior Management**

KidVentures goal is to promote a positive approach to child care and the management of behavior issues. The program is designed to offer an environment that:

- Provides a positive, safe, and enriching atmosphere for all children.
- Meets the developmental level of each age group.
- Provides space for privacy and independence as well as areas to interact as a large group.
- Maximizes the capacity of staff supervision.

KidVentures is part of Northfield Public Schools and follows the district's values. These values state that children are expected to: respect self, other children and staff; accept each others' individual differences; accept the consequences of their behavior; let staff know their needs; and respect others' equipment and property.

Every effort will be made to make reasonable adjustments to the program to accommodate the unique needs of each child. If a child demonstrates behavior which has a negative impact on themselves or others, staff will make adjustments in one or more of these areas: environment, grouping of children, activities, and/or staffing. Staff will help the child understand the impact of his/her behavior and identify

acceptable alternatives to unacceptable behavior. Staff and peers provide positive modeling of appropriate behavior. Children are encouraged to take responsibility for their actions.

### **Suspension from School**

If a child is suspended from school or sent home by a school staff, s/he may not attend KidVentures during the suspension. Children who are suspended are not allowed to be on School District property. Charges for child care will remain in effect as scheduled.

### **Behavior Incident Reports**

A serious disciplinary action such as those listed above will result in a Behavior Incident Report being filed. Charges will be assessed for behavior leaves resulting in one, three, and five days off. Should a child receive a sixth Behavior Incident Report, charges will cease with the last date of service, and alternate care must be found immediately, as the child will not be allowed to return to the program. This Behavior Incident Report Policy is inclusive of all School Age Child Care Program options, i.e., Summer and School Year Programs, as well as Non-School Enrichment/Late Start/Early Release Days when children attend a KidVentures field trip. Behavior Incident Reports accumulate consecutively throughout these program options

#### **1st Behavior Incident Report:**

Parents/guardians, site staff, and child will discuss the behavior to resolve the situation. Parents/guardians will be informed that should a second Behavior Incident Report occur, a meeting will be scheduled to include the parent/guardian, child, and Site Leader.

#### **2nd Behavior Incident Report:**

Parents/guardians will be contacted for a meeting to include the parent/guardian, child, and Site Leader. The process continues should a parent/guardian refuse to attend a meeting. The parent or guardian will receive a written warning that should a third Behavior Incident Report occur, the child will need to take a one-day leave of absence from the program.

#### **3rd Behavior Incident Report:**

Parent/guardian will be notified by telephone or in person that the child will need to take a one-day leave of absence from the program on the next scheduled day. (Fees will be charged during this absence.) The parent or guardian will receive a written warning that should a fourth Behavior Incident Report occur, the child will need to take a three-day leave of absence from the program.

#### **4th Behavior Incident Report:**

The parent or guardian will be notified by telephone or in person that the child will need to take a three-day leave of absence from the program beginning with the next scheduled day. (Fees will be charged during this absence.) The parent or guardian will receive a written warning that should a fifth Behavior Incident Report occur, the child will need to take a five-day leave of absence from the program.



**5th Behavior Incident Report:**

The parent or guardian will be notified by telephone or in person that the child will need to take a five-day leave of absence from the program beginning with the next schedule day. (Fees will be charged during their absence.) The parent or guardian will receive a written warning that should a sixth Behavior Incident Report occur, the parent/guardian will be required to find alternate child care immediately, and the child will not be able to return to the program. Charges will end with the last date of service.

**6th Behavior Incident Report:**

The parent or guardian will be notified by telephone or in person that alternate care will be needed immediately, as the child will not be allowed to return to the program. Charges will end with the last date of service.

After one (1) full calendar year of absence from the program following the sixth Behavior Incident Report, a child may be considered for re-entry into the program if the following criteria are met:

1. A goal-setting meeting with parents/guardians and staff will be scheduled to discuss the child's behavior and changes that need to occur for a successful return to the program.
2. Parents/guardians understand that the receipt of one (1) Behavior Incident Report constitutes immediate dismissal from the program with no remaining chances for return.
3. All outstanding balances have been cleared from the parent/guardian account.
4. The child will return to the program based upon enrollment availability. If the child's site has a waiting list, s/he will not pre-empt other children. The child cannot be placed on a waiting list until the above criteria have been met.

**Dismissal from the Program**

KidVentures reserves the right of immediate dismissal of a child from KidVentures based on probable cause as listed below:

**Child related probable cause for dismissal:**

1. High absenteeism or non-attendance for 10 or more scheduled consecutive days, without parent notification.
2. Significant harmful/inappropriate behavior toward staff, children or other parents.
3. KidVentures cannot meet the needs of the child.

**Parent related probable causes for dismissal:**

1. Failure to complete, sign, and return appropriate program forms.
2. Harmful, threatening, or inappropriate behavior toward staff, children, or other parents.
3. Consistent late or non-payment of tuition and program fees.
4. Refusal to cooperate and work with KidVentures staff to correct behavior concerns.



5. Repeated instances of failure to sign child in and out
6. Lack of adherence to KidVentures policies and procedures.
7. Repeated instances of late pick up.

# NORTHFIELD PUBLIC SCHOOLS HAND IN HAND PRESCHOOL HANDBOOK



Longfellow School  
201 Orchard Street Northfield, MN 55057  
507-645-1200

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## Important Phone Numbers

Longfellow School front office	507-645-1200
Nurse's Line/ <b>Attendance</b>	507-645-1205
Sara Line-Early Childhood Coordinator	507-645-1232
Gabriela Nieves	507-301-8957
Benjamin Bus	507-645-5720
Mary Hansen (ECFE)	507-664-3750
Martha Donahoe (preschool tuition/ E.C screening)	507-645-1200
Hiawatha Transit	1-866-623-7505
*Messages for staff may be left with the front desk	507- 645-1200

## SAFETY

Your children's safety is our main concern. Please check in with the main office staff to let them know if you are picking up your child or coming for an event. Although we can often recognize parents, by making your presence officially known we can be more fully aware of who is in our building at all times. Please make sure you are dropping off and picking up your child each day in the



classroom so the teachers know where they are at all times! In addition, each family will receive a packet to fill out including **health/emergency forms** as it is very important we have that on file. Longfellow School practices regular fire, severe weather and lock-down drills throughout the year.

## INTRODUCTION

This handbook is designed to give you specific information regarding Hand in Hand Preschool. We ask that you read through it and keep in an accessible place where it can be referred to as needed. Please speak with your child's teacher if further information or clarification is needed. The District's full policy regarding guidance and discipline may be found in the Student Citizen Handbook (available in the school office). We believe that open communication between parents and teachers is an essential part of your child's educational experience. We realize that children between the ages of three and five are continuing to develop their understanding of the world and sometimes their interpretations of phrases, vocabulary, time concepts and the concepts of real vs. imaginary are not yet mature. Occasionally, misunderstandings may occur. If you wonder about something your child has told you regarding school, please contact us, so that together we can clarify. Please refer to the weekly class note describing our activities to help generate conversation about your child's day; children will transport papers and messages each week in a backpack/bag your child will bring to and from school each day. In addition newsletters will be emailed out to families.

## HAND IN HAND TEACHERS

Hand in Hand Preschool teachers hold a minimum of a bachelor's degree in Early Childhood Education and are licensed by the State of Minnesota to teach young children. Many hold a Master's in Education. All staff participate in district training, professional development as well as contributing to the weekly district-wide Professional learning Communities where we work to improve teaching techniques and student progress.

## PHILOSOPHY OF HAND IN HAND PRESCHOOL

The most important goal in our program is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. The developmentally appropriate activities we plan for the children,

the way we organize the room, select toys and materials, plan the daily schedule and talk with the children are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

## EXAMPLE OF APPROXIMATE DAILY SCHEDULE

8:45-9:00 Meet/Greet, Small Motor Activities  
9:00-9:30 Circle Time: calendar with counting/patterns, weather, music/movement  
9:30-10:30 Flex time: small group skill building, centers and choice time  
10:30-10:45 Stories/Songs  
10:45-11:00 Bathroom Break/Snacks  
11:00-11:30 Outside/Gym large motor time

## CURRICULUM/ASSESSMENT

**\*Specific Curriculum mapping documents are available upon request**

Young children learn best by *doing*, not just repeating what someone else says but actively experimenting to find out how things work in the world we live in. We believe that play provides the foundation for school learning. It is the preparation children need before they learn those highly abstract symbols such as letters (which are symbols for sounds) and numbers. Play enables us to achieve the key goals of our early childhood curriculum; play is the “work” of young children! Teachers use a combination of *Everyday Mathematics*, *Ladders to Literacy*, *Handwriting Without Tears*, and *Second Step* to support our curriculum at Hand in Hand Preschool. The Minnesota Department of Education’s Early Childhood Indicators of Progress state standards act as a framework for our instruction.

At Hand in Hand preschool, we use authentic, observational assessment. The system is not only designed to work with our curriculum, but it is aligned with the Minnesota State standards for early learning, the Early Childhood Indicators of Progress; it helps us get to know what our students know and can do. With this information, we individualize children’s learning, flex group and offer engaging experiences that help build on their strengths and interests. The system is inclusive of children with disabilities, children who are developing typically, and children who demonstrate competencies beyond typical developmental expectations. It also supports the assessment of children who are English learners.

**Social/Emotional:** To help children feel comfortable in school, trust their new environment, make friends, interact with them and feel they are part of a group. To help children experience pride and

self-confidence, be able to express themselves creatively, to develop independence and self-control, and have a positive attitude toward life.

**Cognitive:** To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions and use words to describe their ideas, observations, and feelings. The environment is rich in language to support early literacy and children are exposed to mathematics and logical thinking as it is embedded in the classroom and routine as well.

**Physical:** To help children increase their large and small muscle skills, self-help skills, and feel confident about what their bodies can do.

In our younger three year old classes the main focus is on socialization and school routines. As educators we realize the importance of meeting their social needs first, and by using *Second Step* Social/Emotional curriculum staff is able to do just that before introducing beginning concepts such as colors, shapes, and other pre-academic skills.

In our older Kindergarten Readiness classes the focus is on preparing for Kindergarten. The students are introduced to basic concepts such as counting, patterns, numbers, colors and shapes through *Everyday Mathematics* as well as pre-literacy skills such as letters and sounds with *Ladders to Literacy* in addition to building on the *Second Step* social emotional concepts. Staff use *Handwriting Without Tears* curriculum to begin to introduce proper strokes and letter formation (fine motor) skills. The students are also familiarized with school expectations, transitions and routines. The Kindergarten Readiness class lays the foundation to a great start of the Kindergarten experience.





## PEER INTERACTION/INCLUSION

Classes in the Hand in Hand Preschool are co-taught by a licensed early childhood special education teacher and a licensed early childhood regular education teacher. At least one educational assistant is also assigned to each classroom. A unique aspect of the Hand in Hand Preschool is that children with special needs and typical developing children attend, interact and learn together. The staff members model appropriate actions and words to help the children find ways to work together. There are many opportunities for the children to help each other and serve as positive role models. In the process, children learn tolerance and understanding of differences, resulting in a mutually beneficial learning setting.

## INDIVIDUAL PERFORMANCE EVALUATIONS/ CONFERENCES

Each child must complete **Early Childhood Screening** within the first 90 days of enrollment, which includes vision, hearing, height/weight, a developmental check and a social/emotional assessment. Our teachers participate in ongoing assessment/progress monitoring techniques. In addition IEP objectives are developed for all Special Education students. Conferences are offered twice yearly (fall and spring) and provide an opportunity for parents and teachers to discuss a child's development, strengths, goals, and any concerns. Informal conferences can be arranged by contacting the teacher before or after school and requesting time to discuss any issues.

## FAMILY INVOLVEMENT

Parent involvement is an important part of your child's learning experience at Hand in Hand Preschool. Research has shown that children who have involved parents have more success in school. We offer many opportunities throughout the year for you to become involved in your child's preschool experience. Parents are welcome and encouraged to visit their child's classroom at any time. If you have a special skill or talent that you would like to share with us, (such as an instrument, a special collection, job or hobby) please see your child's teacher to make arrangements. Individual classes will offer specific dates and times for volunteer opportunities, such as "Star of the Week" reading, family events or class parties. We have parent education events and many family activities monthly. Early Childhood Family Education and Adult Basic Education also offer many opportunities for parents to become involved in their children's education **through regular classes, one time events or parent coaching/consultation!** Please call Family Services at **664-3750** to request information.

## PARENT COMPONENT

Parents of Hand in Hand students will be asked to participate throughout the year. Examples of parent involvement may include:

- Early childhood screening (required for all Hand in Hand students)
- Family Consultation/Coaching
- Home visits by Early Childhood Teachers
- Attending open house, and fall and spring conferences
- Classroom and field trip volunteering
- Attend the Community Education Advisory Council
- Parent/Child Activities and Lending Library participation
- Guest speakers/Parent education opportunities
- Family Events
- Attending an Early Childhood Family Education class

## GUIDANCE POLICY

Our policy is to provide positive guidance to help children resolve conflicts. It is our goal to build trusting relationships with and among the children and to teach appropriate behavior. By teaching children effective ways of communicating their needs, children learn independence and responsibility. Children will be encouraged to “use your words” to resolve conflicts. In this way, children learn positive and appropriate skills to express emotions. They also learn valuable social skills such as negotiation and turn-taking. Any significant behavior issues will be addressed together with parents on an individual basis. Hand in Hand staff will complete an incident form signed by parents following any incident resulting in injury or property damage. The completion of a second incident report will result in a meeting with parents, classroom teacher, the Early Childhood Coordinator and the Early Childhood Special Education team lead. Upon completion of the third incident report, a meeting will be held with the previously mentioned team and will result in a mutually agreed upon plan to support the student’s success in the general education setting.

## ACCESS TO STUDENTS & STUDENT RECORDS

Teachers at Hand in Hand Preschool will follow the policy of Northfield School District in regard to access of students and student's educational files and records. All parents and legal guardians will be allowed such access unless the school has on file a court order or a restraining order, dated within a year. Please ask about Policy JEDB if you need further information on this policy. State Law mandates teachers to report suspected abuse or neglect of children to the Child Protection Agency of Rice County. It is our goal to provide support and resources to all families in our program.

## ATTENDANCE

Regular attendance is essential for a successful school experience. Please make every effort to have your child at school and on time each day. If your child is ill and unable to attend school, please report their absence to the school by calling 645-1205. If your child receives transportation please inform them of the absence as well. To help assure good health for students and alert health authorities to the presence of specific disease, parents are asked to call the school each morning the student is absent and to notify the school later if a specific disease develops.

**Please leave the following information: the child's name, the class time and reason for absence.**

## TRANSPORTATION

If your child is eligible through ECSE or SR to ride the district school bus or the Hiawathaland Transit bus and will be absent or do not need transportation to/from preschool on any given day, please call Benjamin Bus at 507-645-5720 or Three Rivers/Head Start at 1-866-623-7505.

## ILLNESS

As most diseases are spread before they are recognized, it is impossible to prevent exposure. Parents are urged to keep their children home if they develop any symptoms suggestive of a communicable disease. The temperature should be normal at least 24 hours **BEFORE** a student returns to school. Please do not send students who have an undiagnosed rash or a profusely runny nose to school. If a student becomes ill while at school, the parent/guardian will be called.





## HEALTH SERVICES

A licensed nurse is available at Longfellow School from 7:30 a.m. – 3:30 p.m. each school day.

Health services are provided for all students and staff. Each student coming into the health office is assessed and given any necessary treatment. Parents are contacted as appropriate. Each child is required to have an updated **immunization record on file**

## CLOTHING

Please dress your child appropriately for the weather. We will be playing outdoors almost every day. Students will be outside when the temperature is at or above 0° F. Students will need **labeled** boots, snow pants, hats and mittens during the winter months. Please send a backpack with your child each day to transport the extra clothes, fun projects and communication efforts.

Please make sure your child is dressed comfortably for play. If your child is newly toilet trained or in the process of toilet training, we ask that you include a **labeled** change of clothes in their backpack should an accident occur. We find children are most comfortable in their own clothes. Durable, washable clothes and tennis shoes are most appropriate and safe for participation in all preschool activities. Making sure that buckles, buttons, belts and snaps can be easily managed by your child will help them gain independence and self-esteem.

## LATE PICK UP POLICY

Morning preschool ends at 11:30 and afternoon preschool concludes at 3:45. (With the exception of Wednesday PLC schedules where a.m. preschool is from 9:45-12:00 and afternoon preschool is 1:15-3:45.) **\*\*If your child is registered for preschool extended day options, they are open 7:30-8:45 am, 11:30-12:45 pm, or 3:45-5:00 pm.** Please be respectful of our teachers' prep time before and after class and be prompt in picking up and dropping off your children for preschool. Students who have not been picked up within 5 minutes of class end times will be brought to wait in the front office and will be charged \$1 per minute to be paid before returning to preschool. If you continue to

be late picking up your child, a meeting to discuss a plan to resolve the issue will be scheduled. If the signed parent agreement is not followed, your child will be terminated from Hand in Hand. Not only do teachers and educational assistants often have meetings or other scheduled commitments following class, but this can be very upsetting to the children, so please respect our pick up policy.

## EMERGENCY CLOSING OF SCHOOL

The following procedures will be observed when school is closed due to weather:

- When school is not in session, a decision to close schools will be made the night before, if possible, but not later than 7:00 a.m.
- When the weather is too severe to open school at the normally scheduled time but is improving, a decision to have a late start may be made. In this case, school will be delayed for two hours. Bus pick-up and school opening times will be exactly two hours later than normal for elementary schools, however, **Hand in Hand morning session would be closed.** The afternoon Hand in Hand session as scheduled.
- When school is in session and the decision is made to close schools, dismissal times will be set to coincide with the anticipated arrival of buses. **Parents will be expected to pick up Hand in Hand students at the announced closing time.**

In each instance, the community will be informed by KYMN (1080AM), KDHL (920 AM) and WCCO (830) radio stations as well as WCCO-TV, KARE-TV, KSTP-TV and KMSP-TV. If weather conditions are poor or worsening, please listen to one of these radio stations. The decision will also be listed on the homepage of the district website and parents who have emails on file will receive an email.

## TUITION POLICY

Tuition is to be **paid monthly and payment is due by the first of each month. Please submit your payment to "Hand in Hand Preschool" in the front office with Martha or online.** Note: There is a ten-day grace period. However, a \$10 late fee will be charged for any tuition payments received after the 10<sup>th</sup> of the month. Failure to follow the tuition payment policy jeopardizes your child's enrollment in our program. A termination notice will be provided if your monthly payments are not received. Thank you for following our tuition payment expectations. You can receive information to access your account and pay online! Any questions can be directed to Martha Donohoe at 507-645-1200.

## SNACKS

Snack time is a favorite time of the school day! Healthy snacks are provided by the school district food service. Please inform your teacher of any food allergies or foods your child may not eat for religious or medical reasons. Milk is provided daily to all students. All families are asked to pay an annual snack/milk fee of \$48 for 2 day, \$53 for 3 days, \$90 for 4 days, and \$95 for 5 days. Checks are made payable to "Community Services". Pathways Scholarships will cover 100% of these fees, and School Readiness scholarships cover a portion.

## FIELD TRIP INFORMATION

Field trips are important to our curriculum, as they help children learn about the world around them. Past field trips have included an apple orchard, Three Links Care Center, Northfield Library and other neighborhood parks and businesses. Signed permission slips are required for all children attending Hand in Hand Preschool field trips. Check monthly newsletters for additional field trip information.

## TOYS FROM HOME

We request that children not bring toys from home; keeping toys at home will prevent hurt feelings and broken toys. Even toys left in backpacks can be distracting to students. Occasionally, the teachers may give the children the opportunity to bring specific toys to school for a special day, such as "Teddy Bear Day", for our letter of the week or "Star of the Week". This information will be included in the weekly class notes. Please remember that even on special toy days, only non-violent toys will be allowed in school. Toy guns or weapons are never allowed.

## BIRTHDAY OBSERVATIONS

Birthdays are special to children! We will make your child's birthday or special day by providing a birthday crown and singing "Happy Birthday." In accordance with new federal law, families will **not be allowed** to bring food or small gifts to share with other students but we will still make the day special in other ways. Please speak with your child's teacher at the beginning of the school year if your family does not celebrate birthdays, At Hand in Hand Preschool we strive to be respectful of all



families and their beliefs. If your child is planning on having a birthday party, we ask that invitations be mailed from home rather than passed out in school unless every child in the class is invited. This helps prevent hurt feelings.



# **CO-CURRICULAR ACTIVITIES HANDBOOK**



**Northfield Public Schools**

**2019-2020**

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# INTRODUCTION

The intent of this handbook is to provide parents with the policies and procedures of the Northfield Public Schools' Activity Program.

We believe in co-curricular activities and the positive effect which they have on students in our school system. We believe that a soundly conceived and executed program will provide substantial educational outcomes for the participants, the student body, parents and the entire school community.

Handbook adopted by the Board of Education: XXXXXXXX

## NORTHFIELD HIGH SCHOOL CO-CURRICULAR ATHLETIC PHILOSOPHY

The athletic program at Northfield High School is considered an integral part of the total educational process. The purpose of the program is to provide educational experiences which complement that process and help students attain the goals of the Northfield Public Schools. The athletic program is an effective means of providing young people with the opportunity to develop socially, emotionally, intellectually, and physically which contributes to their becoming effective members of society. The emphasis shall be on teaching these attributes at a level necessary to be competitive interscholastically.

The goal of the program is to benefit students (grades 7-12) who participate directly, and to benefit students and community members not directly involved. Striving to win is important. The aim is to provide a positive experience for all participants. Individual improvement and the achievement of personal and team goals are determinants of success.

Implementation of the following components are necessary in order to be competitive:

1. Quality coaching, equipment, and necessary facilities.
2. In Freshman programs, the focus shall be for participation of the greatest number of students with a strong emphasis in preparing students for successful competition. Squad size shall be limited and it is recommended the coach-athlete ratio not exceed 1-15.
3. In Sophomore (B-Squad) programs the emphasis will be on preparation for successful competition with a greater emphasis on winning than at the middle school and/or freshman levels. Playing time may not be equal. Squad size shall be limited and it is recommended the coach-athlete ratio not exceed 1-15.
4. In Junior Varsity programs athletes shall be chosen from the most highly-skilled of those who do not make the Varsity team. Squad size shall be limited and coach-athlete ratio of 1-15 should be encouraged. The ability to compete on an equal basis with opponents shall be the focus.
5. Varsity programs are for the most highly-skilled athletes. Careful attention should be paid to the quality of the experience and to ensuring the greatest possible opportunity for success against all opponents. A coach-athlete ratio of 1-15 is encouraged. "Playing time" shall go to the athlete who is most-able to make a positive contribution to the "best effort to win."
6. Coaches must maintain communication with athletes, parents, and the community.
7. The athletic program should promote, teach, and exemplify proper conduct for players, parents, coaches, and spectators.
8. Athletic fees are set by the School Board at the recommendation of the Activities Advisory Committee.
9. No student will be denied participation because of inability to pay the athletic fee.

All of those directly or indirectly involved in the program should represent our school and community with pride, class, and a commitment to excellence.

## Objectives of the Northfield Athletic Program

### **For the Student/Athlete:**

1. Acquire fundamental athletic skills and techniques.
2. Improve basic motor technique.
3. Develop physical and emotional fitness and healthful habits.
4. Learn how to develop positive relationships with teammates and learn the value of working together for a common goal.
5. Be able to have social experience with students and other members of different communities.
6. Learn how to listen, take constructive criticism, follow instructions, observe others, and develop the work habits necessary to become the best athlete possible; both as an individual and as a team member.
7. Learn how to win and lose gracefully; showing respect at all times for teammates, coaches, opponents, officials, and spectators.
8. Learn and to meet the responsibilities that are necessary to experience the privilege of being a team member.
9. Learn the dedication, commitment, and sacrifice necessary to be successful.

### **For the School/Student Body:**

1. Demonstrate and promote positive values, such as sportsmanship.
2. Promote a positive school climate.
3. Promote broad participation in the athletic program, both as spectators and participants.
4. Provide spectator interest and program support within the student body.
5. Provide a positive role model for younger students.

### **For the Northfield Community:**

1. Enjoy High School Athletics as a recreational opportunity and recognize that the program is primarily for the benefit of the student athlete participants and the student body.
2. Provide the citizens of Northfield with an opportunity to demonstrate their sense of community by supporting student athletes through attendance at athletic events.

### **For the Northfield School District:**

Provide positive role models for students, and the broader community, through fair play and good sportsmanship toward officials, coaches, students and opposing fans and teams.

### **DEPARTMENT ORGANIZATION:**

The Activities Department is under the direction of the Activities Director. The Activities Director reports directly to the High School Principal who, in turn, reports to the Superintendent of Schools and the School Board.

Several groups have input into the department and the decision-making process:

1. **Coaches Advisory Council** - this council is made up of the head coaches of all varsity athletic teams and the advisors of cheerleaders and dance team. This group will meet a minimum of one time during each school year to discuss problems, policies, and other issues which involve the entire athletic program and to act in an advisory capacity to the Activities Director. All head coaches are expected to attend these meetings. **(Spring)**
2. **Activities Advisory Council** - this council is made up of the advisors and directors of the activity programs administered by the Activities Director. This group will meet a minimum of one time during each school year to discuss problems, policies and other issues which involve these activities and to act in an advisory capacity to the Activities Director. All advisors/directors are expected to attend these meetings.



3. **Activities Advisory Committee** - this committee is made up of parents, teachers, students and coaches as established by the Northfield School Board. This group may meet five times per school year to discuss issues relating to the activities program and to act as an advisory group to the Activities Director. Representatives from the coaching staff will be elected for two-year terms.
4. **R.A.L.I.E.** (Raider Activity Leaders Inspiring Enthusiasm) - this committee is made up of students who undergo an application process and who are involved in at least one co-curricular activity. They are under the direction of the Activities Department along with other RALIE advisors. This group will deal with various issues involving the activities program and the high school in general. A main purpose of this group will be the development of leadership skills along with working to improve enthusiasm, school pride and school spirit. Another main objective of this group will be to work in the area of chemical use/abuse prevention. This group will also have input into some policies and decisions made within the department and will also function to improve communication between coaches/advisors and students.

#### ACTIVITIES PROGRAM

Fall Athletics	Winter Athletics	Spring Athletics	<u>Activities</u>
Bowling	B/G Alpine Ski (7-12)	Baseball	Band
B/G CC (7-12)	B/G Basketball	Clay Target (7-12)	Chess Club (6-12)
Football	Cheer	Boys Golf	Choir
B/G Soccer	Dance Team (7-12)	Girls Golf	Fall Musical
G Swim/Dive (7-12)	Gymnastics (7-12)	Boys/ Girls Lacrosse (Girls' 7-12)	Knowledge Bowl
G Tennis	B/G Hockey Girls' (7-12)	Softball (7-12)	Math Team
Volleyball	B/G Nordic Ski (7-12)	Boys Tennis	Mock Trial
Cheer	B Swim/Dive (7-12)	Boys/Girls Track	Music Listening
	Wrestling		One-Act Play
	Weightlifting		Orchestra
			Rock 'n Roll Revival
			Science Olympiad
			Spring Drama
			Speech



**MINNESOTA STATE HIGH SCHOOL LEAGUE CALENDAR 2019-20**

Activity	Weeks	Games	Start Date Condition/Practice	Dates of Tournament
<b>Fall</b>				
Tennis - Girls'	11	16	August 12	Oct. 22-25
Soccer - Boys' and Girls'	12	16	August 12	Oct. 22-24, Oct. 28, 29, 31
Cross Country Running - Boys' and Girls'	12	10	August 12	Nov. 2
Volleyball - Girls'	13	17	August 12	Nov. 7-9
Swimming and Diving - Girls'	14	16	August 12	Nov. 14-16 (Th-Sat)
Adapted Soccer	12	16	September 2	Nov. 22-23
Football	15	9	August 12	QF Nov. 7-9, SF Nov. 14-16, Prep Bowl Nov. 29-30
One week of conditioning followed by two weeks of practice.				
<b>Winter</b>				
Debate				Jan. 17-18
Alpine Skiing - Boys' & Girls'	14	16	November 11	Feb. 12
Nordic Skiing - Boys' and Girls'	14	16	November 11	Feb. 13
One Act Play				Feb. 13-14
Dance Team - Girls'	17	15	October 21	Feb. 14-15
Hockey - Girls'	17	25	October 28	Feb. 19-22
Gymnastics - Girls'	15	16	November 11	Feb. 21-22
Wrestling	15	16	November 18	Feb. 27-29
16 contest dates. Number of individual matches not to exceed 45				
Swimming and Diving - Boys'	14	16	November 25	Feb. 27-29

Hockey - Boys'	17	25	November 11	March 4-7
Basketball, Girls'	18	26	November 11	March 11-14
Adapted Floor Hockey	17	22	November 18	March 13-14
Basketball, Boys'	18	26	November 18	March 18-21
<b>Spring</b>				
Speech				April 17-18
Adapted Bowling	11	16	March 2	May 15
Badminton - Girls'	11	16	March 2	May 15
Robotics				May 16
Adapted Softball	13	20	March 2	May 29 - 30
Tennis - Boys'	11	16	March 23	June 2-5
Softball - Girls'	13	20	March 9	June 4 - 5
Track and Field - Boys' and Girls'	13	14	March 9	June 5 - 6
Synchronized Swimming - Girls'	14	15	March 2	June 5
Golf - Boys' and Girls'	13	16	March 16	June 9 - 10
Lacrosse - Boys' and Girls'	11	13	March 30	June 9, 11, 13
Baseball	11	13	March 16	June 11 - 12

### **Northfield High School and the Big Nine Conference**

Purpose: To elevate standards of sportsmanship and to encourage the growth of responsible citizenship among the students, member schools, and their personnel.

#### **Fundamentals of Good Sportsmanship**

1. Know, understand, and appreciate the rules of the contest.
2. Show respect for the officials. Good sportsmanship implies willingness to accept and abide by the decisions of the officials.
3. Show respect for the opponents at all times. Good sportsmanship is the Golden Rule in action.
4. Recognize and appreciate the skill of a performance regardless of team affiliation.
5. Maintain self-control at all times. Good sportsmanship is a responsibility for all who are involved in the game.
6. Show a positive attitude in cheering refraining from intimidation or negative cheering. Good

sportsmanship is cheering your own team "to a victory".

#### **Acts of Misconduct**

1. Throwing of any object onto the playing surface or in the stands.
2. Behavior deemed dangerous or behavior which interferes with the rights of others to observe the game.
3. Possessing, consuming or being under the influence of chemicals.
4. Use of obscene, profane or abusive language or gestures, signs, posters or banners which show disrespect for opponents, officials, band, or other performing groups.
5. The use of noise makers.
6. Entry onto the playing surface at any time.

THESE ACTS OF MISCONDUCT WILL NOT BE TOLERATED AND WILL RESULT IN AUTOMATIC REMOVAL WITHOUT REFUNDED ADMISSION!

#### **Responsibilities of Sportsmanship**

Coaches shall

1. follow rules of the sport during the progression of the game.
2. accept the decision of officials without showing inappropriate emotions
3. keep players together in entering or leaving the playing area.
4. avoid public display of criticism in front of players or spectators.

Participants should:

1. display at all times the qualities of sportsmanship
2. display respect for opponents at all times, including injured players.
3. avoid unsportsmanlike gestures or language.
4. respect the judgment of game officials.
5. concentrate on playing the game with as little regard to spectators as possible
6. accept both victory and defeat with pride and compassion, never being boastful or bitter.

Spectators should be expected to:

1. cooperate with cheerleaders.
2. respect property.
3. respect the judgment of the coach and game official.
4. avoid abusive and vulgar language and obnoxious behavior.

#### **Big Nine Conference Membership:**

Albert Lea	Austin
Faribault	Mankato East
Mankato West	Northfield
Owatonna	Red Wing
Rochester Century	Rochester JM
Rochester Mayo	Winona

Northfield High School endorses the Minnesota State High School Leagues initiative; Why We Play.

We ask you to join with us to preserve the fun, excitement and the thrill of sporting events. Please help make sporting events an enjoyable experience for everyone!

**ACCESS POLICY:** The Northfield School District strives to develop classes, courses, programs and activities that enable all students to experience rigor and excellence. It shall be the policy of the District to allow decisions regarding access and participation to be made by the professional educators with responsibility for the specific program. This is with the



understanding that the educator's expectations and a program's limitations be made available prior to participation decisions being made. Guidelines to professional educators regarding participation decisions include: Criteria for participation will be developed and communicated prior to decisions regarding participation being made. The advice of the Activities Director would be sought prior to a decision being made. Previous participation in a "non-school" program will not be criteria for participation. In cases in which only a small difference exists between students in terms of ability or attitude, inclusion should favor the older student. As in all cases, the decision will reside with the professional educator.

**STUDENT SELECTION:** Coaches and advisors at Northfield High School are able to make cuts (student selection) in the Northfield High School co-curricular program. The student selection process is dependent on each sport/activities individual differences. All coaches/advisors are reminded to maintain as high a participation level as feasible (at coaches/advisors/activity director's discretion). Coaches/advisors should encourage students who are cut to participate in other co-curricular activities. The student selection process for each sport, each season, must be clearly communicated to the Activities Director and to participants of each program.

**USE OF 7<sup>th</sup> AND 8<sup>th</sup> GRADE STUDENTS IN HIGH SCHOOL PROGRAMS:** Students in grades 7 and 8 may participate in high school programs. Students in these programs must complete and submit all the forms required of high school participation, including a current physical, and will pay the High School athletic fee as listed in the Fee Policy. This must be completed prior to the student participating in practices and games. In addition, 7<sup>th</sup> and 8<sup>th</sup> grade students may not displace 9<sup>th</sup> grade students on 9<sup>th</sup> grade level teams, unless there are safety concerns. In the case of safety, the Activities Director will help make the determination.

Participation in athletics/activities for all secondary students is limited by interest, ability, Minnesota State High School League (MSHSL) rules and policies regarding eligibility and the following guidelines:

**Category I Activities:**

1. Sports - football, soccer, volleyball, basketball, boys' hockey, wrestling, baseball, softball, tennis, track and boys' lacrosse.
2. Fine Arts Activities - Speech, debate, one-act play, high school musicals/plays, band and choir.
3. Grade 7 & 8 students will participate at the middle school and in organized programs external to the school (e.g. hockey).
4. An ~~exceptional~~ athlete/participant in grade 7 or 8 who has the skill level and maturity will be allowed to participate at the varsity (includes junior varsity) level according to the process and criteria set forth in this policy. .
5. ~~All consideration will be given so that a 7th or 8th grader who is moved up will not result in a junior or senior being cut from JV or Varsity.~~
6. ~~7th and 8th grade athletes can move up to the 9th grade when there is a 9B team. They will only be able to play on the 9B team. If there is a need fill out rosters on the B-Squad or JV, 9th graders will be moved up before 8th graders.~~
7. ~~If lack of numbers at the 9th grade level may prevent the ability to field a team, 8th graders can be moved up to fill out a roster. This must be approved by the Activities Director.~~

**Category II Activities:**

1. Sports: cross-country, dance team, swimming, gymnastics, nordic skiing, alpine skiing, girls' golf.
2. All participation is at the high school level.
3. Level of competition is determined by ability.

**Criteria and Process for Approval of 7th or 8th Grade Move Ups**

1. Requests for allowing a student to participate in other than their assigned grade or designated level will be limited to varsity participation (includes junior varsity) and are not to consider promotion of the best athlete/participant of one grade level to the next grade level. ~~Requests are limited to the rare exceptional~~



**athlete/participant:** Athletes may move up to the next grade level if the Activities Director sees the need. In that case, first consideration will be given to 9th graders moving up before an 8th grader.

2. Requests may be made by the middle school coach, AD or the high school coach.
3. ~~All~~ requests will be considered by the: parents, student, coaches (present grade level coach and high school coach) and administration. A unanimous approval is required of all parties for an 7th/8th student to move up to JV or Varsity. Final approval is made by the Activities Director.
  - a. Consideration of all requests will be based on the social, psychological, educational, and physical best interests of the student.
  - b. The application and approval for an exception must be in place prior to the fourth Monday of the affected sport season.

**PARTICIPATION AFTER INJURY REPORT:** Any time an athlete goes to a doctor regarding an injury, they are NOT to return to participation in either practices or games until they have a signed release from a doctor. This signed release is to be turned in to the Activities Office where it will be kept in the athlete's file. If the injured athlete is treated by the trainer and is not seen by a doctor, a signed release is not needed. However, it is the coach's responsibility to be in touch with the trainer to know if and when the athlete should be returning to competition and what care and treatment should be continued for the athlete. This requires constant communication with the athletic trainer.

**ADVERTISING:** The use of advertising of products within the schools is a decision of the appropriate building principals or program level administrators. The bias in these decisions should be toward limiting the growth of advertising within the schools and prohibiting advertising that would alter or change the schools' curriculum. Advertising is sold in the community to assist in the publication of game programs and as a fundraiser for the Northfield Booster Club. The NBC controls these sales. Any other contacts for advertising or other types of fundraising within the community must have the prior approval of the Activities Director.

**AWARDS - Letter Requirements:** Every Head Coach/Advisor must submit "Specific Requirements" for awards in his/her sport/activity. These requirements are kept on file in the Activities Office. In setting the requirements each coach/advisor should be within the framework of the philosophy as expressed below:

**AWARDS SYSTEM:** The awards system listed below applies to all activities, including Cheerleading, Dance Team, Chess, Drama, Academic Challenge, Math Team, Mock Trial, Pep Band, Science Olympiad, and Speech. Music activities that would be considered co-curricular may also use this system.

**Participation Certificates:** Awarded to anyone who successfully completes a "season" and who **does not** earn a letter. This certificate will be the same for all sports and activities.

**Letters:** A chenille "N" will be awarded the **first time** that a student meets the criteria for lettering in a particular sport or activity. Chenille Letters for athletics and activities will be identical. **Every time** a student earns a letter they will receive a letter certificate. There will be separate certificates for athletics and activities.

**Metal Pin Inserts:** Upon earning a letter for the first time in a particular sport or activity, the student will be awarded a gold pin insert designating that particular sport or activity.

**Metal Bar Inserts:** Upon earning a subsequent letter in the same sport or activity, the student will be awarded a metal bar insert. The first bar will represent a second letter in the same activity, the second bar a third letter, etc.

**Captain's Awards:** Captains will receive a captain's certificate and a metal star insert for each "season" in which they are elected as a captain. The selection of captains is covered under special awards.

**State Letter:** A specially-designed, white letter "N" with the word "STATE" will be awarded to those who qualify for the state tournament or earn All State Honors. Coaches determine who receives the white "N". Cheerleaders, statisticians, managers, trainers, etc. are not eligible for this patch. **Exceptions may be made upon the recommendation of the Head Coach and the approval of the Activities Director.**

**ADDITIONAL AWARDS:** Any other awards presented must be in accordance with Minnesota State High School League rules and must have the prior approval of the Activities Director.

**AWARDS FOR ACTIVITIES:** All activities under the supervision of the Activities Director will use the awards system as described.. Each advisor/director should have the requirements for the awards given for their activity on file in the Activities Office. .

#### **Northfield Booster Club Scholarship**

1. The committee selecting the recipient shall consist of the Scholarship Selection Committee organized by the High School Principal. The Activities Director should be allowed to provide guidance in the final selection.
  - a. The recipient must be a graduating senior of Northfield High School and in at least one sport; multiple sport athletes will be given special consideration.
  - b. Involvement in RALIE, LOA, or other student leadership organizations is preferred.
  - c. The Universal Scholarship form provided by the NHS Guidance Office is used as the application form.

**End of Season Program:** Each sport is to hold an awards program within one month of the conclusion of their season. This program is also encouraged for other activities although it is realized that such a program is not conducive to all activities. This program may be done in various ways.

- There may be a meal involved or there may simply be “coffee and dessert.” The meal may be as simple as a potluck or as complex as a banquet although coaches/advisors are reminded that our major awards program is the Maroon and Gold Reception which is held in May.
- Individual award programs are not to rival this event. Programs may be held at the school, local churches or other restaurants or meeting facilities. You are strongly encouraged to hold this event locally and use local businesses when possible. **There is to be no alcohol served or consumed at the event.**
- When scheduling this program, the head coach/advisor is to fill out the proper form and return it to the Activities Office for the approval of the Activities Director. The date, time, location, and type of affair must be given on this form. The Activities Director will check the date and space availability before approving the program.
- Coaches/Advisors are reminded that all programs are to be self-supporting. All participation certificates, numerals, letters, captain(s) awards, and MVP awards are to be presented and/or announced at this program.
- If possible other awards such as all-conference or all-state should also be presented at this program. Note that the MVP medallion is **not** to be awarded until the Maroon and Gold Awards Reception.
- All levels (grades 9-12) of a particular sport or activity should be included in this program as well as the cheerleaders for that particular sport (if applicable). If appropriate, a separate program may be held for 9th and/or 10th grade.

**ATTENDANCE POLICY - STUDENTS:** In order to practice, rehearse, compete or perform in any NHS co-curricular activity, the student must be in attendance that day for a minimum of four class the **last 4 periods of the day**. Pre-arranged absences with the approval of the Principal, Assistant Principal, or Activities Director will be considered an exception to the policy. All coaches/advisors are to explain this rule to the participants at the beginning of their season. Coaches/Advisors are expected to enforce this policy. If absences are not cleared by a parent/guardian, the absence will be considered unexcused and/or truant.

#### **If absences are Unexcused or Truant:**

\*Students that have an unexcused or truant absence will receive no credit from their teachers for the activities performed on the day of the absence.

\*Students with unexcused absences or trancies will be given appropriate consequences by their Assistant Principal. Consequences will be progressive with succeeding unexcused absences and trancies.

#### **EXCUSED ABSENCES**

**Note:** \*The school reserves the right to require medical verification in cases where student absences are excessive.



\*\*The amount of classroom instruction and work missed can be overwhelming and is critical for future success. While the school recognizes the value of family time and trips, we encourage parents & families to schedule trips to coincide with scheduled school vacations.

\*\*\*Families are encouraged to notify the school in the event of a pending absence. It is the student's responsibility to inform their teachers of the absence and make arrangements to make up their work in a timely manner.

### **EXCUSED/UNEXCUSED ABSENCES**

**Excused absences include** - illness or medical appointment (that cannot be made outside of the school day), post-secondary school visits, family vacations/outings (with a parent/guardian), family emergencies verified by a parent/guardian (serious family illness, injury or death), absences caused by participation in school sponsored activities.

**Unexcused absences include** but are not limited to oversleeping, car trouble, non-medical or dental appointments. Unexcused tardiness for more than fifteen minutes is considered an unexcused absence.

### **ELIGIBILITY REQUIREMENTS**

**Students involved in the following activities must meet Academic, Chemical & Code of Responsibilities Standards:**

All Athletic Activities	Chess	Math Team	Student Council	
Science Olympiad	Band	Choir	Orchestra	
Knowledge Bowl	Drama	RALIE / LOA	Music Listening	Cheerleading
	Speech	Mock Trial	Rock 'n Roll Revival	

### **Academic Eligibility Policy-Adopted June, 2008**

The purpose of this academic eligibility policy is to monitor, motivate and assist the students who participate in co-curricular activity programs, in order for the student to be academically successful. While the school's co-curricular programs are a vital part of the total education of our students, our primary mission is academics.

**Students will be on academic probation if they receive:**

1. More than one (1) failure on quarter grades in any **courses currently enrolled**, at the end of 1<sup>st</sup> & 3<sup>rd</sup> quarters.
2. One (1) or more failures on semester grades in any **courses currently enrolled**.
3. **Academic Probation:**
  - a. The student will enter a period of 10 school days of academic probation. During academic probation the student is fully eligible. If the student is making successful progress (passing) all classes after 10 school days they are no longer on academic probation.
    - i. Students will be assigned for a specific amount of time and/or class grade with our academic support staff.
    - ii. The focus will depend on what the student athlete shares is getting in the way of his/her academic success.
  - b. If the student is failing in one or more classes they will become academically ineligible. When declared academically ineligible, the student will be ineligible until all grades are above passing. If the student falls below passing, student will be ineligible once again.
4. **Academic Ineligibility**
  - a. While academically ineligible a student may practice with the team or activity but may not participate in MSHSL interscholastic athletic, academic, or performing arts competitions. The same consequence is in effect for those students participating in non-MSHSL activities (no public performance) for the duration of the consequence. If a student regains eligibility after a period of ineligibility the student is not guaranteed his/her original role. The role will be determined by the coach/advisor/director.
5. **Enforcement Procedures:**
  - a. Grades of all co-curricular participants will be checked at the end of each quarter and semester.

- b. As soon as grades are released at the end of each grading period, students who will **begin probation**, will be notified, as will their parent/guardian and coach/advisor.
  - c. A student who is returning to Northfield High School after having dropped out, or is transferring from Northfield High School to the ALC after dropping out, or is returning to the ALC after having dropped out and had more than one failing grade for the last full quarter of five or more credit-bearing classes is academically ineligible. A student in these situations must complete a full quarter of work carrying five classes with no failures to be eligible for participation in co-curricular activities.
6. Additional ALC Policy:
- a. The following pertains to students of the Alternative Learning Center (ALC) who are participants in the Northfield High School (NHS) Activities Department.
  - b. ALC students must maintain a completion rate of 60% of the hours required each quarter in order to remain eligible to participate.
  - c. If a student transfers from a NHS class to an ALC class the grade they are earning in the NHS class transfers with them. That grade will be averaged in with the ALC grade for the quarter or semester. A student cannot transfer to the ALC in an attempt to remain academically eligible.
  - d. At the end of each quarter and semester, the ALC will report to the Activities Office the names and completion rates of all ALC students participating in NHS Activities programs. Those who fall below the 60% completion rate will become academically ineligible.
  - e. Students not carrying a full course load each quarter will be ineligible until the student is enrolled in five credit-bearing courses.
  - f. The person responsible for the education of a homeschool student must inform the Activities Director if the student is making unsatisfactory progress toward graduation. This information must be sent at the end of each grading period, if the student is a participant in any Northfield High School co-curricular activity
  - g. Incompletes: An incomplete(s) not changed to a passing grade(s) by the end of the second week of the succeeding quarter will become a Failure for the purposes of Academic Eligibility. If this results in ineligibility, the student will be ineligible for the remainder of that quarter. Ineligibility will be waived if the student does not have an incomplete at the end of the succeeding quarter and does not have more than one failing grade. Exceptions may be made for incompletes which are caused by extenuating circumstances.
7. Exceptions to the above will be made in the following circumstances:
- a. Students **on 504's** or in special education may have different standards written into their plan upon the approval of the student's counselor, special education teacher, the Activities Director and Principal. Eligibility standards for these students may be waived if that student has made every possible effort to meet the standards.
  - b. A plan different from the above could be written to meet the individual needs of a particular student. This would only occur if it could be shown that the above plan is not working or has not worked, or in some other way is inappropriate. Such a plan must be approved the parents, Activities Director and Principal.

**CHEMICALS** - Northfield High School adheres to the following Chemical Eligibility Rules in regard to the use of chemicals. Students are subject to additional consequences if a violation occurs on school grounds, at a school-sponsored event, or on the way to or from a school-sponsored event. Coaches/Advisors are encouraged to confront participants whom they suspect of breaking these rules and are required to turn in participants whom they know have violated these rules.

**Chemical Eligibility Rules-adopted June 2008**



Philosophy and Purpose: We at Northfield High School care about the well-being of our students. We recognize that the use of alcohol, **vaping devices**, **nicotine**, tobacco and other mood-altering chemicals has a negative impact on the health of the individual, their performance, and their team's or group's ability to function effectively. The chemical eligibility rules are designed to promote and encourage a chemically-free lifestyle and to provide a fair and meaningful consequence when the rules are broken, with the main intention being to help the student.

**Northfield High School (NHS) adheres to MSHSL Bylaw 205 including all (NHS) additions underlined below. Teams shall not have the latitude to implement consequences that deviate from MSHSL Bylaw 205.**

<https://www.mshsl.org/mshsl/Publications/code/handbook/200%20Bylaws.pdf?year=2016>

#### **CODE OF RESPONSIBILITIES: Adopted June 2008**

All students represent our school and community. Therefore, good citizenship is required for participation in co-curricular activities. Because of their visibility and status as role models, proper conduct and abiding by school rules, MSHSL rules, local and state laws are expected of all students. Good citizenship also applies to respect for the rights and property of all individuals and respect for those who enforce the rules of our school and the law of the community. We believe that students do know the difference between appropriate and inappropriate behavior. However, in order to ensure understanding, The Student Code of Responsibilities of the Minnesota State High School League is used to explain the basic concepts of good citizenship and appropriate behavior and the policy outlined below defines our expectations in more specific terms. It is the responsibility of students in our activity programs to behave in a way that makes the school and community proud to have him/her represent us as a member of a Raider team and/or activity.

#### **MSHSL Student Code of Responsibilities**

The member schools of the Minnesota State High School League believe that participation in interscholastic activities is a privilege which is accompanied by responsibility.

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

I will respect the rights and beliefs of others and will treat others with courtesy and consideration.

I will be fully responsible for my own actions and the consequences of my actions.

I will respect the property of others.

I will show respect and obey the rules of my school and the laws of my community, state and country.

I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

Penalty: A student who is under penalty of exclusion, expulsion or suspension or whose character or conduct violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the principal.

#### **POLICY**

A. Any student who is assigned in-school suspension or out of school suspension for any time period shall not participate in student activities that day or evening.

B. Activity participants are required to make a strong academic effort in the classroom. In addition, student-athletes and activity participants will demonstrate respect for teachers and fellow students, positive attitudes, sincere efforts and good attendance. This expectation applies both to in season and out of season student-athletes and activity participants.

C. Activity participants are expected to be trustworthy. It is absolutely necessary to have team members that can be trusted in the locker room, on the field, court, pool or gym, stage, on the bus to and from events and anywhere else he/she is apart of team activities. Activity participants indicating they cannot be trusted may be dismissed from that team.

D. Activity participants representing Northfield High School are expected to conduct themselves in a manner that will allow their team, coaches, school, parents or community to be proud of them. Behavior that negatively impacts the reputation of the school and/or community at any time or anywhere will not be tolerated. Gestures or comments, disrespect, defiance,



insubordination towards teammates, game officials, opponents, coaches, spectators, school personnel, etc. will not be tolerated.

E. Activity participants are expected to demonstrate good citizenship and behavior in the community at all times. Behavior should be positive so that it brings credit to the student-athletes, activity participants, their activities and their school. If it is determined that a student-athlete/activity participant demonstrated negative behavior in the classroom, an activity in or out of school, or in the community, consequences may be imposed. When such behavior does occur, the coach/advisor, activities director and assistant principal will discuss the matter with the student.

Depending on the visibility and seriousness of the incident, consequences may include any combination of the following: suspension from games, practices, loss of letter points, loss of captain's position, dismissal from a team or activity, in-school or out of school suspension. A penalty may count in the sequence of MSHSL violations.

Examples of inappropriate behavior that will likely result in a penalty: (This list is in no way all inclusive)

- Theft
- Bullying
- Hosting a party where alcohol or other drugs are being used
- Disrespect to a teacher or other staff member
- Vandalism
- Cheating
- Attending an event knowing that illegal activity will take place and that the purpose for attending for most students is to participate in that illegal activity. (Example: End of the year class party)

**ATTENDANCE BOUNDARIES/ELIGIBILITY:** Students who attend Northfield Middle School, Northfield High School, St. Dominic's, or who live in the Northfield district and are home schooled are eligible for 9<sup>th</sup> Grade, B Squad/JV/Varsity competition. Students attending St. Dominic's on the "Shared-Time" program may compete in Middle School programs if that sport is not offered at St. Dominic's. Arcadia students who are residents within the Northfield School District are fully eligible at the Middle School and 9<sup>th</sup> grade levels. For all MSHSL programming a Cooperative Agreement must be formed in order for Arcadia students to participate at the B-Squad, JV, and Varsity levels (these students must be Northfield School District residents). Arcadia students pay the Activities Fee and Arcadia School is billed for the "Cost per Participant."

**EMERGENCY CLOSING OF SCHOOL:** In the event of schools being closed for any type of emergency closing, including inclement weather, all co-curricular practices, games, or events are canceled. If weather conditions improve, high school practices, games or events may be scheduled upon approval of the Activities Director and will be voluntary for participants. Before scheduling such practices/games, there must be approval from the High School Principal and the Superintendent (including consultation with the School District's busing company). Middle School activities (practices/games) will not be held.

#### **SCHEDULING CONFLICT RESOLUTION: ATHLETICS AND MUSIC**

At Northfield High School we work hard to avoid scheduling conflicts between music events and athletic events so that students may feel encouraged to participate in both. The following hierarchy has been established to help decide which event a student should attend when athletic events and music events conflict. This is listed from lowest priority to highest:

1. Informal team/group gatherings i.e. Pizza Parties, Pre-game Meals.
2. Athletic practices/music rehearsals.
3. Scrimmages/dress rehearsals.
4. Non-Conference games.
5. Big 9 Conference games/scheduled music performances.
6. Section games/scheduled music performances/once in a year performances i.e. band trips etc.
7. MSHSL State Tournaments/scheduled music performances.

In the case of a "tie" in the hierarchy above, the following will assist in making logical choices for all involved:

### Additional Factors To Help Make a Logical Decision

#### **ATHLETICS**

1. The athlete is a starter
2. The athlete is a likely sub
3. The athlete is not likely to play
- \* Absence of this athlete might negatively affect game outcome

#### **MUSIC**

1. The musician is part of a very small section, or an integral member (first chair)
2. The musician is part of larger section
3. The musician participates
- \* Band/Choir is a graded, curricular class

When the hierarchies above cannot determine a clear-cut decision, students, coaches, music directors, and parents will agree:

1. Neither the student or parent/guardian shall participate in deciding which event will be missed and which event will be attended.
2. A neutral person/mediator (administrator) will guide the final decision. (Administrator may ask the student for his/her preference of the activity he/she may want to attend. Even though a student may indicate a preference, it may or may not be granted).
3. Neither the athletic coach nor the music director shall penalize the student in any way when the decision made is not to attend the event that they supervise.
4. A decision for one conflict resolution is not precedent setting; each situation is unique.

**FAN BUSES:** Fan buses will be provided for team state tournament participation, however, the minimum number of students to send a fan bus is 45. Middle School students are not eligible to ride a HS fan bus.

### **DISTRICT #659 ACTIVITIES FEE INFORMATION**

1. The following guidelines are for the use of scholarship/fee waivers for co-curricular programs offered through Northfield High School and Northfield Middle School. All students in items a & b below must qualify under the current school year Free or Reduced Meal Program guidelines administered by the school district Food Service Department.
  - a. *Students who qualify for the Reduced Meal Program are required to pay 40% of the total cost of the activity.*
  - b. *Students who qualify for the Free Meal Program are required to pay 20% of the total cost of the activity for which they are enrolling.*
  - c. *Students who do not qualify for a Free or Reduced Meal Program, but who have a financial hardship must submit an application for a scholarship, and if granted are required to pay at least 20% toward the activity fee. A waiver form must be submitted for each activity, each season.*
  - d. *Waiver Forms can be found on the School District Website or can be obtained by contacting the High School Activities Office.*
2. Fees must be paid **BEFORE** the student/athlete will be allowed to practice or play.
3. Fees are as follows. Fees help cover costs of equipment, apparel, transportation, and officials.

#### **Athletics - High School**

<b>Full</b>	<b>Reduced</b>	<b>Free</b>
<b><u>Fee – 100%</u></b>	<b><u>Meal – 40%</u></b>	<b><u>Meal – 20%</u></b>
\$260	\$104	\$52
\$215	\$86	\$43
\$182	\$73	\$36
\$165	\$66	\$33
\$155	\$62	\$31
\$130	\$52	\$26
\$75	\$30	\$15

Alpine Ski (includes transportation fee)  
 Gymnastics-Hockey-Nordic Ski (includes transportation fee)  
 Soccer (includes Spring Creek Park user fee)  
 Baseball, Basketball, Dance Team, Football, Softball,  
 Swimming-Volleyball-Wrestling  
 Golf, Lacrosse  
 Cheerleading-Cross Country-Tennis-Track-Weightlifting  
 Bowling, Clay Target



#### Academic and Fine Arts Activities - High School

Full	Reduced	Free	
<u>Fee – 100%</u>	<u>Meal – 40%</u>	<u>Meal – 20%</u>	
\$70	\$28	\$14	Chess-Knowledge Bowl-Math Team-Mock Trial-Music Listening, Speech-Drama-One-Act Play-Science Olympiad

#### Athletics - Middle School

Full	Reduced	Free	
<u>Fee – 100%</u>	<u>Meal – 40%</u>	<u>Meal – 20%</u>	
\$95	\$38	\$19	7 <sup>th</sup> & 8 <sup>th</sup> Grade participating in Middle School Athletics
\$75	\$30	\$15	All 6 <sup>th</sup> Grade Middle School Athletics

#### Academic and Fine Arts Activities – Middle School

Full	Reduced	Free	
<u>Fee – 100%</u>	<u>Meal – 40%</u>	<u>Meal – 20%</u>	
\$60	\$24	\$12	Chess-Knowledge Bowl-Math Team-Speech-Drama

#### Family Limit

Full	Reduced	Free	
<u>Fee – 100%</u>	<u>Meal – 40%</u>	<u>Meal – 20%</u>	
\$605	\$242	\$121	Family Fee Limit (includes high school and middle school), Athletics, Academic & Fine Arts combined

**\*\*\*Middle School students participating in a high school program will pay the High School fee. (This fee will be paid at the high school)**

**WAIVER:** School District Policy allows athletic fees to be partially waived in the case of low income or undue hardship. Any student who receives free or reduced lunches also qualifies for the athletic waiver. A waiver can be in effect for an entire school year. Those who do not qualify for free and reduced lunches, but face an undue hardship may apply for a waiver by contacting the High School Activities Office.

**REFUND:** A student who quits a sport/activity, for any reason, prior to the first contest or public appearance may receive a full refund. (Note: Refunds will not be processed until student has turned in all equipment issued and has been cleared by the coach). After the first contest or public appearance, no refund will be made except in the case of injury or illness which prevents continued participation. When this occurs (provided the injury or illness is substantiated by a physician's statement) the refund will be as follows:

- Full refund up until the first contest/public appearance.
- One-half refund after the first contest/public appearance through the first one-quarter of the season.
- One-fourth refund through the first half of the season. (Length of season is first practice date through the first scheduled game of post-season competition).
- Refund must be requested during the academic year of the activity.

**FUNDRAISING – HANDLING OF FUNDS:** The following rules shall be followed in regard to fundraisers and the handling of Activity Fund money:

- Fundraising requests are to be submitted to the Activities Director and must be approved by the building principal. "Fundraiser Request" forms are available in the Activities Office. (A sample form is located in Appendix B).



2. All financial transactions will be run through the appropriate account. Coaches/Advisors are to turn in all money promptly (within 24 hours) to the Activities Office for deposit. If there are expenses connected with the fundraiser, they will be paid by check out of the appropriate Activity Fund account.

**No checks or cash are to be spent or used for any purpose.**

3. Resale Items: All money is to be turned in promptly to the Activities Office for deposit in the appropriate Activity Fund account.
4. Gift Money, Memorials, etc.: These, likewise, are to be run through the Activities Office and will be handled through the appropriate Activity Fund account. Consult the Activities Director ahead of time on matters such as these.
5. Gift Cards may NOT be purchased from Activity Account funds. In addition, only expenditures for students are allowed using Activity Account monies. Gifts for coaches are not allowable via Activity Account funds.
6. Under no circumstances should money be collected or spent without it being "run through" the activity account and the appropriate procedures.

**GIFTS AND DONATIONS:** There is School Board Policy which governs the receipt of gifts and donations to the School District. Any gifts/donations valued at more than \$1,000, must receive Board approval. Whenever coaches/advisors are involved in receiving a gift to the District, the Activities Director should be consulted early in the process so that proper procedures are followed.

**INITIATIONS/TEAM GATHERINGS (POLICY):** No teams or activity groups are to hold initiations or other similar events which are designed to become "part of the team." Team gatherings and activities to build team unity are important and are encouraged; however, for safety and liability reasons and to prevent hazing and/or harassment, **initiation events must not be held.**

Team gatherings can be held and are encouraged but only under the supervision of a coach. All activities at these gatherings must be supervised by a coach. Use good judgment in what will and will not be allowed to occur and know ahead of time what activities are being planned. Students who violate this rule – both those who conduct the initiation and those who take part will be suspended from competition for a minimum of two events/contests. This suspension will be enforced during the next two (or more) consecutive contests.

**MAROON AND GOLD RECEPTION:** The Maroon and Gold Reception is the annual athletic awards event sponsored by the Northfield Booster Club. The reception is held in May. All coaches are invited and encouraged to attend. The main purpose of the reception is to recognize and honor the senior athletes. All MVP medallions will be presented and the Outstanding Male and Female Athletes will be announced. All head coaches will be involved in the presentation of these awards.

**PARTICIPATION IN MORE THAN ONE SPORT:** In almost all cases student/athletes are not allowed to participate in more than one sport during a particular sport season. However, there are situations in which this could be possible, and requests for special permission for students to participate in two sports during the same season will be considered. The first step is for the student and parents to make a written request to the High School Activities Director, outlining the circumstances which warrant special consideration. This should be done prior to the start of practices for that season. The Activities Director will consider the request and, if the request is reasonable, will consult with the head coaches of the sports involved. With the approval of both coaches and the Activities Director, special permission will be granted. Upon approval of the request, the head coaches, in consultation with the Activities Director, will outline the schedule to determine the expectations of the student/athlete in each sport. This plan must be acceptable to the Activities Director, coaches, parents and students before dual participation will be allowed. Detailed process and procedures for this policy are available in the High School Activities Office.

**EVENTS/PRACTICES - SUNDAYS/WEDNESDAYS:** No practices and/or games are to take place on Sunday per MSHSL rules. Other school activities are also not to be scheduled on Sundays, except on rare occasions, when special

permission has been granted through the Activities Office. On Wednesdays, all practices must end by 6:30 p.m. Games/Events may be held on Wednesdays, but these should be scheduled on a very limited basis.

**PRACTICES - HOLIDAY/VACATION PERIODS:** Middle School teams will not hold practice or have events on any day school is not in session, with a rare exception of a Saturday and perhaps a few days prior to the start of school. 9-12 grade coaches will not conduct practices or have any event(s) scheduled on Thanksgiving Day and/or Christmas Day. Additionally, coaches are encouraged to avoid practices on New Year's Day, when possible. Any participants who are involved in family activities are to be fully excused from practices. Any practices (9-12) that are held during vacation periods must also be scheduled one week or more, in advance, with schedules distributed to students and parents.

**UNDER NO CIRCUMSTANCES ARE STUDENTS TO DRIVE TO EVENTS LOCATED OUTSIDE THE SCHOOL DISTRICT'S BOUNDARIES, (exception Clay Target).** When scheduling and running scrimmages, coaches are reminded of MSHSL Policy as it relates to scrimmages. Officials may not be paid and other rules or conditions must be changed so that the event is not conducted in the same manner as a game. Consult the MSHSL Handbook or the Activities Director if you have questions regarding this.

#### **TICKET POLICIES/CONFERENCE:**

**ATHLETICS:** Ticket prices, as established by the Big Nine Conference, for all regular season home athletic events are \$4.00 for students and \$6.00 for adults. Children not yet in school are admitted free and senior citizens (62 and older) are admitted at the student rate.

ALL K – 8<sup>TH</sup> GRADE STUDENTS AND ADULTS ARE ABLE TO PURCHASE AN ATHLETIC PASS online at <https://gofan.co/app/school/MN19630>. The GoFan phone app is required to use the pass.

**Student pass: \$25 Adult pass: \$80.** High School Students 9-12 grade are admitted free with a student ID.

THE PASS ALLOWS ADMITTANCE TO ALL HOME REGULAR SEASON ATHLETIC EVENTS.

The Student Athletic Pass, Employee Family Pass, and All-Sport Pass are good for all regular season home athletic events.

**ACTIVITY EVENTS:** Most drama events will have admission charges. The price of admission may vary according to the production and the royalty fees charged, but will usually be \$8 for adults and \$6 for students. Admission will be charged for many concerts, with the price set at \$1 for students and \$3 for adults.

#### **COMMUNICATIONS BETWEEN STAFF AND PARENTS**

Both parenting and coaching or directing are extremely difficult vocations. By establishing an understanding of each position we are better able to accept the actions of the other and provide greater benefits to your child. When parents have a child involved in our programs, they have a right to understand what expectations are placed on them. This begins with clear communication from the coach or director.

##### **Communication to expect from the Coach or Director:**

- Philosophy
- Expectations for your child, including sportsmanship and MSHSL rules/policies
- Location and times of all practices, games or events, and transportation expectations
- Team requirements, i.e. practices, special equipment, out of season training, lettering policy
- Procedures to follow – should your child be injured, attendance at school on practice/game days
- Discipline that may result in the denial of your child's participation
- Regular, individual meetings with students regarding role, how to improve, etc.
- Consistent, timely, thorough communication throughout the season (email, website, etc)



**Communication that coaches and directors may expect from parents:**

- Concerns expressed directly to the coach or director
- Specific concerns with regard to philosophy and/or expectations
- Notification of any illness or injury of missed practices

Students involved in the programs at Northfield High School will experience some of the most rewarding moments of their lives. However, it is important that they understand that there may also be times when things do not go the way they or their parents had hoped. At these times, discussion with the coach or director is encouraged.

**Issues appropriate for parents to bring forward as part of a discussion with coaches/directors:**

- Treatment of a student, mentally and physically
- Ways to help a student improve
- Concerns about a student behavior

It is very difficult for parents to accept their child not participating as much as they may hope. The aim of the NHS Athletic/Activities Department is to support coaches and directors as teachers. A coach or director will make judgment decisions based on what they believe to be best for all students involved. As you can see from the above list, certain things can and should be discussed with parents. Other things, such as the ones listed below, must be left to the professional judgment of coaches and directors.

**Issues not appropriate for parents to bring forward as part of a discussion with coaches/directors:**

- Team or group selection
- ~~Playing time~~
- Team strategy
- Play calling
- Other students

There are often situations that may require a conference between the coach or director and the parents. **The student should be, and is requested to be, involved in these meetings.** To resolve the problem, we must have everyone's help and involvement.

**RESOLVING CONFLICTS**

There are situations that may require a conference between the coach or director and the parent. These are encouraged. However, it is requested that all parties follow professional dialogue expectations. It is very important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following steps are expected to be followed in order to promote resolution. Note: This process is not intended to provide grievance of rule(s) of the Minnesota State High School League.

**If there is a problem:**

- **STEP 1:** The student should talk directly to the coach or director, one on one – this is part of the learning and maturing process.

**If the problem is not resolved:**



- **STEP 2:** Parents will contact the coach or director for their insight into the problem. Parents are welcome to provide support for the student through conversations with the coach or director after the initial player/coach or director discussion. Coaches or Directors shall respond within 24-48 hours to all inquiries. There will be no correspondence from a coach or director after 7pm each day.
- **STEP 3:** Parents set-up a face-to-face meeting with the coach or director and the student. Requests should be directed to the coaches' or directors' school phone number/email. Inquiries will be returned by in a timely fashion – minimum expectations are for a return call/email within 24-48 hours. It is expected that the head coach or director and at least one assistant are involved in the conference. This meeting is expected to take place at Northfield HS at a mutually agreeable time.

Parents/students and coaches or directors are to address themselves to problems/concerns related to them only. In order to be in compliance with the "Privacy in Information Act" problems/concerns related to other students will not be discussed.

**Parents Should Not:**

- Call the Activities Director or NHS administration without participating in the first 3 steps.
- Confront the coach or director before or after practice, game, event or banquet. These can be emotional times for both individuals. Meetings of this nature do not promote resolution.

**Coaches or Directors Should Not:**

- Engage in email "discussion" of an issue unless it is for routine absences or concerns due to illness, injury, etc. Phone calls and in-person meetings (as necessary) are expected.

**If the meeting with the coach or director does not provide a satisfactory resolution:**

- **STEP 4:** Parents are asked to contact the Activities Director and request a meeting with all parties. If steps 1-3 have been followed appropriately, the AD will mediate a resolution between the student, coach or director, and parent.

Focused dialogue is a crucial part of conflict resolution. Your willingness to support students and parents when they follow the expectations is paramount to successfully resolving potential issues and ensuring positive outcomes.



# **STUDENT CITIZENSHIP HANDBOOK**

**2019 - 2020**

***RIGHTS  
RESPONSIBILITIES  
OPPORTUNITIES  
SUCCESS  
CONSEQUENCES  
CITIZENSHIP***

**A Policy Guide for Student Management in Instructional and  
Co-Curricular Activities in Northfield Public Schools**

Spanish translation available in school offices and online.

For immediate assistance, please contact Joan Lizaola at 507.663.0662.

Hay una traducción al español en las oficinas escolares. Favor de llamar a la Sr. Joan Lizaola  
al 507.663.0662 para ayuda de inmediato.

## A Message From The Superintendent

Dear Northfield School District Parents and Students:

Our educational team is committed to working with all students to develop the skills, knowledge and unique talents that will prepare them for the future and serve them long after they leave the classroom. We work to provide learning opportunities and challenges so each learner can experience the satisfaction derived from achieving excellence. Please take time to review the information in this handbook with your children. The material will also be reviewed with students at the start of the school year.

It is essential that we provide a safe and secure environment for all students. A clear, consistent, comprehensive policy on student behavior is an important first step toward assuring our schools are safe for all students. Our students need to know that the District and parents are united in making sure that our schools are safe and supportive places for maximum learning. Our schools teach, practice and expect productive and responsible behavior.

This K-12 handbook describes policies, procedures, and the consequences for violating these policies and procedures. The handbook includes the district's policies on bullying, hazing, personal possessions/lockers, technology use, harassment, possession of controlled substances, student use and parking of motor vehicles (including patrols, inspections, and searches), and weapons. The handbook is designed to help students and parents understand the District's guidelines for acceptable behavior in these and other areas. It also includes a chart that outlines offenses that could possibly lead to expulsion.

While it is essential to provide students and parents with clear expectations and consequences regarding student behavior, the Northfield School District is committed to creating a positive and supportive instructional environment designed to help our students become self-disciplined contributing members of school and community. Our team provides intentional learning experiences to strengthen students social and emotional skills through use of the Responsive Classroom approach (elementary), Second Step curriculum (elementary and middle school), and use of Positive Behavior Interventions and Supports (PBIS) (middle school and high school.)

Students involved in school activities beyond the instructional day tend to develop positive attitudes about their school. We encourage all students to participate in activities to make their educational experiences in Northfield Public Schools some of the most beneficial and memorable of their lives. Northfield offers a tremendous number of activities through the school co-curricular programs, community education, and other local organizations. In Northfield, there is truly an out-of-school activity for everyone.

We look forward to a great school year! We ask your support, assistance and involvement in maintaining a safe and orderly school environment for our students to learn, grow and excel.

Sincerely,

A handwritten signature in blue ink that reads "Matthew J. Hillmann". The signature is fluid and cursive, with the first name "Matthew" and last name "Hillmann" clearly legible.

Matthew J. Hillmann, Ed.D.  
Superintendent of Schools



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## **STUDENT DISCIPLINE PHILOSOPHY**

It is the responsibility of the school board to make reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply at any time a student is present on a school location, at a school-sponsored activity and while traveling on school buses. Students are expected to behave in accordance with federal, state and local laws and rules and in a way that respects the rights and safety of others.

While this policy pertains to all schools in District 659, the school board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

### **PHILOSOPHY REGARDING LEARNING AND DISCIPLINE**

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school staff all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead towards self-control and respect for law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures may be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in this policy, it should be done in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. Discipline...

- helps the student learn a lesson that will positively affect his or her present and future behavior.
- is designed to help the student control and change his or her behavior, thereby guiding the student into adulthood.
- helps the student to grow intellectually and emotionally.
- enhances the student's self-confidence, self-worth and self-image.

### **ROLES AND RESPONSIBILITIES**

#### **School Board**

The school board holds all school personnel responsible for maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

#### **Superintendent**

The superintendent shall establish guidelines and directives to carry out this policy; hold all school personnel, students and parents responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent also shall establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

#### **Principal and Assistants**

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal and assistants shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents.



**Teachers**

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the discipline guidelines.

**Other School District Personnel**

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to students behavior shall be authorized and directed by the superintendent.

All school district personnel shall be responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

**Parents or Legal Guardians**

Parents and legal guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

**Students**

All students shall be held individually responsible for their behavior and for knowing and obeying this policy.

**Community Members**

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

Students who attend District 659 have numerous rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. The following list lays out student rights and opportunities as well as student responsibilities.

Applicable district policies are identified where appropriate and can be found in their entirety on the district's website (<http://northfieldschools.org>).

### ACCESS TO RECORDS

Rights/Opportunities	Responsibilities
Students' parents and students eligible under state law generally have the right to view their school records according to state and federal laws.	Students have the responsibility to follow established building and district procedures regarding access to their school records.
Students have the right to privacy regarding school records. Disclosure of information from student records will be consistent with legal requirements and the guidelines established by the school district.	

### DRESS AND GROOMING

Rights/Opportunities	Responsibilities
Students have the opportunity to wear clothing of their choosing and to engage in personal grooming which is not potentially disruptive to the education process, which does not pose a threat to the health or safety of other students and which is not lewd, vulgar, obscene, sexually explicit or discriminatory.	Students are responsible to dress in such a manner that is not disruptive nor likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups, including gangs. Clothing which displays references to weapons, alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

### EQUAL OPPORTUNITY

Rights/Opportunities	Responsibilities
Students have the right to equal opportunity to participate in all school activities and school education programs for which they are eligible within legal limits. (Policy 102 – Equal Educational Opportunity)	Students are responsible to follow the rules and regulations of the school-sponsored activity in which they participate or others participate. Students are not to discourage the participation of other students.

### FAIR TREATMENT

Rights/Opportunities	Responsibilities
Students have the right to due process when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.	Students are responsible to treat all persons respectfully and to follow rules and regulations that apply to them.
Students have the right to be involved of current school policies, rules and regulations that apply to them.	Students are responsible to be knowledgeable about and to follow school policies, rules and regulations that apply to them.

Students have the right to be informed of classroom expectations.	Students are responsible to be knowledgeable about and to meet classroom expectations and evaluation procedures that apply to them.
Students have the right to be treated respectfully by staff and other students.	Students are responsible to treat others, including other students and staff in a respectful manner. Students are also expected to treat the property of others and the district responsibly.
Students have a right to be free from corporal punishment by staff.	Students have the responsibility to refrain from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
Students have a right to be free from unreasonable physical contact from teachers and other staff except as physical restraint is necessary to prevent the student from injuring self, other persons or property.	Students have the responsibility to respect the space and freedom of those around them. Students also have the responsibility to not engage in conduct that threatens to injure themselves, other persons and property.

### FREE SPEECH

Rights/Opportunities	Responsibilities
Students have the right to free speech so long as such speech does not violate the rights of others.	Students are responsible to express opinions, publish written materials, distribute literature in such a manner that is not libelous, obscene or discriminatory, that does not interfere with the rights of others or disrupt the atmosphere of learning in the school and follows school regulations regarding time, place and manner.

### HARASSMENT

Rights/Opportunities	Responsibilities
Students have the right to be free from any form of harassment, arising out of the physical or verbal conduct of other students, school staff or others. (Policy 514 – Bullying Prohibition; Policy 413 – Harassment and Violence; Policy 526 – Hazing Prohibition)	Students are responsible for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible to report incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware. Such reports should be made to the building principals.

### LEARNING

Rights/Opportunities	Responsibilities
Students should have the opportunity to receive a comprehensive appropriate education. (Policy 102 – Equal Educational Opportunity)	Students are responsible for daily attendance, for completing class assignments on time and for bringing appropriate materials required for class use.
Students should have the opportunity to attend school in a safe environment that is free from disruptive behavior by others.	Students are responsible to behave in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process of others.
Students have the opportunity to make up schoolwork missed during an excused absence.	Students are responsible to obtain and complete make-up work assigned for periods of absence.
Students have the right to necessary homebound instruction as regulated by state guidelines when absent for an extended period.	Students are responsible to complete work assigned as part of the homebound instructional process.



## NONDISCRIMINATION

Rights/Opportunities	Responsibilities
Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin, marital status, sexual orientation, and status with regard to public assistance or disability. (Policy 522 – Student Sex Nondiscrimination)	Students are responsible to treat other students and district employees in a nondiscriminatory manner. Violations should be reported to building principals.

## PLEDGE OF ALLEGIANCE

Rights/Opportunities	Responsibilities
Students have the right to participate in the reciting of the Pledge of Allegiance. Students have the right to express themselves by not participating in the pledge including the right to remain seated.	Students are responsible to either participate in reciting the Pledge of Allegiance or respect the rights of those who wish not to participate.

## PRIVACY

Rights/Opportunities	Responsibilities
Students generally have the right to privacy in their persons and personal property when engaging, participating or pursuing curricular activities on a school location.	Students are responsible to refrain from bringing onto school property or to school-sponsored events any item or material that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.
Students have the opportunity to utilize school lockers, desks and other designated area for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district and that such areas may be searched for any reason, at any time without permission, consent or requirement for a search warrant. If conditions warrant technology (including drug sniffing dogs, cameras, metal detectors, etc.) may be used to ensure safety of students, staff, buildings and grounds. (Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student's Person)	Students are responsible for keeping their lockers free of any items that are illegal or that are prohibited under school rules and district policies.
Students have the right to confidentiality regarding personal matters in discussion with school personnel. Matters of child or sexual abuse must be reported to the proper authorities according to state law. Matters involving criminal behavior may also be reported to the proper authorities.	Students have the responsibility to inform school personnel when a discussion of personal matters is to be confidential. Matters of abuse or illegal activity should be reported to school personnel.

## STUDENT GOVERNMENT

Rights/Opportunities	Responsibilities
Students have the opportunity to participate in student government. The purpose of the existence of student government is to represent and to be responsive of the needs of all students.	Student government representatives have the responsibility to communicate and work with student body, faculty and administration and to be aware of and comply with any policies of the school district

	that may affect the formation of procedural aspects of the student government.
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#### STUDENT SAFETY

<b>Rights/Opportunities</b>	<b>Responsibilities</b>
Students have the right to a safe, inviting school environment, free of drugs, tobacco, and alcohol. Students should expect the schools to utilize a variety of prevention techniques to ensure chemical-free school grounds.	Students are responsible for cooperating with school authorities to keep our schools free of drugs, tobacco and alcohol. Students should report any presence of chemicals on school grounds. Students should also understand the use of prevention techniques (e.g. drug dogs) as a partnership between students, staff and law enforcement designed to keep our schools safe for everyone.

## DISCIPLINE GUIDELINE & DISCLAIMER

Every student and employee of District 659 is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline policies, consequences appropriate with the behavior and a practice to do so with fairness and consistency. (Policy 506 – Student Discipline)

Students are expected to respect the rights and safety of others. This includes behaving in accordance with federal, state and local laws; district, athletic and activity policies; and school regulations. Corrective action will be taken by staff when a student's behavior does not fall within the guidelines.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply at any time a student is present on a district school location or participating in a school-sponsored activity. Listed are the violations and the **recommended** consequences. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g. disabled student whose misbehavior is related to his or her disability). When appropriate, restitution may be substituted for recommended consequences. These guidelines are based upon school board policies. District 659 school board policies are located on the school district's website, at <http://northfieldschools.org>.

### ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating or that degrades other people is prohibited. Verbal abuse that is also sexual, religious or racial harassment shall be addressed under the guidelines for harassment.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	*
Grades 6-12	*	2-3 day suspension	3-5 day suspension

(\*) *Principal discretion per building discipline plan.*

### ALCOHOL OR CHEMICALS, POSSESSION OR USE

Possession or use of any alcohol, narcotic, controlled substance or drug paraphernalia is prohibited by Minnesota or federal law. Any student in possession of or under the influence of alcohol, a narcotic, a controlled substance or drug paraphernalia at a school location will be reported to the police. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Referral for chemical evaluation</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• Social worker intervention</li><li>• 5-10 day suspension</li><li>• Chemical assessment</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Recommendation for expulsion</li><li>• Police referral</li><li>• Chemical assessment</li></ul>

### ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, narcotic or controlled substance is prohibited.

Grades	First Offense
Grades K-12	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Recommendation for expulsion</li><li>• Police referral</li></ul>



## ARSON

Intentional destruction or damage to school property or other property by means of fire is prohibited.

Grades	First Offense
Grades K-12	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Recommendation for expulsion</li><li>• Police referral</li><li>• Restitution</li></ul>

## ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon, or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Possible recommendation for expulsion</li></ul>		
Grades 6-12	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Recommendation for expulsion</li><li>• Police referral</li></ul>		

## ASSAULT, PHYSICAL

Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Possible recommendation for expulsion</li><li>• Police referral</li></ul>

## BODILY HARM, INFLICTING

Committing a reckless or negligent act that inflicts bodily harm upon another person.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	*
Grades 6-12	*	1 day suspension	3 day suspension

(\*) Principal discretion per building discipline plan.

## BULLYING

Bullying is defined as behavior that is:

- Intimidating, threatening, abusive or hurtful conduct
- Objectively offensive
- Involves an imbalance of power and is repeated, or materially and substantially interferes with a student's education or ability to participate in school activities

Any act of bullying or cyberbullying is strictly prohibited as defined in School District Policy 514.

Grades	First Offense	Second Offense	Third Offense
K-5	*	*	*
Grades 6-8	*	*	<ul style="list-style-type: none"><li>• 1-3 day OSS Possible expulsion</li></ul>
Grades 9-12	*	<ul style="list-style-type: none"><li>• Saturday School Detention</li></ul>	<ul style="list-style-type: none"><li>• 1-3 day OSS</li><li>• Possible expulsion</li></ul>

		• Possible suspension	
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(\*) Principal discretion per building discipline plan.

## BURGLARY

Entering any school location without consent and with the intent to commit a crime is prohibited.

Grades	First Offense	Second Offense
Grades K-12	<ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Police referral</li> </ul>

## CELL PHONES-SECONDARY

Cell phone use is not allowed in classrooms during class without teacher permission.

Grades	First Offense	Second Offense	Third Offense
Grades 6 - 8	Confiscated and returned at end of day	Confiscated parent pick up	Confiscated parent pick up
Grades 9 - 12	Confiscated and returned at end of day.	Confiscate and hold for two days	Confiscate and hold for three days

## CELL PHONES-ELEMENTARY

### Elementary Student Cell Phone/Hand-Held Electronics Guidelines & Procedures:

We recognize that cell phones/hand-held electronic devices (i.e. iPod Touch) are common tools for communication with many families. Our goal is to help students maintain a focus on learning. Please know that most elementary students have no need to carry a cell phone or hand-held electronic device to school and these devices are vulnerable to theft. We are committed to using technology as an accelerant for student learning and provide the appropriate tools for our students in their classrooms.

Students who need to carry a cell phone or hand-held electronic device to school must have them turned off and stored out of sight during school hours. These devices may not be used to talk, take pictures, play games, record or text during school hours, including recess.

Consequences for not following the rules are as follows:

- 1st infraction-student will have the device taken away and can pick it up in the office at the end of the day.
- 2nd infraction-student will have their device taken away and placed in the office until a parent can come to school to retrieve it.
- 3rd infraction-student will no longer be allowed to bring a device to school until a parent conference with the Principal is held.

Please note: Bridgewater, Greenvale Park and Sibley Elementary Schools are not responsible for lost, damaged or stolen phones or other electronic devices brought from home.

## DISHONESTY, SCHOLASTIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned. Incidents of academic dishonesty will be cumulative for 4 years. The procedures whereby a student will be held accountable for infractions of the Academic Honesty Policy are as follows:

Grades	First Offense	Second Offense	Third Offense or More
Grades K-5	*	*	*
Grades 6-12	<ul style="list-style-type: none"> <li>• The teacher will address the student with evidence when</li> </ul>	<ul style="list-style-type: none"> <li>• All of the disciplinary action of the first offense will occur</li> </ul>	<ul style="list-style-type: none"> <li>• All of the disciplinary action of the first and</li> </ul>

	<p>the infraction occurs and contact parents</p> <ul style="list-style-type: none"> <li>• The student will receive an automatic zero on the assignment or test and no make-up work will be offered to compensate for lost points</li> <li>• The teacher will file an incident referral form with the Assistant Principal. The Assistant Principal will conference with the student and notify parents</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal will initiate a parent/student/counselor conference</li> <li>• The student will receive 1 day of ISS/Saturday School</li> </ul>	<p>second offense will occur</p> <ul style="list-style-type: none"> <li>• Additional consequences will be determined by the teacher and/or assistant principal</li> </ul>
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(\*) Principal discretion per building discipline plan.

#### DISRESPECTFUL BEHAVIOR

All individuals and groups, whether members of our school community or guests, deserve to be treated with respect. Disrespectful behavior includes engaging in abusive language or in conduct intending to cause alarm or resentment in others. The videoing of staff members or students without permission is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-8	*	*	Same/next day dismissal
Grades 9-12	*	*	1-3 day suspension

(\*) Principal discretion per building discipline plan.

#### DISRUPTIVE BEHAVIOR

Disruptive behavior is prohibited. Disruptive behavior means acts that disrupt or threaten to disrupt the educational process.

Grades	First Offense	Second Offense	Third Offense
Grades K-8	*	*	Same/next day dismissal
Grades 9-12	*	*	1-3 day suspension

(\*) Principal discretion per building discipline plan.

#### DRIVING, CARELESS OR RECKLESS

Driving any motorized or nonmotorized vehicle on school locations in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	*	<ul style="list-style-type: none"> <li>• Revocation of parking permit to identified time period</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 3 day suspension</li> <li>• Permanent revocation of parking permit</li> <li>• Police referral</li> </ul>

(\*) Principal discretion per building discipline plan.

#### FALSE REPORTING/MISREPRESENTING THE TRUTH

Deliberately reporting false information is prohibited.



Grades	First Offense	Second Offense	Third Offense
Grades K-8	*	*	*
Grades 9-12	*	1-3 day suspension	3-5 day suspension

(\*) Principal discretion per building discipline plan.

### FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	1-3 day suspension	3-5 day suspension
Grades 6-12	1-3 day suspension	3-5 day suspension	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Possible recommendation for expulsion</li> </ul>

(\*) Principal discretion per building discipline plan.

### FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>
Grades 6-12	<ul style="list-style-type: none"> <li>• 3-5 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 5-10 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Possible recommendation for expulsion</li> <li>• Police referral</li> <li>• Restitution</li> </ul>

(\*) Principal discretion per building discipline plan.

### FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are unacceptable.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	1 day suspension	<ul style="list-style-type: none"> <li>• 2 day suspension</li> <li>• Restitution</li> </ul>
Grades 6-12	*	<ul style="list-style-type: none"> <li>• 3-5 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>

(\*) Principal discretion per building discipline plan.

### FIREARMS

Firearms are prohibited in all school district locations. A "firearm" is defined as a gun, whether loaded or unloaded, that discharges shot or a projectile by means of an explosive charge or element, such as gunpowder. A firearm as herein defined may cause serious injury or death. All offenses will be reported to the Minnesota Department of Education.

Grades	First Offense
Grades K-12	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Police referral</li> </ul>

### **FIREWORKS OR AMMUNITION**

(Snaps, sparklers, firecrackers, smoke bombs, stink bombs, etc.)

Possession, distribution or use of any type of fireworks or ammunition is prohibited. Police referral will be made when state law has been violated.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	1 day suspension	2 day suspension	5 day suspension
Grades 6-12	1-3 day suspension	3-5 day suspension	5-10 day suspension

### **FREEDOM OF EXPRESSION**

Freedom of expression is necessary to promote creativity and teach tolerance of others' cultures and ideas. However, verbal, written or symbolic speech promoting illegal substances, intolerance and/or causes disruption will not be tolerated.

Dress and grooming on a school location in the following manner is prohibited.

- Grades K-8 – hats or bandanas are not permitted.
- Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory or which promote or advertise weapons, alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups including gangs or supremacist groups.
- Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo, or that may reasonably be construed as sexual.
- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.

The above criteria also apply to school sponsored forums and events and will be used to judge whether a student is in violation of verbal or symbolic speech guidelines.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	*	*	*

(\*) Principal discretion per building discipline plan.

### **GAMBLING**

Gambling, including, but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	Same/next day dismissal
Grades 6-12	*	1-3 day suspension	3-5 day suspension

(\*) Principal discretion per building discipline plan.

### **GANG/THREAT GROUP ACTIVITY**

Gang/threat group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, wearing colors, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	*
Grades 6-12	*	<ul style="list-style-type: none"><li>• 1-5 day suspension</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Possible recommendation for expulsion</li><li>• Police referral</li></ul>

(\*) Principal discretion per building discipline plan.

## HARASSMENT AND VIOLENCE

Racial, gender, religious, age, disability, sexual orientation, marital status, and public assistance harassment and violence as defined by District Policy 413 is prohibited. Reprisal or retaliation for a complaint of harassment is prohibited. A referral to police will be made on any action that can be defined as a hate crime. "Harassment" includes all forms of racial, religious and sexual harassment. Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when submission to that conduct is made a term or condition for obtaining an education; or submission to or rejection of the conduct is used as a factor in decisions affecting the student's education or the conduct has the purpose or effect of unreasonably interfering with the student's educational environment. Sexual harassment can involve but is not limited to unwelcome verbal harassment, unwelcoming pressure for sexual activity, unwelcome sexually motivated or inappropriate patting, pinching, physical contact, or taking photos/video in locker rooms or bathrooms or soliciting or distributing sexually inappropriate photos.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	Same/Next Day Dismissal	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>
Grades 6-12	<ul style="list-style-type: none"><li>• 1-3 day suspension</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>

(\*) Principal discretion per building discipline plan.

## HAZING

The district maintains a learning environment that nourishes respect for the individual. Hazing activities of any type are prohibited at all times. Principals will enforce Policy 526 vigorously.

## INSUBORDINATION

Deliberate refusal to follow an appropriate direction or identify self when requested.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	1 day suspension
Grades 6-12	*	1 day suspension	1-3 day suspension

(\*) Principal discretion per building discipline plan.

## OFFENSIVE BEHAVIOR

Offensive behavior, such as teasing, name-calling, put downs, inappropriate language, coercive behavior or other mean-spirited behavior is prohibited. This includes the displacement of another student's clothing. Depending upon the circumstances, these behaviors could constitute harassment.

Grades	First Offense	Second Offense	Third Offense
Grades K-8	*	*	1-3 day suspension
Grades 9-12	*	Detention	1-3 day suspension

(\*) Principal discretion per building discipline plan.

## RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	1-3 day suspension
Grades 6-12	*	1-3 day suspension	3-5 day suspension

(\*) Principal discretion per building discipline plan.



### ROBBERY OR EXTORTION

Taking property from another person by use or force, threat of force or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	Same/next day dismissal	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>
Grades 6-12	<ul style="list-style-type: none"><li>• 1-3 day suspension</li><li>• Police referral</li><li>• Restitution</li></ul>	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Police referral</li><li>• Restitution</li></ul>	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Recommendation for expulsion</li><li>• Police referral</li><li>• Restitution</li></ul>

(\*) Principal discretion per building discipline plan.

### SAFETY

Any behavior that threatens the safety of another person or oneself is not tolerated. Compromising security by propping open doors, letting someone in a secured door or tampering with building security equipment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-12	*	*	*

(\*) Principal discretion per building discipline plan.

### SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse, or sexual contact, or indecent exposure with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	1-3 day suspension	3-5 day suspension
Grades 6-12	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Possible recommendation for expulsion</li><li>• Police referral</li></ul>		

(\*) Principal discretion per building discipline plan.

### TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network/deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, internet sites; deliberate contamination of system; unethical use of information or violation of copyright laws is prohibited. It is expected that students will abide by the [Policy 524-2 Use of Technology and Telecommunications Systems By Students](#). Acceptable Use Procedures. (See appendices.) Parents are expected to read and discuss this [guideline policy](#) with their child.

### THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing of the property of another person without the consent of the owner, or the receiving of such property is prohibited. Restitution, when appropriate, will be required. Felony offenses may result in more severe consequences.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	1-3 day suspension	<ul style="list-style-type: none"><li>• 3-5 day suspension</li><li>• Restitution</li></ul>

Grades 6-12	<ul style="list-style-type: none"> <li>• 1-3 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 day suspension</li> <li>• Police referral</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• 5-10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Police referral</li> <li>• Restitution</li> </ul>
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(\*) Principal discretion per building discipline plan.

### THREAT, DIRECT/INDIRECT

Intentionally making, publishing or conveying in any manner a threat pertaining to an individual or school location is prohibited. Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience may be sentenced to imprisonment for not more than five years or to payment of a fine of not more than \$10,000 or both. Note to parents who elect to keep students home after authorities have determined the threatening situation to be safe: students staying home after an "all clear" may not return that day for school sponsored or co-curricular activities.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	<ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Possible recommendation for expulsion</li> </ul>	
Grades 6-8	<ul style="list-style-type: none"> <li>• 5-10 day suspension</li> <li>• Police referral</li> <li>• Possible recommendation for expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Police referral</li> </ul>	
Grades 9-12	<ul style="list-style-type: none"> <li>• Up to 10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Police referral</li> </ul>		

### TOBACCO, ~~POSSESSION~~ SMOKING, AND VAPING

Possession or use of tobacco in any form on school property, in district buses or vehicles, or at district events is prohibited. Students who congregate in an area where smoking/vaping has recently occurred (bathroom stall, etc.) will each be considered smoking. This includes the use of e-cigarettes, and vaping, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	1-3 day suspension	3-5 day suspension
Grades 6-12	<ul style="list-style-type: none"> <li>• 1 day suspension <del>—Saturday school</del></li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 day suspension</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 day suspension</li> <li>• Police referral</li> </ul>

(\*) Principal discretion per building discipline plan.

### TRANSPORTATION-DISTRICT POLICY

All rules that apply to building and/or classroom behavior shall apply while riding or waiting to ride a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with the District Transportation Policy.

Students endangering persons and/or property may lose bus-riding privileges immediately and for an indefinite period. (Policies 707, 708, 710, JFCC)

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	• Parent contacted	• Parent meeting



			<ul style="list-style-type: none"> <li>• 1-3 days off the bus</li> </ul>
Grades 6-12	*	<ul style="list-style-type: none"> <li>• Parent contacted</li> <li>• Up to 5 days off the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meeting</li> <li>• Up to 10 days off the bus</li> </ul>

(\*) Principal discretion per building discipline plan.

(Further offenses are individually considered. Students may be suspended from riding the bus for a longer period of time, including the remainder of the school year.)

### TRESPASSING

Presence at any school location without permission of school personnel is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator. **Any student on suspension, expulsion or homebound for disciplinary reasons who goes to any school district location without permission is subject to being charged with trespassing and an increase in suspension time.**

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	Same/next day dismissal	5 day suspension
Grades 6-12	<ul style="list-style-type: none"> <li>• 1 day suspension</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 day suspension</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 5-10 day suspension</li> <li>• Police referral</li> </ul>

(\*) Principal discretion per building discipline plan.

### TRUANCY

Northfield Public Schools have developed attendance policies consistent with current state, and county guidelines. Compulsory attendance policies for students under the age of 18 years will be applied in cases of chronic absences or tardies. Absences or tardies which are not lawful include oversleeping, baby-sitting, missing the bus, staying home to complete class assignments and car trouble. A warning letter will be sent to the parent/guardian. A student under the age of 18 years with more than 7 unexcused absences may be referred to a County Juvenile Court or the students' home county juvenile court.

### UNAUTHORIZED AREAS

Students in areas that are off-limits or where students are not authorized to be.

Grades	First Offense	Second Offense	Third Offense
Grades K-8	*	*	*
Grades 9-12	*	Detention	<u>Detention Saturday School</u>

(\*) Principal discretion per building discipline plan.

### UNEXCUSED ABSENCE

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	*	*
Grades 6-12	*	Detention	Detention or ISS/ <u>Saturday School</u>

(\*) District School Attendance/Diversion Plan procedures will be followed

### VANDALISM, MAJOR ACTS

Littering, defacing, cutting or damaging property that belongs to the school district, other students, staff members or other individuals is prohibited. **Restitution, when appropriate, is applied.**

Grades	First Offense	Second Offense	Third Offense
Grades K-12	<ul style="list-style-type: none"> <li>• 5-10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Restitution</li> <li>• Police referral</li> </ul>	<ul style="list-style-type: none"> <li>• 10 day suspension</li> <li>• Recommendation for expulsion</li> <li>• Restitution</li> <li>• Police referral</li> </ul>	Same as 2 <sup>nd</sup> offense.



### VANDALISM, MINOR ACTS

Littering, defacing, cutting or damaging property that belongs to the school district, other students, staff members or other individuals is prohibited. **Restitution, when appropriate, is applied.**

Grades	First Offense	Second Offense	Third Offense
Grades K-12	<del>*Written parking violation warning</del>	<ul style="list-style-type: none"><li>• <del>Administrative referral</del></li><li><del>4-5 day suspension</del></li><li>• Restitution</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Possible recommendation for expulsion</li><li>• Restitution</li><li>• Police referral</li></ul>

(\*) Principal discretion per building discipline plan.

### VEHICLE, UNAUTHORIZED PARKING

(Policy 527 – Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches)

Not having a parking permit or parking a motorized vehicle in unauthorized areas on school property is prohibited. Failure to adhere to parking regulations may result in towing without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permit.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	*	<ul style="list-style-type: none"><li>• Loss of parking permit for 2 weeks or Saturday School</li></ul>	<ul style="list-style-type: none"><li>• Loss of parking permit or tow at owners expense</li></ul>

(\*) Principal discretion per building discipline plan.

### WEAPONS (EXCLUSIVE OF FIREARMS)

The possession, or implied possession of a real or look alike item which is considered dangerous, illegal, or which is used to imply or possibly cause harm, destruction or disruption is strictly prohibited on school property or at school activities. All offenses will be reported to the Minnesota Department of Education.

Grades	First Offense	Second Offense	Third Offense
Grades K-5	*	<ul style="list-style-type: none"><li>• 3-10 day suspension</li><li>• Possible recommendation for expulsion</li><li>• Police referral</li></ul>	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Police referral</li><li>• Recommendation for expulsion</li></ul>
Grades 6-12	<ul style="list-style-type: none"><li>• 3-10 day suspension</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>	<ul style="list-style-type: none"><li>• 5-10 day suspension</li><li>• Police referral</li><li>• Possible recommendation for expulsion</li></ul>	<ul style="list-style-type: none"><li>• 10 day suspension</li><li>• Police referral</li><li>• Recommendation for expulsion</li></ul>

(\*) Principal discretion per building discipline plan.

### **MULTIPLE/CHRONIC VIOLATIONS & UNIQUE SITUATIONS**

A student who accumulates excess referrals or several referrals for serious behavior may be disciplined in light of the student's overall record. The student and parent will have a warning conference with a principal and other appropriate staff members to make them aware that the student is accumulating too many referrals. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon his or her return if he or she commits additional offenses of the same nature.

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

## **ADDITIONAL DISCIPLINE INFORMATION**

### **CORPORAL PUNISHMENT**

District 659 strictly prohibits corporal punishment. Corporal punishment involves the hitting or spanking of a person with or without an object or any unreasonable force that causes bodily harm or substantial emotional harm.

### **DISCIPLINE PROCEDURES**

All disciplinary actions shall be processed pursuant to District 659's discipline policy and the requirements of the Minnesota Pupil Fair Dismissal Act,

- Any student who violates a school policy or rule may be subject to the consequences established in the student handbook.
- Any student who violates a school policy that has a potential consequence of dismissal from school for more than one school day shall have an informal conference with a school administrator. An informal conference is not required where the student is creating an immediate and substantial danger to himself or herself or to surrounding persons or property.
- Any student who is being dismissed from school for more than one day will be provided written notice containing: a statement of the facts giving rise to the dismissal (including pertinent statements of staff members and the student), the grounds for dismissal, a copy of the Pupil Fair Dismissal Act and a plan established for the student's readmission. The parents or guardian of the dismissed student shall be provided written notice of the dismissal by certified mail within 48 hours of the informal conference. The parent's notice will include all the elements contained in the student's notice.
- Any suspension that exceeds ten days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded ten days in length.

All students who violate a school policy or rule that has potential consequences of exclusion or expulsion will be given the opportunity to have a hearing over the issue of exclusion or expulsion in accord with Minnesota law. (See Minnesota Statute #127.27 to 127.38.)

### **DRUG DOG SEARCH - PURPOSE AND PROCEDURE**

The District will conduct periodic searches of the schools and their adjacent parking lots with the assistance of local and county law enforcement officers and drug-sniffing dogs. Each canine unit will be accompanied by at least one school district staff and when possible, the school resource officer.

In the event of a positive identification by the canines, two school personnel will conduct a search of the locker or vehicle in question. If the search reveals unauthorized or illegal items, district personnel may ask that law enforcement finish the search of the locker or vehicle.

A student must unlock a locked motor vehicle or its compartments upon the request of a school official. Failure to do so is a violation of Policy 527.

### **EFFECT OF DISCIPLINARY ACTION ON STUDENT RECORD**

Violations and consequences accumulate for the current school year except for chemical violations leading to expulsions.

### **MODIFICATION OF CONSEQUENCES**

Consequences for a specific violation can be adjusted on an individual basis at the discretion of building administration.

### **PARENTAL QUESTIONS ABOUT DISCIPLINE**

Parents may contact building administration to discuss an infraction and consequence assigned if they have questions regarding the situation.



### **PHYSICAL RESTRAINT**

Physical restraint may be utilized by administrators, teachers and other staff only where it is necessary to use reasonable force to restrain a student from injuring himself or herself, others or property.

### **POLICE REFERRAL**

Administrators will involve the police or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, the student will be referred to the police. A district administrator may be present during law enforcement interviews.

### **PUBLICATION OF DISCIPLINE POLICY**

Each school will include the district-wide guidelines along with their building-level guidelines to make up their overall building discipline guidelines. Students and parents will be informed of these guidelines at the beginning of the school year or when they enroll in a District 659 school.

### **SCHOOL DISTRICT LOCKER POLICY**

It is the policy of District 659 (Policy 502) and the State of Minnesota that school lockers, desks and other areas assigned to a student are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. **School authorities for any reason may conduct inspection of lockers at any time, without notice, without student consent and without a search warrant.**

The personal possessions of a student within a locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

As soon as practicable after the search of a student's personal possessions, the school must provide notice of the search to the student whose locker was searched unless such disclosure would impede an ongoing investigation by police or school officials.

### **SPECIAL EDUCATION OR DISABLED STUDENTS**

Consequences for Special Education or Disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. Special Education students and their parents may request modification of those policies and accommodations where appropriate.

### **UNIQUE SITUATIONS**

Because it is not possible to list every violation that occurs, those not specified will be responded to as necessary by staff on a case-by-case basis. Unique or special circumstances at a particular school may call for an adjustment in the discipline policies to meet the school's needs.

## DEFINITIONS

“Dismissal” means dismissing a student from school for one school day or less.

“Exclusion” means an action taken by a school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.

“Expulsion” means an action taken by a school board to prohibit an enrolled pupil from further attendance for a period that shall not extend beyond an amount of time equal to one school year from the date student is expelled.

“Removal” means any action taken by a teacher, principal or other school district employee to prohibit a pupil from attending class for a period of time not to exceed five class or activity periods. A student may be removed from class for violating the district’s discipline policy or for willful conduct that disrupts the rights of others to an education or which endangers other individuals or the property of the school.

“School location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the areas of entrances or departure from school premises or events, and all school related functions.

“School personnel” means any person employed or under the direction/assignment of school personnel and who is acting within the scope of their assignment.

“Suspension” means an action taken by the school administration, under the district’s discipline policy, which prohibits a pupil from attending school. This definition does not apply to dismissal from school for one school day or less. In no event shall a single suspension exceed 15 school days provided that an alternative program shall be implemented when that suspension exceeds ten days.

## POSSIBLE DISCIPLINARY CONSEQUENCES

District staff can use the following consequences or actions when discipline infractions occur. These could include:

- **Student Conference**
- **Parent/Guardian Conference**
- **Detention** – Requirements for a student to remain in school or attend school outside normal school hours.
- **Fine** – A financial penalty assessed of a student by the school.
- **Restitution** – Compensation or compensatory service required of a student who has damaged, taken or destroyed school or personal property.
- **Truancy Referrals** – Referral to Rice County authorities when unexcused absences exceed the legal limits.
- **Removal from Class** – Removal from a particular class for up to five class periods due to inappropriate behavior.
- **In-School Suspension (ISS)** – Removal from classes to an in-school suspension room under the direction of staff.
- ~~**Saturday School** – Requirement for a student to attend a supervised study center on Saturday due to missing detention or another disciplinary action.~~
- **Dismissal from School** – Dismissing a student from school for one day or less.
- **Out-of-School Suspension** – Action taken by the school administration, under the district's discipline policy, which prohibits a pupil from attending school. This definition does not apply to dismissal from school for one school day or less. In no event shall a single suspension exceed 15 school days provided that an alternative program shall be implemented to the extent that suspension exceeds ten days. Students may not be on school property during the suspension or they are subject to trespassing. Out-of-school suspension may be served during non-school days at the discretion of the building administrator.
- **Police Referral** – Contact by the school administration with the local police department to inform them about illegal behavior engaged in by a student.
- **School Transfer** – Transfer from the student's home or neighborhood school to another similar district school.
- **Exclusion** – Action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.
- **Expulsion** – Action taken by the school board to prohibit a student from attending school for a period that shall not extend beyond an amount of time equal to one school year from the date a pupil is expelled.
  - Agreement to Withdraw (in lieu of expulsion) – The student and his/her family and the district sign a document agreeing that the student will enroll in another school district for the duration of the proposed expulsion period. Expulsion proceedings are suspended as long as the student does not attempt to re-enroll in a Northfield district school during that period (up to one calendar year).
  - Abeyance (in lieu of expulsion) – The student and his/her family and the district sign a document agreeing that the student will transfer to the Northfield Area Learning Center for at least the duration of the proposed expulsion period and will abide by the terms and conditions outlined in the abeyance agreement. Expulsion proceedings are suspended as long as the student does not attempt to re-enroll in another district school during that period (up to one calendar year).
    - As the Northfield Area Learning Center is a high school-only program, abeyance is not an option for students 8th grade and below.
- **Bus Suspension** – Action taken by a school district administrator to prohibit a student from riding a school bus or other district vehicles ranging from one day to the balance of the school year.
- **Restriction or Loss of School Privileges.**
- **Suspension from Extra Curricular Activities.**
- **Other Disciplinary Action Deemed Appropriate by District 659.**



## EXPELLABLE OFFENSES

While it is the Northfield School District's belief that action to expel a student should be a "last resort," district policy does include expulsion as a possible or automatic response to several behavioral offenses. The following chart is a quick reference to those offenses. Please see a more detailed description of those offenses and the corresponding responses to them in the earlier pages of this handbook.

R – Recommended; P – Possible; H – High School; M – Middle School

Offense	1st	2nd	3rd
Alcohol, Chemicals Possession or Use	NO	YES - P	YES - R
Alcohol, Chemicals Intent to Distribute	YES - R	X	X
Arson	YES - R	X	X
Assault, Aggravated	YES - R	X	X
Assault, Physical	NO	NO	YES - P
Bullying	NO	NO	YES - P
Burglary	NO	YES - R	X
Fighting	NO	NO	YES - P
Fire Alarm, False	NO	NO	YES - P
Firearms	YES - R	X	X
Gang/Threat Group Activity	NO	NO	YES - P
Harassment and Violence	NO	NO	YES - P
Robbery or Extortion	NO	NO	YES - R
Sexual Misconduct	YES - R	X	X
Theft, Receiving or Possessing Stolen Property	NO	NO	YES - R
Threat, Direct/Indirect	YES - RH	YES RM	X
Vandalism, Major Acts	YES - R	X	X
Vandalism, Minor Acts	NO	NO	YES - P
Weapons	YES - P	YES - P	YES - R

## SCHOOLS AND ADMINISTRATION

School	Phone	Email
<u>District Offices</u>	507.663.0600	
1400 Division Street S, Northfield	507.663.0611 (fax)	
Superintendent – Dr. Matt Hillmann	507.663.0629	<a href="mailto:mhillmann@northfieldschools.org">mhillmann@northfieldschools.org</a>
Executive Admin Asst – Anita Aase	507.663.0629	<a href="mailto:aaase@northfieldschools.org">aaase@northfieldschools.org</a>
<u>Bridgewater Elementary</u>	507.664.3300	
401 Jefferson Parkway, Northfield	507.664.3308 (fax)	
Principal – Nancy Antoine	507.664.3301	<a href="mailto:nantoine@northfieldschools.org">nantoine@northfieldschools.org</a>
Admin Asst – Jennifer Valek Jessica Huebsch	507.664.3301	<a href="mailto:jvalek@northfieldschools.org">jvalek@northfieldschools.org</a>
<u>Greenvale Park Elementary</u>	507.645.3500	
700 Lincoln Parkway, Northfield	507.645.3505 (fax)	
Principal – Sam Richardson	507.645.3501	<a href="mailto:srichardson@northfieldschools.org">srichardson@northfieldschools.org</a>
Admin Asst – Renee Malecha	507.645.3501	<a href="mailto:rmalecha@northfieldschools.org">rmalecha@northfieldschools.org</a>
<u>Sibley Elementary</u>	507.645.3470	
1400 Maple Street, Northfield	507.645.3469 (fax)	
Principal – Scott Sannes	507.645.3471	<a href="mailto:ssannes@northfieldschools.org">ssannes@northfieldschools.org</a>
Admin Asst – Kim Cecil	507.645.3471	<a href="mailto:kcecil@northfieldschools.org">kcecil@northfieldschools.org</a>
<u>Northfield Middle School</u>	507.663.0650	
2200 Division Street S., Northfield	507.663.0660 (fax)	
Principal – Greg Gelineau	507.663.0669	<a href="mailto:ggelineau@northfieldschools.org">ggelineau@northfieldschools.org</a>
Assistant Principal – Michael O'Keefe	507.663.0667	<a href="mailto:mokeefe@northfieldschools.org">mokeefe@northfieldschools.org</a>
Admin Asst – Amy Stowe	507.663.0651	<a href="mailto:astowe@northfieldschools.org">astowe@northfieldschools.org</a>
<u>Northfield High School</u>	507.663.0630	
1400 Division Street S., Northfield	507.645.3455 (fax)	
Principal – Joel Leer	507.663.0630	<a href="mailto:jleer@northfieldschools.org">jleer@northfieldschools.org</a>
<u>Interim Principal: Dr. Laura Kay Allen</u>	507.663.0630	<a href="mailto:allen@northfieldschools.org">allen@northfieldschools.org</a>
Assistant Principal – Jeff Eckhoff	507.663.0635	<a href="mailto:jeckhoff@northfieldschools.org">jeckhoff@northfieldschools.org</a>
Assistant Principal – Marnie Thompson	507.663.0635	<a href="mailto:mthompson@northfieldschools.org">mthompson@northfieldschools.org</a>
Admin Asst – Lori Christophersen	507.663.0630	<a href="mailto:lchristophersen@northfieldschools.org">lchristophersen@northfieldschools.org</a>
<u>Area Learning Center</u>		
Longfellow School	507.645.1200	
201 Orchard Street, Northfield	507.645.1250 (fax)	
ALC Director – Daryl Kehler	507.645.1200	<a href="mailto:dkeehler@northfieldschools.org">dkeehler@northfieldschools.org</a>
Admin Asst – Mary Huberg	507.645.1200	<a href="mailto:mhuberg@northfieldschools.org">mhuberg@northfieldschools.org</a>
<u>Community Services Division</u>	507.664.3650	
1651 Jefferson Parkway, Northfield	507.664.3651 (fax)	
Director of Community Services, Erin Bailey	507.664.3650	<a href="mailto:ebailey@northfieldschools.org">ebailey@northfieldschools.org</a>
Admin Asst – Sara Boran	507.664.3657	<a href="mailto:sboran@northfieldschools.org">sboran@northfieldschools.org</a>
<u>Special Services</u>	507.645.3410	
Longfellow School, 201 Orchard Street, Northfield	507.645.1250 (fax)	
Administrator: Mary Grace Hanson	507.645.3436	<a href="mailto:mhanson@northfieldschools.org">mhanson@northfieldschools.org</a>
Director of Special Services, Cheryl Hall	507.645.3410	<a href="mailto:chall@northfieldschools.org">chall@northfieldschools.org</a>
Assistant Director of Special Services, Sara Pratt	507.645.1234	<a href="mailto:spratt@northfieldschools.org">spratt@northfieldschools.org</a>
Admin Asst – Jordan Streiff	507.645.3410	<a href="mailto:jstreiff@northfieldschools.org">jstreiff@northfieldschools.org</a>



## PROPOSED 2019-20 BUDGET BOOK



*"Delivering educational excellence that empowers all learners to engage in our dynamic world."*



**NORTHFIELD PUBLIC SCHOOLS**  
**INDEPENDENT SCHOOL DISTRICT 659**  
**BOARD OF EDUCATION**

Julie Pritchard, Chair

Ellen Iverson, Vice Chair

Rob Hardy, Treasurer

Noel Stratmoen, Clerk

Tom Baraniak

Amy Goerwitz

Jeff Quinnell

**SUPERINTENDENT OF SCHOOLS**

Dr. Matt Hillmann, Ed.D.

This document was prepared by the Finance Department of the Northfield Public Schools

[www.northfieldschools.org](http://www.northfieldschools.org)

## OUR VISION

We will prepare *every* student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

## OUR MISSION

The mission of Northfield Public Schools is to deliver educational excellence that empowers all learners to engage in our dynamic world.

## OUR BELIEFS

- **Public Education**

We believe that public education is the foundation of our democratic republic.

- **Learning**

We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.

- **Learning Environment**

We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.

- **Shared Responsibility**

We believe that education is the collective responsibility of our students, families, schools and communities.

- **Decision-Making**

We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.

- **Diversity**

We believe that all learners have a right to equitable access to educational opportunities.

## OUR STRATEGIES

- **Quality Education**

We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

- **Stewardship**

We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

- **Climate**

We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

- **Communications/Partnerships**

We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

- **Curricular Outcomes**

We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

- **Diversity**

We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none"><li>• Prioritize recruiting and retaining diverse staff.</li><li>• Robust core subject instruction.</li></ul>	<ul style="list-style-type: none"><li>• Building and fostering relationships – commitment to social/emotional health for all.</li><li>• Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.</li><li>• Spaces that are modern, innovative, creative and flexible.</li><li>• Equitable opportunities and support for all career and college paths.</li></ul>

June 10, 2019

Board of Education  
Independent School District 659  
Northfield, MN

It is with pride I submit and recommend the proposed budgets for the 2019-20 school year. This budget document is one of our primary tools to present summarized and transparent financial information to the Board, our employees and the community. This report includes our Operating, Proprietary and Fiduciary Funds with a special emphasis on the General Fund. This document provides a cohesive report for all of the budgets presented over the past few months.

The purpose of a budget is to quantify the strategic plan and programming choices we have made as a District. It is a guide for the Board of Education to authorize the Administration to fulfill the vision and mission of the District each day. In December, a revised budget that includes more accurate enrollment data, finalized employment contracts and a complete analysis of the 2019 legislative session will be presented. In January 2019, the Board received a five-year financial forecast. That forecast included assumptions and parameters used to set the framework for the 2019-20 budget planning process.

Seventy percent of the District's total funding comes from the State of Minnesota and it is essential that we recognize and understand the inadequate funding strategies the legislature employs. The Northfield community has been a tireless supporter of our schools. Their unwavering support and commitment to our students is deeply appreciated. Many districts in the state make budget reductions year after year. With the support of our voters, we are very proud to be a district that has managed our finances to help weather the chronic underfunding from the State of Minnesota.

We strive daily to implement the District's strategic plan, mission and values to operate efficiently and effectively while continuing to provide a world-class learning environment. We consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support Northfield Public Schools.

Sincerely,



Val Mertesdorf  
Director of Finance



## ***BUDGET DEVELOPMENT CALENDAR***

November 26	Auditors presented results of 2017-18 financial audit.
December 10	School Board reviewed and approved 2018-19 revised General Fund budget as well as certified the 2018 Payable 2019 Tax Levy.
January 28	School Board presented with five year financial forecast and 2019-20 proposed budget calendar.
February 11	School Board adopted resolution requiring the administration to make recommendations for additions and reductions in programs and adding or discontinuing positions.
February 11	School Board presented with proposed Operating Capital and Long Term Facilities Maintenance budget.
February 25	School Board adopted the proposed Capital and Long Term Facilities Maintenance budget.
April 8	School Board adopted the necessary resolutions relating to General Fund program and staffing changes for 2019-20.
April 22	School Board presented with proposed budgets for Non-Operating Funds and Internal Service Fund.
May 13	School Board presented with proposed budgets for Child Nutrition department, Community Services department and Building Construction.
May 28	School Board presented with proposed General Fund budget.
June 10	School Board adopts the 2019-20 Proposed Budgets for all funds.

## ***STUDENT ENROLLMENT***

Minnesota funds the majority of its K-12 programs through a complex formula applied to the number of students attending each school. For most funding programs, the pupil count, known as adjusted pupil units (APU) is used to determine school revenue amounts.

### **DETERMINING PUPIL UNITS**

There are three steps involved in calculating the APUs that are used in most of the K-12 funding formulas.

1. **Average Daily Membership (ADM):** Students are counted in average daily membership. Average daily membership is the count of resident students membership days divided by instructional days. Excused absences from school (for things such as illness, etc.) do not reduce a school district's ADM.
2. **Adjusted Average Daily Membership (AADM):** The ADM student count is adjusted to reflect only the students actually served by the district. Each district's pupil count is reduced by the number of students leaving the district to attend a charter school or through open enrollment and increased by the number of students entering the district from another district.
3. **Adjusted Pupil Units (APU):** Each student is weighted by grade level according to the weights listed in the table below. The different weights are intended to reflect differing educational costs across the grade levels. The K-12 funding formulas are multiplied by the AADM to calculate the District's revenue.

	Pre-KG	KG Disabled	KG	1-3	4-6	7-12
2019-20	1.0	1.0	1.0	1.0	1.0	1.2

## ENROLLMENT PROJECTIONS

Over the past five years, the District's enrollment has increased. The District anticipates that the total number of students will begin declining over the next couple of years. This is consistent with the results of the demographic study that was completed in 2014.

The October 1, 2018 enrollment numbers were included with historical data to calculate the current enrollment forecast which was prepared using the traditional cohort survival technique and weighting these results to favor more recent years. The following table represents the 2019-20 student enrollment projection. The bottom table includes historical enrollment counts and the longer range forecast for additional context.

2019-20 Projected Average Daily Membership (ADM)					
Pre-KG	KG (incl. HK)	1-3	4-6	7-12 (incl. ALC)	Total
43.8	254.9	791.3	880.9	2,074.4	4,045.3

Enrollment History and Projection							
Year	Pre-K	KG	1-3	4-6	7-12	Total	APU
2008-09	29.8	234.9	820.3	845.8	1,921.2	3,851.9	4,495.0
2009-10	41.3	260.7	807.1	821.8	1,880.5	3,811.3	4,431.3
2010-11	37.5	239.7	795.0	843.0	1,865.8	3,781.0	4,405.2
2011-12	40.2	256.0	810.1	840.8	1,851.6	3,798.6	4,416.1
2012-13	40.1	267.6	796.2	875.1	1,838.5	3,817.5	4,424.9
2013-14	30.1	223.6	826.9	853.1	1,885.2	3,818.9	4,459.1
2014-15*	24.5	266.4	816.0	862.9	1,899.5	3,869.3	4,249.2
2015-16	32.3	250.2	841.7	865.5	1,932.6	3,922.3	4,308.9
2016-17	40.6	246.9	825.6	906.7	1,976.6	3,996.4	4,391.7
2017-18	39.3	273.0	807.1	922.9	2,001.8	4,044.1	4,444.5
2018-19#	49.6	254.8	799.0	899.8	2,066.9	4,070.1	4,483.5
<b>2019-20#</b>	<b>43.8</b>	<b>254.9</b>	<b>791.3</b>	<b>880.9</b>	<b>2,074.4</b>	<b>4,045.3</b>	<b>4,460.2</b>
2020-21#	45.1	231.3	784.5	869.3	2,079.1	4,009.3	4,425.1
2021-22#	50.7	260.4	750.2	876.0	2,070.8	4,008.1	4,422.3
# Estimated Enrollment							



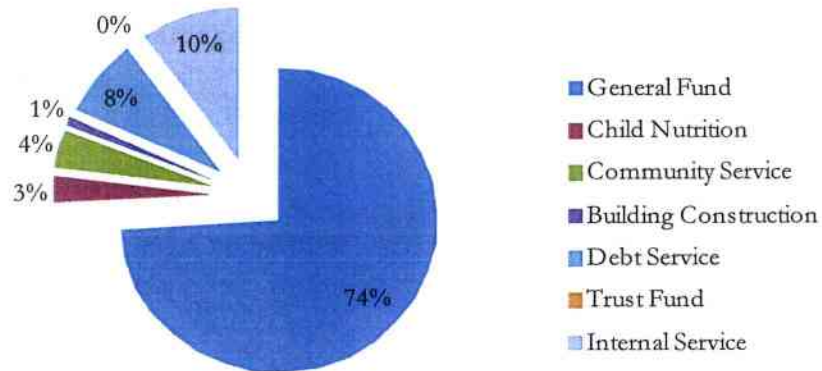
## PROPOSED 2019-20 BUDGET SUMMARY OF ALL FUNDS

	July 1, 2019 Projected <u>Fund Balance*</u>	FY 2020 <u>Revenues</u>	FY 2020 <u>Expenditures</u>	June 30, 2020 Projected <u>Fund Balance*</u>
General Fund**	\$ 17,147,560	\$ 55,174,191	\$ 55,728,526	\$ 16,593,225
Child Nutrition	\$ 788,817	\$ 2,108,400	\$ 2,343,704	\$ 553,513
Community Service	\$ 489,967	\$ 2,931,149	\$ 3,035,782	\$ 385,334
Building Construction	\$ 38,303,254	\$ 669,655	\$ 30,117,282	\$ 8,855,627
Debt Service	\$ 3,860,994	\$ 6,056,639	\$ 7,375,743	\$ 2,541,890
Trust Fund	\$ 179,949	\$ 73,530	\$ 76,030	\$ 177,449
Internal Service	\$ 6,424,879	\$ 7,441,919	\$ 7,430,483	\$ 6,436,315

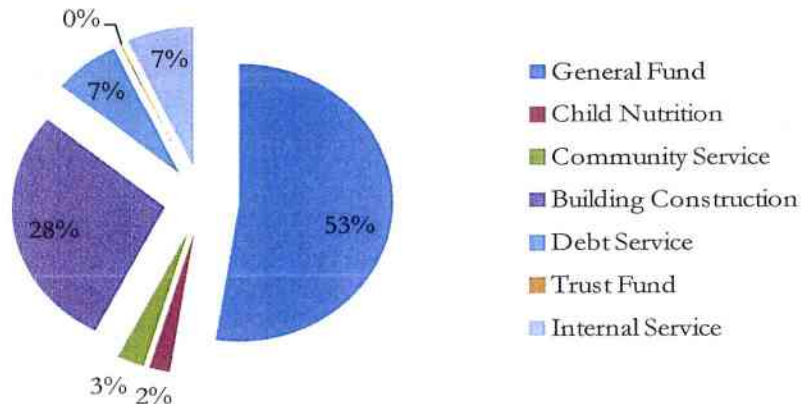
\* Beginning and ending fund balance includes restricted funds

\*\*General Fund includes Capital and Long Term Facility Maintenance funds.

### 2019-20 Budget Resources All Funds



### 2019-20 Budget Expenditures All Funds



## GENERAL FUND

The General Fund accounts for the primary operations of the District, including educational and instructional support services to students from Kindergarten through twelfth grade, pupil transportation and capital outlay.

Preliminary budget assumptions include an increase in revenue of approximately 2.3%. The District receives 70% of its revenue from the State of Minnesota. We know the District will be receiving a 2% increase in our basic per pupil formula revenue. We are projecting an increase in special education funding, and holding federal and local sources flat.

Projected expenditures are represented with an aggregate increase of 4.2%. This includes a projected increase of 5.2% in salaries, 7.0% in benefits and a 1.6% decrease in non-salary and other operating expenditures. The projected salary increase is higher this year to match the budget with the inflation of special education expenditures that we have seen.

### GENERAL FUND | FINANCIAL SUMMARY

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
REVENUE	\$ 49,579,188	\$ 50,434,607	\$ 53,928,294	\$ 55,174,191
EXPENDITURES	49,089,574	51,780,842	53,493,724	55,728,526
DIFFERENCE	489,614	(1,346,235)	434,570	(554,335)
BEGINNING FUND BALANCE	17,569,611	18,059,225	16,712,990	17,147,560
ENDING FUND BALANCE	\$ 18,059,225	\$ 16,712,990	\$ 17,147,560	\$ 16,593,225
RESTRICTED FUND BALANCE	\$ 5,362,540	\$ 6,039,390	\$ 6,322,947	\$ 6,388,996
UNRESTRICTED FUND BALANCE	\$ 12,696,685	\$ 10,673,600	\$ 10,824,613	\$ 10,204,229
PERCENTAGE OF EXPENDITURES	25.9%	20.6%	20.2%	18.3%

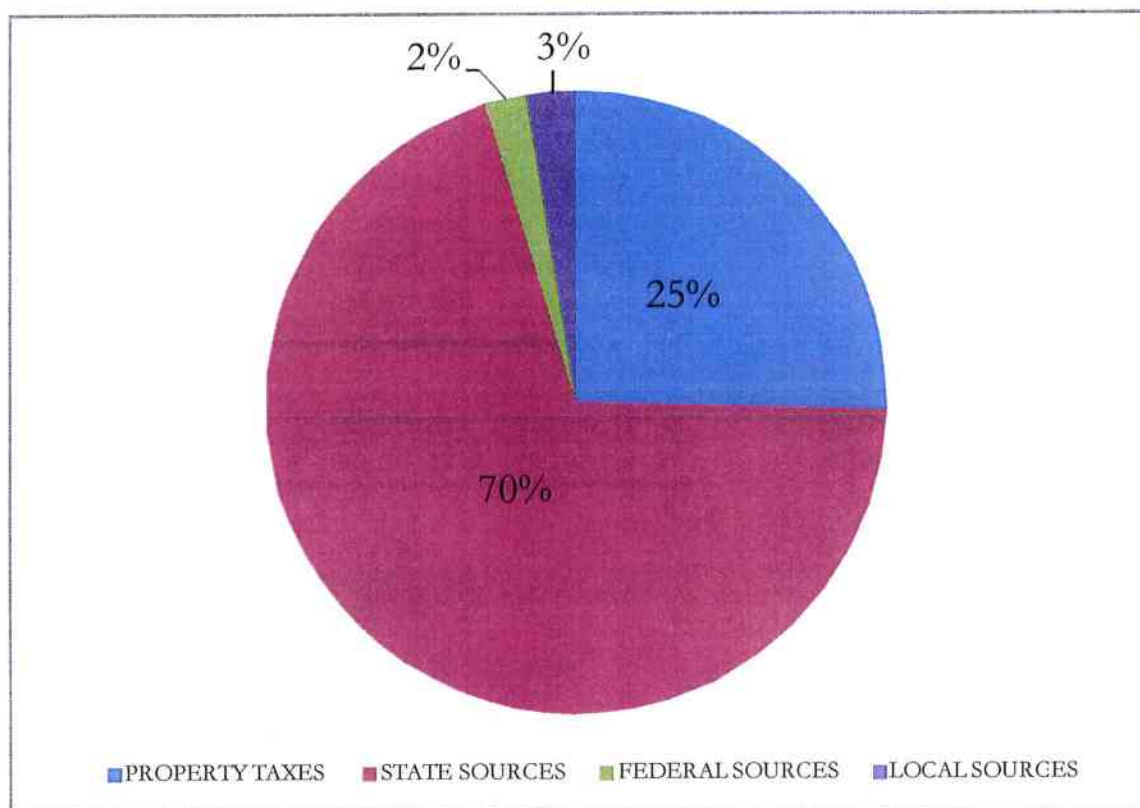
2016-17 excludes \$4,769,213 of CVSEC flow-through

## GENERAL FUND | REVENUE

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
PROPERTY TAXES	\$ 10,445,511	\$ 10,333,878	\$ 13,611,213	\$ 14,009,102
STATE SOURCES	36,052,015	37,193,504	37,704,088	38,552,096
FEDERAL SOURCES	1,338,398	1,384,171	1,209,715	1,209,715
LOCAL SOURCES	1,743,264	1,523,054	1,403,278	1,403,278
<b>TOTAL</b>	<b>\$ 49,579,188</b>	<b>\$ 50,434,607</b>	<b>\$ 53,928,294</b>	<b>\$ 55,174,191</b>

2016-17 excludes \$4,769,213 of CVSEC flow-through

### REVENUE BY SOURCE

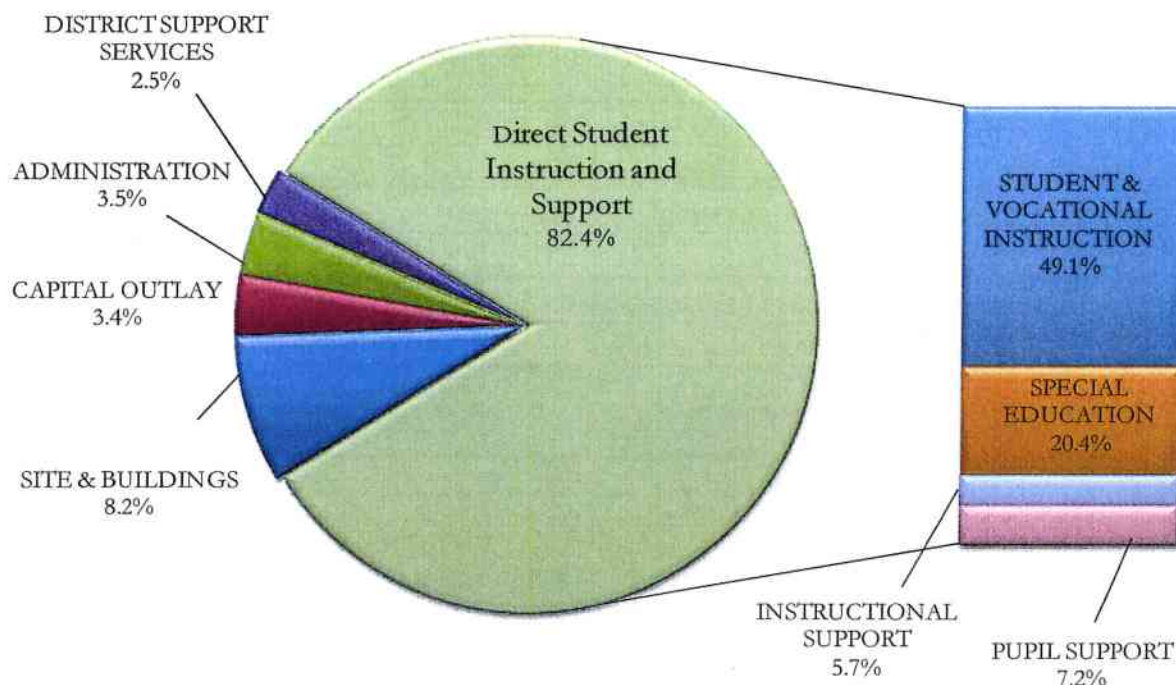




## GENERAL FUND | EXPENDITURES BY PROGRAM

- **Student Instruction: \$38,359,649 (68.8%)**  
Includes costs associated with teaching students as well as co-curricular and extra-curricular activities from Kindergarten through twelfth grade. It also includes specialty programming such as special education, alternative education, English learner and compensatory programs.
- **Student Support Services: \$8,026,239 (14.4%)**  
Includes costs associated with supporting students including transportation, media centers, guidance/counseling services, nursing services as well as the teaching and learning department.
- **Site and Buildings: \$5,967,586 (10.7%)**  
Includes costs associated with operations, maintenance, repairs and remodeling of all facilities and grounds of the school district. This program category also includes the majority of our capital outlay expenditures.
- **District Support Services: \$1,442,685 (2.6%)**  
Includes costs associated with services provided by the District Office such as human resources, finance, communications and other centralized office functions.
- **Administration: \$1,932,367 (3.5%)**  
Includes costs associated with the district administration including the School Board, Superintendent and Principals.

### 2019-20 EXPENDITURES BY PROGRAM



GENERAL FUND | EXPENDITURES BY PROGRAM (cont)

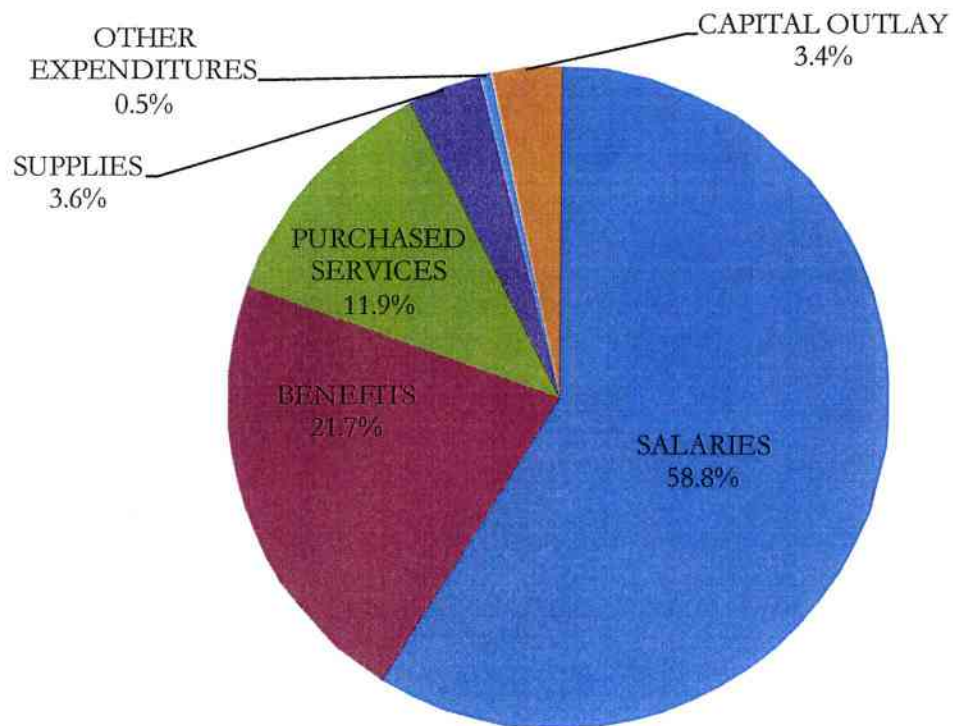
Student Instruction \$38,359,649 68.8%	Elementary Instruction	\$ 10,590,348
	Middle and High School Instruction	\$ 12,406,247
	Special Education	\$ 11,356,913
	Co-curricular and Extra-curricular Activities	\$ 1,786,287
	English Language Learners	\$ 1,067,194
	Title/Compensatory Programs	\$ 805,674
	Career and Technical Programs	\$ 346,986
Student Support Services \$8,026,239 14.4%	Instructional Support	\$ 674,557
	Curriculum and Development	\$ 221,532
	Educational Media	\$ 683,424
	Instructional Technology	\$ 1,769,180
	Guidance/Counseling	\$ 845,275
	Health Services	\$ 486,187
	Student Transportation	\$ 2,531,295
	Staff Development	\$ 679,530
	Other Student Support	\$ 135,259
Sites and Buildings \$5,967,586 10.7%	Operations and Maintenance	\$ 3,991,609
	Facilities	\$ 703,899
	Long Term Facilities Maintenance	\$ 1,127,078
	Property or Other Insurance	\$ 145,000
District Support Services \$1,442,685 2.6%	Finance Department	\$ 462,969
	Human Resources	\$ 381,343
	Administrative Technology	\$ 202,593
	General Administrative Support	\$ 131,209
	Communications and Assessment	\$ 259,571
	Elections	\$ 5,000
Administration \$1,932,367 3.5%	Office of Superintendent	\$ 381,520
	School Administration	\$ 1,497,318
	School Board	\$ 53,529
Total General Fund		\$ 55,728,526

## GENERAL FUND | EXPENDITURES BY OBJECT

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
SALARIES	\$ 28,767,300	\$ 30,527,702	\$ 31,154,357	\$ 32,776,988
BENEFITS	10,726,214	11,052,719	11,297,210	12,088,540
PURCHASED SERVICES	6,108,468	6,389,640	6,571,576	6,654,511
SUPPLIES	1,696,360	1,955,919	2,118,419	2,021,595
OTHER EXPENDITURES	249,851	268,964	262,569	295,481
CAPITAL OUTLAY	1,541,381	1,585,898	2,089,593	1,891,411
<b>TOTAL</b>	<b>\$ 49,089,574</b>	<b>\$ 51,780,842</b>	<b>\$ 53,493,724</b>	<b>\$ 55,728,526</b>

2016-17 excludes \$4,769,213 of CVSEC flow-through

## 2019-20 EXPENDITURES BY OBJECT





## GENERAL FUND

### OPERATING CAPITAL and LONG TERM FACILITIES MAINTENANCE

The primary source of operating capital revenue comes from local property taxes which includes the voter approved operating capital levy of \$750,000. The capital levy was renewed for another 10 years upon its expiration during the 2013-14 school year. Long Term Facilities Maintenance revenue is a combination of local levy and state aid. These funding sources have specific restrictions regarding what the district can purchase. Any unspent funds are kept in a restricted fund balance code for future purchases that meet the specifications.

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
<b>Revenue Summary</b>				
Operating Capital	\$ 1,006,578	\$ 976,782	\$ 1,016,132	\$ 1,020,646
Capital Facility Bond	(182,372)	(183,861)	(185,483)	(185,483)
Capital Projects Levy	750,000	750,000	750,000	750,000
Lease Levy	329,515	333,351	377,805	381,628
Long Term Facility Maintenance	797,884	1,298,962	1,510,622	1,528,531
<b>Total Revenues</b>	<b>\$ 2,701,605</b>	<b>\$ 3,175,234</b>	<b>\$ 3,469,076</b>	<b>\$ 3,495,322</b>
<b>Expenditure Summary</b>				
Leased Facility Space/ Assessments	\$ 386,479	\$ 400,269	\$ 415,586	\$ 419,791
Lease Purchase Agreement	142,760	142,760	142,758	322,758
Building/Program Allocation	304,105	343,291	199,178	133,114
Textbooks/Digital Curriculum	88,799	112,891	150,000	150,000
Other Leases	377,655	519,145	519,145	519,145
Capital Committee Recommendations	705,935	269,150	546,650	561,389
Long Term Facility Maintenance	701,751	1,049,513	1,327,471	1,127,078
<b>Total Expenditures</b>	<b>\$ 2,707,484</b>	<b>\$ 2,837,019</b>	<b>\$ 3,300,788</b>	<b>\$ 3,233,275</b>
<b>Fund Summary</b>				
Beginning Balance	\$ 916,498	\$ 910,619	\$ 1,248,834	\$ 1,417,122
Revenue	2,701,605	3,175,234	3,469,076	3,495,322
Expenditures	2,707,484	2,837,019	3,300,788	3,233,275
<b>Ending Balance</b>	<b>910,619</b>	<b>1,248,834</b>	<b>1,417,122</b>	<b>1,679,169</b>
Operating Capital	\$ 467,688	\$ 556,454	\$ 541,591	\$ 402,185
Long Term Facility Maintenance	442,931	692,380	875,531	1,276,984
<b>Ending Fund Balance</b>	<b>\$ 910,619</b>	<b>\$ 1,248,834</b>	<b>\$ 1,417,122</b>	<b>\$ 1,679,169</b>

## CHILD NUTRITION FUND

The Child Nutrition Fund is a self-sustaining fund whose mission is to provide quality nutritious meals that support the growth and development of our students to fuel their learning. Revenue comes from a variety of sources including state and federal funding, student and adult purchases, federal commodities, and grant dollars.

The majority of the budget is accounted for in labor and food costs. The budget does not include an increase to meal prices. We switched our prime food vendor to a joint powers agreement hosted by Minnetonka schools for the 2018-19 school year and found this to be a cost savings to the program. We are excited to continue this partnership with other districts to increase our buying power.

The proposed budget shows a slight spend down of the fund balance. This was intentional due to a federal fund balance maximum that we are currently exceeding and working to strategically utilize. Continuous evaluation of food costs and direct labor hours per meal served will be the primary focus to ensure budget targets are met. We will be working to add some new equipment to the kitchens as well as renovating the lower cafeteria serving space at the high school.

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
<b>Revenue Summary</b>				
Local property Taxes	-	-	-	-
Tuition, fees and other	1,232,565	1,211,231	1,176,400	1,203,900
State Aids	113,835	122,320	100,000	100,000
Federal Aids	865,516	852,885	816,500	804,500
<b>Total Revenues</b>	<b>\$ 2,211,916</b>	<b>\$ 2,186,436</b>	<b>\$ 2,092,900</b>	<b>\$ 2,108,400</b>
<b>Expenditure Summary</b>				
Salaries and Wages	\$ 654,368	\$ 692,128	\$ 675,104	\$ 735,988
Benefits	312,272	314,953	338,632	346,566
Purchased Services	91,636	75,260	89,200	114,400
Food and Supplies	1,029,539	1,029,480	973,200	1,056,750
Equipment	10,467	38,477	30,500	90,000
<b>Total Expenditures</b>	<b>\$ 2,098,282</b>	<b>\$ 2,150,298</b>	<b>\$ 2,106,636</b>	<b>\$ 2,343,704</b>
<b>Fund Summary</b>				
Beginning Fund Balance	\$ 652,781	\$ 766,415	\$ 802,553	\$ 788,817
Revenue	2,211,916	2,186,436	2,092,900	2,108,400
Total Sources	2,864,697	2,952,851	2,895,453	2,897,217
Expenditures	2,098,282	2,150,298	2,106,636	2,343,704
<b>Ending Fund Balance</b>	<b>\$ 766,415</b>	<b>\$ 802,553</b>	<b>\$ 788,817</b>	<b>\$ 553,513</b>

Fund Balance Max \$ 699,427 \$ 716,766 \$ 702,212 \$ 781,235

*Per the MDE, the Child Nutrition Department fund balance should not exceed 3 months average operating expenditures assuming a nine month operating year.*

## COMMUNITY SERVICE FUND

Northfield Public Schools Community Services focuses on lifelong learning, recreation and community involvement. We provide numerous opportunities and classes for all ages to develop skills, stay healthy and inspire creativity.

Our Early Childhood Family Education (ECFE) programs support parents in their role as their child's first and foremost teacher. Among our other Early Childhood Programs, Hand in Hand Preschool and Ventures childcare work together to prepare and support students in year-long learning. The budget for 2019-20 was developed with the goal of maintaining the necessary revenue generation and expenditure reductions in order to provide financial stability and good stewardship of resources. This is the third year of a proposed deficit and we are making incremental changes towards a balanced budget. The community services fund has sufficient fund balance to absorb the deficit responsibly.

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
<b>Revenue Summary</b>				
Local property Taxes	\$ 402,003	\$ 397,191	\$ 414,908	\$ 413,385
Tuition, fees and other	2,035,570	1,963,819	2,046,806	2,227,386
State Aids	323,738	318,248	291,871	290,378
Federal Aids	-	-	-	-
<b>Total Revenues</b>	<b>\$ 2,761,311</b>	<b>\$ 2,679,258</b>	<b>\$ 2,753,585</b>	<b>\$ 2,931,149</b>
<b>Expenditure Summary</b>				
Salaries and Wages	\$ 1,715,469	\$ 1,769,694	\$ 1,811,879	\$ 1,964,492
Benefits	474,672	514,000	539,104	577,859
Purchased Services	363,145	340,833	395,559	373,656
Supplies	97,306	95,259	86,863	105,705
Equipment	6,929	7,888	8,850	11,350
Other Expenditures	2,483	2,358	2,820	2,720
<b>Total Expenditures</b>	<b>\$2,660,004</b>	<b>\$ 2,730,032</b>	<b>\$ 2,845,075</b>	<b>\$ 3,035,782</b>
<b>Fund Summary</b>				
Beginning Fund Balance	\$ 530,924	\$ 632,231	\$ 581,457	\$ 489,967
Revenues	2,761,311	2,679,258	2,753,585	2,931,149
Total Sources	3,292,235	3,311,489	3,335,042	3,421,116
Expenditures	2,660,004	2,730,032	2,845,075	3,035,782
<b>Ending Fund Balance</b>	<b>\$ 632,231</b>	<b>\$ 581,457</b>	<b>\$ 489,967</b>	<b>\$ 385,334</b>



## BUILDING CONSTRUCTION FUND

This fund is used to record all the operations of a district's building construction projects funded by the sale of bonds. The revenue consists of bond proceeds and interest earnings. Expenditures are construction related costs.

	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
<b>Revenue Summary</b>			
Bond Proceeds	\$ -	\$ 41,310,000	\$ -
Interest on Investments	-	205,134	669,655
Other Financing Sources	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 41,515,134</b>	<b>\$ 669,655</b>
<b>Expenditure Summary</b>			
Construction Costs	\$ -	\$ 602,880	\$ 30,117,282
Other Financing Uses	-	2,609,000	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 3,211,880</b>	<b>\$ 30,117,282</b>
<b>Fund Summary</b>			
Beginning Fund Balance	\$ -	\$ -	\$ 38,303,254
Revenue	-	41,515,134	669,655
Total Sources	-	41,515,134	38,972,909
Expenditures	-	3,211,880	30,117,282
<b>Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ 38,303,254</b>	<b>\$ 8,855,627</b>

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 offices	\$646,000	\$859,000
Longfellow	Renovate for District Offices	\$625,000	\$837,000
<b>Total Authorized Costs</b>		<b>\$30,491,000</b>	<b>\$38,810,000</b>

## DEBT SERVICE FUND

This fund is used to account for the accumulation of resources used for payment of general long-term obligation bond principal, interest, and related costs.

	2016-17	2017-18	2018-19	2019-20
	Audit	Audit	Revised	Proposed
Revenue Summary	Results	Results	Budget	Budget
Local property Taxes	\$ 4,705,003	\$ 4,904,576	\$ 5,337,839	\$ 5,605,746
Interest on Investments	23,921	29,743	24,000	24,000
State of MN	318,562	395,312	387,475	426,893
Other Sources	-	154,008	10,315,750	-
<b>Total Revenues</b>	<b>\$ 5,047,486</b>	<b>\$ 5,483,639</b>	<b>\$ 16,065,064</b>	<b>\$ 6,056,639</b>
<b>Expenditure Summary</b>				
Bond Principal	\$ 4,265,000	\$ 4,745,000	\$ 4,915,000	\$ 4,910,000
Bond Interest	1,003,819	931,827	813,694	2,458,743
Other Debt Service Fees	5,525	6,330	6,000	7,000
Other Uses	-	-	7,670,000	-
<b>Total Expenditures</b>	<b>\$ 5,274,344</b>	<b>\$ 5,683,157</b>	<b>\$ 13,404,694</b>	<b>\$ 7,375,743</b>
<b>Fund Summary</b>				
Beginning Fund Balance	\$ 1,627,000	\$ 1,400,142	\$ 1,200,624	\$ 3,860,994
Revenue	5,047,486	5,483,639	16,065,064	6,056,639
Total Sources	6,674,486	6,883,781	17,265,688	9,917,633
Expenditures	5,274,344	5,683,157	13,404,694	7,375,743
<b>Ending Fund Balance</b>	<b>\$ 1,400,142</b>	<b>\$ 1,200,624</b>	<b>\$ 3,860,994</b>	<b>\$ 2,541,890</b>

**Current Outstanding Debt**  
**2019-20 Principal and Interest Payments**

Issue Date	Net Interest Rate	Original Issue	Purpose	Final Maturity	FY 2019-20 Payments		
					Principal	Interest	Total
2/16/2010	2.0 - 4.0%	\$ 22,615,000	Refund '01 MS/HS/MF	2/1/2022	\$ -	\$ 153,400	\$ 153,400
12/7/2011	2.0 - 2.375%	\$ 9,750,000	Refund '03A MS/HS/MF	2/1/2024	\$ 545,000	\$ 165,394	\$ 710,394
12/19/2012	1.5 - 2.0%	\$ 9,825,000	Refund '04/'05 Indoor Air	2/1/2025	\$ 870,000	\$ 124,600	\$ 994,600
5/13/2014	2.0-3.0%	\$ 1,525,000	GVP/HS Roofs	2/1/2025	\$ 150,000	\$ 23,650	\$ 173,650
3/23/2017	1.93%	\$ 1,325,000	BW Roof	2/1/2027	\$ 120,000	\$ 32,550	\$ 152,550
11/15/2018	2.23%	\$ 7,325,000	Refund 2010A	2/1/2022	\$ 3,225,000	\$ 443,569	\$ 3,668,569
1/31/2019	3.22%	\$ 39,255,000	Elementary/Early Childhood	2/1/2039	\$ -	\$ 1,515,580	\$ 1,515,580
					<b>\$ 4,910,000</b>	<b>\$ 2,458,743</b>	<b>\$ 7,368,743</b>

**General Obligation Debt**  
**Annual Maturity Schedule**

Fiscal Year	Principal	Interest	Total
2020	4,910,000	2,458,743	7,368,743
2021	5,230,000	2,027,675	7,257,675
2022	4,130,000	1,817,275	5,947,275
2023	4,270,000	1,689,556	5,959,556
2024	4,370,000	1,579,744	5,949,744
2025	2,505,000	1,465,681	3,970,681
2026	2,085,000	1,384,481	3,469,481
2027	2,230,000	1,283,131	3,513,131
2028	2,185,000	1,174,631	3,359,631
2029	2,290,000	1,065,381	3,355,381
2030	2,405,000	950,881	3,355,881
2031	2,490,000	866,706	3,356,706
2032	2,590,000	767,106	3,357,106
2033	2,665,000	689,406	3,354,406
2034	2,745,000	609,456	3,354,456
2035	2,830,000	527,106	3,357,106
2036	2,925,000	431,594	3,356,594
2037	3,025,000	332,875	3,357,875
2038	3,130,000	227,000	3,357,000
2039	3,240,000	117,450	3,357,450
	<b>\$ 62,250,000</b>	<b>\$ 21,465,878</b>	<b>\$ 83,715,878</b>



## TRUST FUND

The District is the trustee, or *fiduciary*, for assets that belong to others, such as the scholarship funds. Individual accounts are set up for each trust, scholarship, or memorial that is donated to the District. Northfield High School Guidance Office manages the process of awarding the scholarships. All non-scholarship accounts are monitored to ensure expenditures are appropriate in accordance with donor's intent. A new government accounting standard (GASB 84) will require the scholarship funds to become part of the general fund in 2019-20.

	2016-17 Audit Results	2017-18 Audit Results	2018-19 Revised Budget	2019-20 Proposed Budget
Beginning Balance	\$ 148,176	\$ 164,256	\$ 184,249	\$ 179,949
Gifts and Donations	70,989	94,589	71,530	72,030
Earnings on Investments	966	1,254	200	1,500
Total Sources	220,131	260,099	255,979	253,479
Expenditures	55,875	75,850	76,030	76,030
Ending Fund Balance	\$164,256	\$ 184,249	\$ 179,949	\$ 177,449

## SCHOLARSHIP LIST

AAUW Scholarship	\$ 500	NFLD Alumni Scholarship	\$ 500
Al Berkvam Memorial Scholarship	\$ 500	Northfield Prairie Partners Scholarship	\$ 100
Apple Autos	\$ 5,000	Northfield Union of Youth (The Key)	\$ 18,000
Booster Club	\$ 1,000	PEO Recognition Scholarship	\$ 1,800
Cannon Valley Lions Club Scholarship	\$ 1,500	Rotary Scholarship	\$ 3,000
Cannon River Sportsmen Club	\$ 1,500	Schiek Orthodontics "Triple A" Excellence Scholarship	\$ 500
Cardinal CG Scholarship	\$ 500	Skip Boyum Scholarship	\$ 750
Cinco de Mayo Scholarship	\$ 1,500	Steele-Waseca Electric	\$ 500
Dakota Electric Fund	\$ 3,000	Step Up Scholarship	\$ 1,200
Darrin Erickson Memorial Scholarship	\$ 430	Stratmoen Family Scholarship	\$ 750
David Rodgers Memorial Scholarship	\$ 3,000	Tom Blaisdell Memorial	\$ 2,000
Kluver/Monsanto Scholarship	\$ 500	TORCH Scholarship	\$ 7,500
Lucille Duesterhoeft Memorial	\$ 11,000	VFW	\$ 1,500
Myrtle Houston Trust	\$ 4,000	W Stickley Memorial	\$ 4,000
		<b>Total</b>	<b>\$ 76,030</b>

## INTERNAL SERVICE FUND SELF-INSURANCE PLAN

The District established this fund in 2005-06 to account for the financial activity of the self-insurance plan for the dental benefits provided to employees. In May 2011 the District elected to become self-insured for medical benefits as well. The revenue in this fund represents premiums paid for dental and medical coverage by the District and our active and retired employees. Expenditures represent actual claims and administrative fees paid for dental and medical services received by our current or retired employees covered by the plan.

	<b>DENTAL FUND</b>			
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<b>Audit</b>	<b>Audit</b>	<b>Revised</b>	<b>Proposed</b>
	<b>Results</b>	<b>Results</b>	<b>Budget</b>	<b>Budget</b>
Beginning Balance	\$225,234	\$279,428	\$270,606	\$271,638
Charges for Services	591,107	543,587	570,138	587,243
Interest Earnings	1,886	1,800	2,000	2,500
Total Sources	818,227	824,815	842,744	861,381
Insurance Claims	502,065	517,285	527,498	543,323
Administrative Fees	36,734	36,924	43,608	38,770
Total Expenditures	538,799	554,209	571,106	582,093
Ending Fund Balance	\$279,428	\$270,606	\$271,638	\$279,288

	<b>MEDICAL FUND</b>			
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<b>Audit</b>	<b>Audit</b>	<b>Revised</b>	<b>Proposed</b>
	<b>Results</b>	<b>Results</b>	<b>Budget</b>	<b>Budget</b>
Beginning Balance	\$4,246,259	\$5,637,018	\$5,711,405	\$6,153,240
Charges for Services	6,969,825	6,859,449	6,941,460	6,805,177
Interest Earnings	38,597	46,129	45,000	47,000
Total Sources	11,254,681	12,542,596	12,697,865	13,005,417
Insurance Claims	4,725,278	6,030,278	5,445,395	5,989,934
Administrative Fees	892,385	800,913	1,099,230	858,456
Total Expenditures	5,617,663	6,831,191	6,544,625	6,848,390
Ending Fund Balance	\$5,637,018	\$5,711,405	\$6,153,240	\$6,157,027

	<b>FUND SUMMARY</b>			
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<b>Audit</b>	<b>Audit</b>	<b>Revised</b>	<b>Proposed</b>
	<b>Results</b>	<b>Results</b>	<b>Budget</b>	<b>Budget</b>
Beginning Balance	\$4,471,493	\$5,916,446	\$5,982,011	\$6,424,879
Total Revenue	7,601,415	7,450,965	7,558,599	7,441,919
Total Sources	12,072,908	13,367,411	13,540,610	13,866,798
Total Expenditures	6,156,462	7,385,400	7,115,731	7,430,483
Ending Fund Balance	\$5,916,446	\$5,982,011	\$6,424,879	\$6,436,315





CLA (CliftonLarsonAllen LLP)  
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Rochester, MN 55901-2263  
507-280-2300 | fax 507-280-2339  
CLAconnect.com

6/3/2019

School Board and Management  
Independent School District No. 659  
1400 S. Division Street  
Northfield, MN 55057

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") will provide for Independent School District No. 659 ("you," "your," or "the District") for the year ended June 30, 2019.

Craig Popenhagen is responsible for the performance of the audit engagement.

#### **Audit Services**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of Independent School District No. 659, as of and for the year ended June 30, 2019, and the related notes to the financial statements.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the District's basic financial statements. The RSI will be subjected to certain limited procedures, but will not be audited.

We will also evaluate and report on the presentation of the supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole.

In addition, we will also audit the statement of cash receipts and disbursements of the student activity accounts, which is prepared on the regulatory basis of accounting prescribed or permitted by the Minnesota Department of Education, of the District for the year ended June 30, 2019.

#### **Nonaudit Services**

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of adjusting journal entries.

#### **Audit objectives**

The objective of our audit is the expression of opinions about whether your basic financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in



*Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will apply certain limited procedures to the RSI in accordance with U.S. GAAS. However, we will not express an opinion or provide any assurance on the RSI because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) other than RSI accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the result of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. If our opinions on the financial statements or the single audit compliance opinion are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming opinions on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.



As part of our audit, we will also perform the procedures and provide the report required by the *Minnesota Legal Compliance Audit Guide for School Districts*.

#### **Auditor responsibilities, procedures, and limitations**

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements as a whole are free from material misstatement, whether due to fraud or error. An audit involves performing procedures to obtain sufficient appropriate audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District, may not be detected. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a single audit.

In making our risk assessments, we consider internal control relevant to the District's preparation and fair presentation of the basic financial statements and compliance in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those



controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control.

However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the basic financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the District's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

#### **Management Responsibilities**

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements, RSI, and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the



preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the District's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the District's federal programs; identifying and ensuring that the District complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the District's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review on September 4, 2019.



You are responsible for ensuring that management is reliable and for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and for the accuracy and completeness of that information, and for ensuring the information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. You acknowledge that the District's internal auditors providing direct assistance to us will be allowed to follow our instructions and that you will not intervene in the work the internal auditor performs for us. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit and the presentation of the basic financial statements and RSI. During our engagement, we will request information and explanations from you regarding, among other matters, the District's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the District's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations.



Management is also responsible for identifying and providing copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter.

This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

#### **Responsibilities and Limitations Related to Nonaudit Services**

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

#### **Use of Financial Statements**

With regard to using the auditors' report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents. The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the audited financial statements in a document, such as an annual report or bond offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents.



Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

#### **Engagement Administration and Other Matters**

We expect to begin final fieldwork on approximately September 4, 2019, or other agreed-upon date.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

We are available to perform additional procedures with regard to fraud detection and prevention, at your request, as a separate engagement, subject to completion of our normal engagement acceptance procedures. The terms and fees of such an engagement would be documented in a separate engagement letter. The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information.

However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely matter to the Minnesota Department of Education, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request.

If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Minnesota Department of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party (ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the District to any persons without the authorization of District management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Our engagement and responsibility end on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

*Government Auditing Standards* require that we make our most recent external peer review report publicly available. The report is posted on our website at [www.CLAconnect.com/Aboutus/](http://www.CLAconnect.com/Aboutus/).

### **Mediation**

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

### **Time Limitation**

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties.

The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our final audit report under this agreement to you, regardless of whether we do



other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

#### **Fees**

Our fees for the financial statement audit services will be \$23,700, plus expenses. The fee estimate is based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated fee for services will likely be higher.

If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

#### **Other Fees**

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

#### **Finance Charges and Collection Expenses**

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

#### **HIPAA Business Associate Agreement**

To protect the privacy and provide for the security of any protected health information, as such is defined by the Health Insurance Portability and Accountability Act of 1996, as amended from time to time, and the regulations and policy guidances thereunder (HIPAA), the District and CLA shall enter into a HIPAA Business Associate Agreement (BAA) in the form attached hereto. If the attached HIPAA Business Associate Agreement is acceptable, please sign, date, and return it to us.

#### **Consent**

##### ***Consent to Use Financial Information***

Annually, we assemble a variety of benchmarking analyses using client data obtained through our audit and other engagements. Some of this benchmarking information is published and released publicly. However, the information that we obtain is confidential, as required by the AICPA Code of Professional Conduct. Your acceptance of this engagement letter will serve as your consent to use of Independent School District No. 659's information in these cost comparison, performance indicator, and/or benchmarking reports.

#### **Subcontractors**

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement and the BAA.





**Agreement**

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return the a copy of this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

**CliftonLarsonAllen LLP**



Craig Popenhagen, CPA

Principal

507-280-2327

craig.popenhagen@CLAconnect.com

094-050517

This letter correctly sets forth the understanding of Independent School District No. 659:

Authorized governance signature: \_\_\_\_\_

Title: School Board

Date: \_\_\_\_\_

Authorized management signature: \_\_\_\_\_

Title: Management

Date: \_\_\_\_\_

## **HIPAA BUSINESS ASSOCIATE AGREEMENT**

THIS HIPAA BUSINESS ASSOCIATE AGREEMENT ("Agreement") is made by and between Independent School District No. 659 (hereinafter referred to as "Client") and CliftonLarsonAllen LLP (hereinafter referred to as "CLA"). This Agreement is effective as of the date signed by Client.

### **RECITALS**

**WHEREAS**, Client is a "covered entity" within the meaning of 45 CFR § 160.103;

**WHEREAS**, CLA provides accounting, consulting, or other services to Client and, in connection therewith, Client wishes to disclose "protected health information" within the meaning of 45 CFR § 160.103 to CLA and CLA wishes to receive protected health information and, on behalf of Client, create, maintain, or transmit protected health information (collectively, "Client's PHI");

**WHEREAS**, CLA is a "business associate" within the meaning of 45 CFR § 160.103;

**WHEREAS**, Client and CLA intend to protect the privacy and provide for the security of Client's PHI in compliance with the Health Insurance Portability and Accountability Act of 1996, the Health Information Technology for Economic and Clinical Health Act of 2009, and the regulations and policy guidance thereunder ("HIPAA Rules");

**WHEREAS**, the HIPAA Rules require that Client receive adequate assurances that CLA will comply with certain obligations with respect to Client's PHI and, accordingly, the parties hereto desire to enter into this Agreement for the purpose of setting forth in writing the terms and conditions for the use, disclosure, and safeguarding of Client's PHI, including provisions required by the HIPAA Rules as the same may be amended from time to time;

**NOW, THEREFORE**, in consideration of the foregoing recitals and mutual covenants herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

### **TERMS OF AGREEMENT**

#### **1. Obligations and Activities of CLA.**

a. Permitted and Required Uses and Disclosures. CLA shall not use or disclose Client's PHI except as permitted or required by this Agreement or as required by law. Specifically, CLA agrees as follows:

i. CLA may only use or disclose Client's PHI as necessary to perform the services set forth in the service agreement, if any, between Client and CLA, to perform functions, activities, or services for, or on behalf of, Client as requested by Client from time to time, or as required by law.

ii. CLA shall use or disclose only the "Minimum Necessary" amount of information, as such term is defined in the HIPAA Rules, required to conduct the authorized activities herein, except that CLA will limit disclosures to a limited data set as set forth in 45 CFR § 164.514(e)(2) as required by the HIPAA Rules.



iii. CLA may not use or disclose Client's PHI in a manner that would violate Subpart E of 45 CFR Part 164 if done by Client, except that CLA may use or disclose Client's PHI for the proper management and administration of CLA or to carry out the legal responsibilities of CLA, provided the use or disclosures are required by law or CLA obtains reasonable assurances from the person to whom the information is disclosed that Client's PHI will remain confidential and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person, and the person notifies CLA of any instances of which it is aware in which the confidentiality of Client's PHI has been breached.

iv. CLA may use Client's PHI to provide "data aggregation services" relating to the health care operations of Client within the meaning of 45 CFR § 164.501.

v. CLA shall not disclose Client's PHI in a manner that would violate any restriction thereof which has been duly communicated to CLA.

vi. Except as permitted by the HIPAA Rules, CLA shall not directly or indirectly receive remuneration in exchange for any of Client's PHI unless authorized in writing by Client.

b. Safeguards. CLA shall use appropriate safeguards, and comply with Subpart C of 45 CFR Part 164 with respect to electronic protected health information, to prevent use or disclosure of Client's PHI other than as provided in this Agreement.

i. Administrative Safeguards. CLA shall implement all required administrative safeguards pursuant to 45 CFR § 164.308 as such are made applicable to business associates pursuant to the HIPAA Rules. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all administrative safeguards of 45 CFR § 164.308 that are designated as "addressable" as such are made applicable to business associates pursuant to the HIPAA Rules.

ii. Physical Safeguards. CLA shall implement all required physical safeguards pursuant to 45 CFR § 164.310 as such are made applicable to business associates pursuant to the HIPAA Rules. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all physical safeguards of 45 CFR § 164.310 that are designated as "addressable" as such are made applicable to business associates pursuant to the HIPAA Rules.

iii. Technical Safeguards. CLA shall implement all required technical safeguards pursuant to 45 CFR § 164.312 as such are made applicable to business associates pursuant to the HIPAA Rules. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all technical safeguards of 45 CFR § 164.312 that are designated as "addressable" as such are made applicable to business associates pursuant to the HIPAA Rules.

c. Reporting of Disclosures. CLA shall report to Client any use or disclosure of Client's PHI not provided for by this Agreement of which CLA becomes aware, including any acquisition, access, use or disclosure (i.e., "breach") of "unsecured protected health information," within the meaning of 45 CFR § 164.403, and any security incident of which CLA becomes aware. CLA shall make such report to Client without unreasonable delay and in no case



later than sixty (60) calendar days following discovery of the breach. CLA's notice to Client shall include all information needed by Client to provide notice to affected individuals and otherwise satisfy the requirements of 45 CFR § 164.410.

d. CLA's Subcontractors. CLA may disclose Client's PHI to one or more subcontractors and may allow its subcontractors to create, receive, maintain, or transmit Client's PHI on behalf of CLA. CLA shall obtain satisfactory assurances from any such subcontractor that it will appropriately safeguard Client's PHI in accordance with 45 CFR § 164.314(a) and shall ensure that the subcontractor agrees in writing to the same or more stringent restrictions, conditions, and requirements that apply to CLA with respect to Client's PHI. Upon CLA contracting with a subcontractor regarding Client's PHI, CLA shall provide Client written notice of such executed agreement.

e. Satisfying Requests for Access. CLA shall make available to Client Client's PHI in a "designated record set," within the meaning of 45 CFR § 164.501, as Client may require to satisfy its obligations to respond to a request for access pursuant to 45 CFR § 164.524. If CLA receives a request for access directly from an individual or an individual's designee, CLA shall forward such request within five (5) calendar days to Client for Client to fulfill. Alternatively, if directed by Client and agreed to by CLA, CLA shall make available to the individual or the individual's designee Client's PHI in a designated record set, as necessary to satisfy the requirements of 45 CFR § 164.524. CLA shall provide such access within thirty (30) calendar days of receiving a request for access and shall confirm to Client in writing that such request has been fulfilled.

f. Satisfying Requests for Amendment. CLA shall make any amendments to Client's PHI in a designated record set, as Client may require to satisfy its obligations to respond to a request for amendment pursuant to 45 CFR § 164.526. If CLA receives a request for amendment directly from an individual or an individual's designee, CLA shall forward such request within ten (10) calendar days to Client for Client to fulfill. Alternatively, if directed by Client and agreed to by CLA, CLA shall make an amendment to Client's PHI in a designated record set, as necessary to satisfy the requirements of 45 CFR § 164.526. CLA shall make such amendment within sixty (60) calendar days of receiving a request for amendment and shall confirm to Client in writing that such request has been fulfilled.

g. Internal Practices. CLA shall make its internal practices, books and records relating to the use and disclosure of Client's PHI available to the Secretary of the United States Department of Health and Human Services or his or her designee for purposes of determining compliance with the HIPAA Rules.

h. Accounting. CLA shall document disclosures of Client's PHI and information related to such disclosures and otherwise maintain and make available the information required to provide an accounting of disclosures to the Client as necessary to permit the Client to respond to a request for an accounting pursuant to 45 CFR § 164.528. If CLA receives a request for an accounting directly from an individual or an individual's designee, CLA shall forward such request within ten (10) calendar days to Client for Client to fulfill. Alternatively, if directed by Client and agreed to by CLA, CLA shall provide an accounting as necessary to satisfy the requirements of 45 CFR § 164.528. CLA shall satisfy such request within sixty (60) calendar days of receiving a request for an accounting and shall confirm to Client in writing that such request has been fulfilled.



i. Policies and Procedures; Documentation. CLA shall develop appropriate policies and procedures relating to its compliance with the administrative, physical, and technical safeguards set forth in Section 1.b. and shall document, retain, and update such policies and procedures as required by 45 CFR § 164.316.

j. Compliance as if Covered Entity. To the extent CLA is to carry out one or more of the obligations imposed on the Client as a “covered entity” under Subpart E of 45 CFR Part 164, CLA shall comply with the requirements of said Subpart E that apply to the Client in the performance of such obligations.

**2. Client Obligations.** Client shall provide notice to CLA of any of the following:

a. Any limitations in the notice of privacy practices of Client under 45 CFR § 164.520, as well as any changes to such limitations, to the extent that such limitation may affect CLA’s use or disclosure of Client’s PHI.

b. Any changes in, or revocation of, the permission by an individual to use or disclose his or her protected health information, to the extent that such changes may affect CLA’s use or disclosure of Client’s PHI.

c. Any restriction on the use or disclosure of protected health information that Client has agreed to or is required to abide by under 45 CFR § 164.522, to the extent that such restriction may affect CLA’s use or disclosure of Client’s PHI.

Client shall not request CLA to use or disclose Client’s PHI in any manner that would not be permissible under the HIPAA Rules if done by Client, except that Client may request CLA to provide to Client “data aggregation services” relating to the health care operations of the Client within the meaning of 45 CFR § 164.501, as permitted by 45 CFR § 164.504(e)(2)(i)(B).

**3. Termination of Agreement.**

a. This Agreement shall terminate on the earliest to occur of the date either party terminates the Agreement “for cause,” as described in Section 3.b., the date CLA terminates as described in Section 3c., or pursuant to Section 5 upon either party’s failure to negotiate or enter into an amendment to this Agreement.

b. Termination for Cause. A breach of any provision of this Agreement by either party, as determined by the non-breaching party, shall constitute a material breach of the Agreement and shall provide grounds for termination of the Agreement for cause if the breaching party is unable to cure such breach to the other party’s satisfaction within ten (10) days following written notice of such breach. The breaching party shall cooperate with the other party as necessary to mitigate the extent of any unauthorized disclosures of Client’s PHI or any damages or potential damages and liability under the HIPAA Rules caused by any violation of this Agreement or other unauthorized use of Client’s PHI.

c. Termination by CLA. Upon thirty (30) days’ advance written notice, CLA shall have the right to terminate this Agreement if Client imposes additional restrictions or requirements regarding the use, disclosure, or maintenance of Client’s PHI that CLA reasonably determines will materially affect CLA’s ability to perform its responsibilities under this



Agreement or will materially increase CLA's costs to perform its responsibilities under this Agreement.

**4. Treatment of Client's PHI after Termination.** Upon termination of this Agreement for any reason, CLA, with respect to Client's PHI, shall:

- a. Retain only that portion of Client's PHI which is necessary for CLA to continue its proper management and administration or to carry out its legal responsibilities;
- b. Return to Client or, if agreed to by Client, destroy remaining Client's PHI that CLA still maintains in any form and retain no copies of such Client's PHI;
- c. Continue to use appropriate safeguards and comply with Subpart C of 45 CFR Part 164 with respect to electronic protected health information to prevent use or disclosure of Client's PHI, other than as provided for in this Section, for as long as CLA retains any Client's PHI;
- d. Not use or disclose Client's PHI retained by CLA other than for the purposes for which Client's PHI was retained and subject to the same conditions, as set forth in Section 2, which applied prior to termination;
- e. Return to Client or, if agreed to by Client, destroy remaining Client's PHI retained by CLA when it is no longer needed by CLA for its proper management and administration or to carry out its legal responsibilities and retain no copies of such Client's PHI;
- f. Obtain or ensure the destruction of any Client's PHI created, received, or maintained by any of CLA's subcontractors; and
- g. Within thirty (30) calendar days after termination of this Agreement, certify in a written statement signed by a senior officer of CLA, that all Client's PHI has been returned or disposed of as required above.

If the parties mutually agree that return or destruction is not feasible, this Agreement shall continue to apply to Client's PHI and, without limitation to the foregoing, the obligations of CLA under this Agreement shall survive the termination of this Agreement with respect to any Client's PHI retained by CLA. CLA shall limit further use and disclosure of Client's PHI to those purposes that make the return or destruction of Client's PHI infeasible.

**5. Amendment to Comply with Law.** The parties acknowledge that state and federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to provide for procedures to ensure compliance with such developments. The parties agree to promptly enter into negotiations concerning the terms of an amendment to this Agreement embodying written assurances consistent with the HIPAA Rules or other applicable law upon the written request of either party. Either party may terminate this Agreement upon thirty (30) days' written notice in the event (i) the other party does not promptly enter into negotiations to amend this Agreement upon the request of the party giving notice or (ii) the other party fails to execute an amendment to this Agreement upon the request of the party giving notice.

6. **No Third Party Beneficiaries.** Nothing expressed or implied in this Agreement is intended to confer, nor shall anything herein confer, upon any person other than Client, CLA, and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.

7. **Indemnification.** Client shall indemnify, hold harmless, and defend (with counsel of CLA's choosing) CLA, its subsidiaries, affiliates, partners, and employees from and against all claims, suits, administrative proceedings, demands, losses, damages, or penalties, including reasonable attorneys' fees, arising out of Client's misuse or improper disclosure of Client's PHI, breach of this Agreement, or violation of the HIPAA Rules or any other law or regulation.

8. **Interpretation.** This Agreement shall be interpreted as broadly as necessary to implement and comply with the HIPAA Rules. The parties agree that any ambiguity in this Agreement shall be resolved in favor of a meaning that complies and is consistent with the HIPAA Rules. There shall be no presumption for or against either party, by reason of one of the parties causing this Agreement to be drafted, with respect to the interpretation or enforcement of this Agreement.

9. **Notices.** All notices and other communications required or permitted hereunder or necessary or convenient in connection herewith shall be in writing and shall be deemed to have been given when hand delivered or mailed by registered or certified mail, as follows (provided that notice of change of address shall be deemed given only when received):

If to Client, to:	Independent School District No. 659 1400 S. Division Street Northfield, MN 55057 Attention: Matt Hillman, Superintendent
-------------------	---

If to CLA, to:	CliftonLarsonAllen LLP 2689 Commerce Drive NW, Suite 201 Rochester, Minnesota 55901-2263 Attention: Craig Popenhagen, Principal
----------------	--

or to such other names or addresses as Client or CLA, as the case may be, shall designate by notice to the other in the manner specified in this Section 9.

10. **Survival.** The obligations contained in this Agreement which by their nature or context survive or are expressly intended to survive the termination of this Agreement will so survive and continue in full force and effect. Without limiting the generality of the foregoing, Sections 2, 4, and 7 shall survive the termination of this Agreement.

11. **Severability.** If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid, illegal, or unenforceable, the remaining provisions of this Agreement shall remain in full force, if the essential terms and conditions of this Agreement for each party remain valid, binding, and enforceable.

12. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties on the matters contained herein. All prior and contemporaneous negotiations and agreements between the parties on the matters contained in this Agreement are superseded by this Agreement.

13. **Non-Waiver.** No failure or delay in exercising any right or remedy under this Agreement and no course of dealing between the parties operates as a waiver or estoppel of any right, remedy, or



condition. A waiver made in writing on one occasion is effective only in that instance and only for the purpose that it is given and is not to be construed as a waiver on any future occasion.

**14. Governing Law.** This Agreement shall be governed, construed, and interpreted in accordance with the laws of the State of Minnesota without regard to such state's conflict of laws provisions.

**IN WITNESS WHEREOF,** the parties have signed this Agreement.

Independent School District No. 659

**CliftonLarsonAllen LLP**

By: \_\_\_\_\_

By:  \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: Craig Popenhagen

Title: \_\_\_\_\_

Title: Principal

Date: \_\_\_\_\_

Date: May 31, 2019





**KNUTSON, FLYNN & DEANS, P.A.**

1155 Centre Pointe Drive, Suite 10

Mendota Heights, MN 55120

651.222.2811 fax 651.225.0600

[www.kfdmn.com](http://www.kfdmn.com)

May 30, 2019

Ms. Valori Mertesdorf  
Director of Finance  
Independent School District No. 659  
1400 Division Street South  
Northfield, MN 55057

Dear Ms. Mertesdorf:

The Internal Revenue Service has issued a Treasury Regulation which affects all school district bonds issued after June 30, 1993. This regulation relates to the use of bond proceeds for the reimbursement of expenditures made prior to the date of issuance of the bonds. We have attached a copy of the regulation and the IRS explanation for your reference and future guidance.

Under this regulation, a district is required to establish procedures for approval of expenditures for which it intends to reimburse itself subsequently from a future bond issue or borrowing. If the district does not follow these procedures, any bond proceeds used for those reimbursements will be treated as having not been expended, which could have serious consequences under the federal arbitrage regulations. Those proceeds will remain subject to rebate, arbitrage and other rules until they are ultimately spent.

We have enclosed a proposed resolution to be adopted by the board to establish procedures that will govern the reimbursements of these expenditures. The resolution spells out the major provisions of the new regulation and the requirements thereunder. While the language is difficult, we believe it clearly summarizes the regulation and establishes the procedures required thereunder. Attached to the resolution is a proposed form of the Official Intent Declaration which would need to be completed by the authorized official prior to paying any covered expenditure which is to be later reimbursed. We have tried to make the Declaration as self-explanatory and easy to complete as possible. These Declarations must be maintained by the district, be available for public inspection, and be provided to bond counsel for the bond issue from which the reimbursements are to be made.

It is important to note that the regulations only apply to certain expenditures that are being reimbursed. They do not apply to the following:

1. Expenditures made from bond proceeds which are used to make payments for project costs on or after the actual bond closing date;
2. Preliminary expenditures that are reimbursed with proceeds of a bond that finances all or a portion of the property, project or program with respect to which the preliminary expenditures were incurred. The term "preliminary expenditures" includes architectural, engineering, soil testing, bond issuance, and similar costs incurred prior to the commencement of the project. The term does not include land acquisition, site preparation and similar costs incident to commencement of construction. Preliminary expenditures may not exceed 20% of the issue price of the portion of the bond issue that finances the project.

With most school district bond issues, the expenditures to be reimbursed will be preliminary expenditures of the type defined above. Those expenditures will not require Official Intent Declarations. However, if a project includes items such as site acquisition that the district wishes to finance initially from the capital expenditure fund and to reimburse itself for later from bond proceeds, a Declaration will be necessary. If there are questions, please contact your attorney or bond counsel before you pay for the expenditure in that an Official Interest Declaration must be executed for covered expenditures before those expenditures are paid.

It is important that the responsible individual carefully review these Declarations and make them only for expenditures that the district actually intends to reimburse. There is a reasonable intent standard that prohibits blanket declarations that would preserve the right of the district subsequently to reimburse all expenditures. In reviewing questioned items, the IRS would look at the district's past history of actually reimbursing itself from future borrowings in cases where it had declared an intent to do so. A pattern of failing to reimburse is one factor indicating that an expectation was not reasonable.

We understand that this is another mandate that requires time and effort from district staff. However, it is necessary to comply with these regulations. Please have your board adopt the proposed resolution immediately and begin compliance as soon as possible.

**PLEASE NOTE THAT THIS REQUIREMENT WILL BE ONGOING SO PROPER PROCEDURES MUST BE ESTABLISHED AND MAINTAINED.**

If you have any questions on this matter, we shall be available at your convenience.

Sincerely yours,  
*/s/ Thomas S. Deans*  
Thomas S. Deans

TSD/pw  
Enclosure



## CERTIFICATION OF MINUTES

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 659  
(NORTHFIELD PUBLIC SCHOOLS)  
NORTHFIELD, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held June 10, 2019, at 7:00 o'clock p.m., in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

DOCUMENTS ATTACHED: Extract of Minutes of said meeting.

### RESOLUTION ESTABLISHING PROCEDURES FOR REIMBURSEMENT OF CERTAIN EXPENDITURES FROM PROCEEDS OF FUTURE BOND ISSUES OR OTHER BORROWINGS

I, the undersigned, being the duly qualified and acting recording officer of the public corporation referred to in this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, as listed above; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this \_\_\_\_ day of June, 2019.

\_\_\_\_\_  
School District Clerk



Member \_\_\_\_\_ moved the adoption of the following resolution:

RESOLUTION ESTABLISHING PROCEDURES FOR  
REIMBURSEMENT OF CERTAIN EXPENDITURES  
FROM PROCEEDS OF FUTURE BOND ISSUES  
OR OTHER BORROWINGS

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

1. Purpose. The Internal Revenue Service has issued Treasury Regulations Section 1.150-2 (the "Regulations") to provide rules governing Bonds issued after June 30, 1993, the proceeds of which are allocated to reimburse an Issuer for certain expenditures made prior to the date of issue of those Bonds. An allocation of the proceeds of a Bond issue to reimburse certain previously paid expenditures must comply with the Regulations to be an expenditure of Bond proceeds. If a Bond meets the requirements of the Regulations, the Bond proceeds are deemed to be spent when they are allocated to reimburse the prior expenditure. The Board of Independent School District No. 659 (the "District") desires to establish procedures necessary to comply with those Regulations. The terms used in this resolution shall be as defined in the Regulations.

2. Official Intent Requirement. The Regulations, in those situations in which they are applicable, require a District to declare a reasonable official intent (the "Official Intent Declaration") to reimburse itself for certain previously paid expenditures from the proceeds of subsequent Bonds or other borrowings of the District (the "Bonds"). The Board hereby authorizes the superintendent or the business manager to make the District's Official Intent Declarations or to delegate that responsibility from time to time to other appropriate District officers or employees. Each Official Intent Declaration shall comply with the requirements of the Regulations, including, without limitation, the following:

a) Each Official Intent Declaration shall be made not later than sixty (60) days after the date the District pays the applicable expenditure and shall state that the District reasonably intends to reimburse itself for those expenditures with the proceeds of a future borrowing;

b) Each Official Intent Declaration shall, at a minimum, contain a general functional description of the property, project or program for which the expenditure to be reimbursed is paid (for example, "acquisition and betterment of school facilities" or a specific identifiable project). In the alternative, a description is sufficient if it identifies the fund or account from which the expenditure is to be paid and a general functional description of that fund or account (for example: General Fund - general school district operations and maintenance; Capital Expenditure Fund - school district equipment and capital improvements);

c) Each Official Intent Declaration shall contain a statement of the maximum principal amount of debt to be issued for the purposes of the specified property, project or program;

d) Each Official Intent Declaration shall be considered public data and shall be made available for public inspection in compliance with the Minnesota Government Data Practices Act at the main administrative offices of the District within a reasonable period of time, but not to exceed 30 days, after the date of said declaration. An Official Intent Declaration shall remain available for public inspection until at least the day after the issuance of the Bonds from which the prior expenditures are to be reimbursed, and shall be made available to the Bond counsel for that issue.

It is the intention of the Board that an Official Intent Declaration shall be made only if, as of the date of the declaration, the District reasonably expects that it will reimburse the expenditure with Bond or borrowing proceeds. The Board understands that the determination as to whether the expectation to reimburse is reasonable is based on all relevant facts and circumstances, including the purpose for the declaration, the history of actual reimbursement of other expenditures for which official intent was declared and which were actually paid, and the District's actions taken toward reimbursement of the expenditures.

3. Reimbursement Period Requirement. The administration shall advise the Board from time to time on timing issues relating to reimbursements for which Official Intent Declarations have been made, including recommendations on the timing of the issuance of Bonds so that the reimbursement allocations occur not earlier than the dates on which the expenditures are paid and not later than eighteen (18) months after the later of (a) the date on which the expenditure is paid or (b) the date on which the property is placed in service or abandoned (but in no event more than three (3) years after the original expenditure, except as provided in Treas. Reg. 1.150-2(2)(d)(ii) and (iii). The officials designated above to make the Official Intent Declarations shall also be responsible for making the appropriate reimbursement allocations to reimburse the source of temporary financing used by the District to make the payments for the prior expenditures. Each allocation shall be evidenced by an entry on the official books, records or accounts of the District maintained for such reimbursement Bonds; shall specifically identify the actual prior expenditure being reimbursed or, in the case of a reimbursement of a particular fund or account, the fund or account from which the expenditure was previously paid. This allocation shall be effective to relieve the Bond proceeds involved from any restrictions under the Bond resolution or other relevant legal documents for those Bonds and under any other state statute applicable to unspent proceeds of that Bond issue.

4. Capital Expenditure Requirement.

a) General. An original expenditure to be reimbursed from Bond proceeds must be a capital expenditure, a cost of issuance for a Bond or an expenditure defined in the applicable Treasury Regulation.



b) Capital Expenditures. The term "capital expenditure" as used in the Regulations means any cost of a type that is properly chargeable to a capital account. Whether an expenditure is a capital expenditure is determined at the time the expenditure is paid. Capital expenditures do not include expenditures for items of current operating expense that are not properly chargeable to a capital account. Costs incurred to acquire, construct or improve land, buildings, and equipment generally are capital expenditures. Under the Regulations, the issuance costs of issuing reimbursement Bonds are also treated as capital expenditures.

c) Preliminary Expenditures. The Official Intent Requirement does not apply to preliminary expenditures that are reimbursed with proceeds of a Bond that finances all or a portion of the property, project or program with respect to which the preliminary expenditures were incurred. The term "preliminary expenditures" includes architectural, engineering, surveying, soil testing, reimbursement Bond issuance, and similar costs that are incurred prior to commencement, rehabilitation or acquisition of a property, project or program, but does not include land acquisition, site preparation and similar costs incident to commencement of construction. Preliminary expenditures include only amounts that do not exceed in the aggregate twenty percent (20%) of the issue price of that portion of a Bond issue or Bond issues that finance the property, project or program with respect to which the preliminary expenditures were incurred.

d) Transition Rule Expenditures. The Official Intent Requirement also does not apply to certain expenditures paid by the Issuer if the expenditures comply with the transition rule provisions of the Regulations.

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



## DECLARATION OF OFFICIAL INTENT

The undersigned, being the duly appointed and acting \_\_\_\_\_  
(title)

of Independent School District No. 659 (the "District") pursuant to and for purposes of compliance with Treasury Regulations Section 1.150-2 (the "Regulations"), which have been promulgated under the Internal Revenue Code of 1986, as amended, hereby states and certifies as follows:

1. Purpose. The undersigned has been and is on the date hereof duly authorized by the School Board of the District, to make and execute this Declaration of Official Intent (the "Declaration") for and on behalf of the District. This Declaration is a declaration of official intent under Treasury Regulations Section 1.150-2.

[Note: the following paragraphs 2a and 2b are alternatives; one or the other of those paragraphs must be completed, both may be, if applicable.]

2a. Project Description. The property, project, or program for which the Expenditures to be reimbursed will be paid is generally and functionally described as follows:

(check and complete, as applicable)

☐

Acquisition and betterment of school facilities

☐

Other use - (specify) \_\_\_\_\_

☐

A specific identifiable project - (specify) \_\_\_\_\_

2b. Fund or Account Description. The specific fund or account of the District from which the expenditure to be reimbursed will be paid, and the general functional purpose of that fund or account, are as follows:

(check and complete, as applicable)

☐

General Fund - District operations and maintenance

☐

Capital Expenditure Fund - District equipment and capital improvements

☐

Other Fund or Account: Specify and describe \_\_\_\_\_

3. Loans or Grants.

(check if this paragraph is applicable)

☐

YES

The District intends to make the reimbursements described above from the proceeds of Bonds or other borrowings only if a grant or loan that the District is expecting for that property, project or

☐

NO

program is not received or is received a substantial period of time after the expenditures have been paid.

4. Debt to be Issued. The maximum principal amount of the debt expected to be issued by the District for the purpose of reimbursing the expenditures to which this Declaration relates (the "Expenditures") is on the date hereof reasonably estimated to be \$ \_\_\_\_\_. Each of the Expenditures is (or would be with a proper election) a capital expenditure under federal tax law principles, as described in the Regulations.

5. Reasonable Expectation to Reimburse. This Declaration has been made within sixty (60) days after the date the District has paid the Expenditures and the District intends and reasonably expects to reimburse itself for the payment of the Expenditures out of the proceeds of a borrowing (the "Bonds"), which the District reasonably expects to make after the date of payment of the Expenditures.

6. Reasonableness. As of the date hereof, there are no sources of District funds which have been or are reasonably expected to be allocated or available on a long-term basis, reserved, or otherwise set aside to provide permanent financing for the Expenditures, other than pursuant to the subsequent issuance of the Bonds. On the basis of the foregoing, the statements and certifications contained in this Declaration are believed to be reasonable and accurate, and this Declaration is believed to be consistent with the District's budgetary and financial circumstances as they exist or as are reasonably foreseeable on the date hereof, all within the meaning of the Regulations.

7. Public Availability. This Declaration is and shall remain a part of the publicly available official books, records, or proceedings of the District and shall be continuously available for inspection by the general public at the main administrative offices of the District during the District's regular business hours for a period ending not earlier than the day after the issuance of the Bonds from which the Expenditures are to be reimbursed. Upon request, the Declaration shall be made available to the Bond counsel for those Bonds subsequently issued.

IN WITNESS WHEREOF, the undersigned duly authorized individual has executed this Declaration and placed it on file in the official records of the District on the date specified below.

\_\_\_\_\_, 2019

/s/ \_\_\_\_\_

Title \_\_\_\_\_

Independent School District No. 659  
(Northfield Public Schools)  
Northfield, Minnesota



## STATUTORY AUTHORITY

### Sec. 1.150-2 **Proceeds of bonds used for reimbursement.**

**(a) Table of contents.** This table of contents contains a listing of the headings contained in Sec. 1.150-2.

- (a) Table of contents.
- (b) Scope.
- (c) Definitions.
- (d) General operating rules for reimbursement expenditures.
  - (1) Official intent.
  - (2) Reimbursement period.
  - (3) Nature of expenditure.
- (e) Official intent rules.
  - (1) Form of official intent.
  - (2) Project description in official intent.
  - (3) Reasonableness of official intent.
- (f) Exceptions to general operating rules.
  - (1) De minimis exception.
  - (2) Preliminary expenditures exception.
- (g) Special rules on refundings.
  - (1) In general--once financed, not reimbursed.
  - (2) Certain proceeds of prior issue used for reimbursement treated as unspent.
- (h) Anti-abuse rules.
  - (1) General rule.
  - (2) One-year step transaction rule.
- (i) Authority of the Commissioner to prescribe rules.
- (j) Effective date.
  - (1) In general.
  - (2) Transitional rules.

**(b) Scope.** This section applies to reimbursement bonds (as defined in paragraph (c) of this section) for all purposes of sections 103 and 141 to 150.

**(c) Definitions.** The following definitions apply:

**Issuer** means--

(1) For any private activity bond (excluding a qualified 501(c)(3) bond, qualified student loan bond, qualified mortgage bond, or qualified veterans' mortgage bond), the entity that actually issues the reimbursement bond; and

(2) For any bond not described in paragraph (1) of this definition, either the entity that actually issues the reimbursement bond or, to the extent that the reimbursement bond proceeds are to be loaned to a conduit borrower, that conduit borrower.

**Official intent** means an issuer's declaration of intent to reimburse an original expenditure with proceeds of an obligation.

**Original expenditure** means an expenditure for a governmental purpose that is originally paid from a source other than a reimbursement bond.

**Placed in service** means, with respect to a facility, the date on which, based on all the facts and circumstances--



(1) The facility has reached a degree of completion which would permit its operation at substantially its design level; and

(2) The facility is, in fact, in operation at such level.

**Reimbursement allocation** means an allocation in writing that evidences an issuer's use of proceeds of a reimbursement bond to reimburse an original expenditure. An allocation made within 30 days after the issue date of a reimbursement bond may be treated as made on the issue date.

**Reimbursement bond** means the portion of an issue allocated to reimburse an original expenditure that was paid before the issue date.

**(d) General operating rules for reimbursement expenditures.** Except as otherwise provided, a reimbursement allocation is treated as an expenditure of proceeds of a reimbursement bond for the governmental purpose of the original expenditure on the date of the reimbursement allocation only if:

(1) Official intent. Not later than 60 days after payment of the original expenditure, the issuer adopts an official intent for the original expenditure that satisfies paragraph (e) of this section.

(2) **Reimbursement period--(i) In general.** The reimbursement allocation is made not later than 18 months after the later of--

(A) The date the original expenditure is paid; or

(B) The date the project is placed in service or abandoned, but in no event more than 3 years after the original expenditure is paid.

(ii) **Special rule for small issuers.** In applying paragraph (d)(2)(i) of this section to an issue that satisfies section 148(f)(4)(D)(i) (I) through (IV), the "18 month" limitation is changed to "3 years" and the "3-year" maximum reimbursement period is disregarded.

(iii) **Special rule for long-term construction projects.** In applying paragraph (d)(2)(i) to a construction project for which both the issuer and a licensed architect or engineer certify that at least 5 years is necessary to complete construction of the project, the maximum reimbursement period is changed from "3 years" to "5 years."

(3) **Nature of expenditure.** The original expenditure is a capital expenditure, a cost of issuance for a bond, an expenditure described in Sec. 1.148-6(d)(3)(ii)(B) (relating to certain extraordinary working capital items), a grant (as defined in Sec. 1.148-6(d)(4)), a qualified student loan, a qualified mortgage loan, or a qualified veterans' mortgage loan.

**(e) Official intent rules.** An official intent satisfies this paragraph (e) if:

(1) **Form of official intent.** The official intent is made in any reasonable form, including issuer resolution, action by an appropriate representative of the issuer (e.g., a person authorized or designated to declare official intent on behalf of the issuer), or specific legislative authorization for the issuance of obligations for a particular project.

(2) **Project description in official intent--(i) In general.** The official intent generally describes the project for which the original expenditure is paid and states the maximum principal amount of obligations expected to be issued for the project. A project includes any property, project, or program (e.g., highway capital improvement program, hospital equipment acquisition, or school building renovation).

(ii) **Fund accounting.** A project description is sufficient if it identifies, by name and functional purpose, the fund or account from which the original expenditure is paid (e.g., parks and recreation fund--recreational facility capital improvement program).

(iii) **Reasonable deviations in project description.** Deviations between a project described in an official intent and the actual project financed with reimbursement bonds do not invalidate the official intent to the extent that the actual project is reasonably related in function to the described project. For example, hospital equipment is a reasonable deviation from hospital building improvements. In contrast, a city office building rehabilitation is not a reasonable deviation from highway improvements.



**(3) Reasonableness of official intent.** On the date of the declaration, the issuer must have a reasonable expectation (as defined in Sec. 1.148-1(b)) that it will reimburse the original expenditure with proceeds of an obligation. Official intents declared as a matter of course or in amounts substantially in excess of the amounts expected to be necessary for the project (e.g., blanket declarations) are not reasonable. Similarly, a pattern of failure to reimburse actual original expenditures covered by official intents (other than in extraordinary circumstances) is evidence of unreasonableness. An official intent declared pursuant to a specific legislative authorization is rebuttably presumed to satisfy this paragraph (e)(3).

**(f) Exceptions to general operating rules--(1) De minimis exception.** Paragraphs (d)(1) and (d)(2) of this section do not apply to costs of issuance of any bond or to an amount not in excess of the lesser of \$100,000 or 5 percent of the proceeds of the issue.

**(2) Preliminary expenditures exception.** Paragraphs (d)(1) and (d)(2) of this section do not apply to any preliminary expenditures, up to an amount not in excess of 20 percent of the aggregate issue price of the issue or issues that finance or are reasonably expected by the issuer to finance the project for which the preliminary expenditures were incurred. Preliminary expenditures include architectural, engineering, surveying, soil testing, reimbursement bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of a project, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

**(g) Special rules on refundings--(1) In general--once financed, not reimbursed.** Except as provided in paragraph (g)(2) of this section, paragraph (d) of this section does not apply to an allocation to pay principal or interest on an obligation or to reimburse an original expenditure paid by another obligation. Instead, such an allocation is analyzed under rules on refunding issues. See Sec. 1.148-9.

**(2) Certain proceeds of prior issue used for reimbursement treated as unspent.** In the case of a refunding issue (or series of refunding issues), proceeds of a prior issue purportedly used to reimburse original expenditures are treated as unspent proceeds of the prior issue unless the purported reimbursement was a valid expenditure under applicable law on reimbursement expenditures on the issue date of the prior issue.

**(h) Anti-abuse rules--(1) General rule.** A reimbursement allocation is not an expenditure of proceeds of an issue under this section if the allocation employs an abusive arbitrage device under Sec. 1.148-10 to avoid the arbitrage restrictions or to avoid the restrictions under sections 142 through 147.

**(2) One-year step transaction rule--(i) Creation of replacement proceeds.** A purported reimbursement allocation is invalid and thus is not an expenditure of proceeds of an issue if, within 1 year after the allocation, funds corresponding to the proceeds of a reimbursement bond for which a reimbursement allocation was made are used in a manner that results in the creation of replacement proceeds (as defined in Sec. 1.148-1) of that issue or another issue. The preceding sentence does not apply to amounts deposited in a bona fide debt service fund (as defined in Sec. 1.148-1).

**(ii) Example.** The provisions of paragraph (h)(2)(i) of this section are illustrated by the following example.

**Example.** On January 1, 1994, County A issues an issue of 7 percent tax-exempt bonds (the 1994 issue) and makes a purported reimbursement allocation to reimburse an original expenditure for specified capital improvements. A immediately deposits funds corresponding to the proceeds subject to the reimbursement allocation in an escrow fund to provide for payment of principal and interest on its outstanding 1991 issue of 9 percent tax-exempt bonds (the prior issue). The use of amounts corresponding to the proceeds of the reimbursement bonds to create a sinking fund for another issue within 1 year after the purported reimbursement allocation invalidates the reimbursement allocation. The proceeds retain their character as unspent proceeds of the 7 percent issue upon deposit in the escrow fund. Accordingly, the proceeds are subject to

the 7 percent yield restriction of the 1994 issue instead of the 9 percent yield restriction of the prior issue.

**(i) Authority of the Commissioner to prescribe rules.** The Commissioner may by revenue ruling or revenue procedure (see Sec. 601.601(d)(2)(ii)(b) of this chapter) prescribe rules for the expenditure of proceeds of reimbursement bonds in circumstances that do not otherwise satisfy this section.

**(j) Effective date--(1) In general.** The provisions of this section apply to all allocations of proceeds of reimbursement bonds issued after June 30, 1993.

**(2) Transitional rules--(i) Official intent.** An official intent is treated as satisfying the official intent requirement of paragraph (d)(1) of this section if it--

**(A)** Satisfied the applicable provisions of Sec. 1.103-8(a)(5) as in effect prior to July 1, 1993, (as contained in 26 CFR part 1 revised as of April 1, 1993) and was made prior to that date, or

**(B)** Satisfied the applicable provisions of Sec. 1.103-18 as in effect between January 27, 1992, and June 30, 1993, (as contained in 26 CFR part 1 revised as of April 1, 1993) and was made during that period.

**(ii) Certain expenditures of private activity bonds.** For any expenditure that was originally paid prior to August 15, 1993, and that would have qualified for expenditure by reimbursement from the proceeds of a private activity bond under T.D. 7199, section 1.103-8(a)(5), 126872-2 C.B. 45 (see Sec. 601.601(d)(2)(ii)(b)) of this chapter, the requirements of that section may be applied in lieu of this section.

[T.D. 8476, 58 FR 33551, June 18, 1993; 58 FR 44453, Aug. 23, 1993]



The following resolution was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_:

**RESOLUTION REGARDING BOARD CONTROL OF EXTRACURRICULAR ACTIVITIES**

WHEREAS, Minnesota Session Laws 2019, 1<sup>st</sup> Special Session, CH. 11, Art. 1, Sec. 5 will require changes in the accounting for student activity funds and school boards must take charge of and control all student activities of the public schools in the district and that all money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the district;

THEREFORE, BE IT RESOLVED, that the School Board of Northfield Public Schools, Independent School District No. 659, directs the district's administration to implement the requirements of Minnesota Session Laws 2019, 1<sup>st</sup> Special Session, CH. 11, Art. 1, Sec. 5 .

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: \_\_\_\_\_  
Chair

By: \_\_\_\_\_  
Clerk

**Purpose:** The purpose of the construction update at each Board meeting is to provide information regarding the five construction projects authorized by the public in November 2018.

#### June 2019

- A subcontractor kick-off meeting was held on June 4 for the Bridgewater Elementary project. During this meeting Knutson reviewed major milestones for the project, safety requirements, and any other subcontractor concerns.
- Greenvale Park materials selection committee met on June 7.
- Wold presented an update on the new Greenvale Park Elementary and the Sibley Elementary addition/renovation plans to the Board on June 10.

#### May 2019

- Sibley core planning teams continue to meet.
- Greenvale Park user group meetings have concluded.
- Bid Opening occurred on Tuesday, May 21. We received 60 bids in 20 categories. No bids were received for asphalt paving and signage.
- Sibley held user group meetings the morning of May 28th and additional meetings are scheduled May 30th.
- POC meeting was held just prior to the Board meeting on May 28th.
- Bridgewater bids were approved at the May 28th Board meeting allowing contracts to be issued to the low bidders.

#### April 2019

- Knutson Construction Meet and Greet took place on Tuesday, April 9, 4pm - 6pm in the upper cafeteria at NHS. Approximately 35 contractors were in attendance.
- Sibley core planning team meetings are scheduled April 25, May 2, May 7 and May 14 (if needed).
- Greenvale Park user groups continue to meet.
- POC held its monthly meeting on April 23 and discussed design updates for each project in process, construction updates, the traffic study which commenced on April 23, and next steps.
- Bridgewater Elementary bid package released on April 29, 2019.

#### March 2019

- Sal Bagley of Wold Architects and Engineers and Josh Cooper of Knutson Construction highlighted the activities of the Greenvale Park and Bridgewater core planning teams at the March 11th School Board meeting.
- The Greenvale Park core planning team met on Tuesday, March 12. GVP user groups began meeting on April 2.
- POC held its monthly meeting on March 26 and discussed the March 11th Board presentation, core team updates, Knutson's contractor meeting, change order limits, and next steps regarding Sibley core planning team.

#### February 2019

- The Greenvale Park core planning team meetings are scheduled Thursdays, February 7, 14, 21 and 28, 3:30 pm - 5:00 pm in the conference room at GVP.
- The Bridgewater core planning team meetings are scheduled Thursdays, February 7, 14, 21 and 28, 1:15 pm - in the conference room at BW.
- February 5th joint meeting between City of Northfield, Northfield Public School, Wold and Knutson to discuss city codes.
- The Bridgewater and Greenvale Park core planning teams met on Thursday, February 14. Both core teams will meet again on Thursday, February 21, and the Greenvale Park team will have an extended meeting due to a previous weather-related meeting cancellation.
- POC held its monthly meeting on February 2 and discussed the March 11th Board presentation, core team updates, communication processes & avenues, daycare concerns during the transition, and Bridgewater FF&E.
- The Greenvale Park core planning team met on Thursday, February 28.
- The Bridgewater core planning team has moved to the "user group" phase of planning and these groups are

convening.

### January 2019

- Finalize core planning team participants
- Scheduled core planning team meetings for new elementary school:
  - Tuesday, Jan 15 - kickoff event with the core planning team, architects, and construction management representatives
  - Tuesday, Jan 22 - tour elementary schools
  - Thursdays: Jan 31, Feb 7, 14, 21, 28 - core planning team meetings
- Schedule core planning team meetings for Bridgewater Elementary addition/renovation
- Schedule core planning team meetings for Sibley Elementary additions/renovation
- On January 22, the Greenvale Park core planning team toured McKinley Elementary in Owatonna, Rosa Parks Elementary in Mankato, Jackson Elementary in Shakopee and East Lake Elementary in Lakeville (ISD 196.)
- The next Greenvale Park core planning committee meeting is on January 31, 2019.
- Invitations for the Bridgewater Elementary addition/renovation core planning team were sent on January 23, 2019. The first Bridgewater core planning team meeting will be on February 7, 2019.
- Project Oversight Committee (POC) met on January 25 to review project timelines. POC will meet the fourth Tuesday of each month through completion of projects.