

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, August 26, 2024 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom

[Zoom Link](#)

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Northfield Community Education School Improvement Showcase
 - b. Bridges Math Implementation
 - c. Superintendent's 2024-2025 Focus Areas
 - d. Fall 2024 Bond Referendum
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Financial Report
 - d. Boys Cross Country Sponsorship with Arcadia
 - e. Personnel Items
7. Items for Individual Action
 - a. Student Citizenship Handbook
8. Items for Information
10. Future Meetings
 - a. Monday, September 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, September 23, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, October 14, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
11. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, August 26, 2024 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Zoom Link](#)

TO: Members of the Board of Education
FROM: Matthew Hillmann, Ed.D., Superintendent
RE: Explanation of Agenda Items for Monday, August 26, 2024, Regular School Board Meeting

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
Public comment for this school board meeting may be made in person at the beginning of the meeting and must comply with the district's public comment guidelines.
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Northfield Community Education Improvement Showcase. Director of Community Education Erin Bailey will provide the board with an overview of the NCEC successes and highlights in 2023-2024 and the focus areas for the 2024-2025 school year.
 - b. Bridges Math Implementation. Director of Instructional Services Hope Langston and PreK-12 Systems and Instructional Coach Ray Coudret will present an update on the implementation of the new Kindergarten-Grade 5 math curriculum
 - c. Superintendent's 2024-2025 Focus Areas. Dr. Hillmann will share a draft of his focus areas for the 2024-25 school year. This will be an item for individual action at the next school board meeting.
 - d. Fall 2024 Bond Referendum. Superintendent Hillmann will update the board on the bond referendum informational campaign and highlight upcoming events.
6. Consent Agenda
Recommendation: Motion to approve the following items listed under the Consent Agenda.
 - a. Minutes. Minutes of the regular school board meeting held on August 12, 2024.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. Financial Report. Director of Finance Mertesdorf requests the board approve paid bills totaling \$1,978,834.57, payroll checks totaling \$3,594,889.69, a wire transfer totaling \$450,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$300,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for April 2024. At the end of April 2024 total cash and investments amounted to \$23,645,549.54.
 - d. Boys Cross Country Sponsorship with Arcadia. The board is requested to approve the non-exclusive cooperative sponsorship with Arcadia Charter School for boys cross country beginning with the 2024-2025 school year.
 - e. Personnel Items
 - i. Appointments
 1. Shari Bridley, Special Ed EA PCA for 7 hours/day at the NCEC, beginning 8/26/2024. Special Ed Step 4 - \$18.05/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 2. Marc Byler, Assistant Football Coach for 2 hours/day at the Middle School, beginning 8/20/2024. \$2,772 stipend, step 1.

3. Antonia Duresky, Child Nutrition Associate I for 5 hours/day at the High School, beginning 9/3/2024. \$21.92/hr.
 4. Updated Lane Placement: Natalie Jaeger, 1.0 FTE Mathematics Teacher at the High School, beginning 8/22/2024. BA30, Step 4.
 5. Bethany Jensen, Special Ed EA PCA for 6.75 hours/day at the Middle School, beginning 8/26/2024. Special Ed Step 4 - \$18.05/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 6. Oskar Kuehl, Assistant Boys Soccer Coach at the High School, beginning 8/20/2024. \$4,990 stipend, step 1.
 7. Correction on pay rate: Gretta Kunze, Summer Bridges to Kindergarten Teacher at BW, effective 8/5/24-8/16/24. \$40.00/hr.
 8. Updated Lane Placement: Andrea Lang, 1.0 FTE Special Ed EBD Teacher at Spring Creek, beginning 8/19/2024. BA40, Step 1
 9. Beau Lepper, General Ed EA-Supervision for 2.5 hours/day and Special Ed EA PCA for 4.75 hours/day at Greenvale Park, beginning 8/26/2024. Special Ed Step 4-\$18.05/hr. + PCA Stipend Gen Ed Step 4-\$16.66/hr. - subject to change upon settlement of 2024-26 agreement.
 10. Will McCreary, Girls Tennis Coach at the Middle School, beginning 9/3/2024. \$2,772 stipend, step 1.
 11. Dylan O'Toole, Special Ed EA PCA for 6.75 hours/day and Special Ed EA Bus for .33 hours/day at Bridgewater, beginning 8/26/2024. Step 1 - \$16.66/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 12. Ella Palmquist, 1.0 FTE Early Childhood Special Education Teacher at the NCEC, beginning 8/22/2024-6/6/2025. BA, Step 1-pending obtaining a Tier 1 MN teaching license for ECSE.
 13. Caroline Peterson, 1.0 FTE Long Term Substitute Fifth Grade Teacher at Bridgewater, beginning 8/22/2024-11/18/2024. BA, Step 1
 14. Sarah Scofield, Assistant Girls Soccer Coach for 2 hours/day at the Middle School, beginning 9/3/2024. \$2,772 stipend, step 1.
 15. Tegan Underdahl, EarlyVentures Teacher for 40 hours/week at the NCEC, beginning 8/22/2024. Step 1-\$19.06/hr.
- ii. Increase/Decrease/Change in Assignment
1. Addie Barber, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 9/2/2024.
 2. Cassie Bardole, KidVentures Site Assistant on call as needed at Spring Creek, change to KidVentures Site Assistant for up to 11 hours/week at Bridgewater, effective 8/22/2024.
 3. Pamela Bennewitz, EA for 35 hours/week at Greenvale Park, add Community School Site Assistant for up to 8 hours/week at Greenvale Park, effective 9/30/2024-5/15/2025. Step 3-\$19.06/hr.
 4. Isabella Bisel, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Bridgewater, effective 8/22/2024.
 5. Amy Boecker, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Substitute with Community Education, effective 8/22/2024.
 6. Jasmine Bos, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 28.5 hours/week at Greenvale Park, effective 8/22/2024.
 7. Jasmine Bos, KidVentures Site Assistant for 28.5 hours/week at Spring Creek, add Special Ed EA PCA for 4 hours/day at Bridgewater, effective 8/26/2024. Step 1 - \$16.66/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 8. Russel Boyington, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 8/22/2024.
 9. Russel Boyington, Theater Advisor and KV Sub at the Middle School/Community Ed, add Community School Club Leader for up to 10 hours/week at Greenvale Park, effective 9/30/2024-5/15/2025. \$25.53/hr.
 10. Russel Boyington, Theater Advisor and KV Sub at the Middle School/Community Ed, add Community School Site Assistant for up to 10 hours/week at Greenvale Park, effective 9/30/2024-5/15/2025. \$19.71/hr.
 11. Mary Boyum, Special Ed EA for 6.75 hours/day and Gen Ed Supervision for .25 hours/day at Spring Creek, Change to Special Ed EA for 6.50 hours/day and Gen Ed Supervision for .25 hours/day. Add Special Ed Bus EA for 1.25 hours/day at Spring Creek, effective 9/3/2024-6/6/2025.
 12. Amelia Brandt, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 28.5 hours/week at Bridgewater, effective 9/3/2024.
 13. Elizabeth Brewer, Special Ed EA PCA for 6.75 hours/day at the Middle School, change to Change to Special Ed EA for 6.25 hours/day and add Special Ed Bus EA for 1.50 hours/day at the Middle School/Spring Creek, effective 9/3/2024-6/6/2025.
 14. Jasmin Celis, KidVentures Student Site Assistant on call as needed at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 8/22/2024.
 15. Taylor Choudek, 1.0 FTE Early Childhood Special Ed Teacher at the NCEC, change to .90 FTE Early Childhood Special Ed Teacher and .10 Early Learning Coach at the NCEC, effective 8/14/2024.

16. Peggy Christensen, CNA at Bridgewater, add Special Ed EA Bus for 19 hours/week with the District, effective 8/26/2024-6/6/2025.
17. Joshua Craft, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
18. Michele Cruz, CNA I for 5 hours/day at the High School, change to CNA I for 3 hours/day at the Middle School, effective 8/19/2024.
19. Michele Cruz, CNA I for 3 hours/day at the Middle School, add Special Ed EA PCA for 2.5 hours/day at the Middle School, effective 8/26/2024. Step 1 - \$16.66/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
20. Ashley Douglas, Educational Assistant at Bridgewater, add Community School Club Leader for up to 8 hours/week at Bridgewater, effective 9/30/2024-5/15/2025. \$25.53/hr.
21. Lindsey Downs, ADSIS Teacher at Spring Creek, add .50 Head Volleyball Coach, .50 Assistant Volleyball Coach-8th Grade at the Middle School, effective 9/3/2024. \$3,049 stipend step 1.
22. Will Downs, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
23. Claire Edwards, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 15 hours/week at Spring Creek, effective 8/22/2024.
24. Nolan Feldhake, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
25. Isabel Fleming, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 15 hours/week at Greenvale Park, effective 9/2/2024.
26. Ilana Forsgren, KidVentures Site Assistant on call as needed at Spring Creek, change to KidVentures Site Assistant for up to 8.5 hours/week at Bridgewater, effective 8/22/2024.
27. Ana Gallego, Special Ed EA for 6.75 hours/day and Gen Ed Supervision for .50 hours/day at Greenvale Park, change to Special Ed EA for 5.75 hours/day and Gen Ed Supervision for .50 hours/day. Add Kindergarten EA for 1 hour/day at Greenvale Park, effective 9/3/2024.
28. Ana Gallego, Educational Assistant at Greenvale Park, add Community School Club Leader for up to 8 hours/week at Greenvale Park, effective 9/30/2024-5/15/2025. \$25.53/hr.
29. Aimee Gerdesmeier, KidVentures Site Leader for 40 hours/week at Spring Creek, change to KidVentures Site Leader for 35 hours/week at Spring Creek, effective 9/3/2024.
30. Leah Grisim, Head Boys Soccer Coach at the Middle School, change to Head Girls Soccer Coach at the Middle School, effective 9/3/2024. \$3,326 stipend, step 2.
31. Mary Harrity-Davidson, Girls Tennis Co-Head Coach at the Middle School, change to Girls Head Tennis Coach at the Middle School, effective 9/3/2024. \$3,326 stipend, step 10.
32. Jaelyn Holz, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 8/22/2024.
33. Kailyn Ims, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Bridgewater, effective 9/3/2024.
34. Briana Lanham, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 28.5 hours/week at Spring Creek, effective 9/2/2024.
35. Alisa Larsen, Special Ed EA PCA for 7 hours/day M-Th at the NCEC, add Special Ed EA Bus for 3.75 hours/week at Bridgewater, effective 9/3/2024-6/6/2025.
36. Susan Lightfield, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 8.5 hours/week at Spring Creek, effective 8/22/2024.
37. Allison Matthews, KidVentures Student Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Bridgewater, effective 9/2/2024.
38. Beth McClune, Special Ed EA PCA for 6.75 hours/day at the Middle School, Change to Special Ed EA for 6.25 hours/day and add Special Ed Bus EA for 1.25 hours/day at the Middle School, effective 9/3/2024-6/6/2025.
39. Tonya Merritt Skluzacek, KidVentures Site Leader for 40 hours/week at Spring Creek, change to KidVentures Site Leader for 35 hours/week at Bridgewater, effective 9/2/2024.
40. Rebecca Meyer, Special Ed EA for 6.50 hours/day and Gen Ed Supervision for .50 hours/day at the High School, Change to Special Ed EA for 6.25 hours/day and Gen Ed Supervision for .50 hours/day. Add Special Ed Bus EA for 1.25 hours/day at the High School, effective 9/3/2024-6/6/2025.
41. Nancy Meyers, CN at the Middle School, add Special Ed EA Bus for 3 hours/day with the District, effective 9/3/2024-6/6/2025.
42. Lacey Neuman Bissonnette, KidVentures Site Leader on call as needed at Spring Creek, change to KidVentures Site Leader for 35 hours/week at Greenvale Park, effective 8/22/2024.
43. Brody Nygaard, KidVentures Student Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
44. Kayden Oaklund, KidVentures Student Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 8/22/2024.

45. Deb Pack, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, Change to Special Ed EA for 5.75 hours/day and Gen Ed EA for .50 hours/day. Add Special Ed Bus EA for 1.25 hours/day at the High School, effective 9/3/2024-6/6/2025.
46. Lizbeth Ramirez, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 3.75 hours/week at Greenvale Park, effective 8/22/2024.
47. Nicole Rasmussen, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 15 hours/week at Bridgewater, effective 8/22/2024.
48. Elga Reyes De Broughton, Special Ed EA for 6.75 hours/day and Gen Ed Supervision for .25 hours/day at Spring Creek, Change to Special Ed EA for 6.50 hours/day and add Special Ed Bus EA for 1.25 hours/day at Spring Creek, effective 9/3/2024-6/6/2025.
49. Amanda Rezac, Special Ed EA at the High School, add KidVentures Site Assistant for up to 15 hours/week at Spring Creek, effective 8/26/2024. Step 3-\$19.06/hr.
50. Raine Scheuble, KidVentures Student Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
51. Qiyuan Shen, KidVentures Site Assistant for 40 hours/week at Spring Creek, change to KidVentures Site Assistant for up to 2.5 hours/week at Greenvale Park, effective 9/2/2024.
52. Marea Sieger, KidVentures Student Site Assistant on call as needed at Spring Creek, change to KidVentures Student Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/22/2024.
53. Kaine Singvongsa, Special Ed EA PCA for 5.75 hours/day and Special Ed Bus EA for 1.25 hours/day at Greenvale Park, change to Special Ed EA PCA for 6.75 hours/day at Greenvale Park, effective 8/26/2024.
54. Jade Suhsen, EarlyVentures Teacher at the NCEC, change to Special Ed EA for 17.5 hours/week at the NCEC and add KidVentures Site Assistant for 8.5 hours/week at Greenvale Park, effective 8/26/2024.
55. Laura Vind, Special Ed Teacher at the Middle School, change Special Ed EA PCA for 31.25 hours/week at the High School, effective 9/3/2024-6/6/2025.
56. Camden Waters, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to Kidventures Substitute with Community Education, effective 9/2/2024.
57. Carina Zick, Special Ed EA PCA for 6.75 hours/day and Gen Ed EA for .25 hours/day at Spring Creek, Change to Special Ed EA for 6 hours/day and add Special Ed Bus EA for 1.50 hours/day at Spring Creek, effective 9/3/2024-6/30/2025.
58. Mason Zick, Physical Ed Teacher at the Middle School, add Football Coach Grade 6 at the Middle School, effective 9/3/2024. \$2,218 stipend, step 1.

iii. Leave of Absence

1. There are no leave of absence requests.

iv. Retirements/Resignations/Terminations

1. Russel Boyington, General Ed EA at Greenvale Park, and Kid Venture Site Assistant, resignation effective 6/20/2024.
2. Alexis Groves, Custodian at Greenvale Park Elementary, resignation effective 8/23/2024.
3. Amy Hales, Special Education EA/PCA at the Middle School, resignation effective 8/13/2024.
4. Jonna Hanek, Head Custodian at Greenvale Park Elementary, retirement effective 8/19/2024.
5. Johan Ponciano, Special Education EA/PCA at the High School, resignation effective 8/20/2024.
6. Roberta (Bobbi) Schmidtke, Early Venture Site Lead at Northfield Community Education Center, resignation effective 8/6/2024.
7. Gerald Smuda, Custodian Engineer at Bridgewater, resignation effective 6/17/2024.
8. Mark Snare, Custodian at Greenvale Park, resignation effective 8/21/2024.

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

8. Items for Individual Action

- a. Student Citizenship Handbook. The board is asked to approve the 2024-2025 Student Citizenship Handbook.

Superintendent's Recommendation: Motion to approve the 2024-2025 Student Citizenship Handbook.

9. Items for Information

10. Future Meetings

- a. Monday, September 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 23, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, October 14, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS

1

All children are ready for **kindergarten**.

2

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

3

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

4

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

5

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

6

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

7

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

8

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

9

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

10

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

11

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

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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Purpose

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

School Improvement Showcase Highlights and Focus Areas

| Highlights and Focus Areas | |
|----------------------------|---|
| Highlights | Benchmark Alignment |
| Highlight No. 1 | <ul style="list-style-type: none"> ● All children are ready for Kindergarten. ● Community education provides relevant and accessible learning opportunities for all residents. <p>Children leave the Northfield Community Education Center (NCEC) prepared for Kindergarten. Here is the data for the 2023-24 school year.</p> <ul style="list-style-type: none"> ○ 88% of Early Ventures students were Kindergarten ready as determined by the PELI (nationally normed Reading Corp assessment, which also assess math skills). 100% of Early Ventures students were Kindergarten ready in the early math inventory, as determined by the same assessment. ○ 93% of Hand in Hand Preschool students were Kindergarten ready as determined by the Hand in Hand Preschool assessment, which is approved by the Minnesota Department of Education. These students were in the green or yellow for total score. <p>The NCEC serves diverse populations.</p> <ul style="list-style-type: none"> ○ Early Ventures total enrollment at the end of the year - 79 students <ul style="list-style-type: none"> ● Students receiving scholarship = 1% ● Students of color = 10% ● Special Education students = 10% ○ Hand in Hand Preschool total enrollment at the end of the year - 165 students <ul style="list-style-type: none"> ● Students receiving scholarship = 34% ● Students of color = 32% ● Special Education students = 44% <p>NCEC PLC team #3 focused on this goal for their work. The team’s PLC SMART goals was: According to our Preschool Checklist item focused on rhyming, we will increase the percentage of students who achieve a score of 3 or higher from 49% to 70% by the end of January 2024. They reached this goal by achieving 74% with their target population.</p> |
| Highlight No. 2 | <ul style="list-style-type: none"> ● All parents report satisfaction with their children’s educational experience. <p>Here are the results from the Studer Education Parent Satisfaction Survey conducted in 2023 and 2024. These scores are based on a 5 point scale.</p> |

| <u>Northfield Community Education Center</u> | 2023 | 2024 |
|--|-------------|-------------|
| 1. I believe my child's learning is a high priority at this school. | 4.78 | 4.70 |
| 2. I believe school rules are enforced consistently at this school. | 4.47 | 4.52 |
| 3. I regularly receive feedback from school staff on how well my child is learning. | 4.53 | 4.11 |
| 4. I am treated with respect at this school. | 4.79 | 4.73 |
| 5. I believe my child has every opportunity to be successful at this school. | 4.63 | 4.67 |
| 6. I believe my child has the necessary classroom supplies and equipment for effective learning. | 4.68 | 4.70 |
| 7. I believe this school positively impacts my child's growth and development. | 4.74 | 4.76 |
| 8. I believe this school provides a safe environment for my child to learn. | 4.68 | 4.75 |
| 9. I believe my child is recognized for good work and behavior at this school. | 4.58 | 4.59 |
| 10. I believe the school is clean and well maintained. | 4.68 | 4.60 |
| 11. I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child. | 4.84 | 4.78 |
| 12. I am proud to say I have a child at this school. | 4.74 | 4.69 |
| 13. I receive positive phone calls, emails, or notes about my child from the school. | 4.58 | 4.26 |
| 14. I feel comfortable approaching school administration. | 4.72 | 4.55 |
| 15. I believe school administration make decisions that are in the best interest of children and families. | 4.58 | 4.48 |
| Overall Mean | 4.66 | 4.59 |

Highlight No. 3

- All students are connected to the community.
- Community education provides relevant and accessible learning opportunities for all residents.

Partnerships serve an important role in meeting the needs of students, families and staff.

- From July 1, 2023 - June 30, 2024, the NCEC Food Shelf (operated by the Community Action Center (CAC)), has had 2,145 visits from 120 unique households. There was 80,000 pounds of food distributed from the NCEC Food Shelf this past year.
- From July 1, 2023 - June 30, 2024, the Early Childhood Navigators (who have office space at the NCEC), worked with 116 children ages 6 and younger from 105 families. There were a total of 3,197 interactions reported with these 105 families.

Adult Basic Education (ABE) is a Northfield Public Schools program and connects adults to many resources in the community. There was huge growth in ABE student contact hours last school year. For the school year 2023-24, ABE had an increase of 48% in student contact hours

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| | <p>over the previous school year. (22/23 school year= 3769.75 hrs and 23/24 = 5571.25 hrs).</p> |
| <p>Focus Area No. 1</p> | <ul style="list-style-type: none"> ● All children are ready for Kindergarten. ● All students exhibit physical, social, and emotional well-being. <p>The Northfield Community Education Center has been added to the district’s Multi-Tiered Systems of Support (MTSS) grant for this school year and will begin to implement MTSS practices.</p> <ul style="list-style-type: none"> ● The NCEC will develop an MTSS team. This team will complete the Leading School-Level Implementation of MnMTSS training (eight-week training). ● The NCEC will inventory our Tier 1, 2 and 3 supports. ● The SSIS SEL survey will be administered for all students who are 3 - 5 years of age. This survey will be completed by district staff and/or parents. |
| <p>Focus Area No. 2</p> | <ul style="list-style-type: none"> ● All children are ready for Kindergarten. ● All students are connected to the community. ● All students exhibit physical, social, and emotional well-being. ● Community education provides relevant and accessible learning opportunities for all residents. <p>The NCEC will implement the following family engagement and connectedness strategies this school year.</p> <ul style="list-style-type: none"> ● Early Ventures Learning Center and Hand in Hand Preschool will provide positive contacts to students and their families. This year, 100% of students will receive two personalized, positive phone calls, emails, notes, or an individual SeeSaw message from staff members. The first contact will happen prior to October 15, 2024 and the second contact will happen prior to March 15, 2025. ● Hand in Hand Preschool and Early Ventures will have weekly and monthly communication with families through newsletters, SeeSaw and conferences. ● Hand in Hand Preschool will create and share 5 volunteer opportunities with families. ● Community Education will continue to produce a brochure three times per year. Program participation will increase 2% over last year. <p>Rounding conversations will be offered to all employees in October and April.</p> |
| <p>Focus Area No. 3</p> | <ul style="list-style-type: none"> ● All children are ready for Kindergarten. ● All students are connected to the community. ● All students exhibit physical, social, and emotional well-being. ● All students have a connection with a caring adult beyond their parents as they transition to middle school. ● All students have interests, goals, and a vision for the future by the end of 8th grade. ● Community education provides relevant and accessible learning opportunities for all residents. <p>Community Education and the NCEC will continue to expand program offerings in the following ways:</p> <ul style="list-style-type: none"> ● Successfully launch Voluntary Pre-Kindergarten (VPK) allowing 28 students to attend Hand in Hand Preschool at no cost. ● Early Ventures will continue conversations with the School Board about how to best support childcare needs throughout the Northfield community. ● ECFE will offer an new afternoon “Baby and Me” session and expand “Drop-in and Play” opportunities. ● Birth - 3 will continue their PLC work from 2023-24. This work was around improving attendance at home visits. ● Recreation and Enrichment programming will conduct surveys on program |

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| | <p>satisfaction following each class. Ten new program offerings will take place this year.</p> <ul style="list-style-type: none">● ABE will expand morning classes by one day a week and offer a driver education training in Spanish.● Community School and the Middle School Youth Center will serve 1000 students (unduplicated count) this year. In addition, a least 245 students will participate in 50+ hours of programming. |
|--|---|

Summary

The NCEC prioritizes having a safe, welcoming, and respectful environment for students, staff, families and community members. The building has become a hub of resources for those connected to the building and those who live on the north-end of Northfield. These connections with the community have allowed the NCEC to serve a diverse population and see the desire to attend programs steadily increasing, creating waitlists for some programs.

Northfield Community Education Center

2024-25 School Improvement Showcase
August 26, 2024

Strategic Plan

VISION

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

Reaching Out, Reaching Up: THE 2027 STRATEGIC PLAN

VISION

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

BENCHMARKS

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



STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Strategic Commitments



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District Benchmarks

1

All children are ready for **kindergarten**.

2

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

3

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

7

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

8

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

9

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

4

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

5

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

6

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

10

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

11

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

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

School Improvement Showcase Purpose

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

...to prepare **every** student for lifelong success!

2023-24 SIP Goal Results

- **Goal:** As measured by the 2024 parent survey, the average score for “I receive positive phone calls, emails or notes about my child from the school.” will be 4.68 or higher, which is an increase of .1 from the 2023 survey.
Results: As measured by the 2024 parent survey, the average score for “I receive positive phone calls, emails or notes about my child from the school.” was 4.26.
- **Goal:** Based on the 2023-24 Hand in Hand Preschool assessment (for Monday - Thursday afternoon students), students of color will perform at the level of their white peers.
Results: Students of color in the Monday-Thursday afternoon classes performed at the same rate as their white peers.
- **Goal:** The NCEC food shelf will distribute more than 50,000 pounds of food this year and serve more than 250 unique households.
Results: The NCEC food shelf distributed 80,000 pounds of food and served 120 unique households.



Highlight No. 1 (Kindergarten Readiness)



- **All children are ready for Kindergarten.**
- **Community education provides relevant and accessible learning opportunities for all residents.**

88% of Early Ventures students were Kindergarten ready as determined by the PELI (nationally normed Reading Corp assessment, which also assess math skills). 100% of Early Ventures students were Kindergarten ready in the early math inventory, as determined by the same assessment.

93% of Hand in Hand Preschool students were Kindergarten ready as determined by the Hand in Hand Preschool assessment, approved by the Minnesota Department of Education. These students were in the green or yellow for total score.

Highlight No. 2 (Parent Satisfaction)

| Northfield Community Education Center | 2023 | 2024 |
|--|-------------|-------------|
| 1. I believe my child's learning is a high priority at this school. | 4.78 | 4.70 |
| 2. I believe school rules are enforced consistently at this school. | 4.47 | 4.52 |
| 3. I regularly receive feedback from school staff on how well my child is learning. | 4.53 | 4.11 |
| 4. I am treated with respect at this school. | 4.79 | 4.73 |
| 5. I believe my child has every opportunity to be successful at this school. | 4.63 | 4.67 |
| 6. I believe my child has the necessary classroom supplies and equipment for effective learning. | 4.68 | 4.70 |
| 7. I believe this school positively impacts my child's growth and development. | 4.74 | 4.76 |
| 8. I believe this school provides a safe environment for my child to learn. | 4.68 | 4.75 |
| 9. I believe my child is recognized for good work and behavior at this school. | 4.58 | 4.59 |
| 10. I believe the school is clean and well maintained. | 4.68 | 4.60 |
| 11. I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child. | 4.84 | 4.78 |
| 12. I am proud to say I have a child at this school. | 4.74 | 4.69 |
| 13. I receive positive phone calls, emails, or notes about my child from the school. | 4.58 | 4.26 |
| 14. I feel comfortable approaching school administration. | 4.72 | 4.55 |
| 15. I believe school administration make decisions that are in the best interest of children and families. | 4.58 | 4.48 |
| Overall Mean | 4.66 | 4.59 |

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

- For two years in a row, the NCEC has received very high ratings from families on the Studer Education parent satisfaction survey.
- We significantly increased the number of families who completed the survey in 2024 versus 2023 (3 times more).

Highlight No. 3 (Partnerships)



Left: NCEC Foodshelf

Below: ABE Driver Education Training in Spanish



- **All students are connected to the community.**
- **Community education provides relevant and accessible learning opportunities for all residents.**

From July 1, 2023 - June 30, 2024, the NCEC Food Shelf (operated by the Community Action Center (CAC)), has had 2,145 visits from 120 unique households. There was 80,000 pounds of food distributed from the NCEC Food Shelf this past year.

From July 1, 2023 - June 30, 2024, the Early Childhood Navigators (who have office space at the NCEC), worked with 116 children ages 6 and younger from 105 families. There were a total of 3,197 interactions reported with these 105 families

Focus Area No. 1 (MTSS Implementation)

Multi-Tiered System- (MTSS) -In support of student learning

Tier 1 – All students

• High quality core academic and behavioral instruction and engagement strategies for all students. We all play a role in our MTSS plan.

Tier 2 – Some students

• Evidence-based practices of moderate intensity that address the learning or behavior of most students (small group level)

Tier 3 – Few students

• Individualized practices of increased intensity for students who show minimal response to tier I and II. (individual level).¹¹

- All children are ready for Kindergarten.
- All students exhibit physical, social, and emotional well-being.

The Northfield Community Education Center has been added to the district's Multi-Tiered Systems of Support (MTSS) grant for this school year and will begin to implement MTSS practices.

Focus Area No. 2 (Engagement and Connectedness)

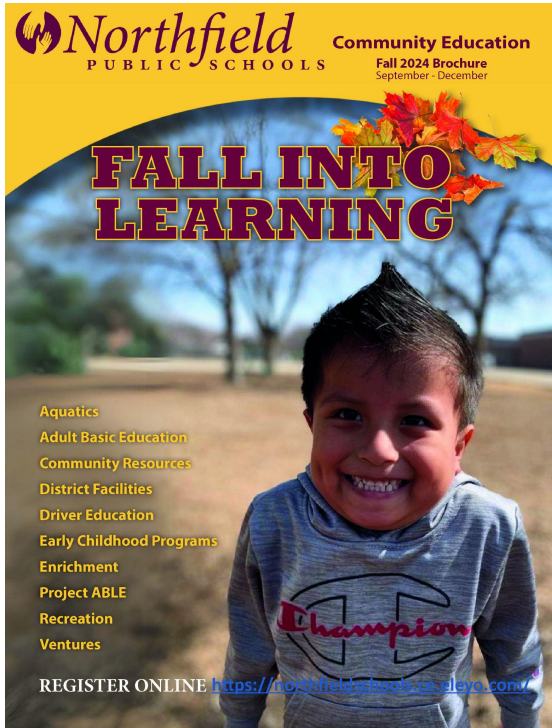


- All children are ready for Kindergarten.
- All students are connected to the community.
- All students exhibit physical, social, and emotional well-being.
- Community education provides relevant and accessible learning opportunities for all residents

The NCEC will implement the following family engagement and connectedness strategies this school year.

- Positive contacts
- Weekly and monthly communication
- Volunteer opportunities
- Rounding conversations

Focus Area No. 3 (Program Expansion)



- All children are ready for Kindergarten.
- All students are connected to the community.
- All students exhibit physical, social, and emotional well-being.
- All students have a connection with a caring adult beyond their parents as they transition to middle school.
- All students have interests, goals, and a vision for the future by the end of 8th grade.
- Community education provides relevant and accessible learning opportunities for all residents.

This work touches a lot of benchmarks!

Thank You and Questions





Bridges in Mathematics Curriculum Adoption Update

School Board Update | August 26, 2024



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Why?

Regular program evaluation is necessary to ensure teachers have high quality instructional materials to meet the needs of every student.

District Pilot Timeline

2021

Summer Work Team

Reviews 5 curricular resources and reaches consensus to begin Bridges pilot in the 2021-2022 school year

2021
2022

Pilot Year 1

Pilot started in Fall 2021 in Grades K,1, 2 Companeros, 3, 4, 5
Pilot dropped in 2 Companeros and grade 4 after short term use

Plan to pilot a second product during the second semester was tabled with team consensus

2022
2023

Pilot Year 2

Five additional curricular resources were reviewed by pilot team and ORIGO was selected for the 23.24 additional pilot

2023
2024

Pilot Year 3

Bridges and ORIGO math taught in pilot classrooms in all three elementary buildings

Pilot teachers rated 25 components and student achievement data was analyzed

Bridges was selected for adoption in 24.25 with team consensus from all pilot teachers

2024 Summer Work

- **Work Team Goal:** Develop and execute an implementation plan for Bridges Year 1
- **Work Team Guiding Principle:** By reducing the load of Bridges logistical planning this summer, teachers can maximize the focus on math instruction each day
- **12 team members** with the support of Instructional Services
- **TNTP** support providing background knowledge on effective mathematics teaching practices and the use curricular materials to support teachers in strengthening their content-specific knowledge of mathematics teaching
- **500 hours** were devoted to Bridges planning and preparation this summer, including the intervention program which will be used by Special Education staff
- **8** staff members attended the **2024 Bridges Virtual Leadership Institute**, including Ray Coudret and 7 math leads



The 2024 - 2025 School Year Plan

Bridges in Mathematics



Understanding The Knoster Model For Managing Complex Change



Our goal



2024-2025 Math Leads

Bridgewater

Suzanne Lanza - Math Lead

Christa Danielson - K-2 Implementation Lead

Dana Holden - 3-5 Implementation Lead

Spring Creek

Becky Malecha - Math Lead

Kristen Craft - K-2 Implementation Lead

Becki Haar - 3-5 Implementation Lead

Greenvale Park

Robert Garcia - Math Lead

Pam Charlton - K-2 Implementation Lead

Betsy Peterson - 3-5 Implementation Lead

Teacher Lab Days

→ **Three half days for every K-5 and SPED math teacher**

- ◆ November, January, March
- ◆ Lesson observation
- ◆ Debrief and Bridges study with grade level colleagues





Questions?



Northfield Schools - Bridges in Mathematics Curriculum Adoption Update
Narrative Presentation to the School Board
August 26, 2024

| Slide | Notes |
|-------|---|
| 1 | We are pleased to be here tonight to provide an update on the Bridges in Mathematics adoption. Many staff members have worked tirelessly to ensure our adoption is successful, including the pilot teachers and summer work team members. |
| 2 | All of our work is grounded in advancing the district's vision to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. |
| 3 | The need for a different math curriculum at the elementary level was identified prior to COVID and the relationship of Everyday Math classroom assessments to standardized testing results was closely tracked for three years. Our analysis indicated that student performance on classroom assessments was not aligned to other outcome measures, and secondary math outcomes also indicated the need for stronger foundational math preparation for Northfield students. |
| 4 | <p>The initial pilot timeline and plan was disrupted by the challenges of the initial post COVID shut down. Our materials selection process began with a teacher work team in the summer of 2021. Our curricular resource review included high quality curricular materials rated as fully aligned by Ed Reports, an independent, nonprofit organization designed to help educators identify instructional materials that are effective, reliable, and aligned to high standards. Key curricular components were identified by the teacher team and each resource was rated in these areas.</p> <p>Last spring, the pilot teachers of both programs rated 25 components, including number of lessons in the school year, learning progression, assessments and grading, intervention, extension, teacher usability, student engagement and quality of Spanish, among others.</p> <p>In addition, student achievement data was analyzed for each year of the pilot programs. Bridges classrooms, on average, performed higher than the grade level in metrics of growth and proficiency.</p> |

| | |
|----|---|
| 5 | <p>The summer work team plan was grounded in the foundational work of our pilot teachers who had clearly identified what it would take to launch Bridges successfully across the district.</p> <p>We were also fortunate to collaborate with TNTP, who provided the team with a common understanding about the importance of using high quality curricular materials and effective mathematics teaching practices.</p> <p>Work Team Goal: Develop and execute an implementation plan for Bridges Year 1</p> <p>Work Team Guiding Principle: By reducing the load of Bridges logistical planning this summer, teachers can maximize the focus on math instruction each day</p> |
| 6 | The 2024 - 2025 school year plan for Bridges in Mathematics |
| 7 | <p>Our goal is to support our staff effectively as they experience the change of implementing a new mathematics curriculum and the associated shift in instructional approach. The Knoster Model was developed in the early 1990s by Hendrik Knoster, a consultant and change management expert.</p> <p>Knoster’s idea is that the five different elements: vision, skills, incentives, resources, and action plan all need to be present for success when navigating a complex change or challenge. The goal of our work with the teacher teams was to put in place a plan that ensures each of these elements is in place this year.</p> |
| 8 | Our staff will be supported at the district level by our math instructional coach, Ray Coudret, and by three leads in each building. These staff members will provide prompt support to their peers and collaborate monthly to celebrate successes and address concerns as they arise. |
| 9 | All teachers will participate in Teacher Lab Days three times this year. These half day experiences will include observing math instruction in another classroom, grade level debrief and collaborative work and Bridges professional development provided in the Bridges Educator site. |
| 10 | We welcome your questions and comments. |

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

Proposed 2024-25 Superintendent Focus Areas

Aug. 26, 2024

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

| Focus Area | Strategic Plan Alignment | Progress Reporting |
|--|---|--|
| The superintendent will prioritize the implementation of the K-5 mathematics curriculum to continuously improve the district’s mathematics proficiency rates. | <p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Stewardship.</p> <p>Benchmark alignment:</p> <p>3. All students are at grade level in reading and mathematics by the end of third and sixth grades.</p> | <p>At least three progress reports will be presented at regular board meetings. Artifacts can include but are not limited to, aggregated progress monitoring data, aggregated unit test results, student and staff perception data, TNTP collaboration summaries, and teacher lab reporting.</p> |
| The superintendent will prioritize the continued development of career and technical education by developing a school-to-work program for general education high school students. (A school-to-work program already exists for students receiving special education services.) | <p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p> | <p>At least three progress reports will be presented at regular board meetings. Artifacts can include but are not limited to, an action plan, meeting summaries, and course descriptions.</p> |
| The superintendent will prioritize the professional growth of district staff by planning and executing the first Northfield School District Leadership Development Institute. | <p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>8. All employees report satisfaction in the workplace.</p> | <p>At least three progress reports will be presented at regular board meetings. Artifacts can include but are not limited to curriculum outlines, institute dates, and the participant roster.</p> |

| Focus Area | Strategic Plan Alignment | Progress Reporting |
|--|--|--|
| <p>In partnership with KYMN radio, the superintendent will prioritize communicating school district stories by planning and executing a monthly podcast titled “Profiles in High Performance.”</p> | <p>Strategic commitment alignment:</p> <p>People, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children’s educational experience.</p> | <p>At least three progress reports will be presented at regular board meetings. Artifacts can include but are not limited to links to published content.</p> |
| <p>The superintendent will continue leading an educational campaign to inform the public about the Nov. 5, 2024 bond referendum.</p> | <p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p> <p>8. All employees report satisfaction in the workplace.</p> <p>9. All parents report satisfaction with their children’s educational experience.</p> <p>10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.</p> | <p>Reports at each board meeting through Nov. 12, 2024.</p> |
| <p>The superintendent will continue to seek feedback from parents of Black, Hispanic, and Indigenous students to continuously improve BIPOC students’ experiences and feelings of belonging.</p> | <p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children’s educational experience.</p> | <p>At least three progress reports will be presented at regular board meetings. Artifacts can include but are not limited to meeting dates, number of participants, and a summary of meeting topics.</p> |
| <p>These focus areas, in addition to the 41 job responsibilities, are organized around eight major topic areas included in the superintendent’s evaluation.</p> | | |

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

August 12, 2024

District Office Boardroom

1. Call to Order
School Board Chair Claudia Gonzalez-George called the regular meeting of the Board of Education of Independent School District No. 659 to order at 6:00 p.m. Present: Butler, Goerwitz, Gonzalez-George, Miller, Nelson, and Quinnell. Absent: None. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted to the school district website.
2. Agenda Approval/Table File
On a motion by Quinnell, seconded by Butler, the board unanimously approved the agenda.
3. Appointment of Board Member. On a motion by Gonzalez-George, seconded by Butler, the board unanimously approved the appointment of Dr. Rob Hardy to immediately fill the seat of Noel Stratmoen until Mr. Stratmoen is again able to resume his duties as a board member or for the remainder of the unexpired term, whichever date is earliest. Board Chair Gonzalez-George administered the Oath of Office to Dr. Hardy and he signed the Acceptance of Office.
4. Public Comment
There was no public comment.
5. Announcements and Recognitions
 - Thirty-nine incoming seventh grade students had a successful trip to Eagle Bluff July 15-17. The students demonstrated a willingness to challenge themselves, top-tier energy and great teamwork. Thank you Chris O'Neill, Paula Baragary, Michael O'Keefe, Marcy Korynta, Bryn Bridley, Briana Bulfer and Travis Pasch for chaperoning this trip.
 - Chair Gonzalez-George shared information about the MSBA summer seminar attended by several board members and Superintendent Hillmann.
6. Items for Discussion and Reports
 - a. Northfield Area Learning Center (ALC) Improvement Showcase. ALC Director Daryl Kehler provided the board with an overview of the ALC's successes and highlights in 2023-2024 and the focus areas for the 2024-2025 school year.
 - b. Northfield High School Continuous Improvement Showcase. Northfield High School Principal Shane Baier and Assistant Principals Becca Bang and Rico Bohren provided the board with an overview of the high school's successes and highlights in 2023-2024 and the focus areas for the 2024-2025 school year.
 - c. Discussion of Commissioner's Review and Comment on Proposed Referendum. Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of the district's proposed school construction project. Northfield Public Schools has received a positive review and comment from the Minnesota Department of Education and Commissioner of Education Willie Jett. Superintendent Hillmann summarized the projects proposed to be funded and Commissioner Jett's letter. As required, a summary of the review and comment will be published in the Northfield News at least 48 days, but not more than 60 days, prior to holding the referendum.
 - d. Student Citizenship Handbook. Dr. Hillmann reviewed updates to the 2024-2025 Student Citizenship Handbook. This will be an item for individual action at the next school board meeting.
 - e. Fall 2024 Bond Referendum. Superintendent Hillmann updated the board on the bond referendum informational campaign and highlighted upcoming events.
7. Consent Agenda

Quinnell requested the superintendent's 2025 - 2028 contract be removed from the consent agenda for separate consideration and a roll call vote. On a motion by Goerwitz, seconded by Quinnell, the board approved the consent agenda with the removal of the superintendent's 2025-28 contract for separate consideration. Voting 'yes' was Goerwitz, Gonzalez-George, Nelson, and Quinnell. Voting 'no' was Butler and Miller.

- a. Minutes. Minutes of the Regular School Board meeting held on July 8, 2024. Minutes of the special closed school board meeting held on July 22, 2024.
- b. Gift Agreements. Gift agreements included in the board packet.
- c. Fiscal Year Organization Actions. The school district's financial year runs from July 1 to June 30. At the July 8, 2024 board meeting, the board approved authorizing the Director of Finance to make appropriate wire transfers to and from district depository accounts for fiscal year 2024-2025. At the request of the Director of Finance, the board was requested to add the Superintendent as a person authorized to make appropriate wire transfers to and from district depository accounts for fiscal year 2024-2025.
- d. Overnight Field Trips.
 - i. Northfield High School Cross Country Coaches Nichole Porath and Janet Smith requested board approval to take girls and boys cross country teams for team bonding and trails & hills training, Aug. 19-20, 2024.
 - ii. Northfield High School FFA Advisory T.J. Austin requested board approval to take FFA members to the Minnesota State Fair for livestock shows and judging contests Aug. 30-Sept. 2, 2024.
 - iii. Northfield High School Cross Country Coach Nichole Porath requested board approval to take the girls cross country team to the Alexandria Meet of Champions Oct. 4-5, 2024.
 - iv. Northfield High School Volleyball Coach Elizabeth Larson requested board approval to take the girls volleyball team to the Marshall Tournament, Sept. 6-7, 2024.
- e. Policy Revisions. The updates to policies 102, 418, 419, 503, 515, 522, 609, 624 and 709 quote directly from new Minnesota laws and other legal sources and create substantive changes to existing policies or are clerical updates that do not affect the substance of a policy. These updates are recommended by the Minnesota School Boards Association. Because the district endeavors to have policy align with state and federal law it is recommended that the board adopt the revisions presented. These policies will continue to be evaluated as scheduled in the board's policy review cycle.
- f. Finance Report. Director of Finance Mertesdorf requested the board approve paid bills totaling \$1,938,999.37, payroll checks totaling \$3,666,682.58, a wire transfer totaling \$500,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$300,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for March 2024. At the end of March 2024 total cash and investments amounted to \$22,082,472.04.
- g. Personnel Items
 - i. Appointments
 1. Molly Archambault, Special Ed EA PCA for 7 hours/day at the High School, beginning 8/26/2024. Special Ed Step 2 - \$17.03/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 2. Brooke Bevans, 1.0 FTE Long Term Substitute First Grade Teacher at Bridgewater, beginning 8/22/2024-10/31/2024. MA, Step 2
 3. Andria Cornell, 1.0 FTE Third Grade Teacher at Spring Creek, beginning 8/22/2024. BA, Step 9
 4. Natalie Giles, 1.0 FTE Early Childhood Teacher at the NCEC, beginning 8/22/2024. MA30, step 8.
 5. Kari Gross, Bridges to Kindergarten EA for 7 hours/day at Bridgewater, beginning 8/12/2024-8/16/2024. Step 2 - \$17.03/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 6. Kari Gross, Special Ed EA PCA for 3.50 hours/day at the NCEC, beginning 8/26/2024. Special Ed Step 2 - \$17.03/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 7. Terrill Herbig, 1.0 FTE Full-Time Substitute Teacher with the District, beginning 9/3/2024. \$32.04/hr.
 8. Gretta Kunze, 1.0 FTE Early Childhood Teacher at the NCEC, beginning 8/20/2024. BA10, step 10.
 9. Melodie Lane, .50 FTE Early Childhood Special Ed Teacher at the NCEC, beginning 9/3/2024-11/22/2024. MA20, Step 10.
 10. Nicole Lazaro-Ascencio, KidVentures Student Site Assistant for up to 15 hours/week at Greenvale Park, beginning 8/26/2024. Student Step 1-\$15.66/hr.

11. Nora Lehmkuhl, Assistant Volleyball Coach at the High School, beginning 8/19/2024. \$4,491 stipend.
 12. Rebecca Messer, AP Test Coordinator at the High School, beginning 8/1/2024-7/1/2025. \$5,000 stipend.
 13. Harper Miller, KidVentures Student Site Assistant for up to 2 hours/week at Bridgewater, beginning 8/26/2024. Student Step 1-\$15.66/hr.
 14. Sofia Nystuen, KidVentures Student Site Assistant for up to 2 hours/week at Bridgewater, beginning 8/26/2024. Student Step 1-\$15.66/hr.
 15. Emma Perez Benitez, 1.0 FTE Custodian at Bridgewater, beginning 7/18/2024. Step 1-\$20.67/hr.
 16. Bryan Rychner, 1.0 FTE Full-Time Substitute Teacher with the District, beginning 9/3/2024. \$32.04/hr.
 17. Rosemary Sharkey, ABE Volunteer Coordinator for approximately 139 hours/year with Community Education, beginning 8/20/2024. \$21.65/hr.
 18. Kaine Singvongsa, Special Ed EA PCA for 7 hours/day at Greenvale Park, beginning 8/26/2024. Special Ed Step 4 - \$18.05/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 19. Victoria Swedin, ECFE EA/Sibling Care for up to 5 hours/week at the NCEC, beginning 8/26/2024. Step 1 - \$16.66/hr. - subject to change upon settlement of 2024-26 agreement.
 20. Julie Tong, 1.0 FTE Special Education EBD Teacher at the Middle School, beginning 8/22/2024. BA20, step 2.
 21. Claire Wildwood, Special Ed EA PCA for 4 hours/day at Spring Creek, beginning 8/26/2024. Special Ed Step 1 - \$16.66/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 22. Elizabeth Wohlers, ABE Teacher hours depending on enrollment with Community Education, beginning 8/22/2024. MA, step 2.
 23. Sarah Wolfe, ECFE EA/Sibling Care for up to 10 hours/week at the NCEC, beginning 8/26/2024. Step 1 - \$16.66/hr. - subject to change upon settlement of 2024-26 agreement.
 24. Jiayu Yan, ABE Office Generalist as needed with Community Education, beginning 8/20/2024. Class II Office, step 2 - \$21.30/hr.
 25. Northfield Community Education Fall 2024 Brochure.
 26. Ivy Ainsworth, Special Ed EA PCA for 4.25 hours/day at the Middle School, beginning 8/26/2024. Special Ed Step 1 - \$16.66/hr. + PCA Stipend - subject to change upon settlement of 2024-26 agreement.
 27. Heather Guertin, 1.0 FTE Science Instruction Specialist at Spring Creek, beginning 8/22/2024-6/6/2025. MA, Step 6.
 28. Samantha Olson, 1.0 FTE Third Grade Teacher at Spring Creek, beginning 8/22/2024. BA, Step 6.
 29. Leah Price, KidVentures Student Site Assistant for up to 15 hours/week at Bridgewater, beginning 8/22/2024. Step 1-\$15.66/hr.
 30. Lisette Salgado, Assistant Girls Soccer Coach at the High School, beginning 8/15/2024. \$4,990 step 1 stipend.
 31. Madison Schломann, KidVentures Student Site Assistant for up to 15 hours/week at Bridgewater, beginning 8/22/2024. Step 1-\$15.66/hr.
 32. Kylie Smith, KidVentures Student Site Assistant for up to 15 hours/week at Greenvale Park, beginning 8/22/2024. Step 1-\$15.66/hr.
 33. Louise Welbaum, KidVentures Student Site Assistant for up to 15 hours/week at Greenvale Park, beginning 8/22/2024. Step 1-\$15.66/hr.
 34. Mason Zick, .50 FTE Grade 6 Physical Education Teacher at the Middle School, beginning 8/20/2024-6/6/2025. BA, Step 1.
- ii. Increase/Decrease/Change in Assignment
1. Adriana Bermudez Araujo, EarlyVentures Assistant Teacher and Substitute EA at the NCEC, add EarlyVentures Teacher at the NCEC, effective 6/7/2024-8/23/2024. \$19.96/hr.
 2. Sybil Betsinger, .35 FTE Native American Cultural Liaison with the District, Change to .35 FTE Native American Cultural Liaison-ongoing with the District, effective 7/1/2024.
 3. Carol Beumer, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
 4. Amy Boecker, Special Ed EA for 31.50 hours/week at the NCEC, change to Special Ed EA for 24.50 hours/week and a .23 FTE Hand in Hand General Ed Teacher at the NCEC, effective 8/20/2024. Hand in Hand Teacher -\$37.06/hr.
 5. Robert Coleman, Gen Ed EA at Spring Creek, add Bridges to Kindergarten EA for 7 hours/day at Spring Creek, effective 8/12/2024-8/16/2024.
 6. Matt Detjen, .80 Assistant Girls Swim and Dive Coach at the High School, change to .95 Assistant Girls Swim and Dive Coach at the High School, effective 8/12/2024. \$4,740.50 Stipend.
 7. Anna Dols, 1.0 Assistant Volleyball Coach at the High School, change to .10 Assistant Volleyball Coach at the High School, effective 8/12/2024-8/16/2024. \$499 Stipend.
 8. Kelle Edwards, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.

9. Marilyn Frey, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
10. Kay Goodrich, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
11. Correction: Leah Grisim, Special Ed Teacher at Spring Creek, add KidVentures Site Assistant for up to 40 hours/week at Spring Creek, effective 6/7/2024-8/21/2024. Step 4-\$19.71/hr.
12. Correction: Mariah Grisim, KidVentures Site Assistant Substitute with Community Education, add KidVentures Site Assistant for up to 40 hours/week at Spring Creek, effective 6/7/2024-8/21/2024. Step 4-\$19.71/hr.
13. Richard Guggisberg, Third Grade Teacher at Spring Creek, change to Behavior Coach at Spring Creek, effective 8/22/2024.
14. Paige Haley, Kindergarten Teacher at Bridgewater, change to Grade 1 Teacher at Bridgewater, effective 8/22/2024.
15. Kristin G Johnson, Full-Time Substitute Teacher with the District, change to Special Ed DCD Teacher at Greenvale Park, effective 8/22/2024. MA, Step 10
16. Christopher Kauffeld, Driver Education Instructor with Community Education, add Adult Basic Education Teacher at the NCEC, effective 7/8/2024. MA+10, \$58.45/hr.
17. Lisa Krueger Robb, .8 EL Teacher at the High School, add .2 EL English Teacher at the High School, effective 8/22/2024-6/6/2025.
18. Shelly Kruger, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
19. Kimberly Kohaut, Community School Summer Site Leader, extend end date to 8/9/2024.
20. Alisa Larsen, Special Ed EA PCA for 14 hours/week at the NCEC, change to Special Ed EA PCA for 28 hours/week at the NCEC, effective 9/3/2024-6/6/2025.
21. Alisa Larsen, Special Ed EA PCA at the NCEC, add Bridges to Kindergarten EA for 3.5 hours/day at Bridgewater, effective 8/12/2024-8/16/2024.
22. Jennifer Lompart, .8 FTE EL English Teacher at the High School, add .2 FTE EL Social Studies Teacher at the High School, effective 8/22/2024-6/6/2025.
23. Jennifer Lompart, EL Teacher at the High School, add Adult Basic Education Teacher at the NCEC, effective 8/22/2024. Lane/step
24. Heidi Melnychuk, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
25. Rebecca Meyer, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
26. Shanise Morris, Special Ed EA PCA at the Middle School, add Bridges to Kindergarten EA for 3.5 hours/day at Greenvale Park, effective 8/12/2024-8/16/2024.
27. Jake Odell, Head/Assistant Girls Tennis Coach at the Middle School, change to Assistant Girls Tennis Coach at the High School, effective 8/12/2024. \$4,435 stipend.
28. Ashly Opatrny, Teacher at the Middle School, rescind recent resignation from June 26, 2024.
29. Ashley Opatrny, Special Ed Teacher at Greenvale Park, change to Special Ed Teacher the Middle School, effective 8/22/2024-6/6/2025.
30. Deb Pack, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
31. Emma Perez Benitez, Night Custodian at Bridgewater, change to Custodian at the Middle School, effective 8/6/2024.
32. Johan Ponciano, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
33. Teri Quamme, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
34. Correction: Elga Reyes de Broughton, EA at Spring Creek, add KidVentures Site Assistant for up to 40 hours/week at Spring Creek, effective 6/7/2024-6/21/2024. Step 4-\$19.71/hr.
35. Lynsi Ringel, .8 Assistant Cross Country Girls Coach at the High School, change to 1.0 Assistant Cross Country Girls Coach at the High School, effective 8/12/2024. \$4,435 stipend.
36. Tammy Schwagerl, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.

37. Correction: Kimberly Seaberg, Administrative Assistant at Bridgewater, add KidVentures Site Assistant for up to 40 hours/week at Spring Creek, effective 6/7/2024-8/21/2024. Step 1-\$17.80/hr.
38. Kylie Sieben, .20 Assistant Girls Swim and Dive Coach at the High School, change to .05 Assistant Girls Swim and Dive Coach at the High School, effective 8/12/2024. \$249.50 stipend.
39. Andrea Stowe, Long Term Substitute Grade 4 Teacher at Greenvale Park, add 1.0 ECSE Teacher at the NCEC, effective 11/22/2024-6/6/2025. BA, Step 2
40. Jade Suhsen, EarlyVentures Assistant Teacher at the NCEC, change to Special Ed EA PCA for 17.5 hours/week and KidVentures Site Assistant for 3.75 hours/week at TBD, effective 8/26/2024. EA Step 3-\$17.39/hr. + PCA stipend- subject to change upon settlement of 2024-26 agreement.
41. Pilar Sullivan, General Ed EA at the NCEC, add Bridges to Kindergarten EA for 7 hours/day at Greenvale Park, effective 8/12/2024-8/20/2024. Step 4.
42. Grace Swanson, Community School Summer Site Leader, extend end date to 8/9/2024.
43. Grace Swanson, Summer Site Leader with Community Education, add Community School Site Lead for up to 30 hours/week at Bridgewater, effective 7/1/2024.
44. Donna Torgeson, Special Ed EA PCA for 6.25 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, effective 8/26/2024.
45. Heather Tousignant, Special Ed EA at Spring Creek, add Summer PLUS/ESY EA as needed at Greenvale Park, effective 6/26/2024-8/8/2024.
46. Tegan Underdahl, .5 Dance Team Assistant Coach at the High School, change to 1.0 Dance Team Assistant Coach at the High School, effective 10/28/2024. \$4990 stipend.
47. Tania Will, Science Specialist Teacher at Spring Creek, change to Interim Principal at Spring Creek, effective 8/1/2024-6/30/2025. Step 1 Principal Contract.
48. Theresa Wilson, 1.0 FTE Business Teacher at the High School, add ½ overload for Business in lieu of prep for semester 1 only at the High School, effective 8/22/2024-1/22/2025.
49. Kirsten Anderson, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
50. Molly Andrews, Special Ed EA at the Middle School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
51. Nives Bakic', Special Ed EA at the Middle School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
52. Sara Bartholomew, Special Ed Teacher at the High School, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the High School, effective 7/1/2024-6/30/2025.
53. Sybil Betsinger, School Social Worker at the High School, add EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the High School, effective 7/1/2024-6/30/2025.
54. Amy Boecker, Special Ed EA at the NCEC, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
55. Christina Chappuis, Special Ed EA at Spring Creek, add EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
56. Hilary Detert, Special Ed EA at Greenvale Park, add EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
57. Ashley Douglas, Special Ed EA at Bridgewater, add New EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
58. Jamie Duncan, Special Ed Teacher at Spring Creek, add DCD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
59. Tyler Faust, Special Ed Teacher at Bridgewater, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
60. Leah Grisim, Special Ed Teacher at Spring Creek, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
61. Brittney Hubbard, Special Ed Teacher at the NCEC, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
62. Kristin Johnson, Special Ed Teacher at Greenvale Park, add DCD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
63. Jennifer Jones, Special Ed Teacher at the Middle School, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
64. Andrea Lang, Special Ed Teacher at Spring Creek, add EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
65. Alisa Larsen, Special Ed EA at the NCEC, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
66. Kathleen Malecha, Special Ed EA at Bridgewater, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
67. Alexandra McFarlane, Special Ed EA at Spring Creek, add EBD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.

68. Kim Medin, Special Ed Teacher at Bridgewater, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
 69. McKenzie Mikulski, Special Ed Teacher at Greenvale Park, add Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
 70. Beth Momberg, Special Ed EA at the NCEC, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
 71. Shanise Morris, Special Ed EA at the Middle School, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
 72. Marilyn Nelson, Special Ed EA at the NCEC, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
 73. Kim Norton, Special Ed EA at the NCEC, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
 74. Dani Olson, School Social Worker at the NCEC/HS, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
 75. Jennifer Peterson, Social Worker at Bridgewater, add Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
 76. Teri Quamme, Special Ed EA at the High School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the High School, effective 7/1/2024-6/30/2025.
 77. Nicole Rasmussen, Special Ed EA at Bridgewater, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
 78. Sara Redetzke, Special Ed EA at the Middle School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
 79. Melissa Reed, School Psychologist at Spring Creek, add EBD/ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 80. Elga Reyes de Broughton, Special Ed EA at Spring Creek, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 81. Jessica Rushton, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 82. Rebekka Schrank, Special Ed Teacher at Bridgewater, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Bridgewater, effective 7/1/2024-6/30/2025.
 83. Joy Serie-Amundrud, School Social Worker at Greenvale Park, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
 84. Christina Smith-Lee, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 85. Heather Stanton Ims, School Social Worker at the Middle School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
 86. Jane Streitz, Special Ed EA at Greenvale Park, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
 87. Rose Taylor, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 88. Lily Tharp, Special Ed Teacher at the NCEC, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the NCEC, effective 7/1/2024-6/30/2025.
 89. Mandi Thill, Special Ed Teacher at the High School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the High School, effective 7/1/2024-6/30/2025.
 90. Julie Tong, Special Ed Teacher at the Middle School, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at the Middle School, effective 7/1/2024-6/30/2025.
 91. Emy Torres, Special Ed EA at Greenvale Park, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
 92. Erica Trebelhorn, Teacher at Spring Creek, add Building Supervisor with Community Education Recreation, effective 8/7/2024-8/31/2025.
 93. Lori Warner, Assistive Technology/Occupational Therapist with the District, add EBD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Greenvale Park, effective 7/1/2024-6/30/2025.
 94. Claire Wildwood, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 30 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
 95. Carina Zick, Special Ed EA at Spring Creek, add ASD Best Project Participant for up to a total of 60 hours for the 2024-2025 school year at Spring Creek, effective 7/1/2024-6/30/2025.
- iii. Leave of Absence
1. Beth Momberg, EA at the NCEC, Leave of Absence beginning 11/14/2024 for 3-4 months.
 2. Laura Vind, Special Ed Teacher at the Middle School, Leave of Absence for the 2024-2025 school year.
 3. Tania Will, Science Specialist Teacher at Spring Creek, leave of absence for the 2024-2025 school year due to taking the Interim Principal position at Spring Creek.
- iv. Retirements/Resignations/Terminations
1. Updated: Anita Aase, Executive Administrative Assistant to the Superintendent and School Board, retirement effective 12/2/2024.

2. Audrey Downs, KidVentures Site Assistant at Bridgewater, resignation effective 7/23/2024.
3. Alison Flannery, Educational Assistant at Greenvale Park, resignation effective 7/22/2024.
4. Christian Fuentes, Assistant Girls Soccer Coach at the High School, resignation effective 7/23/2024.
5. Molly Gleason, Girls Cross Country Coach at the High School, resignation effective 7/25/2024.
6. Khara Huffstutter, Educational Assistant at Bridgewater, resignation effective 8/1/2024.
7. Kristin G Johnson, Full-Time Substitute Teacher with the District, resignation effective 7/16/2024. Will continue as a teacher in the district.
8. John Kromschroeder, Head Custodian at the Middle School, resignation effective 7/31/2024.
9. Mathew Leider, Custodian at the Middle School, resignation effective 8/5/2024.
10. Jacob Odell, Girls Tennis Coach at the Middle School, resignation effective 7/18/2024.
11. Scott Sannes, Principal at Spring Creek, retirement effective 7/31/2024.
12. Leila Sassine, EA at the High School, resignation effective 7/22/2024. Will continue as a substitute with the district.
13. Sarah Smith, Educational Assistant at Greenvale Park, resignation effective 8/7/2024.
14. Bubba Sullivan, Football Coach at the Middle School, resignation effective 7/10/2024.
15. Ella Whitten, Educational Assistant at Greenvale Park, resignation effective 7/24/2024.
- v. Superintendent Contract Provisions for the 2024-2025 Contract Year. Enclosed is a memorandum from School Board Chair Gonzalez-George. The memorandum includes a recommendation that Dr. Hillmann's compensation package reflects a 4.22% salary increase for the 2024-25 contract year. The package includes an increase in the district's contribution towards health insurance premiums that matches the increase in the NEA agreement.
- vi. School Board Chair Recommends the Approval of the Following Employment Contract. Enclosed is the superintendent's contract for the period July 1, 2025 through June 30, 2028. It is the recommendation of the Board of Education of ISD No. 659 to enter into a contract with Dr. Matthew J. Hillmann as Superintendent of Northfield Public Schools ISD No. 659 for the years 2025 - 2028.

8. Items for Individual Action

- a. Superintendent of Northfield Public School ISD No. 659 2025 - 2028 Employment Contract. On a motion by Gonzalez-George, seconded by Goerwitz, the board approved by roll call vote, the superintendent's contract for the period July 1, 2025 through June 30, 2028. Voting 'yes' was Butler, Goerwitz, Hardy, Miller, Nelson, and Gonzalez-George. Voting 'no' was Quinnell.
- b. Resolution Relating to the Election of School Board Members and Calling the School Board Election. On a motion by Miller, seconded by Nelson, the board unanimously adopted by roll call vote, the resolution regarding the school board election to be held on Tuesday, November 5, 2024. This resolution is the board authorization necessary to formally establish this year's election process. The adoption of this resolution will meet the requirements necessary to comply with the election process. Ballots for school board election will be included in the general election ballots prepared by the county auditors. The official canvass of the election results will be scheduled as an agenda item for the Regular board meeting on Tuesday, November 12, 2024. Voting 'yes' was Butler, Goerwitz, Hardy, Miller, Nelson, Quinnell and Gonzalez-George. No one voted 'no'.
- c. Policy 441 Use of Technology and Telecommunications Systems by Employees. On a motion by Miller, seconded by Butler, the board unanimously approved the update to policy 441.
- d. Ratification of Employment Action. Hardy verbally stated his intention to abstain from voting on this motion because he could not receive this information prior to being appointed to the board. On a motion by Miller, seconded by Butler, the board unanimously approved to ratify the employment action.

9. Items for Information

- a. Filing for School Board is July 30 – August 13, 2024 in the District Office. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on Aug. 13, 2024.
- b. Staff Breakfast and Program. We will welcome back staff for the 2024-25 school year on Monday, Aug. 26, 7:00 a.m.–10:10 a.m. at Northfield Middle School. The board is invited to join us.
- c. 2024-25 e-Learning Plan. Superintendent Hillmann shared the 2024-25 e-Learning plan. The use of the e-Learning Plan was approved by the board in unison with the 2024-25 school year calendar in December 2023. We are required to share the plan each year with the board and post it on the district website.

10. Future Meetings

- a. Monday, August 26, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, September 23, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

On a motion by Quinnell, seconded by Butler, the board unanimously approved to adjourn at 8:48 p.m.

Amy Goerwitz
School Board Clerk

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

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

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Amy Goerwitz, Clerk

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

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

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Amy Goerwitz, Clerk

| Date | Amount: | Who the bequest, donation, or gift | What is the bequest, donation, or gift for? |
|-------------|----------------|---|--|
| 8/13/24 | \$260.00 | GVP Retirees | former GVP librarian |
| 8/13/24 | \$100.00 | N/A | FFA Donation |
| 8/16/24 | \$100.00 | Open Door Preschool | Chess Club Donation |
| 8/16/24 | \$100.00 | Community Resource Bank | Chess Club Sponsorship |
| 8/16/24 | \$50.00 | Berit Amundson | Bridgewater Elementary Angel Fund |
| 8/20/24 | \$11,389.40 | GVP PTO | Planners/Folders/Pens/Scholastic News |
| 8/13/2024 | \$2,000.00 | Robert and Nancy Kluver | Kluver Family Fy24 & Fy25 |
| 8/20/2024 | \$4,926.42 | Northfield Rotary Club | HS Scholarships: Rotary |
| 8/1/2024 | \$200.00 | Mike's Marine & Small Engine | Bass Fishing Team Sponsor |
| 8/1/2024 | \$200.00 | Hometown Credit Union | Chess Club Sponsorship |

TO: Dr. Matt Hillmann, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: August 26, 2024
RE: Board Approval of Financial Reports – April 2024

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of April 2024.

Bills totaling \$1,978,834.57 were paid in April 2024.

Payroll checks totaling \$3,594,889.69 were issued in April 2024.

No bond payments were paid in April 2024.

At the end of April 2024 Total Cash and Investments amounted to \$23,645,549.54.
Wire transfers initiated by the district during April 2024:

| | |
|--------------|---|
| \$450,000.00 | From Frandsen General to Frandsen Sweep |
| \$300,000.00 | From Frandsen Sweep to Frandsen General |

The following financial reports for April 2024 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

April 2024 Treasurer's Report

| FUNDS | BALANCE BEGINNING OF MONTH | RECEIPTS | DISBURSEMENTS | JOURNAL ENTRIES | BALANCE END OF MONTH |
|-------------------------|----------------------------------|---------------------|---------------------|--------------------|----------------------------|
| GENERAL FUND | 3,441,366.37 | 6,387,374.25 | 3,996,088.18 | (784,988.94) | 5,047,663.50 * |
| FOOD SERVICE | 954,551.59 | 240,734.81 | 194,159.23 | 2,257.01 | 1,003,384.18 |
| COMMUNITY ED | 650,102.37 | 340,047.51 | 292,088.37 | (3,291.24) | 694,770.27 |
| CONSTRUCTION ACCOUNT | 48,355.81 | 24,188.70 | - | - | 72,544.51 |
| DEBT SERVICE | 2,029,467.93 | - | - | - | 2,029,467.93 |
| SELF INSURANCE | 3,192,083.21 | 140,052.05 | 1,091,388.48 | 790,427.61 | 3,031,174.39 |
| TOTALS | 10,315,927.28 | 7,132,397.32 | 5,573,724.26 | 4,404.44 | 11,879,004.78 |
| GENERAL FUND INVESTMENT | 11,766,544.76 | - | - | - | 11,766,544.76 * |
| CONSTRUCTION INVESTMENT | - | - | - | - | - |
| | 11,766,544.76 | - | - | - | 11,766,544.76 |
| GRAND TOTALS | 22,082,472.04 | 7,132,397.32 | 5,573,724.26 | 4,404.44 | 23,645,549.54 |

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

April 2024

Disbursements:

Bills Paid:

| | | |
|-------------------------|---------------------|--------------|
| General Fund | \$ 757,778.08 | |
| Food Service Fund | 94,480.01 | |
| Community Services Fund | 35,188.00 | |
| Construction Fund | - | |
| Trust & Agency Fund | - | |
| Self Insurance Fund | <u>1,091,388.48</u> | |
| Total Bills Paid | | 1,978,834.57 |

Payroll:

| | | |
|-------------------------|--------------|--------------|
| General Fund | 3,238,310.10 | |
| Food Service Fund | 99,679.22 | |
| Community Services Fund | 256,900.37 | |
| Trust Fund | - | |
| Self Insurance Fund | <u>-</u> | |
| Total Payroll | | 3,594,889.69 |

Bond Payments:

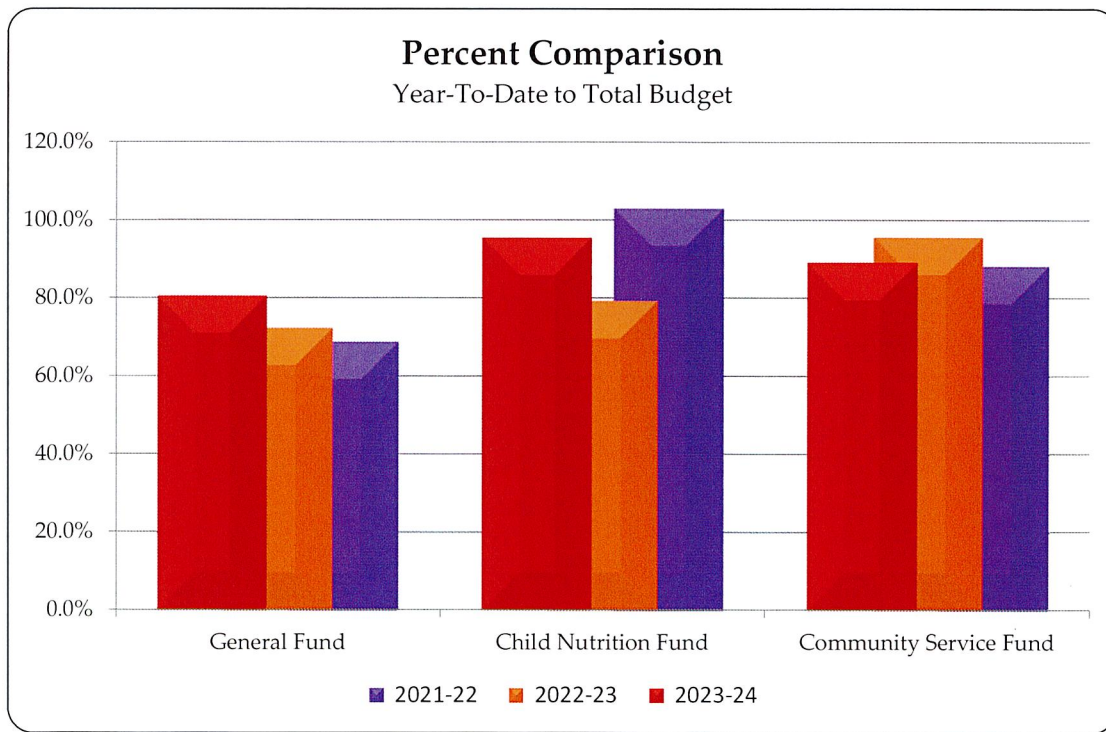
| | | |
|----------------------|----------|------------------------------|
| Debt Redemption Fund | <u>-</u> | |
| Total Bond Payments | | <u>-</u> |
| Total Disbursements | | <u><u>\$5,573,724.26</u></u> |



STATEMENT OF REVENUES

For the month ended April 30, 2024

| Fund | Year-To-Date | Budget | YTD as % of Budget | | |
|------------------------|----------------------|----------------------|--------------------|--------------|--------------|
| | | | 2023-24 | 2022-23 | 2021-22 |
| General Fund | | | | | |
| Property Taxes | \$ 6,488,426 | \$ 15,232,888 | 42.6% | 42.3% | 42.8% |
| State Sources | 37,342,403 | 43,981,234 | 84.9% | 81.8% | 80.1% |
| Federal Sources | 3,732,685 | 1,724,951 | 216.4% | 58.8% | 27.3% |
| Local Sources | 3,028,845 | 1,824,435 | 166.0% | 161.2% | 105.0% |
| Total | \$ 50,592,359 | \$ 62,763,508 | 80.6% | 72.2% | 68.8% |
| Child Nutrition Fund | \$ 2,299,034 | \$ 2,407,584 | 95.5% | 79.2% | 102.9% |
| Community Service Fund | 2,971,271 | 3,333,364 | 89.1% | 95.5% | 88.2% |
| Debt Service Fund | 4,054,268 | 6,301,210 | 64.3% | 60.8% | 62.7% |
| Internal Service Fund | 8,046,330 | 11,396,574 | 70.6% | 82.2% | 98.2% |
| Total All Funds | \$ 67,963,262 | \$ 86,202,240 | 78.8% | 73.7% | 77.1% |

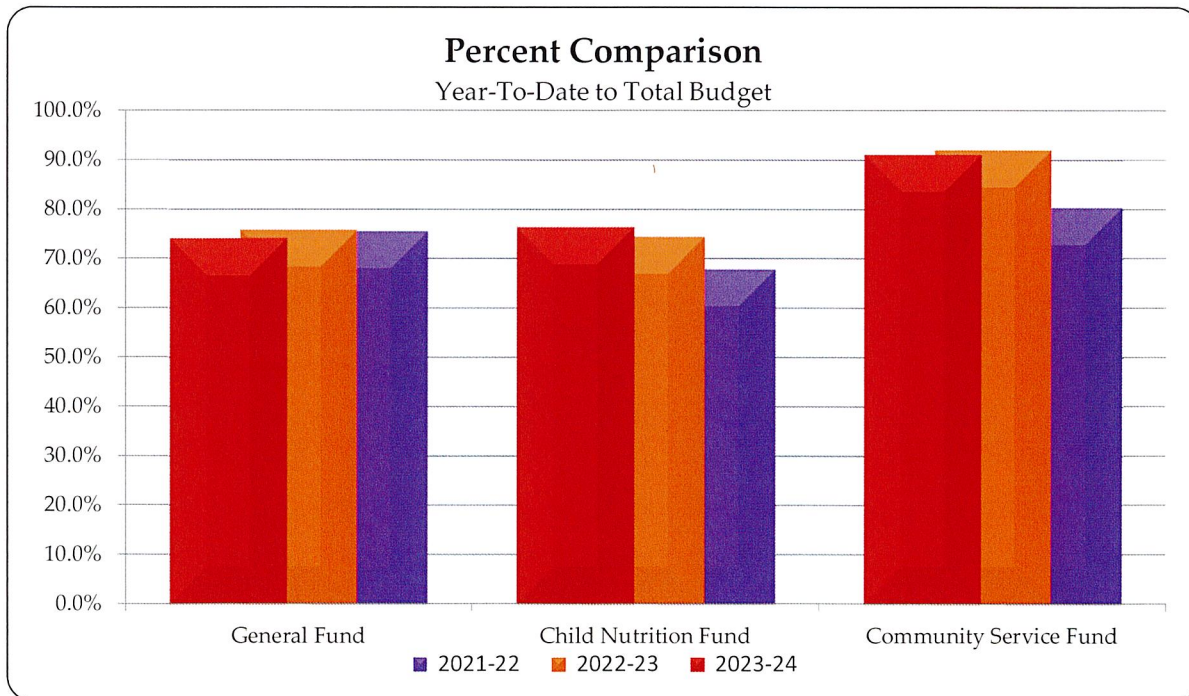




STATEMENT OF EXPENDITURES

For the month ended April 30, 2024

| Fund | Year- To-Date | Budget | YTD as % of Budget | | |
|---------------------------|----------------------|----------------------|--------------------|--------------|--------------|
| | | | 2023-24 | 2022-23 | 2021-22 |
| General Fund | | | | | |
| Salaries | \$ 26,240,012 | \$ 35,789,922 | 73.3% | 72.8% | 73.2% |
| Benefits | 10,290,678 | 14,149,541 | 72.7% | 75.2% | 68.1% |
| Purchased Services | 5,515,632 | 6,655,848 | 82.9% | 80.2% | 91.0% |
| Supplies & Materials | 2,205,071 | 2,849,203 | 77.4% | 96.7% | 112.1% |
| Capital Expenditures | 1,760,146 | 2,365,978 | 74.4% | 87.4% | 85.2% |
| Other Expenses | 164,013 | 496,127 | 33.1% | 80.0% | 36.6% |
| Total General Fund | \$ 46,175,552 | \$ 62,306,619 | 74.1% | 75.9% | 75.5% |
| Child Nutrition Fund | \$ 2,022,069 | \$ 2,645,006 | 76.4% | 74.5% | 67.9% |
| Community Service Fund | 3,155,502 | 3,463,457 | 91.1% | 92.0% | 80.3% |
| Debt Service Fund | 5,912,459 | 5,912,409 | 100.0% | 100.0% | 100.0% |
| Internal Service Fund | 9,313,644 | 11,094,171 | 84.0% | 77.7% | 94.8% |
| Total All Funds | \$ 66,579,226 | \$ 85,421,662 | 77.9% | 79.9% | 79.4% |



*Nm-Exclusive
Co-Op*

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Cross Country
 beginning with the 20 24 - 20 25 school year. (activity) (boys) or girls' (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

| | School | Enrollment (9-12)* | City | Administrative Region** | Competitive Section** |
|-----------------|-------------------------------|--------------------------------|-------------------|-------------------------|-----------------------|
| High School #1: | <u>Northfield H.S.</u> | <u>1102 (MSHSL enrollment)</u> | <u>Northfield</u> | <u>IAA</u> | <u>IAA</u> |
| High School #2: | <u>Arcadia Charter School</u> | <u>63 (MSHSL)</u> | <u>Northfield</u> | <u>IAA</u> | <u>IAA</u> |
| High School #3: | | | | | |
| High School #4: | | | | | |

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

| | 7th | 8th | 9th | 10th | 11th | 12th |
|----------------|-----------|----------|----------|-----------|----------|-----------|
| High School #1 | <u>13</u> | <u>9</u> | <u>5</u> | <u>16</u> | <u>8</u> | <u>11</u> |
| High School #2 | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| High School #3 | | | | | | |
| High School #4 | | | | | | |

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): _____

Northfield High School

6. Team Colors: Maroon + Gold Team Mascot: Raiders

7. Host School (school that will receive revenue share check): Northfield High School

| Board of Education (or designee) | School | Date |
|----------------------------------|--|------------------|
| Signed <u><i>La Stuber</i></u> | <u>Arcadia Charter School, 4091-07</u> | <u>8/15/2024</u> |
| Signed _____ | _____ | _____ |
| Signed _____ | _____ | _____ |
| Signed _____ | _____ | _____ |

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director



STUDENT CITIZENSHIP HANDBOOK

2024 - 2025

RIGHTS, RESPONSIBILITIES, DISTRICT POLICIES

A Policy Guide for Student Expectations for
Instructional and Co-Curricular Activities
in Northfield Public Schools

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

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[Driving, Careless or Reckless](#)

[False Reporting/Misrepresenting the Truth](#)

[Fighting](#)

[Fire Alarm, False](#)

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[Threat, Direct/Indirect](#)
[Tobacco, Smoking, and Vaping](#)
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ADDITIONAL DISCIPLINE INFORMATION

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TITLE IX AND HUMAN RIGHTS REPORTING INSTRUCTION

STAFF DIRECTORY

VISION, STRATEGIC COMMITMENTS, AND STUDENT DISCIPLINE PHILOSOPHY

The purpose of student discipline is to ensure a learning environment that helps achieve the district's vision to prepare **every** student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. This philosophy aligns with the district's strategic commitments to people, learner outcomes, equity, stewardship, communication, and partnerships.

It is the responsibility of the school board to make reasonable policies and rules for maintaining a safe and supportive school environment. These policies and rules apply at any time a student is present at a school location, at a school-sponsored activity, participating in school activities through a digital platform, 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 No. 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/caregivers, 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. Students will learn self-control and respect for law, authority, property and the rights of others.

Restorative Practices will be used to address negative situations while restoring the school climate to a respectful one. The approach of restorative practice builds community and strengthens relationships to create safe and supportive environments.

While student self-discipline is the ideal, it is understood that fair and appropriate corrective measures may be required at times. When it becomes necessary to enforce the consequences 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 consequence. Discipline...

- helps the student learn a lesson that will positively affect their present and future behavior.
- is designed to help the student control and change their 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

Board of Education

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/guardians/caregivers 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/guardians/caregivers. 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 Assistant Principals

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal and assistant principals shall consult with parents/guardians/caregivers 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/guardians/caregivers. For the purposes of the discipline guidelines that are enumerated in this document, the word “principal” means either the school principal, building administrator, or assistant principal.

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 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 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, district policy, and school procedures. 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 No. 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](#).

ACCESS TO RECORDS

| Rights/Opportunities | Responsibilities |
|--|--|
| <p>Students' parents and students eligible under state law generally have the right to view their school records according to state and federal laws.</p> <p>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.</p> | <p>Students have the responsibility to follow established building and district procedures regarding access to their school records.</p> |

STUDENT APPAREL (DRESS AND APPEARANCE)

| Rights/Opportunities | Responsibilities |
|--|---|
| <p>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. Hair or hairstyles choices are at the discretion of the individual student. This includes but is not limited to hair texture and hair styles such as braids, locks, and twists.</p> | <p>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 gang and/or hate symbols. Clothing which displays references to weapons, alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.</p> |

EQUAL OPPORTUNITY

| Rights/Opportunities | Responsibilities |
|--|---|
| <p>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 Educational & Employment Opportunity)</p> | <p>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.</p> |

FAIR TREATMENT

| Rights/Opportunities | Responsibilities |
|---|--|
| <p>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.</p> | <p>Students are responsible to treat all people respectfully and to follow rules and regulations that apply to them.</p> |
| <p>Students have the right to be informed of current school policies, rules and regulations that apply to them.</p> | <p>Students are responsible to be knowledgeable about and to follow school policies, rules and regulations that apply to them.</p> |
| <p>Students have the right to be informed of classroom expectations.</p> | <p>Students are responsible to be knowledgeable about and to meet classroom expectations and evaluation procedures that apply to them.</p> |

| | |
|--|--|
| 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, including but not limited to symbols of hate or gang-related symbols, that does not interfere with the rights of others or disrupt the atmosphere of learning in the school as determined by school administration and follows school regulations regarding time, place and manner. |

HARASSMENT

| Rights/Opportunities | Responsibilities |
|---|---|
| The Northfield School District takes Human Rights and Title IX complaints seriously. 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, Policy 522 Student Sex Nondiscrimination) | Students are responsible for maintaining an environment free from harassment, cyberbullying, 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. Policy 413 and its associated procedures and Policy 522 govern the process for addressing these complaints. Such reports should be made to: Molly Viesselman, Director of Human Resources, Human Rights Officer/Title IX Coordinator, Northfield Public Schools, 201 Orchard Street South, Northfield, MN 55057 - Phone: 507.663.0600 Email: mviesselman@northfieldschools.org While not required, individuals can make complaints using this form . |

LEARNING

| Rights/Opportunities | Responsibilities |
|--|---|
| Students should have the opportunity to receive a comprehensive appropriate education. (Policy 102 Educational & Employment 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. | <u>With age-appropriate assistance from their teachers,</u> 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, gender identity, 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 as outlined in Policy 522 . |

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. <u>Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.</u> |

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 the 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. School personnel are mandated by law to report child or sexual abuse to the proper authorities. 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. |

STUDENT SAFETY

| Rights/Opportunities | Responsibilities |
|--|---|
| Students have the right to a safe, inviting school environment, free of violence, racism, homophobia, xenophobia, transphobia, religious intolerance, and chemicals, (drugs, tobacco, e-cigarettes, and alcohol). Students should expect the schools to utilize a variety of prevention techniques to prioritize their safety. | Students are responsible for cooperating with school authorities to keep our schools free of violence, racism, homophobia, xenophobia, transphobia, religious intolerance, and chemicals. Students should report any safety concerns, including violence racism, homophobia, religious intolerance, and chemicals (drugs, tobacco, e-cigarettes, and alcohol) to the building administration. Students should also understand the use of prevention techniques as a partnership between students, staff, the community, and law enforcement designed to keep our schools safe for everyone. |

DISCIPLINE GUIDELINES & DISCLAIMER

Every student and employee of Northfield Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school has 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 for administrative use. These guidelines and the potential consequences apply at any time a student is present at a district school location or participating in a school-sponsored activities. 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. a student with a disability whose misbehavior is related to their disability). When appropriate, restitution may be substituted for recommended consequences. These guidelines are based upon school board policies. District policies are located on the [district's website](#).

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 Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity | <p>Consequences could include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges | <p>Consequences could include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver conference with the principal • In school suspension • Restorative activity • Removal from class • Restriction or loss of school privileges |

| | | | |
|-------------|---|---|---|
| | <ul style="list-style-type: none"> Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal |
| 6-8 | <p>Consequences could include but are not limited to:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver conference with the principal Detention In school suspension Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences determined by the principal | 2-3 day suspension | 3-5 day suspension |
| 9-12 | <p>Consequences could include but are not limited to:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver conference with the principal Detention In school suspension Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences determined by the principal | 2-3 day suspension | 3-5 day suspension |

ALCOHOL, CANNABIS, OR CHEMICALS, POSSESSION OR USE

Possession or use of any alcohol, cannabis, nonintoxicating cannabinoid as defined in [Policy 418](#), edible cannabinoid product, a narcotic, controlled substance or drug paraphernalia is prohibited by Minnesota or federal law. Any student in possession of or under the influence of alcohol, cannabis, a nonintoxicating cannabinoid as defined in [Policy 418](#), an edible cannabinoid product, a narcotic, a toxic substance, a controlled substance, or drug paraphernalia at a school location will be reported to the police. Further recommendations such as possible chemical assessment may also be required. A chemical assessment may be required on a second school occurrence prior to readmission to school.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|---------------|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <ul style="list-style-type: none"> ● 3-5 day suspension ● Referral for chemical evaluation ● Police referral | <ul style="list-style-type: none"> ● Social worker intervention ● 5-10 day suspension ● Chemical assessment ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Chemical assessment |
| 6-8 | <ul style="list-style-type: none"> ● 3-5 day suspension ● Referral for chemical evaluation ● Police referral | <ul style="list-style-type: none"> ● Social worker intervention ● 5-10 day suspension ● Chemical assessment ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Chemical assessment |
| 9-12 | <ul style="list-style-type: none"> ● 3-5 day suspension ● Referral for chemical evaluation ● Police referral | <ul style="list-style-type: none"> ● Social worker intervention ● 5-10 day suspension ● Chemical assessment ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Chemical assessment |

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 Occurrence |
|------------|--|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal ● Police referral <p style="text-align: center;"><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> |
| 4-5 | <ul style="list-style-type: none"> ● 10 day suspension |

| | |
|------|--|
| | <ul style="list-style-type: none"> ● Recommendation for expulsion ● Referral for chemical evaluation ● Police referral |
| 6-8 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Referral for chemical evaluation ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Referral for chemical evaluation ● Police referral |

ARSON

Intentional destruction or damage to school property or other property by means of fire is prohibited.

| Grades | First Occurrence |
|--------|--|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal ● Police referral <p><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> |
| 4-5 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Restitution |
| 6-8 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Restitution |
| 9-12 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral ● Restitution |

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 Occurrence |
|--------|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal <p><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> |

| | |
|------|--|
| 4-5 | <ul style="list-style-type: none"> ● 5-10 day suspension ● Possible recommendation for expulsion |
| 6-8 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |

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 Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Possible recommendation for expulsion ● Police referral |
| 6-8 | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Possible recommendation for expulsion ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● 5-10 suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Possible recommendation for expulsion ● Police referral |

BODILY HARM, INFLICTING

Committing a reckless or negligent act that inflicts bodily harm upon another person.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|------------|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> |

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1 day suspension | 3 day suspension |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal | 1 day suspension | 3 day suspension |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | | |
|--|--|--|--|

BULLYING

Any act of bullying or cyberbullying is strictly prohibited as defined in district [Policy 514](#). Many behaviors can be “bullying-like” and are addressed using relevant consequences related to the specific infraction. For the purposes of discipline, bullying is defined as behavior that is:

- Intimidating, threatening, abusive or hurtful conduct
- Objectively offensive
- Involves an imbalance of power or materially and substantially interferes with a student’s education or ability to participate in school activities
- And occurs repeatedly

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges |

| | | | |
|------|--|---|--|
| | <ul style="list-style-type: none"> Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or assistant principal Parent/guardian/caregiver in-person conference with the principal or assistant principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by principal or assistant principal | 1-3 day suspension | <ul style="list-style-type: none"> 5-10 day suspension Possible recommendation for expulsion |

BURGLARY

Entering any school location without consent and with the intent to commit a crime is prohibited.

| Grades | First Occurrence | Second Occurrence |
|--------|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |

| | | |
|--|---|--|
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |
| 4-5 | <ul style="list-style-type: none"> ● 5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |
| 6-8 | <ul style="list-style-type: none"> ● 5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● 5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |

CELL PHONES & PERSONAL DEVICES - ELEMENTARY (Grades K-5)

We recognize that cell phones/personal electronic devices 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 personal 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 personal 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. The district is not responsible for lost, damaged or stolen phones or other electronic devices brought from home.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|------------|-------------------------------------|--|---|
| K-5 | Confiscate and return at end of day | Confiscate and parent/guardian/caregiver pick up | Students are no longer allowed to bring a device to school until a parent/ guardian/caregiver conference is held with the building principal. |

Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.

Incidents involving the unauthorized photography or recording

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|------------|--|---|---|
| K-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |

Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.

CELL PHONES & PERSONAL DEVICES - MIDDLE SCHOOL (Grades 6-8)

We recognize that cell phones/personal electronic devices are common tools for communication with many families. Our goal is to help students maintain a focus on learning. 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.

Causing a disruption with personal electronic devices, universal remote controls, laser pointers, speakers, headphones, bluetooth, or similar devices is not permitted. This includes, but is not limited to, causing a nuisance through the non-curricular use of cameras or other devices for photographic, audio, video, or digital recording and/or sharing of those recordings without student or staff permission. While school-issued devices will not be confiscated in most circumstances, they may have various apps or features disabled as a result of misuse.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|-------------------------------------|-------------------------------------|--|
| 6-8 | Confiscate and return at end of day | Confiscate and return at end of day | <ul style="list-style-type: none"> Confiscate and parent/guardian/caregiver pick up Students who have a fourth violation may be required to turn in their phone to the office each day |

Incidents involving the unauthorized photography or recording

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|--------------------|--------------------|---------------------|
| 6-8 | 1-3 day suspension | 3-5 day suspension | 5-10 day suspension |

Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.

CELL PHONES & PERSONAL DEVICES - ALC & HIGH SCHOOL (Grades 9-12)

We recognize that cell phones/personal electronic devices are common tools for communication with many families. Our goal is to help students maintain a focus on learning. Students are not permitted to use cell phones during class time without explicit permission from the teacher. Students may use cell phones before and after school, passing times, during flex hour, and, for students who are in good standing, during study hall. Northfield High School's classroom cell phone/electronic device procedure will be followed. Procedures prior to an office discipline referral include student reminders, redirection with and parent/caregiver contact. The consequences listed below will be applied when an office discipline referral has been submitted.

Causing a disruption with personal electronic devices, universal remote controls, laser pointers, speakers, headphones, bluetooth, or similar devices is not permitted. This includes, but is not limited to, causing a nuisance through the non-curricular use of cameras or other devices for photographic, audio, video, or digital recording and/or sharing of those recordings without student or staff permission. While school-issued devices will not be confiscated in most circumstances, they may have various apps or features disabled as a result of misuse.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|---|--|---|
| 9- 12 | <ul style="list-style-type: none"> Parent/caregiver will be contacted by administration and cell phone use plan will be created. For school-issued devices, restrictions may be enacted for the school-issued device. | <ul style="list-style-type: none"> The student's device will remain in the office for the remainder of the day. Administration will notify parents/guardians with the student present, and will review the previously developed plan. | <ul style="list-style-type: none"> Additional phone restrictions, including the removal of phone privilege on campus. Possible 1-3 day suspension |

| Incidents involving the unauthorized photography or recording | | | |
|--|--------------------|--------------------|---------------------|
| Grades | First Occurrence | Second Occurrence | Third Occurrence |
| 9- 12 | 1-3 day suspension | 3-5 day suspension | 5-10 day suspension |
| <i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i> | | | |

DISHONESTY, SCHOLASTIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism, submitting artificial intelligence generated work as one’s own without explicit disclosure, or collusion is prohibited. (Collusion means that this segment also applies to students who knowingly assist others in cheating on school assignments, tests, or plagiarism as outlined in this handbook.) Academic consequences may also be assigned. Incidents of academic dishonesty will be cumulative for the duration of attendance at each building. The procedures whereby a student will be held accountable for infractions are as follows:

| Grades | First Occurrence | Second Occurrence | Third Occurrence or More |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| 6-8 | <ul style="list-style-type: none"> • The teacher will address the student with evidence when the infraction occurs and notify parents/guardians/ | <ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • The student will receive an automatic zero on the | <ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • Assistant Principal will initiate a parent/guardian/ |

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| | <p>caregivers</p> <ul style="list-style-type: none"> • The student can receive a zero on the assignment, but may, at the teacher's sole discretion, set up an opportunity to re-do the assignment with supervision. • The teacher will file an incident referral form with the Assistant Principal. | <p>assignment or test and no make-up work will be offered to compensate for lost points</p> <ul style="list-style-type: none"> • The teacher will file an incident referral form with the Assistant Principal, who will conference with the student and notify parents/guardians/caregivers | <p>caregiver-student-counselor conference</p> <ul style="list-style-type: none"> • The student will receive one day of ISS |
| 9-12 | <ul style="list-style-type: none"> • The teacher will address the student with evidence when the infraction occurs and notify parents/guardians/caregivers • The student can receive a zero on the assignment, but may, at the teacher's sole discretion, set up an opportunity to re-do the assignment with supervision. • The teacher will file an incident referral form with the Assistant Principal | <ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • 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 • The teacher will file an incident referral form with the Assistant Principal, who will conference with the student and notify parents/guardians/caregivers | <ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • Assistant Principal will initiate a parent/guardian/caregiver-student-counselor conference • The student will receive one day of ISS |

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 Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal | Same/next day dismissal |

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| | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1-3 day suspension |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1-3 day suspension |

DISRUPTIVE BEHAVIOR

Disruptive behavior is prohibited. Disruptive behavior means acts that disrupt or threaten to disrupt the educational process.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|------------|--|--|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: | Consequences will include but are not limited to one or more of the following options: | Consequences will include but are not limited to one or more of the following options: |

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| | <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Same/next day dismissal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Same/next day dismissal |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal | 1-3 day suspension |

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| <ul style="list-style-type: none"> • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | |
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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 Occurrence | Second Occurrence | Third Occurrence |
|--------|--|---|---|
| 9-12 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> • Revocation of parking permit to identified time period • Police referral | <ul style="list-style-type: none"> • 3 day suspension • Permanent revocation of parking permit • Police referral |

FALSE REPORTING/MISREPRESENTING THE TRUTH

Deliberately reporting false information is prohibited.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|--|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | Consequences will include but are not limited to one or more of the | Consequences will include but are not limited to one or more of the | Consequences will include but are not limited to one or more of the |

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| | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Principal phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |

FIGHTING

Engaging in any form of physically aggressive confrontation, including fighting, where blows are exchanged is prohibited.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
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| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| | <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |
| 4-5 | Consequences could include but are not limited to: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver conference with the principal • In school suspension • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |
| 6-8 | 1-3 day suspension | 3-5 day suspension | <ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion |
| 9-12 | 1-3 day suspension | 3-5 day suspension | <ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion |

FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm is prohibited.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|---------------|--|---|---|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal or behavior coach | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal |

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| | <ul style="list-style-type: none"> Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Suspension Restitution | <ul style="list-style-type: none"> 2-3 day suspension Police referral Restitution |
| 6-8 | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 5-10 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Possible recommendation for expulsion Police referral Restitution |
| 9-12 | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 5-10 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Possible recommendation for expulsion Police referral Restitution |

FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are unacceptable.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|--|--|--|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class |

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| | <ul style="list-style-type: none"> Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Removal from class Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1 day suspension | <ul style="list-style-type: none"> 2 day suspension Restitution |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Police referral Restitution |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Police referral Restitution |

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| | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | | |
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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 Occurrence |
|-------------|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| | <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> |
| 4-5 | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Police referral |
| 6-8 | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Police referral |
| 9-12 | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Police referral |

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 Occurrence | Second Occurrence | Third Occurrence |
|------------|---|--|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| | <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |

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|-------------|--------------------|--------------------|---------------------|
| 4-5 | 1 day suspension | 2 day suspension | 5 day suspension |
| 6-8 | 1-3 day suspension | 3-5 day suspension | 5-10 day suspension |
| 9-12 | 1-3 day suspension | 3-5 day suspension | 5-10 day suspension |

FREEDOM OF EXPRESSION

Freedom of expression is necessary to promote creativity, teach appreciation of others’ cultures and ideas, and to prepare students to participate in our democratic society. However, verbal, written or symbolic speech promoting illegal substances, intolerance and/or causing disruption will not be tolerated, regardless of learning modality (in-person or digital).

Dress or appearance at a school location in the following manner is prohibited.

- Grades K-8: Hats or bandanas are not permitted without special permission of the building administrator.
- Dress or appearance 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.
- Dress or appearance in a manner that represents and/or promotes threat/hate groups including gangs or supremacist groups (including but not limited to gang and/or hate symbols).
- Dress or appearance in a manner that is sexually explicit or which conveys sexual innuendo, or that may reasonably be construed as sexual.
- Dress or appearance that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- When, in the judgment of the administration (principal, assistant principal, and/or designee), a student’s appearance or mode of dress does not adhere to this policy, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified and other disciplinary measures may be taken.
- Administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- An organized student group shall receive administrative approval before recommending a form of dress for a specific student sponsored event.
- Any student who feels offended by an individual's dress may report that concern to staff, a teacher or to school administration in the building.

The above criteria also apply to school-sponsored forums/events in physical or digital format and the use of school issued devices, and will be used to judge whether a student is in violation of verbal or symbolic speech guidelines.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |

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|--------------------|--|---|--|
| <p>4-5</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <p>6-8</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Principal phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal, including possible suspension |
| <p>9-12</p> | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Principal phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal, including possible suspension |

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 Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Same/next day dismissal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges | 1-3 day suspension | 3-5 day suspension |

| | | | |
|------|---|--------------------|--------------------|
| | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | | |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |

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 Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity |

| | | | |
|-------------|---|---|---|
| | <ul style="list-style-type: none"> ● Restorative activity ● Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| 6-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● 1-5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Possible recommendation for expulsion ● Police referral |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● 1-5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Possible recommendation for expulsion ● Police referral |

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 of 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, distributing, or showing sexually inappropriate photos. Depending on the content of the photography or video, the infraction may also be considered sexual misconduct. Parents/guardians/caregivers and students may also make a direct report to the Human Rights Officer/Title IX coordinator about sexual harassment, racially-motivated harassment, or other discrimination governed by district [Policies 413](#) and/or [522](#). Reports should be made to:

Molly Viesselman, Director of Human Resources, Human Rights Officer/Title IX Coordinator
 Northfield Public Schools, 201 Orchard Street South, Northfield, MN 55057
 Phone: 507.663.0600 • Email: mviesselman@northfieldschools.org

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|--|--|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| | <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |
| 4-5 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Same/Next Day Dismissal | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral ● Possible recommendation for expulsion |
| <i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i> | | | |
| 6-8 | <ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion |
| <i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i> | | | |
| 9-12 | <ul style="list-style-type: none"> ● 1-3 day suspension | <ul style="list-style-type: none"> ● 3-5 day suspension | <ul style="list-style-type: none"> ● 5-10 day suspension |

| | | | |
|--|---|---|--|
| | <ul style="list-style-type: none"> • Police referral | <ul style="list-style-type: none"> • Police referral | <ul style="list-style-type: none"> • Police referral • Possible recommendation for expulsion |
| <i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i> | | | |

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 Hazing Prohibition](#).

| Grades | Any Occurrence |
|--|--|
| K-12 | <p>Consequences for any hazing violation will be determined by school administration based on the results of the investigation as outlined in Policy 526. Such consequences may include, but are not limited to, warning, suspension, exclusion, expulsion, transfer, or remediation. <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | |

INSUBORDINATION

Deliberate refusal to follow an appropriate direction or identify self when requested.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | 1 day suspension |

| | | | |
|------|---|------------------|--------------------|
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1 day suspension | 1-3 day suspension |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | 1 day suspension | 1-3 day suspension |

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 removal of another student’s clothing. Depending upon the circumstances, these behaviors could constitute harassment.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|--|--|--|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges |

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1-3 day suspension |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1-3 day suspension |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges | Detention | 1-3 day suspension |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | | |
|--|---|--|--|

RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, forging notes is prohibited.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | 1-3 day suspension |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class | 1-3 day suspension | 3-5 day suspension |

| | | | |
|------|---|--------------------|--------------------|
| | <ul style="list-style-type: none"> • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | | |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |

ROBBERY OR EXTORTION

Taking property from another person by use of force, threat of force or under false pretenses is prohibited.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal | Same/next day dismissal | <ul style="list-style-type: none"> • 3-5 day suspension • Police referral • Possible recommendation for expulsion |

| | | | |
|------|---|--|---|
| | <ul style="list-style-type: none"> Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal | | |
| 6-8 | <ul style="list-style-type: none"> 1-3 day suspension Police referral Restitution | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Police referral Restitution |
| 9-12 | <ul style="list-style-type: none"> 1-3 day suspension Police referral Restitution | <ul style="list-style-type: none"> 3-5 day suspension Police referral Restitution | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Police referral Restitution |

SAFETY VIOLATIONS

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 Occurrence | Second Occurrence | Third Occurrence |
|---|--|---|---|
| K-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <p><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> | | | |

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. Taking photos/video in locker rooms or bathrooms or soliciting or distributing sexually explicit photos of other students is prohibited. The use of artificial intelligence (AI) to nonconsensually digitally alter or fabricate sexually explicit images known as “deepfakes” or “deepnudes” is prohibited. Distributing, sharing, or showing AI-altered images via social media, print or email is harassment and bullying, and is prohibited.

Parents/guardians/caregivers and students may also make a direct report to the Human Rights Officer/Title IX coordinator about sexual harassment, racially-motivated harassment, or other discrimination governed by district [Policy 413](#) and/or [522](#). Reports should be made to:

Molly Viesselman, Director of Human Resources, Human Rights Officer/Title IX Coordinator

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | 1-3 day suspension | 3-5 day suspension |
| 6-8 | <ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion • Police referral | | |
| 9-12 | <ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion • Police referral | | |

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 [Policy 524-2 Use of Technology and Telecommunications Systems By Students](#). Parents/guardians/caregivers are expected to read and discuss this policy with their child.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|------------------|-------------------|------------------|
|--------|------------------|-------------------|------------------|

| | | | |
|-------------|--|---|---|
| K-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| | <p><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> | | |

THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing 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 Occurrence | Second Occurrence | Third Occurrence |
|---|--|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <p><i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i></p> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class | <ul style="list-style-type: none"> ● 1-3 day suspension | <ul style="list-style-type: none"> ● 3-5 day suspension ● Restitution |

| | | | |
|------|---|--|---|
| | <ul style="list-style-type: none"> ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | | |
| 6-8 | <ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral ● Restitution | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral ● Restitution | <ul style="list-style-type: none"> ● 5-10 day suspension ● Recommendation for expulsion ● Police referral ● Restitution |
| 9-12 | <ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral ● Restitution | <ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral ● Restitution | <ul style="list-style-type: none"> ● 5-10 day suspension ● Recommendation for expulsion ● Police referral ● Restitution |

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 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 Occurrence | Second Occurrence |
|--|---|---|
| K-3 | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Police referral ● Other appropriate consequences as determined by the principal | Consequences will include but are not limited to one or more of the following options: <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Police referral ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |
| 4-5 | <ul style="list-style-type: none"> ● 5 day suspension ● Police referral | <ul style="list-style-type: none"> ● 10 day suspension ● Possible recommendation for expulsion ● Police referral |
| 6-8 | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● Up to 10 day suspension ● Recommendation for expulsion ● Police referral | |

TOBACCO, 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 and/or possession of e-cigarettes, vaping, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products.**

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> • 1-3 day suspension • Referral for chemical evaluation | <ul style="list-style-type: none"> • 3-5 day suspension • Referral for chemical evaluation |
| 6-8 | <ul style="list-style-type: none"> • 1 day suspension • Referral for chemical evaluation • Police referral | <ul style="list-style-type: none"> • 2-3 day suspension • Referral for chemical evaluation • Police referral | <ul style="list-style-type: none"> • 3-5 day suspension • Referral for chemical evaluation • Police referral |
| 9-12 | <ul style="list-style-type: none"> • 1 day suspension • Referral for chemical evaluation • Police referral | <ul style="list-style-type: none"> • 2-3 day suspension • Referral for chemical evaluation • Police referral | <ul style="list-style-type: none"> • 3-5 day suspension • Referral for chemical evaluation • Police referral |

TRANSPORTATION

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's transportation policies.

Students endangering persons and/or property may lose bus-riding privileges immediately and for an indefinite period. (Policies [707](#), [708](#), [709](#), [710](#))

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|------------------|-------------------|------------------|
|--------|------------------|-------------------|------------------|

| | | | |
|------|--|---|--|
| K-3 | Parent/guardian/caregiver contacted | Parent/guardian/caregiver contacted | <ul style="list-style-type: none"> ● Parent/guardian/caregiver meeting ● 1-3 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p> |
| | <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | |
| 4-5 | Parent/guardian/caregiver contacted | Parent/guardian/caregiver contacted | <ul style="list-style-type: none"> ● Parent/guardian/caregiver meeting ● 1-3 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p> |
| 6-8 | Parent/guardian/caregiver contacted | <ul style="list-style-type: none"> ● Parent/guardian/caregiver contacted ● Up to 5 days off the bus | <ul style="list-style-type: none"> ● Parent/guardian/caregiver meeting ● Up to 10 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p> |
| 9-12 | Parent/guardian/caregiver contacted | <ul style="list-style-type: none"> ● Parent/guardian/caregiver contacted ● Up to 5 days off the bus | <ul style="list-style-type: none"> ● Parent/guardian/caregiver meeting ● Up to 10 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p> |

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 Occurrence | Second Occurrence | Third Occurrence |
|--------|---|---|---|
| K-3 | Consequences will include but are not limited to one or more of the | Consequences will include but are not limited to one or more of the | Consequences will include but are not limited to one or more of the |

| | | | |
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| | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | Same/next day dismissal | 5 day suspension |
| 6-8 | <ul style="list-style-type: none"> ● 1 day suspension ● Police referral | <ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral |
| 9-12 | <ul style="list-style-type: none"> ● 1 day suspension ● Police referral | <ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral |

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/caregiver. A student under the age of 18 years with more than seven unexcused absences may be referred to the student's home county social services programming or Student Attendance Review Board (SARB).

UNAUTHORIZED AREAS

Students in areas that are off-limits or where students are not authorized to be.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|------------|--|--|--|
| K-3 | Consequences will include but are not limited to one or more of the following options: | Consequences will include but are not limited to one or more of the following options: | Consequences will include but are not limited to one or more of the following options: |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Principal phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> • Student conference with the principal |

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| | <ul style="list-style-type: none"> Principal phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Detention Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Detention Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
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UNEXCUSED ABSENCE

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|--|--|--|
| K-3 | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. |
| 6-8 | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. |
| 9-12 | District school attendance/diversion plan procedures will be followed. | District school attendance/diversion plan procedures will be followed. | 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. Vandalism is considered “major” when the estimated cost of the damage is \$500 or more.

Estimated costs include, but are not limited to, replacement, repair, and cleaning. **Restitution, when appropriate, is applied.**

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--------|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Restitution | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restitution Restriction or loss of school privileges | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restitution Removal from class |

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| | <ul style="list-style-type: none"> Other appropriate consequences determined by the principal | <ul style="list-style-type: none"> Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <ul style="list-style-type: none"> 5-10 day suspension Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral |
| 6-8 | <ul style="list-style-type: none"> 5-10 day suspension Possible recommendation for expulsion Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral |
| 9-12 | <ul style="list-style-type: none"> 5-10 day suspension Possible recommendation for expulsion Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral | <ul style="list-style-type: none"> 10 day suspension Recommendation for expulsion Restitution Police referral |

VANDALISM, MINOR ACTS

Littering, defacing, cutting or damaging property that belongs to the school district, other students, staff members or other individuals is prohibited. Vandalism is considered “minor” when the estimated cost of the damage is less than \$500.

Estimated costs include, but are not limited to, replacement, repair, and cleaning. **Restitution, when appropriate, is applied.**

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|--|--|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Restitution Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restitution Restriction or loss of school privileges Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restitution Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal | <ul style="list-style-type: none"> 1-5 day suspension Restitution Police referral | <ul style="list-style-type: none"> 5-10 day suspension Possible recommendation for expulsion Restitution Police referral |

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|------|---|--|--|
| | <ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restitution ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | | |
| 6-8 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● 1-5 day suspension ● Restitution ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Possible recommendation for expulsion ● Restitution ● Police referral |
| 9-12 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● 1-5 day suspension ● Restitution ● Police referral | <ul style="list-style-type: none"> ● 5-10 day suspension ● Possible recommendation for expulsion ● Restitution ● Police referral |

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 Occurrence | Second Occurrence | Third Occurrence |
|--------|------------------|-------------------|------------------|
|--------|------------------|-------------------|------------------|

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|------|-----------------------------------|--|---|
| 9-12 | Written parking violation warning | Administrative referral-student must report to office upon receipt of ticket | Loss of parking permit and/or tow at owners expense |
|------|-----------------------------------|--|---|

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 occurrences will be reported to the Minnesota Department of Education.

| Grades | First Occurrence | Second Occurrence | Third Occurrence |
|--|---|---|---|
| K-3 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal or behavior coach ● Principal or behavior coach phone call to parent/guardian/caregiver ● Restorative activity ● Other appropriate consequences determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal |
| <i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i> | | | |
| 4-5 | <p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> ● Student conference with the principal ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal | <ul style="list-style-type: none"> ● 3-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Police referral ● Recommendation for expulsion |
| 6-8 | <ul style="list-style-type: none"> ● 3-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Police referral ● Recommendation for expulsion |
| 9-12 | <ul style="list-style-type: none"> ● 3-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion | <ul style="list-style-type: none"> ● 10 day suspension ● Police referral ● Recommendation for expulsion |

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/guardian/caregiver 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 their return if they commit 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 AND PRONE RESTRAINT

The district strictly prohibits corporal punishment and the use of prone restraint by employees or agents of the district. 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. Prone restraint means placing a child in a face-down position. ([Policy 507](#))

DISCIPLINE PROCEDURES

All disciplinary actions shall be processed pursuant to the district'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 this student citizenship 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 themselves 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/guardians/caregivers of the dismissed student shall be provided written notice of the dismissal within 2-3 business days. The 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 accordance with Minnesota law. (See Minnesota Statutes 121A.41 to 121A.55.)

CANINE 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 COMPLAINTS OR QUESTIONS ABOUT DISCIPLINE

Parents/guardians/caregivers may contact building administration to discuss an infraction and consequence assigned if they have questions regarding the situation. Please refer to [Policy 103 Concerns or Complaint Resolution](#).

PHYSICAL RESTRAINT

Physical restraint may be utilized by trained administrators, teachers and other staff as allowed by state or federal law and only where it is necessary to use reasonable force to restrain a student from injuring themselves, others or property.

POLICE REFERRAL

Generally, law enforcement will not be present during an administrator's interview of a student. If a student violates a district policy that also violates a law, the student may be referred to the police. A district administrator may be present during a search and related questioning by law enforcement. Law enforcement and other external agencies are permitted to interview students on campus as described in [Policy 519](#).

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/guardians/caregivers will be informed of these guidelines at the beginning of the school year or when they enroll in a district school.

SCHOOL DISTRICT LOCKER POLICY

District [Policy 502](#) and the State of Minnesota state 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/guardians/caregivers 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

“Detention” requirements for a student to remain in school or attend school outside normal school hours: Detention does not include withholding recess from students. Detention may be assigned during recess if a student causes or is likely to cause serious physical harm to other students or staff; with written parent permission; or for students receiving special education services, the student’s individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

“Dismissal” means dismissing a student from school for less than one school day.

“Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.

“Expulsion” means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

"Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

"Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.

"Pupil" means any student:

- (1) without a disability under 21 years of age; or
- (2) with a disability under 22 years old who has not received a regular high school diploma or for a child with a disability who becomes 22 years old during the school year but has not received a regular high school diploma, until the end of that school year; and
- (3) who remains eligible to attend a public elementary or secondary school.
 - (b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section [125A.02](#).

“Pupil withdrawal agreement” means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

“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 rules promulgated by the school board prohibits a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for less than one school day, except as provided in federal law for a student with a disability. 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. Students in Grades Kindergarten—Grade 3 are not subject to suspension unless non-exclusionary discipline measures have been exhausted or there is an ongoing serious safety threat to the child or others.

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POSSIBLE DISCIPLINARY CONSEQUENCES

District staff can use the following consequences or actions when discipline infractions occur. These could include:

- **Student conference**
- **Parent/guardian/caregiver conference**
- **Restorative practices** – This includes community-building circles, norm setting, and restorative conversations.
- **Detention** – Requirements for a student to remain in school or attend school outside normal school hours.
- **Fine** – A financial penalty assessed on 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.
- **Dismissal from school** – Dismissing a student from school for less than one day.
- **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** – If a student violates a district policy that also violates a law, the student may be referred to the police.
- **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 an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
 - Agreement to Withdraw (in lieu of expulsion)– The student and their 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 their 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 in 8th grade and below.
- **Bus suspension** – Action taken by the bus contractor in consultation with a school 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 co-curricular activities**
- **Other disciplinary action deemed appropriate by District No. 659.**

EXPELLABLE OFFENSES

While it is the 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; **E** – Elementary; **H** – High School; **M** – Middle School; **N/A** - Means not applicable because a recommendation for expulsion was required for a previous violation

| Offense | 1st | 2nd | 3rd |
|--|------------------------|--------------------------|--------------------------|
| Alcohol, Chemicals Possession or Use | NO | YES - P | YES - R |
| Alcohol, Chemicals Intent to Distribute | YES - R | N/A | N/A |
| Arson | YES - R | N/A | N/A |
| Assault, Aggravated | YES - R | N/A | N/A |
| Assault, Physical | NO | YES – P | YES - P |
| Bullying | NO | NO | YES - P-H |
| Burglary | NO | YES - R | N/A |
| Fighting | NO | NO | YES - P-M-H |
| Fire Alarm, False | NO | NO | YES - P-M-H |
| Firearms | YES - R | N/A | N/A |
| Gang/Threat Group Activity | NO | NO | YES - P-M-H |
| Harassment and Violence | NO | NO | YES - P |
| Robbery or Extortion | NO | NO | YES - R-E YES - P-M-H |
| Sexual Misconduct | YES - P-M-H | N/A | N/A |
| Theft, Receiving or Possessing Stolen Property | NO | NO | YES - R-M-H |
| Threat, Direct/Indirect | YES - P-M YES - R-H | YES - P-E YES - R-M | N/A |
| Vandalism, Major Acts | YES - P | YES - M-H | N/A |
| Vandalism, Minor Acts | NO | NO | YES - P-E-M-H |
| Weapons | YES - P-MS | YES - P-E YES - P-M-H | YES - R-E YES - R-M-H |

TITLE IX AND HUMAN RIGHTS REPORTING INSTRUCTIONS

Parents/guardians/caregivers and students may also make a direct report to the Human Rights Officer/Title IX Coordinator about sexual harassment, racially-motivated harassment, or other discrimination governed by district [Policies 413](#) and/or [522](#).

Reports should be made to:

Molly Viesselman, Director of Human Resources, Human Rights Officer/Title IX Coordinator
 Northfield Public Schools, 201 Orchard Street South, Northfield, MN 55057
 Phone: 507.663.0600 • Email: mviesselman@northfieldschools.org