

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, February 10, 2025 ~ 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. Arcadia and Prairie Creek Site Visits
 - b. Proposed 2025-2026 Operating Capital and Long-Term Facilities Maintenance Budget
 - c. Long-Term Facilities Maintenance Ten Year and Indoor Air Quality Management Plan
 - d. Priority-Based Budget Reduction Process Update
 - e. Legislative Session Update
 - f. Policy Committee Recommendations
 - g. Construction Update No. 5 and Change Order Procedures for the NHS Project
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Grant Application
 - d. Financial Report
 - e. Personnel Items
7. Items for Individual Action
 - a. Resolution Requiring Administration to Make Recommendations Regarding Programming and Staffing for Next Year
 - b. Proposed 2025-2026 School Year Calendar
8. Items for Information
 - a. Enrollment Report
9. Future Meetings
 - a. Monday, February 24, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, March 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, April 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
10. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, February 10, 2025 ~ 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, February 10, 2025, Regular School Board Meeting

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
Public comment for this school board meeting may be made in person at the beginning of the meeting and must comply with the district's public comment guidelines.
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Arcadia and Prairie Creek Site Visits. Superintendent Hillmann and Director Daryl Kehler visited Prairie Creek Charter School on Jan. 30, 2025, and Director Kehler visited Arcadia Charter School on Jan. 31, 2025. Dr. Hillmann will provide a brief report regarding both visits.
 - b. Proposed 2025-2026 Operating Capital and Long-Term Facilities Maintenance Budget. Val Mertesdorf, Director of Finance, will present the 2024-2025 Operating Capital Budget and Long-Term Facilities Maintenance Plan. Justin Raabolle, Director of Buildings & Grounds, will be available for questions. The board will be asked to adopt the budget at the Feb. 24, 2025 board meeting.
 - c. Long-Term Facilities Maintenance Ten Year and Indoor Air Quality Management Plan. Director Raabolle and Director Mertesdorf will review the Long-Term Facilities Maintenance ten year revenue and expenditure plan. They will also review the indoor air quality management plan. The board will be asked to approve the ten year plan, including the air quality management component, at the Feb. 24, 2024 board meeting. The approved plans must be submitted to the Department of Education.
 - d. Priority-Based Budget Reduction Process Updates. Superintendent Hillmann and Director Mertesdorf will update the board about the upcoming priority-based budget reduction process described at the Jan. 27 regular meeting.
 - e. Legislative Session Update. Superintendent Hillmann will share the 2025 Minnesota Legislature's session and briefly review the Minnesota School Boards Association and the Minnesota Association of School Administrators platforms.
 - f. Policy Committee Recommendations. Dr. Hillmann will present the policy committee's recommended updates to policies 406, 407, 408, 519, 614 and 701. This will be an item for individual action at the next board meeting.
 - g. Construction Update No. 5 and Change Order Procedures for the NHS Project. Superintendent Hillmann will provide an update on the NHS construction project, and Superintendent Hillmann and Director Mertesdorf will outline the proposed change order procedures associated with the Reimagine Northfield High School bond projects. This will be an item for individual action at the Feb. 24 board meeting.
6. Consent Agenda
Recommendation: Motion to approve the following items listed under the Consent Agenda.
 - a. Minutes.
Minutes of the regular school board meeting held on January 27, 2025.

- b. Gift Agreements. Gift agreements to be approved are attached.
- c. Grant Application. Director of Community Education Erin Bailey requests school board approval for \$445,068.75 from the Minnesota Department of Education for the FY26 Grow Your Own Grant. Northfield Public Schools and Faribault Public Schools are joint applicants for this grant. Together, service-learning experiential programming will be co-led to encourage high school students, especially students of color, to pursue teaching careers.
- d. Financial Report. Director of Finance Mertesdorf requests the board approve paid bills totaling \$2,242,625.98, payroll checks totaling \$3,737,626.59, a wire transfer totaling \$300,000 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$350,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for September 2024. No bond payments were paid in September 2024. At the end of September 2024 total cash and investments amounted to \$26,424,246.92.
- e. Personnel Items.
 - i. Appointments
 - 1. Gabriel Meerts, .75 FTE Special Ed Teacher at the Middle School, beginning 2/3/2025. MA, Step 10
 - ii. Increase/Decrease/Change in Assignment
 - 1. Teresa Hasse, General Ed EA at Spring Creek, add Special Ed EA Bus for 1.25 hours/day at Spring Creek, effective 2/3/2025-6/6/2025.
 - 2. Samantha Olson, Teacher at Spring Creek, add Community School Teacher for up to 10 hours/week at Spring Creek, effective 1/30/2024-5/15/2025. \$40/hr.
 - iv. Retirements/Resignations/Terminations
 - 1. Kathy Flicek, Kindergarten Teacher at Greenvale Park, retirement effective 6/22/2025.
 - 2. Mark Thornton, Teacher at the High School, retirement effective at the end of the 2024-2025 school year.

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

7. Items for Individual Action

- a. Resolution Requiring Administration to Make Recommendations Regarding Programming and Staffing for Next Year. A copy of the resolution is enclosed. The board passes this resolution at this time each year to allow the process to begin regarding making changes in the budget. This resolution must be in place in the event that staff positions are discontinued.

Superintendent's Recommendation: Motion to authorize the administration to make recommendations for additions and reductions in programs and for adding or discontinuing positions.

- b. Proposed 2025-2026 School Year Calendar. Superintendent Hillmann presented the proposed 2025-2026 school year calendar at the January 27, 2025 board meeting.

Superintendent's Recommendation: Motion to approve the proposed 2025-2026 school year calendar.

8. Items for Information

- a. Enrollment Report. Superintendent Hillmann will review the February 2025 enrollment report.

9. Future Meetings

- a. Monday, February 24, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, March 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, April 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS

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

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

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

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

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

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

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

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

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

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

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

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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Arcadia Authorizer Site Visit Report

Daryl Kehler, ALC Director

Friday, January 31, 2025

Northfield is one of two school districts in the state that authorize charter schools. As part of this process, the authorizer ensures the charter schools meet the Minnesota Department of Education's requirements and state statutes. In addition to the reporting responsibilities as an authorizer, we make a site visit to the charter school at least once annually. During the visit, we gather data on these four key questions;

1. Is the educational program a success?
2. Is the organization efficient and well run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

On January 31, 2025, the Charter School Authorizer Team Lead from Northfield Public Schools visited Arcadia Charter School for the annual authorizer site visit.

1. Is the educational program a success?

Arcadia continues to have test scores above the state in reading and science and slightly below the math average as measured by the MCA. They have a 26 average score on the ACT, compared to a 19.4 average nationally. They also had a 100% five-year graduation rate for the 24-25 school year.

2024 Science

Arcadia 51.7% State 39.2%

2024 Math

Arcadia 42.6% State 45.3%

2024 Reading

Arcadia 61.5% State 49.7%

In addition to the solid test scores, Arcadia demonstrated a strong connection between students and staff as all groups reported it was a positive and welcoming environment. Students appreciated the smaller class sizes as they felt a stronger connection with their teacher, and they could ask questions and get individualized instruction easier. They also felt the small size allowed them to make friends easier and the overall atmosphere was not judgemental.

2. Is the organization efficient and well-run?

Visit notes, summarized by ChatGPT:

"The program appears to be well-run, with a strong emphasis on student engagement, personalized attention, and a supportive, community-focused environment. Students are involved in interactive and project-based learning across subjects. Students also appreciate the smaller program and the benefits of being more connected to staff. Teachers are responsive to individual needs, create a positive environment, and build an inclusive atmosphere. Both middle and high school students appreciate the smaller class sizes, strong relationships with teachers, and the flexibility in learning. Parents also praise the communication, the social contract, and the focus on student empowerment. However, there are areas for improvement, such as funding, lunch options, and space limitations."

The school's financial stability is solid but felt by many stakeholders. The high school panel, parent panel, and staff discussed the program's finances. Many see the challenges with staffing and space needs, where people are wearing many hats to get the work done, and space is tight. Enrollment is stable. During a Northfield Public Schools School Board meeting on January 8, the director shared the unassigned fund balance was 33.95% or approximately \$744,906. The program uses a five-year projection model, and there are no significant expenses expected in the near future such as roof replacement, parking lot maintenance, etc. as those are all in good shape. Because the school is small, minor financial disruptions can have a dramatic and adverse impact.

3. Is the school meeting its legal obligations?

No data was available to suggest that Arcadia is not meeting its legal obligations. The board has a process to regularly review and update policies to keep up with the latest statutory implications. At the time of the site visit there were no due process issues and all special education legal requirements were also being met.

4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

Yes, the school is committed to continuous improvement and analyzes student, staff, and family engagement throughout the year. Although there is a healthy fund balance currently, there is concern about deficit spending, and the school leadership is investigating options before this becomes too great an issue.

Summary

This year's site visit to Arcadia reinforced the program as an inclusive, welcoming school committed to providing a quality education. Students, parents, and staff all report a positive environment that acknowledges their individuality and accepts all into their community. The instruction combines structured lessons and individual exploration of learning through projects. Discussion and interaction between teachers and students were evident throughout the day and in all settings.

Arcadia Authorizer Site Visit Schedule

Friday, January 31, 2025

Time	Meeting	Location
8:05-8:25am	MS Morning Circles	MS Advisories
8:30-8:55am	MS PWT/Study Hall Algebra II US History	MS Advisories Lamarr Tubman
9:00-9:25am	MS Student Panel	Conference Room: Ajack, Teague, Ella E, Ella F Sadie, Kimmy, Ben Aria, Eli, Kaylee
9:30-9:55am	Arcadia Parent Panel	Conference Room: Jenny Kelly Amber Gebler Carly Born Aaron Rothmeyer Jo Swanson
10:00-10:15am	Break	Conference Room
10:20-10:45am	Social Studies 6 (ROR) Geometry (Lamarr) World History (Tubman) Language Arts 8 (Green) HS PWT	Sullivan Kelley Prichard DeShane Stelter (multiple)
10:50-11:15am	HS Student Panel	Conference Room: Elliott Fox-Deel Belinda Brosseau Darneshia Lebeaux Oliver Born Flynn Barkmeier Sammy Malecha
11:20-12:00pm	Science 6 (Goodall) Language Arts 7 (ROR) ACT Prep (Lamarr) Social Studies 8 (Tubman) Foundational Math (250)	Kasch-Flugum Grave Prichard DeShane Paulson
12:05-12:35pm	Lunch with staff in Tubman	Tubman (all staff welcome)

12:40-1:10pm	Basic Comp (Goodall) Pre-algebra (ROR) Algebra 1 (Lamarr) Social Studies Elective (Tubman) Math 6 (Purple)	Prichard Ades/Freiermuth Heidtke/Mitchell Sullivan Kelley Stelter
1:10-1:20pm	Break	Conference Room
1:25-1:45pm	Check-in with the Special Education team	Conference Room: Melissa Roth Taylor Freiermuth Cindy Graff Kori Ryan (virtual)
1:50-2:10pm	Check in with Arcadia's School Board	Conference Room: Katherine Simon Heidi Brosseau David Wolff Gabe Meerts
2:15-2:35pm	Finance Conversation	Conference Room: Kelly Rimpila (virtual) Adam Hewitt (virtual) Tammy Prichard Laura Stelter
2:40-3:00pm	Closing with Laura	Laura's Office

Prairie Creek Authorizer Site Visit Report

Matt Hillmann, Ed.D., Superintendent

Daryl Kehler, ALC Director


Thursday, January 30, 2025

Northfield is one of two school districts in the state that authorize charter schools. As part of this process, the authorizer ensures the charter schools meet the Minnesota Department of Education's requirements and state statutes. In addition to the reporting responsibilities as an authorizer, we make a site visit to the charter school at least once annually. During the visit, we gather data on these four key questions:

1. Is the educational program a success?
2. Is the organization efficient and well run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

On January 30, 2025, the Superintendent and the Charter School Authorizer Team Lead from Northfield Public Schools visited Arcadia Charter School for the annual authorizer site visit.

1. Is the educational program a success?

 World's Best Workforce Plan / Authorizer Contractual Goals 2022-2026

Prairie Creek continues to outperform the Minnesota averages on the Minnesota Comprehensive Assessment (MCA).

Scores in %	2021	2022	2023	2024
PCCS Science	65.5	60	69	50
State Science	47.9	50	48.4	45
PCCS Math	51.9	56.2	60.7	62.9
State Math	44.2	44.8	46	45.5
PCCS Reading	72	73	73	65.9
State Reading	52.5	51.1	50.5	49.9

Prairie Creek Community School (PCCS) continues to focus on their mission, as all groups that were met with referenced the mission and the importance of staying true to it. The progressive education approach is very important to all the staff at PCCS, and it serves as the foundation for all decisions at the school. As evident by the standardized scores, PCCS has strong academic supports and strategies as they incorporate hands-on active learning with structured activities and differentiated lessons.

2. Is the organization efficient and well-run?

Visit notes summarized by ChatGPT:

“The program at PCCS appears to be well-run, with a strong focus on both academic and personal development, as well as a commitment to its mission of autonomy and progressive learning. The curriculum is diverse and engaging, incorporating project-based learning across various subjects like art, music, Spanish, and nature-based studies. Special education services are well-supported, with a strong team of staff and effective systems in place to meet the legal and instructional needs of students. Collaboration between general education and special education teachers is highlighted as a strength, with flexible, supportive leadership from both administrators and staff.

The program also fosters community and teamwork, as seen in events like the successful squirrel-a-thon fundraiser. Leadership is highly regarded for supporting new ideas and maintaining smooth day-to-day operations. The school has made efforts to balance new requirements, like the Read Act, with its mission, while continuing to provide students with enriching experiences, such as field trips and arts programs. Financially, the school is stable with a strong fund balance and a proactive approach to budgeting and planning for future needs. However, concerns around increasing enrollment and grant funding have been carefully considered to ensure alignment with the school's values. Overall, the program is well-structured, innovative, and supported by dedicated staff and a forward-looking leadership team.”

3. Is the school meeting its legal obligations?

All the evidence supports that PCCS is meeting all its legal obligations. All special education due process items and legal requirements are being met. The Affiliated Building Company (ABC) is very close to final as the forms are completed and being reviewed by the program’s lawyer before being submitted. PCCS has met all the Minnesota Department of Education requirements, and the audit was completed on time. PCCS plans to have all staff trained on the University of Minnesota literacy training by Fall 2025.

Review of the director’s checklist for legal obligations [☰ Director Task Calendar](#)

4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

Prairie Creek Community School’s (PCCS) director is thinking about succession and how to continue to move the mission forward. They have some key elements where succession planning is taking place, such as certain parts of the director role and finance roles as well. The staff attends the Progressive Education Network (PEN) conference every other year and present at the conference when it is attended. They feel this professional development gives them new ideas and best practices for progressive education. The director has also been seeking like-minded programs for thought partners as they explore progressive education ideas, strategies, and implementation.

Reviewed Strategic plan document [✚ PCCS Strategic Plan 2022 - 2026](#)

Summary

Visit notes summarized by ChatGPT:

“The site visit showed evidence of the continued commitment to the mission of providing a child-centered and progressive educational model. Prairie Creek Community School (PCCS) remains deeply committed to its mission of progressive education, which informs all decisions and actions at the school. This dedication is reflected across all levels of the school, from academic strategies to day-to-day operations. The school provides a well-rounded, hands-on learning experience that includes structured and differentiated lessons, and it emphasizes active, project-based learning. PCCS

supports students' academic growth, as demonstrated by strong standardized test scores, while also fostering personal development through its unique and collaborative approach to education.

The school is efficient and well-run, with a stable financial outlook and proactive planning. The leadership team is highly regarded for fostering innovation, maintaining smooth operations, and adhering to legal requirements. Collaboration among staff, especially between general education and special education, is a key strength. The school is also focused on sustainability and future success, with strategies in place for succession planning and professional development. Overall, PCCS is on track for continued success and improvement in the years ahead.”

**Prairie Creek
Authorizer Site Visit Schedule 1.30.25**

Time	Activity	Location / Notes
8:15am	Welcome / Coffee with the Director / Board Chair / CFO / Treasurer ~ schedule review	Simon's Office
9:00am	K-1s - Literacy <i>Doves: Amy Narveson</i> <i>Nuthatches: Amy Brown</i> <i>Chickadees: Amanda Solinger</i>	
9:45am	BREAK	
10:15am	Specialist Classes <i>Music: Olivia Moraczewski</i> <i>Visual Art: Liz Nelson</i> <i>Spanish: Trisha Christopherson</i>	
11:15am	Special Education / ADSIS	Simon's Office (Kelsey, Michelle B, Jesse, Cale, Atia, Tricia and Anna Lisa)
11:45am	Lunch with Faculty (classroom teachers and specialists)	Gym <i>Box Lunch provided for Dr. Hillmann, Daryl Kehler and faculty</i>
12:15pm	BREAK	
12:30pm	2-3s - Interdisciplinary Theme <i>Egrets: Molly McGovern Wills</i> <i>Cranes: Jakob Anderson</i> <i>Meadowlarks: Stacey Sandler</i>	
1:10pm	4-5s - Interdisciplinary Theme / Projects <i>Herons: Michelle Martin</i> <i>Kestrels: Ryan Kiesel</i> <i>Robins: Amy Haslett-Marroquin</i>	
1:50pm -2:20pm	Closing Conversation with Simon	Simon's Office

2025-26 Operating Capital and Long Term Facilities Maintenance | Proposed Budget | 2.10.25 Val Mertesdorf | Director of Finance

Strategic Commitment | Stewardship: We responsibly manage our personnel, finances, property, time and environmental impact.

What is Capital?

Our capital budget is a segment of our general fund budget that we present separately as required by the Minnesota Department of Education. Our capital budget has four revenue components.

- 1) Operating Capital – must be used for equipment and facility needs. The calculation is \$79 per adjust pupil unit plus \$109 multiplied by our average building age. We receive approximately \$221 per pupil unit. This formula is a mix of levy and state aid.
- 2) Lease Levy – this is a levy source of revenue to pay for rent of leased facilities. The calculation for our total authority is \$212 per pupil unit. Northfield has a cap of approximately \$864,000. We currently utilize about 50% of this revenue.
- 3) Capital Levy – this is a voter approved levy. This is used to support technology, curriculum and facilities. The voters authorized a renewal and increase of this levy in November 2022. The additional revenue is reflected in this budget.
- 4) Long Term Facilities Maintenance (LTFM) – The formula is a combination of aid and levy. This funding is for capital expenditures and maintenance projects necessary to prevent further erosion of facilities. The calculation is \$380 per pupil unit, pro-rated based on average building age.

The Capital and Long Term Facilities Maintenance programs have restricted expenditure categories. This means that MN State Statute dictates what we can spend the money on. We **cannot** use either operating capital or LTFM for salaries/benefits. The exception to this is funding for Technology Services staff only. These funding streams are intended to support technology, curriculum, facilities and infrastructure needs. Each program also has a restricted fund balance category. This means if we don't spend all of our revenue in a given year the remainder is set aside for only these types of expenditures in the future. Each year in December, we project our capital revenue and if there is a projected surplus, the Capital Committee prioritizes needs and comes to consensus on how to allocate the remaining funds.

Projected Revenue

For 2025-26, the voter approved capital projects levy is our largest source at 43%. LTFM and Operating Capital are the next largest with 27% and 21%, respectively. Our total capital revenue is projected to be \$4,911,823 which is an increase from the 2024-25 school year. The main drivers of this increase are the capital projects levy which is a percentage of our market value. This levy will increase in proportion with our market value. In addition, we have successfully paid off the Spring Creek addition from 2009. We used operating capital annually rather than burdening the tax payers.

Projected Expenditures

We are projecting capital expenditures of approximately \$4,613,767. The lease purchase agreement was decreased because we are nearing the payoff of the Spring Creek addition from 2009-2010. Textbooks and digital curriculum received an increase to support the large curricular areas that will be implementing updated curriculum next year. This was one of the items we outlined in the voter approved capital projects levy campaign. There are several large curriculum purchases on the horizon and these funds will allow us to update curriculum without sacrificing other capital needs across the district.

Technology leases increased as we estimate the cost of replacing our current staff laptops. We also added a 24 hour per day cybersecurity monitoring service in 2023-24. With the recent data breaches, it became evident that this service will be a long term protection from the incredible liability these breaches impose.

As stated before, on-going salaries and benefits are not eligible expenses in these restricted funds. However, the staff cost for technicians servicing the equipment/network that operating capital pays for is allowable. The \$670,416 is a direct savings to the general fund and aligns with what we told the voters we would do with this funding.

The capital committee approved a wide variety of expenditures due to the additional resources provided by the voter approved capital projects levy increase! Expenditures such removing lockers banks at the MS to create flexible learning areas, a new playground at Spring Creek, new computers for the HS Media Center, a new front loader to continue our own snow removal.

LTFM is funding that can only be used to repair or replace existing building features to prevent deterioration. The Minnesota Department of Education determines the categories of allowable spending shown on slide 9. The large increase in physical hazards is the poured in place surface for the Spring Creek playground. Playground surfaces are categorized under this.

Financial Summary

At the end of 2025-26 we are projecting that the operating capital fund balance will be \$367,834. The LTFM fund balance is projected to be \$814,286. Our fund balance goal is to maintain a minimum of \$200,000 in operating capital and \$600,000 in LTFM. I anticipate both restricted funds to be financially stable.

LTFM 10 Year Plan

The LTFM funding has a ten-year plan that the Board approves each year. Based on the funding available and projects listed, Director of Buildings and Grounds, Justin Raabolle and myself prioritize projects and set the expenditures for the year. For fiscal year 2025-26 we plan do some routine tuckpoint/caulking, the poured in place playground surface, blind replacement, gym refinishing and a variety of other projects and annual inspections.

We are fortunate to live in a community that supports public education when the State fails to do so properly. We will continue to allocate our resources as effectively and efficiently as possible to ensure our facilities are adequately maintained and our students and staff have access to the necessary technology and tools to continue providing a world class education.

2025-26 PROPOSED BUDGET

Operating Capital & Long Term Facilities Maintenance



Resurface of the MS Pool

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

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

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.



What is Capital?

- The capital budget consists of 4 revenue streams
 - Operating Capital – levy/aid formula
 - Lease Levy – levy for certain lease commitments
 - Capital Levy – voter approved levy
 - Long Term Facility Maintenance – funding for repairs and maintenance of facilities
- The budgets are included in the general fund
- Restricted expenditures
- Fund Balance restriction
- There is a portion of the operating capital money each year that is prioritized by the Capital Committee – this committee meets to discuss building and district priorities and comes to consensus on the proposed spending

Bridgewater Entrance Update

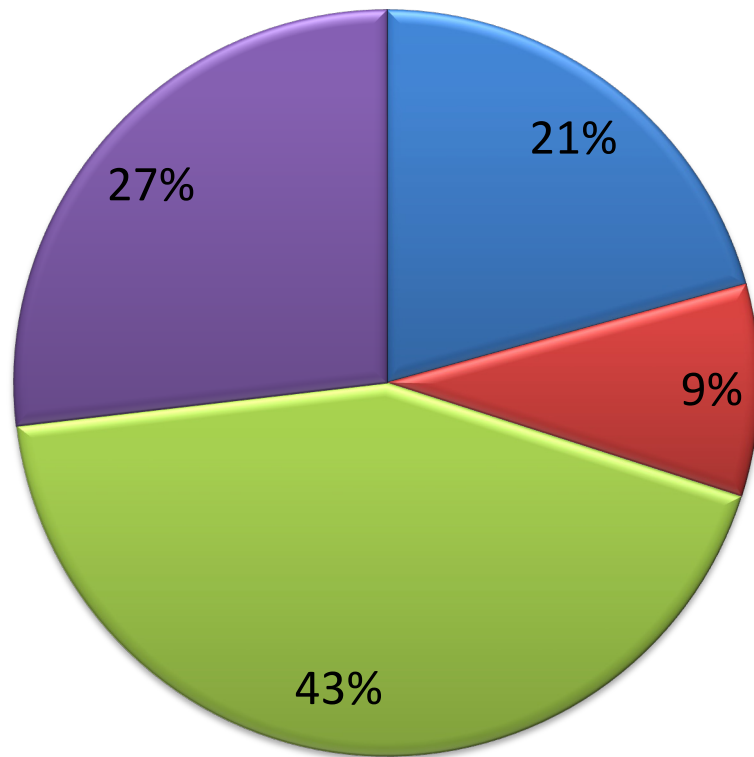


New sign at the new entrance from Hwy 246 as well as added lighting!



Capital and LTFM Sources

\$4,911,823



■ Operating Capital
\$1,018,552

■ Lease Levy
\$451,576

■ Capital Levy
\$2,122,886

■ Long Term Facilities
Maintenance
\$1,318,809

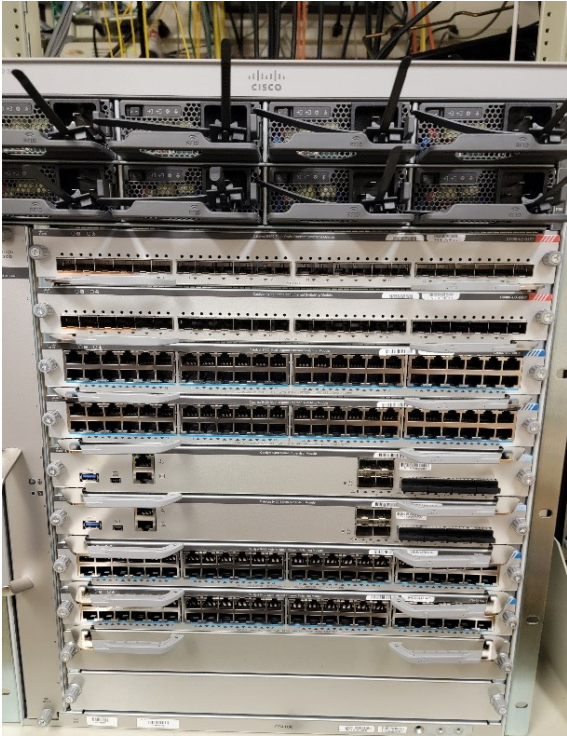
Revenue Summary

	2022-23 Audit Results	2023-24 Audit Results	2024-25 Revised Budget	2025-26 Proposed Budget
Revenue Summary				
Operating Capital	\$ 756,646	\$ 767,594	\$ 774,674	\$ 918,552
Capital Projects Levy	\$ 744,481	\$ 750,000	\$ 1,906,488	\$ 2,122,886
Lease Levy	\$ 407,986	\$ 382,517	\$ 403,539	\$ 451,576
Long Term Facility Maintenance	\$ 1,401,654	\$ 1,289,635	\$ 1,416,396	\$ 1,318,809
Sale of Equipment/E-Rate	\$ 25,100	\$ 412,413	\$ -	\$ 100,000
Total Revenues	\$ 3,335,867	\$ 3,602,159	\$ 4,501,097	\$ 4,911,823

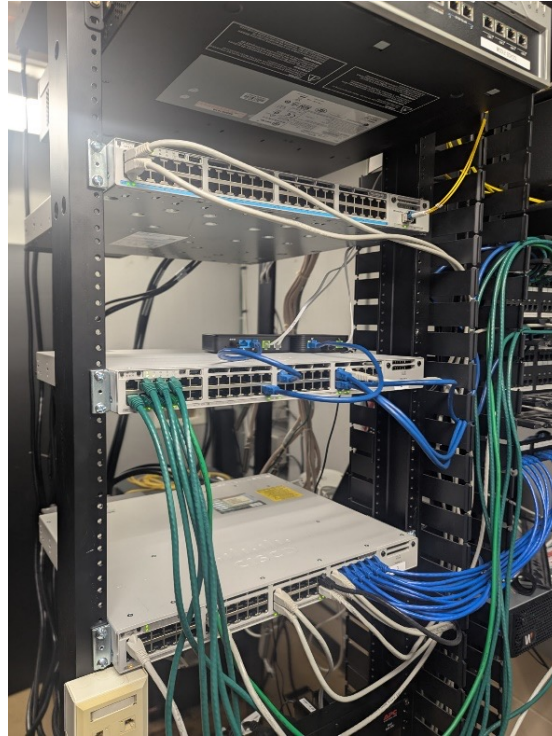
Items of Note:

- Increase in Operating Capital because we paid off the Spring Creek addition, we used this revenue to pay the debt service
- Increase in Capital Projects Levy – this voter approved levy is a percentage of our taxable market value. As our market value increases, we will see a similar increase in the levy.

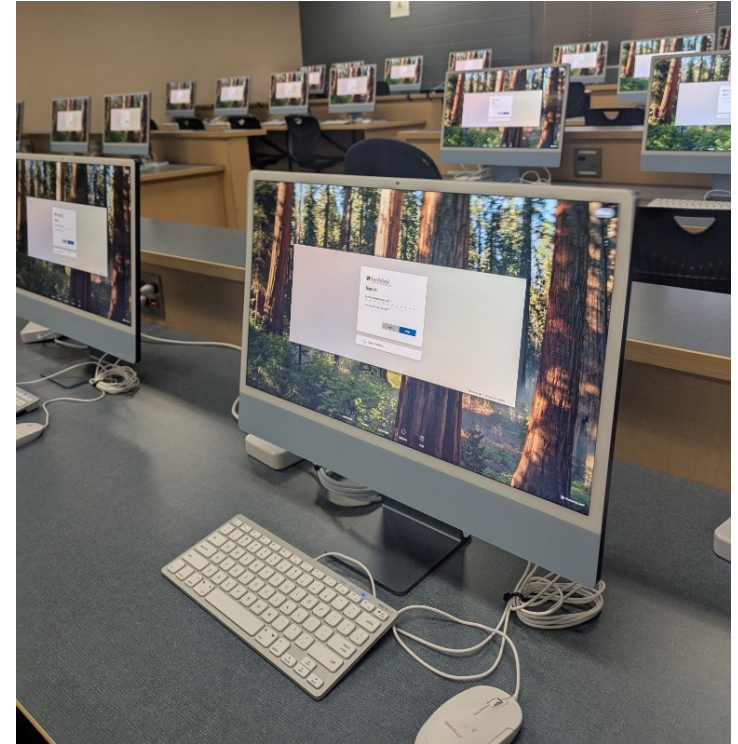
Technology Updates



New main network switch



New MS Switch



Updated MS Lab

Expenditure Summary

	2022-23 Audit Results	2023-24 Audit Results	2024-25 Revised Budget	2025-26 Proposed Budget
Expenditure Summary				
Leased Facility Space/Assessments	\$ 393,618	\$ 346,253	\$ 369,968	\$ 435,996
Lease Purchase Agreement	\$ 212,352	\$ 212,352	\$ 132,135	\$ 69,592
Building/Program Allocation	\$ 208,392	\$ 118,395	\$ 157,316	\$ 163,273
Textbooks/Digital Curriculum	\$ 324,167	\$ 354,470	\$ 400,000	\$ 500,000
Technology Leases	\$ 656,331	\$ 595,052	\$ 671,192	\$ 735,340
Network Administration	\$ -	\$ 436,143	\$ 600,000	\$ 670,416
Capital Committee Recommendations	\$ 358,718	\$ 140,577	\$ 801,308	\$ 750,000
Long Term Facility Maintenance	\$ 1,910,751	\$ 908,860	\$ 1,198,050	\$ 1,289,150
Total Expenditures	\$ 4,064,329	\$ 3,112,102	\$ 4,329,969	\$ 4,613,767

Items of Note:

- Decrease in lease purchase agreement after paying off Spring Creek addition
- Increase in textbooks/digital curriculum is related to the large curriculum teams that will be on cycle next year
- Increase in technology leases is related to an anticipated increase in our staff laptop lease renewal and an increase in our cybersecurity service

LTFM Expenditures

CATEGORY	2022-23 Audit Results	2023-24 Audit Results	2024-25 Revised Budget	2025-26 Proposed Budget
347 - Physical Hazards	\$ 35,300	\$ 53,833	\$ 91,200	\$ 374,450
349 - Other Haz. Materials	9,250	1,300	6,350	9,000
352 - Environmental H&S	110,900	138,287	113,400	112,250
358 - Asbestos Removal	6,800	6,580	26,900	31,950
363 - Fire Safety	44,425	41,453	38,200	64,500
366 - Indoor Air Quality	-	2,032	-	-
367 - Accessibility	-	-	-	-
368 - Building Envelope	25,000	25,167	205,000	185,000
369 - Bldg Hrdwr & Equip	50,000	6,533	190,000	60,000
370 - Electrical	-	40,359	-	-
379 - Interior Surfaces	1,075,500	178,465	299,500	230,000
380 - Mechanical Systems	75,000	244,937	85,000	85,000
381 - Plumbing	-	-	22,000	-
382 - Professional Services	40,000	41,601	-	-
383 - Roofing	-	13,500	-	-
384 - Site Projects	130,000	114,813	120,500	137,000
TOTAL	\$ 1,602,175	\$ 908,860	\$ 1,198,050	\$ 1,289,150

PROJECTS FOR 2025-26

Capital Recommendations

- Locker removal and creation of flexible spaces at MS
- New playground at SC
- New transit van
- New front loader
- New HS Media Center computers
- Storage/Window at NCEC

LTFM

- Poured in place playground surface at SC
- Tuckpointing at BW/ALC
- Refinish NCEC gym floor
- MS Blind Replacement
- Pavement repair
- Painting
- Replace gym doors at BW

Financial Summary

Fund Summary	2022-23 Audit Results	2023-24 Audit Results	2024-25 Revised Budget	2025-26 Proposed Budget
Beginning Balance	\$ 1,332,116	\$ 603,654	\$ 1,093,711	\$ 1,264,839
Revenue	\$ 3,335,867	\$ 3,602,159	\$ 4,501,097	\$ 4,911,823
Expenditures	\$ 4,064,329	\$ 3,112,102	\$ 4,329,969	\$ 4,613,767
Ending Balance	\$ 603,654	\$ 1,093,711	\$ 1,264,839	\$ 1,562,895
Operating Capital	\$ 37,373	\$ 146,655	\$ 99,437	\$ 367,834
Long Term Facility Maintenance	\$ 566,281	\$ 947,056	\$ 784,627	\$ 814,286
Ending Fund Balance	\$ 603,654	\$ 1,093,711	\$ 884,064	\$ 1,182,120

Fund Balance Goal

- Operating Capital: minimum of \$200,000
- LTFM: minimum of \$600,000

LTFM 10 Year Plan

	2025		2026		2027		2028		2029	
Revenue	\$	1,318,809	\$	1,301,855	\$	1,301,173	\$	1,279,648	\$	1,281,748
Expenditures	\$	1,198,050	\$	1,289,150	\$	1,206,750	\$	1,181,600	\$	883,600
Difference	\$	120,759	\$	12,705	\$	94,423	\$	98,048	\$	398,148
Beginning Fund Balance	\$	592,018	\$	712,777	\$	725,482	\$	819,905	\$	917,953
Ending Fund Balance	\$	712,777	\$	725,482	\$	819,905	\$	917,953	\$	1,316,101
	2030		2031		2032		2033		2034	
Revenue	\$	1,284,058	\$	1,286,578	\$	1,285,318	\$	1,284,163	\$	1,297,004
Expenditures	\$	903,750	\$	946,850	\$	549,200	\$	495,100	\$	327,950
Difference	\$	380,308	\$	339,728	\$	736,118	\$	789,063	\$	969,054
Beginning Fund Balance	\$	1,316,101	\$	1,696,408	\$	2,036,136	\$	2,772,254	\$	3,561,317
Ending Fund Balance	\$	1,696,408	\$	2,036,136	\$	2,772,254	\$	3,561,317	\$	4,530,371

Questions?



Thank you!

IEA, INC.

NORTHFIELD PUBLIC SCHOOLS



Contact Us:

BROOKLYN PARK OFFICE

9201 W. BROADWAY, #600
BROOKLYN PARK, MN 55445
763-315-7900

MANKATO OFFICE

610 N. RIVERFRONT DRIVE
MANKATO, MN 56001
507-345-8818

ROCHESTER OFFICE

210 WOOD LAKE DRIVE SE
ROCHESTER, MN 55904
507-281-6664

BRAINERD OFFICE

601 NW 5TH ST. SUITE #4
BRAINERD, MN 56401
218-454-0703

MARSHALL OFFICE

1420 EAST COLLEGE DRIVE
MARSHALL, MN 56258
507-476-3599

VIRGINIA OFFICE

5525 EMERALD AVENUE
MOUNTAIN IRON, MN 55768
218-410-9521

www.ieasafety.com

info@ieasafety.com

800-233-9513

Management Plan for Indoor Air Quality

Northfield Public Schools

Management Plan for Indoor Air Quality

Table of Contents

Annual Review Form

1.0 Introduction 1
2.0 Responsibilities 1
3.0 Communication..... 1
4.0 Procedures for Handling IAQ Concerns and Remediation..... 1
5.0 Building Walkthroughs..... 2
6.0 Indoor Air Quality Teacher Surveys 2
7.0 Ventilation Assessments 2
8.0 Facility Cleanliness 2
9.0 Related Guidelines 2
 9.1 Animals in the Classroom 2
 9.2 Pest Management 3
 9.3 Food Services..... 3
 9.4 Latex 4
 9.5 Fragrances 4
10.0 Annual Review 4

Appendices:

- A Indoor Air Quality Walkthrough Reports
- B Annual Notification Documentation
- C Indoor Air Quality Assessment Reports

Contact Person: Justin Raabolle
Phone Number: 507-645-3435
Email Address: jraabolle@northfieldschools.org

1.0 Introduction

Good quality indoor air contributes to a favorable learning environment for students, productivity for teachers and staff, and a sense of comfort, health, and well-being for all school occupants. This management plan describes procedures and guidelines relating to indoor air quality (IAQ) for Northfield Public Schools and references the Tools for Schools Action Kit from the Environmental Protection Agency (EPA).

2.0 Responsibilities

The program coordinator, or designee, is responsible for the following:

- Oversee the implementation of the management plan
- Provide resources needed to implement the plan
- Determine when outside professional assistance is needed
- Ensure the annual notification to staff, students and parents is completed
- Register IAQ questions from staff, students, and parents

3.0 Communication

The management plan for IAQ and other related reports are located at the District Office with the District's health and safety programs.

A statement is distributed annually via the school website, informing the staff, students, and parents about the location of the management plan for Indoor Air Quality and how to contact the IAQ coordinator. This information is documented with this program.

4.0 Procedures for Handling IAQ Concerns and Remediation

The following describes the process to be implemented if a building occupant is concerned about IAQ:

- A person who has concerns about IAQ contacts the building principal or head custodian in their building for reporting and assistance with concerns.
- After reviewing the situation, the building custodian will investigate to try to resolve the problem internally. If the concern cannot be alleviated, the building custodian will notify the IAQ coordinator, and a questionnaire may be provided to the affected person. The completed questionnaire will be returned to the IAQ coordinator.
- The IAQ coordinator will review the questionnaire and contact the appropriate outside firm to help investigate and/or remediate the problem, if deemed necessary.
- Remediation will be conducted and may require an outside contractor.
- The IAQ coordinator, or designated consultant, will communicate with the initiating party during the process of investigating and remediating the issue.

Northfield Public Schools may have an IAQ assessment and sampling performed in an area in response to symptoms experienced by a staff member or student. If the assessment and sampling does not identify a condition or concern that might account for the symptoms experienced by an individual, involvement of a physician is often warranted as the next step. It is recommended that an allergist or other specialist (not a general physician) conduct the examination and help to determine if there are specific triggers or allergens that might be affecting the individual. The specialist may show that the individual is sensitive to or affected by low levels of a specific contaminant that does not usually affect the general population. If a specific trigger or contaminant is identified, further sampling might then be warranted.

5.0 Building Walkthroughs

Building walkthrough inspections are completed annually to identify potential IAQ issues. The walkthrough is modeled after the EPA Tools for Schools checklists and reports of walkthroughs are located in Appendix A. The walkthrough uses sight, sound, and smell to assess if there are obvious water intrusion problems (interior and exterior), obvious ventilation failures and/or problems, obvious building/structural failures and/or problems, overall cleanliness of buildings and classrooms, and operations and maintenance programs. It is intended to be a quick overall assessment of each room of obvious problems that may impact indoor air quality. The reports are reviewed by the IAQ coordinator or designee, who will then take appropriate action to address problems that were identified.

6.0 Indoor Air Quality Teacher Surveys

An IAQ survey may be distributed annually to provide an avenue for reporting any IAQ concerns and to inform employees on what they can do to improve IAQ in their own areas. The survey may cover the following topics: animals, thermal comfort, ventilation, building maintenance, moisture concerns and general cleanliness.

The IAQ coordinator reviews the surveys, and any concerns discovered are addressed. The surveys may be completed online, and a final report is maintained with the management plan.

7.0 Ventilation Assessments

A ventilation assessment is completed each year by the head engineers or designated consultant. The ventilation assessment is maintained with this program and covers the following topics:

- Outdoor Air Intakes
- System Cleanliness
- Control for Outdoor Air Supply
- Air Distribution
- Exhaust Systems

8.0 Facility Cleanliness

The current maintenance program involves vacuuming carpeted rooms and dusting regularly. Dusting personal items is the responsibility of the classroom teacher. A deep cleaning of furniture and flooring is conducted in each room over the summer break.

The district maintains a routine heating, ventilation, and air conditioning (HVAC) inspection and maintenance program that includes coil and drain pan cleaning and inspection, adjustment of motor operators and dampers, regular filter changes, unit cleaning, and checking of damper controls and settings.

9.0 Related Guidelines

9.1 Animals in the Classroom

The goal of the IAQ program is to decrease student and staff exposure to potentially harmful animal allergens. Bringing animals into buildings should be discouraged. If animals are to be allowed in the classroom, the protocol will be as follows:

- Before bringing an animal into the building, the teacher will ask the principal for permission. The principal will consult with facilities staff.
- All animals are required to be properly vaccinated.
- The location of the habitat for the animal will include consideration of HVAC components. Animal habitats will not be placed near air supply or return air vents and will not be kept near unit ventilators. The habitat will be placed on a hard floor surface. The animal will not be allowed to wander around the room (especially on carpet).

- A cleaning schedule will be implemented for the habitat and surrounding area. The classroom teacher is responsible for regularly cleaning the cage, as well as the table or floor the cage rests on. Students will not be allowed to clean cages or equipment.
- The teacher will always be present when animals are handled by a student.
- All staff and students will wash their hands before and after handling animals, cage debris, or animal supplies.
- Concerns regarding the health issues or care of the animal should be brought to the building principal for immediate consideration.

9.2 Pest Management

Integrated Pest Management (IPM) is a coordinated approach to pest control using the most cost-effective means to prevent unacceptable levels of pests, while causing the least possible hazard to people, property, and the environment. IPM uses a combination of methods that include:

- Reducing or not allowing food or snacks in the classroom, especially when the room is carpeted
- Inspection and monitoring of pest population sites
- Managing waste by keeping refuse in tight containers and locating waste containers away from buildings, if possible
- Maintaining structures (fixing leaking pipes promptly, sealing cracks)
- Adding physical barriers to pest entry and movement (screens for chimneys, doors, and windows)
- Modifying habitats (removing clutter, relocating outside light fixtures away from doors)
- Using traps (light traps, snap traps, and glue boards)
- Using pesticides judiciously

9.3 Food Services

Cooking activities generate odors, moisture, food waste, and other trash, which, if not managed carefully, can lead to IAQ problems. The district ensures the following precautions are taken:

Cooking Area

- The exhaust fans are inspected to make sure they are working properly. If problems are noted, the building custodian is contacted.
- Exhaust fans are operational whenever cooking, washing dishes, or cleaning.
- Any leaks or odors of combustion gas are reported immediately to the building custodian.
- The kitchen is cleaned after use as required by the district and Department of Health policy.
- Signs of mold, mildew, or algae are reported to the building custodian.
- Pest problems are reported to the building custodian.

Food Handling and Storage

- Food service areas are regularly checked for signs of insects or vermin.
- Food handling and storage practices followed are as recommended by the District and the Department of Health.
- General cleanliness is maintained.

Waste Management

- The district's policy of recycling waste is followed.
- Waste is stored in appropriate sealed containers.
- Dumpsters are located away from air intake vents and operable windows.

9.4 Latex

Latex allergy is a reaction to certain proteins in latex rubber. The amount of latex exposure needed to produce sensitization, or an allergic reaction is unknown. Increasing exposure to latex proteins increases the risk of developing allergic symptoms. In sensitized people, symptoms usually begin within minutes of exposure; but they can occur hours later and can be quite varied. Mild reactions to latex involve skin redness, rash, hives, or itching. More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma (difficult breathing, coughing spells, and wheezing). *

Because gloves and balloons are the most common and accessible sources of latex, the district has chosen to prohibit their use in District buildings. If an employee or student has a severe latex allergy, other forms of latex will be assessed in that building.

* *Information from NIOSH Publication #98-113: Latex Allergy, A Prevention Guide.*

9.5 Fragrances

Exposure to fragrances and scents can cause some staff and/or students to experience asthma or allergic reactions, including upper respiratory irritation, headaches, and other symptoms. All District employees are encouraged to use personal products (such as perfume, cologne, after-shave, hairspray, and body lotion) that are low odor or fragrance free. In addition, the district selects maintenance and cleaning products that are low in odor.

As a district policy, essential oils may not be used as follows:

- In diffusers
- Applied to any student, even if the parent requests staff to administer, without a Health Care Provider order
- In professional development sessions
- Any circumstance that is disruptive or puts another's health at risk

If essential oils are found:

- In diffusers:
 - Diffuser is removed and disposed of properly
- On students/staff which are disruptive or putting another's health at risk
 - Do not use water to wash off as it may increase irritation by spreading oils.
 - Offer clean clothing, as needed and as available

10.0 Annual Review

The Northfield Public Schools IAQ coordinator, along with a designated safety consultant, reviews the IAQ plan on an annual basis. Changes to the plan are identified on the annual review form found at the beginning of this plan.

Appendix A

*Indoor Air Quality Walkthrough Reports and
Teacher Surveys
(Maintained in the District Office)*

Appendix B

Annual Notification Documentation

Linked on website: <https://northfieldschools.org/wp-content/uploads/Indoor-Air-Quality.Right-to-Know.Asbestos.etc.FINAL-2021-22.pdf>

Appendix C

*Indoor Air Quality Assessment Reports
(Maintained in the District Office)*

At the January 27 board meeting, Director of Finance Val Mertesdorf presented the annual financial forecast. Currently, the recommendation is to identify \$6 million in priority-based budget reductions for the 2025-26 school year. This represents an eight percent (8%) reduction in projected expenditures. It will not be easy, but it is necessary.

Financial Forecast. You can review these documents and recordings to learn more about the district’s financial forecast, one of four annual budget updates provided to the board.

- [You can review the financial forecast presentation slide deck here.](#)
- [You can review the financial forecast narrative document here.](#)
- [You can watch the financial forecast presentation at the Jan. 27 board meeting here.](#)
- [You can listen to my review of the forecast on KYMN radio.](#)
- [You can listen to Dr. Hillmann’s special appearance about the priority based budget reductions on KYMN radio.](#)

Northfield is not alone. Recent articles in the [Minnesota Star Tribune](#) and on [KARE 11](#) highlight similar financial challenges facing many districts statewide.


The reasons for this fiscal reality in Northfield are:

Declining enrollment. Our enrollment is projected to be an incremental decline, averaging a 0.93% decrease per year for the foreseeable future. The district continues to come out ahead in open enrollment. 489 non-resident students enroll in the district, while 292 Northfield resident students enroll in other traditional public school districts. Despite having the same number of total students (180), the percentage of Northfield students attending Prairie Creek Charter School has decreased since 2020-21 by 12%. St. Dominic school has 26 fewer Northfield students in the same timeframe. Rice County birth rates have dropped 12% in the last six years. The enrollment decline is directly related to people having fewer children, and limited single-family housing inventory in the district. As of Jan. 15, only 28 single-family homes were for sale in the 178-square-mile school district.

Northfield Public School District
Total Enrollment Projection
K Projection: Average County Birth Rate Last 4 Years

	Enrollment History								Enrollment Projections					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
ECSE	39.0	42.8	44.3	49.1	52.9	53.2	67.2	69.1	67.3	69.4	67.9	65.5	63.8	
Pre K	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
HK	47.6	51.9	29.7	47.1	50.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
K	200.8	194.6	172.7	198.0	187.5	230.6	203.8	209.5	204.1	210.3	206.0	198.6	193.4	
1	269.6	255.5	241.0	233.3	241.1	253.4	234.1	211.6	217.5	211.9	218.3	213.9	206.1	
2	247.5	258.9	258.8	248.0	233.5	247.1	263.2	240.2	217.0	223.1	217.4	224.0	219.4	
3	280.5	249.8	248.1	269.5	262.4	249.4	254.1	275.7	251.6	227.4	233.7	227.8	234.7	
4	290.6	287.1	248.1	258.1	264.0	278.1	260.0	262.9	285.3	260.4	235.3	241.9	235.7	
5	277.1	293.6	283.6	249.3	257.8	269.6	288.2	265.5	268.5	291.3	265.9	240.3	247.0	
6	343.3	312.1	312.2	315.6	280.6	295.5	296.4	322.8	297.4	300.8	326.4	297.9	269.1	
7	333.1	343.3	304.7	310.9	315.7	282.0	294.7	296.5	322.8	297.4	300.8	326.4	297.9	
8	300.0	339.1	342.8	308.6	314.4	313.9	284.2	296.2	297.9	324.4	298.9	302.3	328.0	
9	355.7	320.1	362.1	350.2	328.4	334.2	328.9	299.2	311.9	313.7	341.6	314.7	318.3	
10	363.0	365.0	310.5	355.7	349.4	332.4	345.3	333.7	303.7	316.5	318.3	346.7	319.4	
11	321.5	362.3	350.9	300.8	340.3	338.9	318.7	332.4	321.3	292.3	304.7	306.5	333.7	
12	378.6	343.7	391.4	366.7	319.4	361.8	360.8	338.3	352.9	341.1	310.3	323.4	325.3	
K-12	4,008.8	3,976.7	3,856.5	3,811.7	3,744.4	3,786.8	3,732.3	3,684.5	3,651.9	3,610.6	3,577.7	3,564.1	3,528.1	
ECSE-12	4,050.0	4,019.5	3,900.8	3,860.8	3,797.3	3,839.9	3,799.5	3,753.6	3,719.3	3,680.0	3,645.6	3,629.6	3,591.9	
Adjusted Pupil Units	4,460.4	4,434.2	4,313.3	4,259.4	4,190.8	4,232.6	4,186.0	4,132.8	4,101.3	4,057.1	4,020.5	4,013.6	3,976.4	
% Change K-12		-0.80%	-3.02%	-1.16%	-1.76%	1.13%	-1.44%	-1.28%	-0.88%	-1.13%	-0.91%	-0.38%	-1.01%	

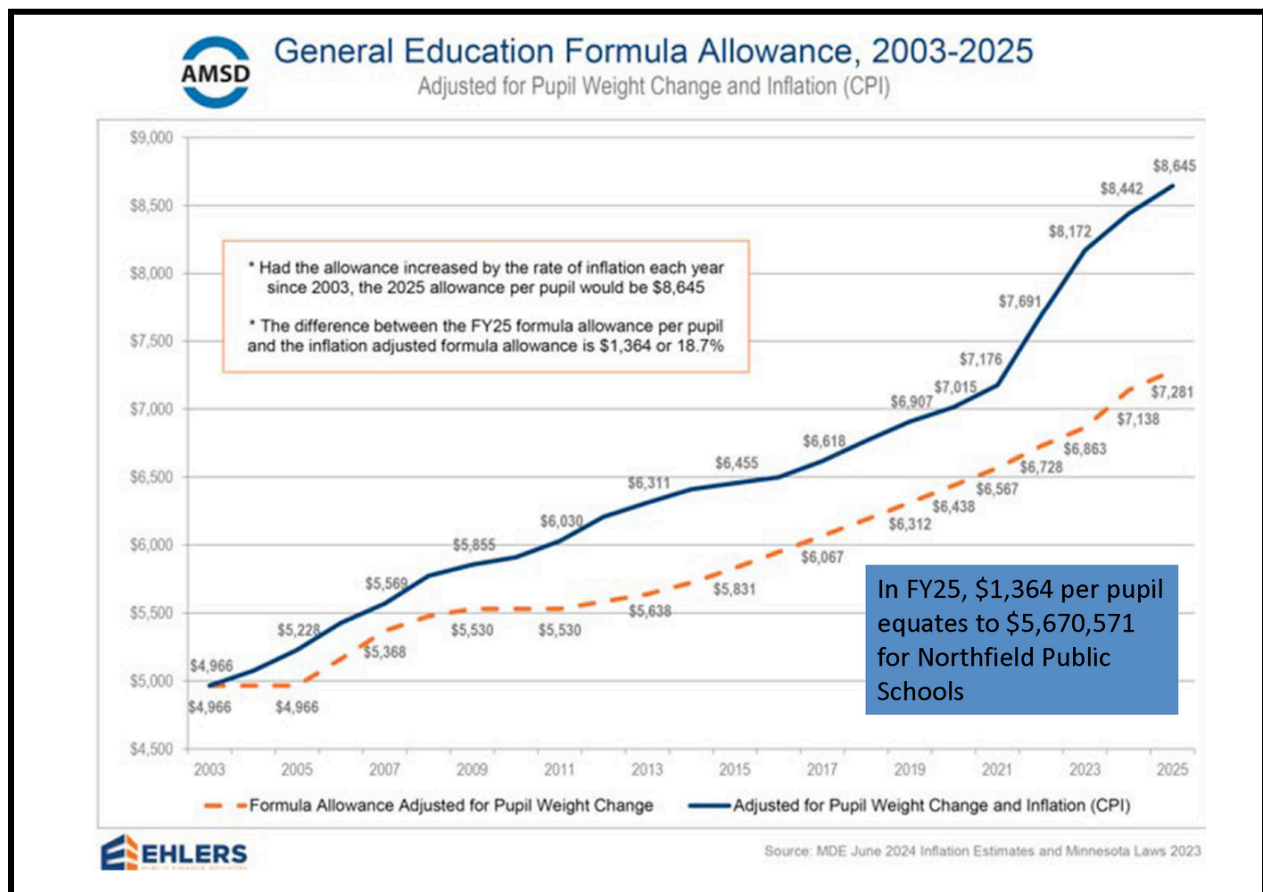
*Rice County birth rate has declined 12% over the last six years.
*As of 1/15/25 there are 28 single family homes for sale in the 178 square mile district boundary.



Unfunded state and federal mandates. The most significant of these is the unreimbursed costs to serve students receiving special education services. The district uses approximately \$4.3 million of general fund dollars per year to subsidize this mandated and morally imperative programming. Many new state mandates are well intended and the examples below are not intended to be a value judgment about the program. They show the anticipated budget impact. Some mandate examples include:

- The state-required summer employment program for hourly workers (previously paid with one-time state funds) is estimated to be at least \$217,000.
- State-required family medical leave program, anticipated to be at least a 0.44% payroll tax, and estimated to cost at least \$174,000. Employees will also pay an equal share.
- An increase in the employer share of the Teacher Retirement Association pension is expected to be a 0.75% payroll tax increase and is estimated to be at least \$225,000. Employees will also pay an increased amount.
- The district recently learned that the state will prorate special education revenue at 95% due to overcommitment of funds. This means the district will receive \$525,000 less revenue than anticipated.

State funding has improved but has not made up for decades of underfunding. While the legislature has improved funding formulas, they have a long way to go to make up for the two decades where the basic formula did not keep pace with inflation.



Ongoing inflationary pressures. As most families know, the cost of goods and services continues to increase. One example for the school district is a 26% increase in the cost of property and liability insurance.

The bond referendum IS NOT an impact. It is vital to understand this process is solely associated with our operating budget. The operating budget is directly related to the funding we receive from the state government, federal government, and our local voter-approved operating levy. The bond referendum funds approved by voters in Nov. 2024 are separate and do not impact this process. As we move ahead, an updated and more efficient Northfield High School facility will likely save operating costs due to a modernized, well-insulated facility that uses the efficiencies of geothermal energy to manage the building's heating and cooling.

Community priority-based budget reduction teams. The district will use a participatory process to help identify areas for reduction within five budget packages. Over 50 community and staff members have signed up to participate. All those who completed an interest form were included.

The priority-based budget teams will meet three times at the district office:

- Tuesday, February 11, 2025, 6:00 – 8:30 p.m.
- Tuesday, February 18, 2025, 6:00 – 8:30 p.m.
- Tuesday, February 25, 2025, 6:00 – 8:30 p.m.

Priority-based budget reduction team members are expected to:

- Work productively and respectfully with other team members.
- Identify budget reduction areas within their team category using district priorities and other relevant considerations from their team's discussions.
- Provide feedback and recommendations to the board based on their team's discussions.

The anticipated team budget targets are:

- Elementary (Grades K-5) package: \$1,477,756
- Secondary (Grades 6-12) package: \$1,752,188
- Middle and High School activities package: \$215,422
- Special services package: \$1,000,000
- District services package: \$1,554,634

Note: these amounts could change modestly or shift between packages pending further analysis.

The remainder of the process will include:

- A public input meeting about the proposed reductions on Tuesday, March 11, from 6:00-8:30 p.m. in the NHS auditorium.
- The board will consider the recommendations at its April 14 regular meeting and is anticipated to finalize the reductions at the April 28 regular meeting. The team's recommendations are instrumental in the process, but the board has the final decision-making authority.

Commitment to our vision. While modeling our strategic commitment to stewardship by maintaining fiscal responsibility, we remain focused on achieving our vision of preparing **every** student for lifelong success.

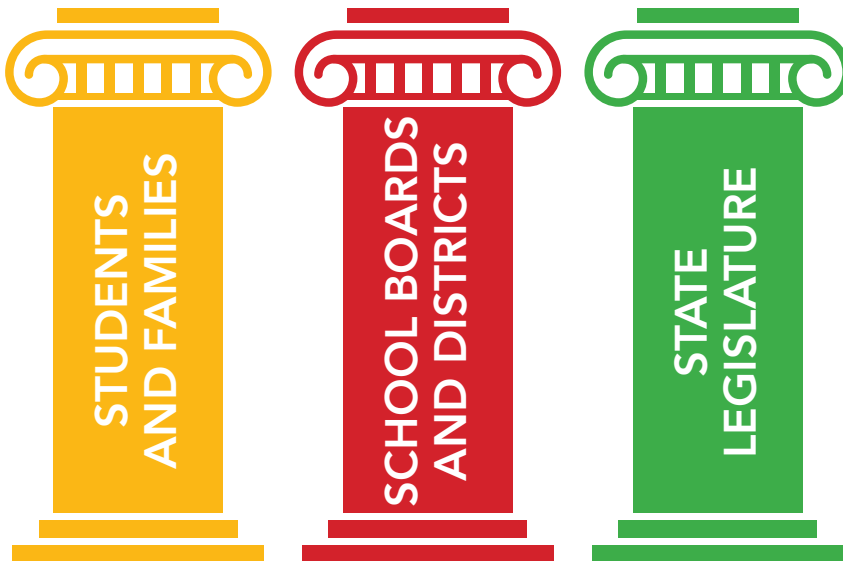


LEGISLATIVE PLATFORM FOR 2025

Pillars to Strong Minnesota Public Schools

Public education is one of the fundamental pillars of a thriving community and state. Every day, our schools open their doors to a diverse body of students with unique dreams, goals and aspirations. In these classrooms, students develop essential skills in - reading, math, writing, critical thinking and civic engagement – tools that prepare them for success in an increasingly complex world whether their path leads to college, careers or community service.

Public education is an important investment in our students and in the future of our state. It is our school districts' duty to prepare students for a multi-cultural world and workplace.



The difficult reality is our Minnesota public schools are underfunded. Despite recent funding, districts continue to experience budget shortfalls that lead them to go to the taxpayers for operating levies, tap into budget reserves, and unfortunately, make cuts that negatively impact student learning. Now is the time to build on the past progress and address funding gaps worsened by inflation, new requirements, declining enrollment and the expiration of federal funds.

The Minnesota School Boards Association (MSBA) is a statewide advocate for public education, representing 331 school districts and over 2,450 elected school board members. Our school boards serve a diverse body of nearly 870,000 students in districts ranging in size from fewer than 100 students to over 38,000.

38.6%
students of color

42.4%
low-income

1.2%
homeless

9.7%
English learners

18.5%
special education



MSBA Funding Priorities for 2025

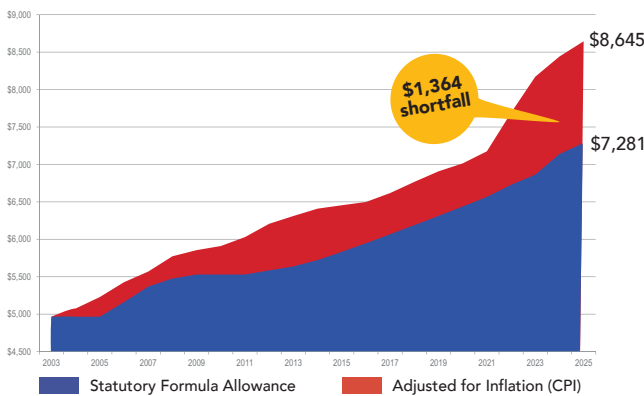
Increase the General Education Formula

An increase in the general education formula benefits all districts, including other formulas – English learner (EL), compensatory, declining enrollment, sparsity, and transportation sparsity.

Our school districts require an additional 3 percent (approximately \$673 million for the biennium) to address the rising costs of basic school operations (energy, transportation, insurance, curriculum, food, wages and benefits).

Without inflationary dollars since 2003, districts have lost the buying power of the formula, creating a shortfall of \$1,364 per pupil. Increased dollars on the general education formula would provide all schools with approximately \$223/\$227 per pupil FY26/FY27.

Inflationary Shortfall of the General Education Formula Allowance, 2003-2025



Compensatory Funding Formula

Ensure school districts are held harmless in compensatory funding allocations while expanding the criteria beyond direct certification and free and reduced-price lunch forms. Incorporate additional measures to better identify and address students' needs for services.

Long-term Facilities Maintenance Revenue (LTFM)

Remove the cap on LTFM, allowing all districts, not just a handful, to access funding for essential facilities maintenance based on a 10-year plan, approved by the school board and the Commissioner. If the cap is not lifted, we ask that roofs, pavement and security be added as allowable expenditures. This will provide fair and adequate resources for all schools to maintain safe and functional school facilities – a fundamental expectation of the public.

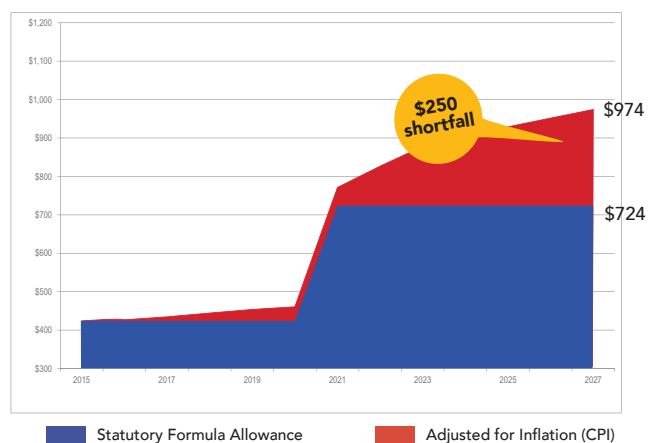
Funding for New Benefits

Fully fund the new Paid Leave statewide initiative. Fully fund summer unemployment insurance for non-licensed staff or repeal the law. Maintain ESST as a separate benefit to uphold its intended purpose while allowing for reasonable employer safeguards.

Local Optional Revenue Levy Adjustment (LOR)

Increase the LOR school board levy authority from \$724 per student to \$974 per student to adjust for inflation beginning with its inception. The additional \$250 per pupil would significantly reduce financial burdens for districts.

Inflationary Shortfall of the Local Optional Revenue (LOR) Allowance, 2015-2027





MSBA Policy Priorities for 2025

Local School Board Authority

Maintain local decision-making. Review, modify, or repeal existing unfunded mandates where possible. Resist any new mandates. Allow school boards greater flexibility to: transfer fund balances, expand uses of Fund 2 dollars, continue the substitute teacher pilot program but eliminate the \$200 minimum pay, modify the qualifications for student support personnel aid, and/or broaden the classification of Type III vehicles.

Restore Managerial Rights

Repeal the requirement that local school boards negotiate "adult to student ratios" in classrooms, "student testing" and "student to personnel ratios" as terms and conditions in collective bargaining. Reinstate the "number of personnel" in matters of inherent managerial policy.

Capital Projects Levy

Grant school boards the authority to renew a capital projects levy one time, enabling stability in funding for equipment, facilities, supplies and technology related initiatives. This request is modeled after the 2023 operating referendum renewal.

Data Requests

Amend Minnesota Government Data Practices Act to authorize school districts to assess and recover actual costs of searching and retrieving government data if the requesting individual abandons or fails to inspect the data once it has been prepared.

Open Meeting Law

Eliminate the three-day notice requirement for remote meetings to allow board members to participate in meetings remotely in case someone is sick or can't attend in person after the three-day posting.

School Attendance Initiatives

Launch a statewide campaign to promote and engage families and students in the benefits of consistent school attendance. Extend the enrollment drop period for student absences from 15 days to at least 20 days, facilitating continued support for students facing barriers to attendance.

Standardized Testing for High School Students

Minnesota should transition from the high school Minnesota Comprehensive Assessment (MCA) to the widely accepted, nationally recognized ACT, aligning assessments more closely with career and college readiness. The ACT not only helps students see the direct connection between their efforts in high school and future career paths, but it opens doors to those who may not have considered post-secondary education a path forward.

Broaden Definition of Instructional Hours

To better prepare students for future careers and post-secondary options, we must broaden the definition of instructional hours. This change would allow students to access more electives and courses that aligns with students' interests and career goals.

Recent legislative changes in credit requirements for graduation limit the valuable career pathways to meaningful coursework. By offering more flexibility in instructional hours, we can provide a wider range of electives and hands-on learning experiences that support students' individual paths, whether toward college or vocational careers. This approach ensures students earn credit for their efforts and schools receive funding for offering meaningful educational opportunities.

Voluntary Pilot Program for Extended School Year

Allow school districts to voluntarily explore extending the school year, aimed at improving student achievement and addressing workforce challenges.

Stabilize Workforce

Support policies to address the shortage of staff by reducing barriers to licensing and hiring.



Minnesota Association of School Administrators 2025 Legislative Priorities

Ensuring Ongoing Support for Public Education

In 2023, the legislature made strides in addressing the financial challenges faced by school districts. However, school districts continue to struggle due to years of underfunding, persistent staff shortages, and the introduction of new mandates.

For the 2025 legislative session, MASA urges the legislature to build on that progress by continuing to close the remaining funding gaps, fully funding the new mandates passed over the past two years, and granting schools the flexibility they need to effectively support students and expand the educator workforce.

Local Control and Flexibility

- **Renew capital levies locally**
- **Promote effective discipline policies**
- **Allow for flexible learning environments**

Adequate Funding

- **Increase the basic formula**
- **Fund unemployment insurance**
- **Eliminate cross-subsidies**
- **Fix compensatory funding**

Expand Educator Workforce

- **Broaden licensure & alternative pathways**
- **Improve educator pension benefits**
- **Require teacher preparation programs to train teacher candidates in the science of reading**

MASA Executive Director
Deb Henton, Ed.D.
deb.henton@mnasa.org

MASA President
Dr. Ann-Marie Foucault
Superintendent
St. Michael-Albertville School
District
annmarief@mystma.org

MASA Legislative Committee Chair
Mr. Marc Johnson
Executive Director
East Central MN Educational Cable
Cooperative (ECMECC)
mjohnson@ecmecc.org

MASA Lobbyist
Ms. Valerie Dosland
Director of Government Affairs
Ewald Consulting
valeried@ewald.com



✓ Adequate Funding

- Provide a 3% basic formula increase over current law.
- Permanently fund summer term unemployment insurance.
- Establish a district-level hold harmless for compensatory funding and direct a study group to recommend a long-term solution.
- Eliminate the cross-subsidies for English learner programming and special education.
- Increase local optional revenue to \$974 per pupil.
- Increase long-term facilities maintenance revenue and provide additional flexibility in its uses.
- Expand access to voluntary pre-kindergarten.
- Provide funding for staff training for non-exclusionary discipline and restorative practices.
- Increase Safe Schools funding to provide resources for addressing cybersecurity concerns.

✓ Educator Workforce

- Improve pension benefits including establishing a career 60 and 30 rule, reducing the early retirement penalty from 7% to 5%, and removing the TIER II retiree cost of living adjustment delay.
- Increase funding for programs that expand the educator workforce and broaden pathways for hard-to-fill subject areas such as science, special education, and career and technical education.
- Expand alternative pathways to teacher licensure, including movement between tiers and paraprofessional-to-teacher training programs.
- Remove caps on out-of-field permissions and remove posting deadlines.
- Support restorative practices and student discipline through locally determined policies.
- Require teacher preparation programs to train teacher candidates in the science of reading.

✓ Local Control and Flexibility

- Allow districts to design school calendars aligned with community needs.
- Focus on learning outcomes instead of seat time.
- Permit school boards to renew existing capital project levies after a public hearing.
- Enable school districts to recover expenses for staffing and legal fees tied to data requests.
- Refine earned safe and sick time (ESST) and Paid Leave (PL) to ensure alignment with locally negotiated contracts.
- Support non-exclusionary discipline and restorative practices through locally determined policies.
- Establish a study group to review and recommend updates to state laws concerning homeschooling and the Post-Secondary Enrollment Options (PSEO) program.

About MASA

As advocates of a world-class education for Minnesota's learners, MASA's members serve as the leading voice for public education, shape and influence the state and national education agenda, and empower leaders through high-quality professional learning, services, and support. MASA members include more than 600 superintendents, directors of special education, curriculum and technology leaders, other central office administrators, service providers, business partners, and retirees.

Policy 406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

Personnel data must be carefully managed to ensure the support of the people employed by the school district and to ensure stewardship of the time needed for that management. The purpose of this policy is to provide guidance to Northfield School District employees about the data the district collects and maintains regarding its employees, volunteers, independent contractors, and applicants (“personnel”).

II. GENERAL STATEMENT OF POLICY

- A. All data about individuals collected, created, received, maintained, or disseminated by the district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the district.
- B. All other data about individuals is private or confidential.

III. DEFINITIONS

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is not public and is accessible only to the following:
 - The subject of the data, as limited by any applicable state or federal law.
 - Individuals within the district whose work assignments reasonably require access.
 - Entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data.
 - Entities or individuals given access by the express written direction of the data subject.
- C. “Confidential” means the data are not public and are not accessible to the subject.
- D. “Parking space leasing data” means the following government data on an applicant for, or lessee of, a parking space: residence address, home or cell phone number, beginning and ending work hours, place of employment, location of parking space and work telephone number.
- E. “Personnel data” means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the district. Personnel data also include data submitted to the school district by an employee as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve district operations.
- F. “Finalist” means an individual who is selected to be interviewed by the school board for a

position.

- G. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations ("C.F.R.") Section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider; in connection with a transaction covered by 45 C.F.R. Parts 160, 162 and 164. Protected health information excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a district in its role as employer, and records regarding a person who has been deceased for more than fifty (50) years.
- H. "Public officials" means business managers, human resource directors, athletic directors whose duties include at least 50% of their time spent in administration, personnel, supervision, and evaluation; chief financial officers, directors, and individuals defined as superintendents, principals, and individuals employed in comparable positions at a charter school.

IV. PUBLIC PERSONNEL DATA

- A. The following information about current and former employees, volunteers and independent contractors of the district, is public:
- Name.
 - Employee identification number, which may not be the employee's Social Security number.
 - Actual gross salary.
 - Salary range.
 - Terms and conditions of employment relationships.
 - Contract fees.
 - Actual gross pension.
 - The value and nature of employer-paid fringe benefits.
 - The basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary.
 - Job title.
 - Bargaining unit.
 - Job description.
 - Education and training background.
 - Previous work experience.
 - Date of first and last employment.
 - The existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action.
 - The final disposition of any disciplinary action, as defined in Minnesota Statutes, Section 13.43, Subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the district.
 - The complete terms of any agreement settling any dispute arising out of the

employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data.

- Work location.
- Work telephone number.
- Badge number.
- Work-related continuing education.
- Honors and awards received.
- Payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information about current and former applicants for employment by the district is public:

- Veteran status.
- Relevant test scores.
- Rank on eligible list.
- Job history.
- Education and training.
- Work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Applicants for appointment to a public body:

1. Data about applicants collected by the district through an employment application are private data on individuals except that the following are public:
 - a. Name.
 - b. City of residence, except when the appointment has a residency requirement that requires the entire address to be public.
 - c. Education and training.
 - d. Employment history.
 - e. Volunteer work.
 - f. Awards and honors.
 - g. Prior government service.
 - h. Any data required to be provided or that are voluntarily provided in an application for appointment to a multi-member agency pursuant to Minnesota Statutes 15.0597.
 - i. Veteran status.

2. Once an individual is appointed to a public body, the following additional data are public:
 - a. Residential address.
 - b. Either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee.
 - c. First and last dates of service in the position.
 - d. The existence and status of any complaints or charges against an appointee.
 - e. Upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 3. Notwithstanding paragraph 2, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes Section 13.43, Subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes Section 13.43, Subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

Data relating to a complaint or charge against a public official is public only if:

1. The complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending, or
2. Potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement.

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data not listed in Section IV are private data and will not be otherwise released unless authorized by law. The following data are private:
1. Data pertaining to an employee's dependents.
 2. Data created, collected or maintained by the district to administer employee assistance programs.
 3. Parking space leasing data with regard to data on individuals.
 4. An individual's checking account number is private when submitted to a

government entity.

- B. ***Labor Organizations.*** Personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services (“BMS”) to the extent the dissemination is ordered or authorized by the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- C. ***Employee photographs.*** The district may display a photograph of a current or former employee to prospective witnesses as part of the district’s investigation of any complaint or charge against the employee.

The district may display a photograph of current employees as part of an employee directory. An employee may request in writing to opt out of having their photograph displayed as part of an employee directory. Written requests should be sent to the Director of Human Resources or designee.

- D. ***Protect from harm.*** The district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who the employee may harm, release data that are relevant to the concerns for safety to:

1. The person who may be harmed and the attorney representing the person when the data are relevant to obtaining a restraining order.
2. A pre-petition screening team conducting an investigation of the employee under Minnesota Statutes Section 253B.07, Subdivision 1.
3. A court, law enforcement agency or prosecuting authority.

- E. ***Criminal investigations.*** Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

- F. **Complaints.** A complainant has access to a statement provided by the complainant to the district in connection with a complaint or charge against an employee.
- G. **Harassment.** When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would threaten the personal safety of the complainant or a witness, or subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- H. **Licensing.** The district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB"), or the Board of School Administrators ("BOSA), whichever has jurisdiction over the teacher's or administrator's license as required by Minnesota Statutes, Section 122A.20, subdivision 2, and shall, upon written request from the appropriate licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, Section 122A.20, subdivision 2.

NOTE: The obligation to make a report set forth in this section applies equally to charter school boards and their executive directors and charter school authorizers.

- I. **Unemployment insurance.** Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes. Ch. 268.
- J. **Student maltreatment.** When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- K. **Sexual contact.** The district shall release to a requesting district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if:

1. An investigation conducted by or on behalf of the district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.
2. The employee resigned while a complaint or charge involving the

allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that district or charter school and the data remain classified as provided in Minnesota Statutes Chapter 13.

Data that are released under this paragraph must not include data on the student.

- L. ***District surveys.*** Data submitted by an employee to the district as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the district more efficient, or improve the district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- M. ***Protected health information.*** Protected health information about employees, as defined in 45 C.F.R. Parts 160 and 164, is private and will not be disclosed - except as permitted or required by law.
- N. ***Home contact information.*** Personal home contact information for employees may be used by the district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of district operation and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the district or government entity.
- O. ***Contractor or subcontractor home contact information.*** The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the district and a contractor or subcontractor entered on or after Aug. 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- P. ***License revocation.*** When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, Section 122A.40, subdivision 13(b), or when the Commissioner of MDE makes a final determination of child maltreatment involving a teacher, under Minnesota Statutes, Section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, Section 13.41, subdivision 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE to determine whether the

teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes Chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The district shall change the classification of data in its possession if it is required to do so to comply with other either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The district has designated the Superintendent or his/her designee as the authority responsible for personnel data.

The responsible authority, or a district employee if so designated, shall serve as the district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An [Employee Authorization](#) form is included as an addendum to this policy.

Policy 406 Public and Private Personnel Data

Adopted: 02.28.2005; Updated: 05.2013, 12.2013, 02.2015, 07.01.2019, 10.11.2021, INSERT DATE; Statutory Update: 08.14.2023

Board of Education

NORTHFIELD SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data – Public Data)
Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601. subd. 3 (Applicants for Employment)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07, (Judicial Commitment: Preliminary Procedures)
Minn. Stat. § 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPPA)
45 C.F.R. Parts 160, 162 and 164 (HIPPA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin “I” (School Records-Privacy-Access to Data)

**Policy 407 EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS
SUBSTANCES**

I. PURPOSE

In alignment with the district’s strategic commitments to people and stewardship, ~~The~~ purpose of this policy is to provide Northfield School District employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. ~~(Minn. Stat. § 182.653, Subd. 2)~~

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to provide information and training to employees who may be “routinely exposed” to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen.

III. DEFINITIONS

- A. “Commissioner” means the Minnesota Commissioner of Labor and Industry.
- B. “Routinely exposed” means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
- C. “Hazardous substance” means a chemical or substance, or mixture of chemicals and substances, which is:
 - 1. Regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations.
 - 2. Either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance.
 - 3. Determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.
- D. “Harmful physical agent” means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.

- E. “Infectious agent” means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.
- F. “Blood borne pathogens” means a pathogenic microorganisms that is present in human blood and can cause disease in humans. This definition includes, but is not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

IV. TARGET JOB CATEGORIES

Annual training will be provided to all full and part-time employees who are “routinely exposed” to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen as set forth above.

V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly-hired employee assigned to a work area where he or she is determined to be “routinely exposed” under the guidelines above.
- B. Any employee reassigned to a work area where he or she is determined to be “routinely exposed” under the above guidelines.

Policy 407 Employee Right to Know - Exposure to Hazardous Substances

Adopted: 02.28.2005; Updated: 05.2013, 08.10.2020, INSERT DATE

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

Legal References: Minn. Stat. Ch. 182 (Occupational Safety and Health)
Minn. Rules Ch. 5205 (Occupational Safety and Health Standards)
Minn. Rules Ch. 5206 (Hazardous Substances; Employee Right to Know Standards)
29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)

Cross References: MSBA/MASA Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)
MSBA/MASA Policy 807 (Health and Safety)

Policy 408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

I. PURPOSE

In alignment with the district's strategic commitment to people, The purpose of this policy is to protect the privacy rights of Northfield School District employees and students under both state and federal law to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. *Educational Data*

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13, classifies all educational data, except for directory information as designated by the district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to informed consent by the subject of the data or pursuant to a valid court order or a parent if the subject of the data is a minor.**

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. *Personnel Data*

The MGDPA also classifies all personnel data, except for certain data specifically classified as public, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.**

IV. APPLICATION AND PROCEDURES

- A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.
- B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the district official who is designated as the authority responsible for the collection, use and dissemination of data.
- C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.
- D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Policy 408 Subpoena of a School District Employee

Adopted: 02.28.2005; Updated: 2007, 08.24.2020, 04.15.2022, INSERT DATE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Rules 1205.0100, Subp. 5 (~~How These Rules Apply Minnesota Rules Regarding Data Practices~~)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Policy 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student
MSBA/MASA Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "I" (School Records-Privacy-Access to Data)

Policy 519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. In alignment with the district's strategic commitment to partnerships, the purpose of this policy is to establish the procedures at Northfield Public Schools for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, school district employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from those other than a student's parents, school district officials, school district employees and/or agents to interview students shall be made through the principal's office. Upon receiving such a request, it shall be the responsibility of the principal, in consultation with the superintendent, to determine whether the request will be granted. Prior to granting such a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law. If the parents cannot be contacted, requests from those other than a student's parents, school district officials, school district employees and/or agents to interview students will be denied, except as otherwise provided by law and/or this policy.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, ~~t~~The interview may take place outside the presence of the alleged offender and may take place prior to the interviews of the alleged offender. ~~perpetrator or parent, legal custodian, guardian, or school district official.~~
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a

part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosures regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Policy 519 Interviews of Students by Outside Agencies

Adopted: 11.13.2007; Non-Substantive Update: 02.08.2022; Substantive Update: INSERT DATE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints - Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Policy 614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The Northfield School District's is committed to learner outcomes for every student. The purpose of this policy is to establish the Northfield School District's testing plan and procedure for all state required tests. It aims to communicate these plans and procedures effectively and transparently with all stakeholders.

II. GENERAL STATEMENT OF POLICY

The policy of the district is to implement procedures for Minnesota Comprehensive Assessments (MCA), the Minnesota Test of Academic Skills (MTAS) and ACCESS for English Language students testing, test security, documentation, and record keeping.

III. DUTIES OF DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent or Their Designee

1. *Responsibilities before testing*

- a. Designate a district assessment coordinator and district technology coordinator.
- b. Pre-authorize staff access for applicable Minnesota Department of Education (MDE) secure systems. Alternatively, another board-approved identified official with authority may complete this task.
- c. Review and recertify annually staff who have access to MDE secure systems.
- d. Read and complete the Assurance of Test Security and Non-Disclosure.
- e. Establish a culture of academic integrity.
- f. Cooperate fully with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

1. Post on the district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. ***Responsibilities after testing***
 - a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. ***Responsibilities before testing***
 - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the Assurance of Test Security and Non-Disclosure.
 - c. Confirm that all staff who handle test materials, administer tests, or have access to secure test content have completed the Assurance of Test Security and Non-Disclosure. Maintain the completed Assurance of Test Security and Non-Disclosure for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the Assurance of Test Security and Non-Disclosure and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and

unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administration and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. ***Responsibilities on testing day(s)***

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the Test Security Notification in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. ***Responsibilities after testing***

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.

- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. *Responsibilities before testing*

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the Assurance of Test Security and Non-Disclosure.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.
- i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. *Responsibilities on testing day(s)*

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. *Responsibilities after testing*

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. ***Responsibilities before testing***
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the Assurance of Test Security and Non-Disclosure.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administration and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.

- (6) Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. ***Responsibilities on testing day(s)***

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure Test Monitor and Student Directions and Test Administrator Scripts are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the Test Administration Report.
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. ***Responsibilities after testing***

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. **Technology Coordinator**

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the Assurance of Test Security and Non-Disclosure.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. ***Responsibilities before testing***
 - a. Read and complete the Assurance of Test Security and Non-Disclosure.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. ***Responsibilities on testing day(s)***
 - a. **Before test**
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. **During test**
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.
 - (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. **After test**

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. **MTAS Test Administrator**

1. ***Before testing***

- a. Read and complete the Assurance of Test Security and Non-Disclosure.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. ***Responsibility on testing day(s)***

a. **Before the test**

- (1) Maintain security of materials.
- (2) Confirm appropriate MTAS materials are available and prepared for student.

- b. **During the test**
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
- c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. **MARSS Coordinator**

- 1. ***Responsibilities before testing***
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. ***Responsibilities after testing***
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. **Any Person with Access to Test Materials**

Read and complete the Assurance of Test Security and Non-Disclosure.

IV. **TEST SECURITY**

- A. Test Security Procedures will be adopted by school district administration.
- B. Students will be informed of the following:
 - 1. The importance of test security.
 - 2. Expectation that students will keep test content secure.

3. Expectation that students will act with honesty and integrity during test administration.
 4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated. If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
 5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
 2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
 5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
 6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions, ~~or~~ technical interruptions, or test security concerns related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

Policy 614 District Testing Plan and Procedures

Adopted: 01.28.2008; Updated: 08.2013, 05.2016, 08.2017, INSERT DATE; Statutory Update: 08.08.2022, 11.25.2024

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References:

Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
 Minn. Rules Parts 3501.3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)
 Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>
Minnesota Department of Education:
<https://education.mn.gov/MDE/fam/tests/StudentParticipation/>

Policy 701 ESTABLISHMENT, ADOPTION AND MODIFICATION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of Northfield Public Schools' revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

Budget planning is an integral part of program planning. The annual budget will effectively express and implement school board goals and the priorities of the school district. The school district shall establish its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The superintendent or designee shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The superintendent or designee shall annually prepare a budget development calendar for review and adoption by the school board. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with state statutes.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that, upon request to the superintendent, the complete budget in detail may be inspected by any resident of the school district. A summary of this information and the address of the school district's website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district

shall publish the other information required by state statutes.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district shall also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or their designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the ~~Minnesota~~ Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

V. MODIFICATION

- A. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision.
- B. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- C. The school district's revenue budget shall be amended from time to time during a fiscal

year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Policy 701 Establishment, Adoption and Modification of School District Budget

Adopted: 12.0820.08; Updated: 04.2012; Non-Substantive Update: 10.03.2022; Substantive Update: INSERT DATE

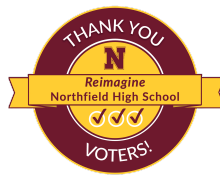
Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)



Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 5 | Feb. 10, 2025

Core Planning Team

- The core planning team met on Jan. 29. The team reviewed feedback from the facility tours and began discussing design criteria.
- The next core planning team meeting is scheduled for Feb. 19.

Activities Subcommittee

- First meeting scheduled for Feb. 26.

Change order process

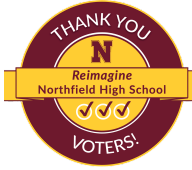
Change orders are adjustments to the original scope of a construction project, often emerging when unforeseen conditions, design modifications, or regulatory updates occur during the build. The district, architects, engineers, and construction management team work hard to develop clear criteria and specifications to avoid change orders because they increase costs and may lead to delays. By investing significant effort upfront, we strive to deliver projects that adhere closely to the initial plan and limit change orders. They are, from time to time, necessary. An approval process when change orders are recommended is vital to maintain construction progress.

Recommended process:

- Administrative authority: The administration may authorize change orders estimated to be less than \$100,000 when the superintendent, director of finance, and director of buildings and grounds all agree that the change order is necessary, feasible, and within the contingency budget.
- Project oversight committee: The project oversight committee may authorize change orders estimated to be at least \$100,000 but less than \$175,000 when all of the attendees at a project oversight committee agree that the change order is necessary, feasible, and within the contingency budget.
- School board: The school board will consider approving change orders estimated to be \$175,000 or more or when a change order is recommended but not approved by the administration or project oversight committee.

Reporting:

- The superintendent will report all change orders to the school board during the next regular meeting as part of the construction update report.

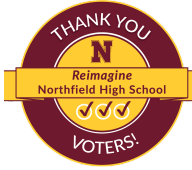


**Northfield High School
Planning Process – Participants and Responsibilities**

<u>Group Name:</u>	<u>Participants:</u>	<u>Goals / Responsibilities:</u>	<u>Timeline:</u>
School Board	<ul style="list-style-type: none"> School Board Members 		Ongoing
Project Oversight Committee (10 people)	<ul style="list-style-type: none"> Select board members Select administration Wold Knutson 	<ul style="list-style-type: none"> Set district standards Review the direction of the design Review and monitor the budget Recommendations to board 	Ongoing: x2/month meetings
High School Core Planning Group (25-45 people)	<ul style="list-style-type: none"> Select board members Select parents and community NHS administration Select staff Select students District administration Facilitator: Wold 	<ul style="list-style-type: none"> Design decisions Establish priorities Guide/direct design Recommendations to project oversight committee. 	3-4 months (8 meetings and tours)
Activities and Athletics Subcommittee (20-30 people)	<ul style="list-style-type: none"> Select board members Select parents and community Activities stakeholders Select students Community Education District and NHS administration Facilitator: Wold 	<ul style="list-style-type: none"> Design athletics/activities spaces Accommodate school day needs Recommendations to core planning group 	2-3 months (3-4 meetings, starting after core planning group.)
High School User Groups (4-5 people per space type)	<ul style="list-style-type: none"> NHS administration NHS stakeholders Relevant community stakeholders Facilitator: Wold 	<ul style="list-style-type: none"> Gather detailed input for specific spaces 	2-3 months 1-2 meetings, each space

**Northfield High School
Preliminary Project Schedule**

High School Design	December 2024 – February 2026
Schematic Design (Core Group)	December 2024 – March 2025
Design Development (User Group)	April 2025 – September 2025
Construction Documents	October 2025 – February 2026
Bidding	March 2026
High School Construction	Summer 2026 – Summer 2029 (phased)
Occupancy	Fall 2029 (portions may be occupiable before)



Northfield High School
DRAFT Core Planning Group Schedule / Sample Agendas

Core Planning Group Meeting #1 & Community Listening Session

Who: Core Group and Athletic Subcommittee members

Date: Tuesday, Dec. 17, 2024 between 5:30-8:00 PM

- CPG kickoff (30 min)
 - Introductions, Organization / Responsibilities
 - Project Scope / Timeline
- Community Activity:
 - Hopes & dreams for the project (75 min)
- Discuss building tours

Core Planning Group Meeting #2

Who: Core Group

Date: Wednesday, Jan. 8, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Tours download (likes/dislikes)
- Develop draft CPG criteria and commitments

Building Tours (All Day)

Who: Core Group and Athletic Subcommittee members

Date: Jan. 21 and 22, 2025

- Building tours (locations TBD)
- Ideas: Owatonna HS, Tartan HS, Rock Ridge HS, White Bear HS, St Peter? Sartell? Alexandria?

Core Planning Group Meeting #3

Who: Core Group

Date: Wednesday, Jan. 29, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Site discussion

Core Planning Group Meeting #4

Who: Core Group

Date: Wednesday, Feb. 19, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Activities / Athletics Subcommittee

Dates: Feb. 26, March 12, April 2, and April 16, 2025

Times: 1:00-3:00 PM

Core Planning Group Meeting #5

Who: Core Group

Date: Wednesday, Feb. 26, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #6

Who: Core Group

Date: Wednesday, March 12, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #7

Who: Core Group

Date: Wednesday, April 2, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #8

Who: Core Group

Date: Wednesday, April 16, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Finalize draft CPG criteria and commitments
- Finalize plan diagram
- Review draft schematic design submittal.

School Board Presentation: Schematic Design

Date: April 28, 2025

- Update board on the core planning group's work

User Group Meetings

Date: April 2025 – July 2025

- Meet with all space users and other stakeholders as appropriate

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

January 27, 2025
District Office Board Room

1. Call to Order

School Board Chair Claudia Gonzalez-George called the regular meeting of the Northfield Board of Education of Independent School District No. 659 to order at 6:00 p.m. Present: Butler, Gonzalez-George, Miller, Nelson, and Quinnell. Absent: Epstein and Goerwitz. 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 approved the agenda.

3. Public Comment

There was no public comment.

4. Announcements and Recognitions

- Congratulations to Jody Saxton West who received the 1AA Fine Arts Distinguished Service Award for her contribution to speech and fine arts. Jody was nominated by previous Northfield High School Activities Director Tom Graupman and was recognized on Thursday, January 23.
- Congratulations to the Gator-Raider Boys Swimming and Diving team who placed third in True Team State on Saturday, January 18.
- Eight BPA students will be advancing to the state competition held in Minneapolis in March. Congratulations to Zane Engels, Nick Eschen, Josh Goerdt, Caley Graber, Aki Gupta, Makena Malecha, Olivia Voigt and Tristan Westergren.
- Congratulations to Board Chair Claudia Gonzalez-George who received this year's Rising Star Award from the Minnesota School Board Association (MSBA). Claudia was recognized on January 16 during the MSBA's annual leadership conference. The Rising Star award is awarded to an exemplary school board member serving within the first four years of their term.

5. Items for Discussion and Reports

- a. Indigenous (American Indian) Parent Meeting and Service Update. Director of Instructional Services Hope Langston and Indigenous Family Cultural Liaison Sybil Betsinger shared the activities associated with improving services to Indigenous students and families.
- b. Bond Presale Report. Jeff Seeley with Ehlers, Inc. presented the presale report for the first NHS construction project bond sale and requested the board approve the resolution authorizing the approval of the sale of general obligation school building bonds for \$39,000,000. This bond sale is the first of two, with the second issue being planned in 2027.
- c. Financial Forecast. Director of Finance Val Mertesdorf provided an updated financial forecast with the anticipated budget reduction targets for the 2025-26 school year.
- d. 2025-2026 School Calendar. Superintendent Hillmann presented the 2025-2026 school year calendar. This will be an item for individual action at the next board meeting.
- e. Summary of Superintendent's Mid-Year Evaluation. Board Chair Claudia Gonzalez-George shared her summary of the superintendent's mid-year performance evaluation.
- f. Construction Update No. 4. Dr. Hillmann provided an update on the NHS construction project.

6. Committee Reports

- a. District Youth Council (DYC) Committee Report. Board Member Miller provided an update on the DYC.

- b. Cannon Valley Special Education Cooperative (CVSEC) Committee Report. Board Member Goerwitz submitted an update on the CVSEC.

7. Consent Agenda

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

- a. Minutes.

Minutes of the organizational school board meeting held on January 13, 2025.

Minutes of the regular school board meeting held on January 13, 2025.

- b. Gift Agreements. Gift agreements included in the board packet.

- c. Overnight Field Trips.

Northfield High School Robotics Team Head Coach Nicholas Connor requested board approval to take the robotics team to the Northern Lights Regional Competition in Duluth, MN, February 27-March 1, 2025.

Northfield High School Robotics Team Head Coach Nicholas Connor requested board approval to take the robotics team to the North Star Regional Competition in Minneapolis, April 3-5, 2025.

- d. Personnel Items.

- i. Appointments

1. Macayla Battin, Long Term Substitute Building Nurse for 8 hrs/day for 2 days/week at the NCEC, beginning 2/3/2025-2/28/2025. MSN/RN-Step 4.
2. Garret Bitker, Speech Judge at the High School, beginning 1/27/2025. \$100/event.
3. Silvia Campagna, Speech Judge at the High School, beginning 1/27/2025. \$100/event.
4. Kasie Larsen, Instructor Assistant with Community Ed Recreation, beginning 5/5/2025 - 5/31/2025. Step 1-\$14.50/hr.
5. Elsa Mitchell, Instructor Assistant with Community Ed Recreation, beginning 4/7/2025 - 5/31/2025. Step 1-\$14.50/hr.
6. Maia Richardson, Instructor Assistant with Community Ed Recreation, beginning 2/15/2025 - 5/31/2025. Step 1-\$14.50/hr.
7. Michael Shaeffer, Special Ed EA PCA for 7 hours/day at the High School, beginning 2/3/2025. Step 4-\$19.86/hr. + prorated PCA stipend.

- ii. Increase/Decrease/Change in Assignment

1. Jennifer Antoine, Special Ed EA for 35 hours/week at the NCEC, change to .90 FTE Long Term Substitute Early Childhood Teacher at the NCEC, effective approximately 2/28/2025-6/6/2025. BA, Step 1.
2. Macayla Battin, Long Term Substitute Nurse at the NCEC, add Long Term Substitute Nurse at the Middle School, effective 12/20/2024-3/5/2025. MSN/RN-Step 4
3. Taylor Choudek, .90 FTE Early Childhood Teacher at the NCEC, change to .75 FTE Early Childhood Teacher at the NCEC, effective 1/13/2025-end date TBD.
4. Kasie Larsen, Instructor Assistant with Community Ed Recreation, add Lifeguard with Community Ed Recreation, effective 5/5/2025-5/31/2025. Step 1-\$14.50/hr.
5. Jason Mosley, Co-Head Softball Coach at the High School, change to Head Softball Coach at the High School, effective 3/10/2025.
6. Cale Steinhoff, Head Boys Soccer Coach at the High School, add Building Supervisor with Community Ed Recreation, effective 1/19/2025. \$19.32/hr.
7. Brigitte Tisdale, .80 FTE Title I Teacher at Greenvale Park, add .15 FTE Title I Teacher at St. Dominic, effective 1/23/2025-6/6/2025.

- iii. Leave of Absence

1. Natalie Giles, Early Childhood Teacher at the NCEC, childcare leave of absence beginning on or about May 5, 2025 for 12 work weeks (60 work days). This leave will begin in the 2024-25 school year and end in the 2025-26 school year.
2. Maimouna Toure-Keita, District Nurse, Leave of absence beginning 3/3/2025-4/4/2025.
3. Brooke Bulfer, HR Generalist at the District Office, FMLA Leave of Absence beginning 2/5/2025 and continue on an intermittent basis for up to 60 work days.

- iv. Retirements/Resignations/Terminations

1. Josten Coleman, Head Softball Coach at the High School, resignation effective 1/20/2025.
2. Dustin Evsich, Custodian at the Middle School, resignation effective 1/31/2025.
3. Garrett Gray, KidVentures Site Assistant with Community Education, resignation effective 1/27/2025.
4. Kristi Kortuem, Head Girls Swim and Dive Coach at the High School, resignation effective 1/22/2025.
5. Brennan Ludwig, Custodian Engineer at the High School, resignation effective 1/28/2025.

6. Cheryl Mathison, Work Experience Teacher at the ALC, retirement effective at the end of the 2024-2025 school year. Will continue as a substitute.
7. Bob Pagel, Football Offensive Coordinator at the High School, resignation effective 1/22/2025.

*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. Resolution Authorizing the Sale of General Obligation School Building Bonds, Series 2025A. On a motion by Gonzalez-George, seconded by Butler, the board authorized by roll call the issuance and sale of its general obligation school building bonds for the NHS construction project in the amount of \$39,000,000, as authorized by the passage of the bond referendum on November 5, 2024 by district voters. Voting 'yes' was Butler, Miller, Nelson, Quinnell, and Gonzalez-George. No one voted 'no.'
- b. Board Committee Assignments. On a motion by Butler, seconded by Nelson, the board approved board member committee appointments and representation to various organizations and school liaisons for calendar year 2025.

9. Items for Information

- a. Paraprofessional Recognition Week. January 20-26, 2025 was Paraprofessional Recognition Week in Minnesota. Northfield Public Schools proudly acknowledges the dedication and hard work of our educational assistants. Educational assistants play a vital role in supporting instruction, assisting with virtual learning, providing personal care services, and so much more. We are grateful for their commitment and thank them for the impact they have on our students.

10. Future Meetings

- a. Saturday, February 1, 2025, 9:00-10:45 a.m., Workshop, NCRC
- b. Saturday, February 1, 2025, 11:00 a.m., District Youth Council Brunch, NCRC
- c. Monday, February 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- d. Monday, February 24, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- e. Monday, March 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

On a motion by Quinnell, seconded by Miller, the board approved to adjourn at 7:57 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

Date of the bequest, donation, or gift:	Amount:	Who the bequest, donation, or gift is from:	What is the bequest, donation, or gift for?
1/2/2025	plastic bowling set, bin of magic tracks, box of fidgets, bag of toy cars and kids rug	Melissa Hanson	Hand in Hand, ECFE, EV
1/27/2025	farm toys, trucks, some Melissa and Doug wooden tools, a fisher price barn	Megan Wheelock	EV, ECFE, HH
2/5/2025	Conn Alto Saxophone, worth \$500	Matt Wehling	For a student that needs to use an alto sax.
2/5/2025	cardboard, fidgets, balls, action figures, blankets, stuffed animals, clothing, toys.	Nicci and Josh Vosejpk	Hand in Hand Preschool
1/29/2025	\$5.49	Cinthy Garcia	GVP 4th Grade Recorders 2025 Donation
1/30/2025	\$5.49	Herzon Garay	GVP 4th Grade Recorders 2025 Donation
1/30/2025	\$5.49	CANDICE DANIELS	GVP 4th Grade Recorders 2025 Donation
2/5/2025	\$16.00	Jacqueline Gammon	SC Kindergarten Children's Theatre Field Trip 3.7.2025 SCHOLARSHIP
2/5/2025	\$16.00	Elizabeth Sommer	SC Kindergarten Children's Theatre Field Trip 3.7.2025 SCHOLARSHIP

Grant Application Approval Form

January 24, 2025

Any proposal submitted to an external funding source that involves any entity within the Northfield Public Schools must be approved by the School Board before the proposal is submitted. This form will accompany all requests to the School Board and will be filed with the Grant Coordinator along with a copy of the completed grant proposal. All proposals must:

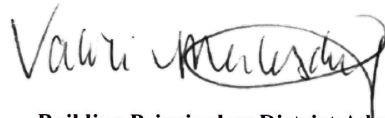
- Support the District’s mission and goals.
- Be financially feasible and supported by all affected District departments or buildings.
- Demonstrate collaboration and commitment from the District if required.

Grant Proposal Information	
Project Title	FY26 Grow Your Own Grant
Project Period	From: July 1, 2025 To: June 30, 2030
Funding Source	Minnesota Department of Education
Application Deadline	January 15, 2025
List all Grant Applicants	Northfield Public Schools, Faribault Public Schools
School/Department	Northfield Community Education
Contact Person	Erin Bailey Phone No. 507-664-3652
Project Information	
Brief Proposal Description	Interested high school students who are eligible to work for the school districts (ages 16+) will be recruited to support instruction and activities in Rice County’s out-of-school time programs, including its Community Schools. Importantly, students will also receive training, professional development, and mentorship. Students will receive 10 hours of initial training within each district prior to working with elementary school youth. A Teacher Advisor for each district will be compensated through this grant, and Rice County’s PRIMETIME Network, which oversees all out- of-school programming in Rice County, will provide training in-kind. An additional 50 hours of training and support will be provided to students through weekly professional development opportunities using a research-based curriculum identified or developed by a certified teacher advisor. Youth will be compensated for their work in out-of-school time classrooms through this grant, enabling students from families with lower incomes to be encouraged to apply and overcoming a barrier for students who cannot work only for experience due to financial constraints.
Project Goal (in one Sentence)	For this grant application, Northfield Public Schools and Faribault Public Schools are joint applicants. Together, service-learning experiential programming will be co-led to encourage high school students, especially students of color, to pursue teaching careers
List All Personnel Involved in Application	Erin Bailey, Zach Pruitt (Faribault Public Schools) and Melissa Cavanaugh (Healthy Community Initiative)
Budget Information	
Amount Requested	\$445,068.75
Matching Funds	
Source of Matching Funds	

Required Documents Attached: Completed Application Rough Draft Summary of Application



Project Initiator Signature



**Building Principal or District Administrator
Signature**

Approved by the School Board

Not Approved by the School Board Date _____

TO: Dr. Matt Hillmann, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: February 10, 2025
RE: Board Approval of Financial Reports – September 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 September 2024.

Bills totaling \$2,242,625.98 were paid in September 2024.

Payroll checks totaling \$3,737,626.59 were issued in September 2024.

No bond payments were paid in September 2024.

At the end of September 2024 Total Cash and Investments amounted to \$26,424,246.92.
Wire transfers initiated by the district during September 2024:

\$300,000.00 From Frandsen General to Frandsen Sweep

\$350,000.00 From Frandsen Sweep to Frandsen General

The following financial reports for September 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

September 2024 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	5,313,919.33	5,772,164.42	4,774,751.17	(796,702.69)	5,514,629.89 *
FOOD SERVICE	1,047,615.31	59,333.87	186,180.19	6,525.65	927,294.64
COMMUNITY ED	789,830.27	349,237.54	353,379.91	(2,127.04)	783,560.86
CONSTRUCTION ACCOUNT	-	-	-	-	-
DEBT SERVICE	2,565,826.04	132,270.21	-	-	2,698,096.25
SELF INSURANCE	3,913,556.01	44,045.47	665,941.30	802,387.63	4,094,047.81
TOTALS	13,630,746.96	6,357,051.51	5,980,252.57	10,083.55	14,017,629.45
GENERAL FUND INVESTMENT	12,406,617.47	-	-	-	12,406,617.47 *
CONSTRUCTION INVESTMENT	-	-	-	-	-
	12,406,617.47	-	-	-	12,406,617.47
GRAND TOTALS	26,037,364.43	6,357,051.51	5,980,252.57	10,083.55	26,424,246.92

*General Fund includes Certificate of Deposit amount



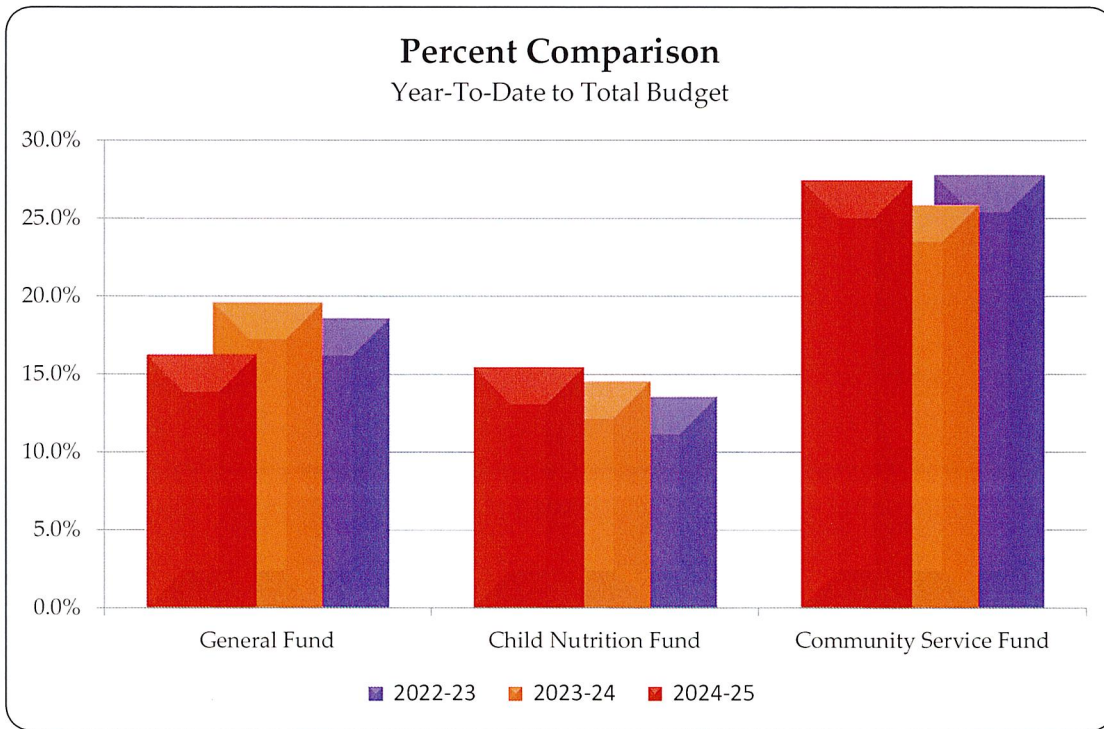
Northfield

PUBLIC SCHOOLS

STATEMENT OF REVENUES

For the month ended September 30, 2024

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2024-25	2023-24	2022-23
General Fund					
Property Taxes	\$ 85,356	\$ 18,429,798	0.5%	0.7%	0.3%
State Sources	9,400,542	46,103,824	20.4%	24.1%	21.9%
Federal Sources	754,844	1,371,005	55.1%	53.9%	45.1%
Local Sources	774,865	1,840,191	42.1%	42.6%	35.5%
Total	\$ 11,015,607	\$ 67,744,818	16.3%	19.6%	18.6%
Child Nutrition Fund	\$ 394,300	\$ 2,550,906	15.5%	14.5%	13.6%
Community Service Fund	997,065	3,633,084	27.4%	25.9%	27.8%
Debt Service Fund	433,819	4,322,700	10.0%	8.4%	8.4%
Internal Service Fund	2,281,633	11,298,342	20.2%	19.0%	19.5%
Total All Funds	\$ 15,122,424	\$ 89,549,850	16.9%	18.8%	18.2%

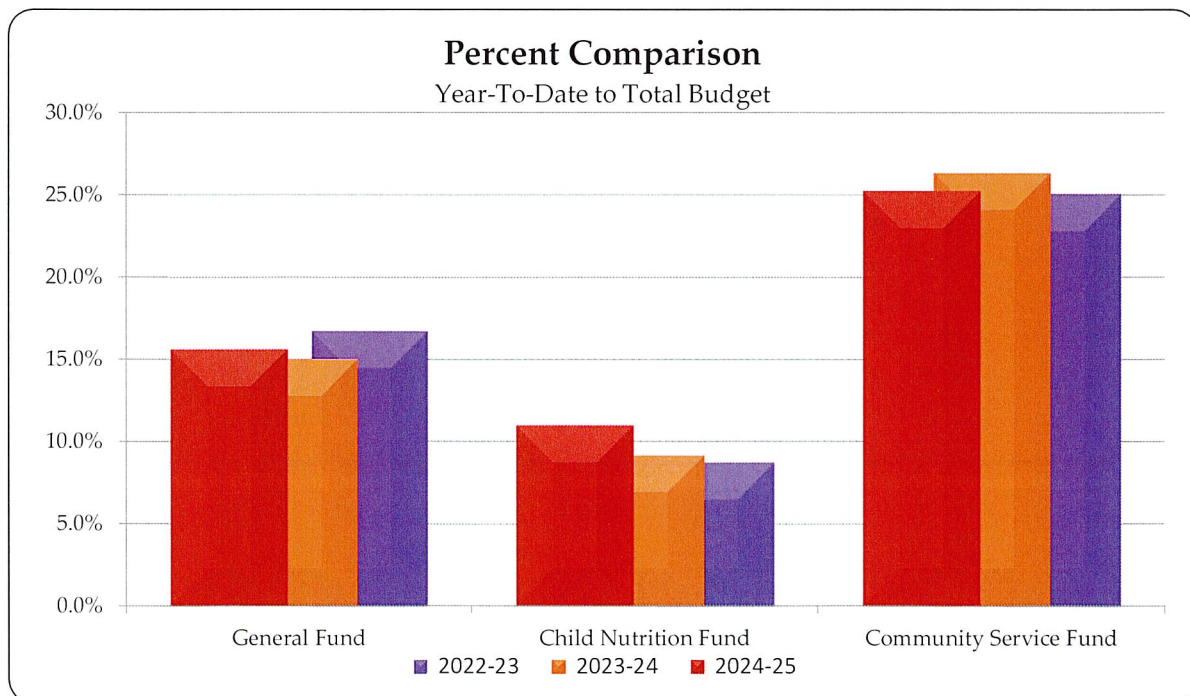




STATEMENT OF EXPENDITURES

For the month ended September 30, 2024

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2024-25	2023-24	2022-23
General Fund					
Salaries	\$ 4,665,596	\$ 37,895,246	12.3%	12.4%	12.3%
Benefits	2,026,514	15,380,900	13.2%	14.2%	13.8%
Purchased Services	995,247	7,147,322	13.9%	12.4%	13.2%
Supplies & Materials	1,027,282	3,073,415	33.4%	45.2%	41.7%
Capital Expenditures	1,614,959	2,950,174	54.7%	33.5%	63.2%
Other Expenses	115,379	361,822	31.9%	23.7%	28.8%
Total General Fund	\$ 10,444,977	\$ 66,808,879	15.6%	15.0%	16.7%
Child Nutrition Fund	\$ 302,071	\$ 2,746,877	11.0%	9.2%	8.7%
Community Service Fund	1,000,891	3,964,204	25.2%	26.4%	25.1%
Debt Service Fund	789,242	4,027,009	19.6%	15.0%	16.6%
Internal Service Fund	2,217,277	11,336,200	19.6%	25.6%	22.7%
Total All Funds	\$ 14,754,458	\$ 88,883,169	16.6%	16.7%	18.5%



RESOLUTION REQUIRING THE ADMINISTRATION TO MAKE RECOMMENDATIONS REGARDING PROGRAMMING AND STAFFING FOR NEXT YEAR

WHEREAS, the financial condition of the school district dictates that the school district may require reallocation of resources between programs for the 2025-2026 school year, and

WHEREAS, there may be reductions in student enrollments within specific programs and/or grade levels, and,

WHEREAS, this reduction in expenditures may require discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 659, as follows:

That the school board hereby directs the Superintendent of Schools and the administration to consider the reduction and/or discontinuance of programs or positions to accomplish economies in the school district as a result of reductions in enrollment and/or funding and to make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

Dated: February 10, 2025

Northfield Public Schools 2025-2026 School Calendar

DRAFT

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
4	Independence Day

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January	
1	No School, New Years Day
5	School Resumes
19	No School, Dr Martin Luther King Jr Day
22	End of 2nd Quarter
23-26	No School, Teacher Preparation Days
27	Beginning of Third Quarter

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August	
18	New SpEd/Elem Inservice
19-20	New teacher Inservice
25-26	Staff Development Days
27	Family Conferences
28	NCEC/Elem Family Conferences (1/2 Day) ALC/MS/HS Staff Development
29	Teacher Prep Day

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February	
16	No School; Staff Development Day President's Day

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September	
1	Labor Day
2	First Day of School Beginning of First Quarter

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March	
20	End of Third Quarter
23-27	No School; Spring Break
30	No School; Teacher Preparation Day
31	School Resumes; Beginning of Fourth Quarter

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October	
16-17	No School (MEA)
30	End of First Quarter
31	No School; Teacher Preparation Day

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April	
-------	--

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November	
3	No School; Teacher Preparation Day
4	Beginning of Second Quarter
26-28	No School, Thanksgiving Break

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May	
1	Big 9 Music Festival* NHS - No School NMS - e-Learning Day ALC/Elem/NCEC - Regular School Day
22	No School; Teacher Preparation Day
25	No School, Memorial Day

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December	
Dec 22-Jan 2	No School; Winter Break

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June	
7	Graduation
10	Last Day of School (2-hr early dismissal) End of fourth quarter
19	No School, Juneteenth

School Cancellation Procedures:

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

-  Holidays, No School
-  Holidays
-  No School
-  Kickoff Family Conferences
-  No School, Teacher Prep or Staff Development Days
-  *Big 9 Music Festival
NHS and NMS host this event.
NHS - No School
NMS - e-Learning Day
ALC/Elem/NCEC - Regular School Day

Student Days:

- Term 1: 41 days
- Term 2: 44 days
- Term 3: 38 days
- Term 4: 50 days
- TOTAL: 173 days**

Summary:

- 173 student contact days
- 12 non-student contact days
- 2 days off calendar for evening parent/teacher conferences
- TOTAL: 187 contract days**
- 85 days - first semester; 88 days - second semester

						2024-25							
School and	September	September	September	September	October	November	December	January	February	March	April	May	End of Year
Grade Level	3rd	6th	13th	20th	1st	1st	2nd	2nd	2nd	3rd	1st	1st	6/6/25
NCEC													
Early Childhood	127	116	119	121	119	121	128	137	136				
Total	127	116	119	121	119	121	128	137	136	0	0	0	0
Big 9 Online													
Grade K-2037	0	0	0	0	0	0	0	0	0				
Grade 1-2036	1	0	0	0	0	0	0	0	0				
Grade 2-2035	1	1	1	1	1	1	1	1	1				
Grade 3-2034	0	0	0	0	0	0	0	0	1				
Grade 4-2033	0	0	0	0	0	0	0	0	0				
Grade 5-2032	1	1	1	1	1	1	1	1	1				
Grade 6-2031	2	2	2	2	2	3	3	3	2				
Grade 7-2030	1	1	1	1	1	1	2	2	1				
Grade 8-2029	4	4	4	4	4	4	3	3	3				
Grade 9-2028	4	4	4	2	2	3	3	3	4				
Grade 10-2027	9	9	10	10	12	12	12	12	18				
Grade 11-2026	18	18	17	16	17	17	17	17	16				
Grade 12-2025	11	11	11	10	10	9	12	12	12				
Total	52	51	51	47	50	51	54	54	59	0	0	0	0
Greenvale Park													
Grade K-2037	76	70	69	69	68	69	70	71	72				
Grade 1-2036	64	63	63	63	63	63	66	66	66				
Grade 2-2035	100	100	101	101	101	100	100	100	100				
Grade 3-2034	83	84	83	83	83	83	82	82	82				
Grade 4-2033	83	83	83	83	83	83	83	83	83				
Grade 5-2032	91	91	90	90	90	90	90	89	90				
Total	497	491	489	489	488	488	491	491	493	0	0	0	0
Spring Creek													
Grade K-2037	65	65	65	64	63	64	64	64	63				
Grade 1-2036	66	65	65	65	65	65	66	66	65				
Grade 2-2035	75	74	73	73	73	73	73	73	73				
Grade 3-2034	78	78	78	78	79	79	79	79	80				
Grade 4-2033	68	68	68	68	68	68	69	69	69				
Grade 5-2032	93	93	93	93	94	94	94	94	95				
Total	445	443	442	441	442	443	445	445	445	0	0	0	0
Bridgewater													
Grade K-2037	74	74	74	74	74	76	76	76	77				
Grade 1-2036	107	106	106	106	106	106	105	104	104				
Grade 2-2035	86	87	86	87	87	86	86	86	87				
Grade 3-2034	91	91	91	91	91	91	91	91	91				
Grade 4-2033	106	107	106	106	106	106	106	106	106				
Grade 5-2032	100	100	100	100	100	100	100	100	100				
Total	564	565	563	564	564	565	564	563	565	0	0	0	0
Middle School													
Grade 6-2030	293	292	292	292	292	290	291	290	292				
Grade 7-2029	296	294	294	293	293	293	293	292	291				
Grade 8-2028	279	280	280	279	278	277	276	276	275				
Total	868	866	866	864	863	860	860	858	858	0	0	0	0
High School													
Grade 9-2028	327	325	325	325	325	325	324	324	325				
Grade 10-2027	322	321	321	320	316	313	313	314	305				
Grade 11-2026	306	299	297	298	296	294	296	296	292				
Grade 12-2025	313	308	307	306	305	305	301	299	294				
Total	1268	1253	1250	1249	1242	1237	1234	1233	1216	0	0	0	0
ALC													
Grade 9-2028	0	0	0	0	0	0	0	0	0				
Grade 10-2027	5	5	5	5	16	9	9	12	12				
Grade 11-2026	17	17	17	16	16	18	22	25	26				
Grade 12-2025	48	56	58	58	63	66	66	69	71				
Total	70	78	80	79	95	93	97	106	109	0	0	0	0
Grand Total	3891	3863	3860	3854	3863	3858	3873	3887	3881	0	0	0	0
Full Time only (excluding EC and Part-time/Independent Study ALC)	3756	3734	3726	3718	3712	3708	3701	3703	3695				
Budget Projection (excluding EC and Part-time/Independent Study ALC)	3729	3729	3729	3729	3729	3729	3729	3729	3729	3729	3729	3729	3729
[negative numbers]	27	5	-3	-11	-17	-21	-28	-26	-34	-3729	-3729	-3729	-3729

Northfield Public Schools Enrollment Report

Greenvale Park

Grade	Teacher	
K	Flicek	17
K	Kortbein	18
K	Schroyer	18
K	Swenson	19
1	Borgerding	23
1	Landry	22
1	Ziemann	21
2	Amundson	26
2	Bulfer	18
2	Ellerbusch	18
2	Feldmann	20
2	Nivala	18
3	Dimick	22
3	Johnson	22
3	Larson	18
3	Timerson	20
4	Garcia	25
4	Hetzel	19
4	McLaughlin	20
4	Schroeder	19
5	Bloom	23
5	Carlson	22
5	Sickler	23
5	Tacheny	22
	TOTAL	493

Spring Creek

Grade	Teacher	
K	Berkvam	23
K	Heil, G	23
K	Matson	17
1	Born	20
1	Craft	16
1	Nelson	14
1	Sjoberg	15
2	Rud	16
2	Russell	24
2	Soderlund	16
2	Spitzack	17
3	Cornell	20
3	Healy	21
3	Olson	22
3	Sasse	17
4	Fox	26
4	Haar	26
4	McManus	17
5	Baragary	25
5	Malecha	26
5	Ostermann	19
5	Stulken	25
	TOTAL	445

Bridgewater

Grade	Teacher	
K	Cade	18
K	Danielson	19
K	Rodgers	20
K	Tran	20
1	Bischoff	20
1	Haley	20
1	Hall	19
1	Lanza	25
1	Stuemke	20
2	LaVoy	23
2	Lofquist	22
2	Schwaab	23
2	Swenson	19
3	Bell	24
3	Larson	20
3	Sickler	23
3	Truman	24
4	Foley	28
4	Hehr/Tem	27
4	Rodriguez	24
4	Ryan/Kohl	27
5	Blatti	27
5	Duchene/K	28
5	Holden	27
5	Rubin/DeV	18
	TOTAL	565

Middle School

	Total
Grade 6-2031	292
Grade 7-2030	291
Grade 8-2029	275
TOTAL	858

High School Total

Grade 9-2028	325
Grade 10-2027	305
Grade 11-2026	292
Grade 12-2025	294
TOTAL	1216

ALC

	F/T
Grade 9-2028	0
Grade 10-2027	1
Grade 11-2026	3
Grade 12-2025	3
TOTAL	59

**P/T

	0
	1
	6
	36
TOTAL	43

**I/S

	0
	12
	26
	71
TOTAL	109

	Regular	Big 9	Total
Early Childhood**	136		136
Kindergarten-2037	212	0	212
Grade 1-2036	235	0	235
Grade 2-2035	260	1	261
Grade 3-2034	253	1	254
Grade 4-2033	258	0	258
Grade 5-2032	285	1	286
Total K-5	1639	3	1642
Total Middle School	858	6	864
Total High School	1216	50	1266
GRAND TOTAL	3713	59	3772
ALC 9-12	109		109
GRAND TOTAL w/ALC and Portage			3881
**Full Time only			3695

Early Childhood**

Dorey	11
Hubbard	14
Karsky	4
Ludwig	12
O'Connor	13
Palmquist	14
Roth	13
Sanders	13
Stowe	7
Tharp	8
Townzen	11
Webster	16
TOTAL	136

Big 9 Online

Grade	Teacher	
Grade K-2037	Kehler	0
Grade 1-2036	Kehler	0
Grade 2-2035	Kehler	1
Grade 3-2034	Kehler	1
Grade 4-2033	Kehler	0
Grade 5-2032	Kehler	1
Grade 6-2031	Kehler	2
Grade 7-2030	Kehler	1
Grade 8-2029	Kehler	3
Grade 9-2028	Kehler	4
Grade 10-2027	Kehler	18
Grade 11-2026	Kehler	16
Grade 12-2025	Kehler	12
TOTAL		59