

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, June 9, 2025 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom

[Meeting Link](#)

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Superintendent Focus Areas End of Year Report
 - b. Legislative Update
 - c. Policy Committee Recommendations
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Financial Report - November 2024 Revised
 - d. Overnight Field Trip Request
 - e. Personnel Items
7. Items for Individual Action
 - a. Proposed 2024-25 Construction Budget
 - b. Proposed 2025-26 Budgets - All Funds
 - c. Sale of District Property Contract Extension
 - d. Benjamin Bus Contract One-Year Extension
8. Items for Information
 - a. Construction Update No. 11
 - b. End of Year Enrollment Report
9. Future Meetings
 - a. Monday, July 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, August 11, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, August 25, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
10. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, June 9, 2025 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Meeting Link](#)

TO: Members of the Board of Education
FROM: Matthew Hillmann, Ed.D., Superintendent
RE: Explanation of Agenda Items for the Monday, June 9, 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. Superintendent Focus Areas End of Year Report. Superintendent Hillmann will present the end of year report on the superintendent's 2024-25 focus areas.
 - b. Legislative Update. Superintendent Hillmann will provide an update on the 2025 legislative session. The packet includes the latest agreement from the E-12 education working groups.
 - c. Policy Committee Recommendations. Superintendent Hillmann will present proposed changes to the attendance sections of the online building handbooks as recommended by the district attendance teams and the proposed changes for 2025-26 Student Citizenship Handbook.
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 May 27, 2025 and the special closed school board meeting held on May 29, 2025.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. Financial Report - November 2024 Revised. Director of Finance Val Mertesdorf requests the board approve paid bills for November 2024 totaling \$1,921,802.69, payroll checks totaling \$3,968,638.82, a wire transfer totaling \$350,000 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$200,000 from Frandsen Sweep to Frandsen General, and the financial reports for November 2024. No bond payments were paid in November 2024. At the end of November 2024 total cash and investments amounted to \$27,990,170.32.
 - d. Overnight Field Trip Request. The High School Boys and Girls Track and Field coaches, Tyler Balow, Kyle Korynta and Janet Smith, request board approval to take 26 students to the state tournament June 10-12, 2025 in St. Michael, MN.
 - e. Personnel Items.
 - i. Appointments
 1. William Brethauer, American Sign Language Interpreter with Kid Ventures, beginning 6/9/2025-8/22/2025. District Interpreter Level B - \$26.45/hr. Through 6/30/2025. \$27.77/hr. Beginning 7/1/2025.
 2. Christopher Dibble, 1.0 FTE Principal at the High School, beginning 7/1/2025. \$173,049 plus step 4 - \$6,500.
 3. Nicole Drexler, 1.0 FTE Long Term Substitute Fifth Grade Teacher at Bridgewater, beginning 8/25/2025-6/10/2026. BA, Step 1 - Subject to change upon the settlement of the 25-27 NEA Agreement.
 4. Anne Fossum, Assistant Girls Hockey Coach at the High School, beginning 10/27/2025. \$5,544 plus step 3 stipend - Subject to change upon the settlement of the 25-27 NEA Agreement.

5. Lydia Guthridge, Special Education Resource Teacher at Greenvale Park, beginning 8/19/2025. MA, Step 7 - Subject to change upon the settlement of the 25-27 NEA Agreement.
 6. Madalyn Heinz, Targeted Services Summer Teacher for up to 30 hours/week Mon.-Thurs. at Greenvale Park, beginning 6/18/2025-8/8/2025. \$40/hr.
 7. Rebecca Knight, Assistant Dance Coach at the High School, beginning 10/20/2025. \$4,990 stipend - Subject to change upon the settlement of the 25-27 NEA Agreement.
 8. Erik Miller, .80 FTE EL Social Studies Teacher at the High School, beginning 8/25/2025. BA, Step 2 - Subject to change upon the settlement of the 25-27 NEA Agreement.
 9. Cambria Monson, Assistant Girls Hockey Coach at the High School, beginning 10/27/2025. \$5,544 stipend - Subject to change upon the settlement of the 25-27 NEA Agreement.
- ii. Increase/Decrease/Change in Assignment
1. Hannah Ames, .50 FTE English Teacher and .40 FTE French Teacher at the High School, change to .60 FTE English Teacher and .40 FTE French Teacher at the High School, effective 8/25/2025.
 2. Correction: Shari Bridley, Special Ed EA PCA Hand in Hand program for 6.10 hours/day at the NCEC, change to Special Ed EA PCA Hand in Hand program for 6.80 hours/day at the NCEC, effective 8/25/2025.
 3. Diana Camargo Rojas, Special Ed EA PCA for 3.20 hours/day at the NCEC, change to Special Ed EA PCA for 3.20 hours/day at Head Start, effective 8/25/2025.
 4. Pamela Charlton, ADSIS Teacher at Greenvale Park, add Elementary Literacy Lead for 25 hours/year at Greenvale Park, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 5. Stephanie Cress, Special Ed EA at the High School, add Targeted Services Summer Site Assistant for up to 30 hours/week at Greenvale Park, effective 6/9/2025-8/10/2025. Step 1-\$17.80/hr.
 6. Sara DeVries, 5th Grade Companeros Teacher at Bridgewater, will continue the job share arrangement with Anna Rubin for the 2025-26 school year. Sara will work .80 FTE and Anna will work .20 FTE.
 7. Lindsey Downs, ADSIS Teacher at Spring Creek, add Elementary Literacy Lead for 25 hours/year at Spring Creek, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 8. Sarah DuChene, ADSIS Teacher at Bridgewater, add Elementary Literacy Lead for 25 hours/year at Bridgewater, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 9. Tyler Faust, Special Education Teacher at Greenvale Park, change to Special Education Teacher - Elementary Behavior Support with the District, effective 8/25/2025.
 10. Noah Gagnon, Science Teacher at the High School, add 9th Grade Assistant Football Coach at the High School, effective 8/11/2025. \$4,435 stipend - Subject to change upon the settlement of the 25-27 NEA Agreement.
 11. Robert Garcia, Fourth Grade Teacher at Greenvale Park, add Elementary Math Lead for 25 hours/year at Greenvale Park, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 12. Kristi Korteum, .60 FTE ADSIS/.40 FTE Math Teacher at the High School, change to Math Teacher at .60 FTE High School/.40 FTE Middle School, effective 8/25/2025.
 13. Suzanne Lanza, First Grade Teacher at Bridgewater, add Elementary Math Lead for 25 hours/year at Bridgewater, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 14. Becky Malecha, Fifth Grade Teacher at Spring Creek, add Elementary Math Lead for 25 hours/year at Spring Creek, effective 8/25/2025-6/10/2026. \$1,000 stipend.
 15. Correction: Beth Momberg, Special Ed EA PCA NB program for 6.10 hours/day at the NCEC, change to Special Ed EA PCA NB program for 6.05 hours/day at the NCEC, effective 8/25/2025.
 16. Xochitl Oaxaca, Special Ed EA PCA Hand in Hand program for 7.0 hours/day and .80 hours/day extended day at the NCEC, change to Special Ed EA PCA Hand in Hand program for 6.80 hours/day at the NCEC, effective 8/25/2025.
 17. Theresa Olson, Special Ed EA PCA for 6.50 hours/day, and Flex Supervision for .50 hours/day at the High School, change to Special Ed EA PCA for 5.75 hours/day, and Lunchroom Supervision for 1.50 hours/day at Bridgewater, effective 8/25/2025.
 18. Lizbeth Ramirez, Special Ed EA PCA for 6.75 hours/day and General Education EA for .50 hours/day at Greenvale Park, change to Special Ed EA PCA for 3.38 hours/day and General Education EA for 2.25 hours/day at Greenvale Park, effective 8/25/2025.
 19. Anna Rubin, 5th Grade Companeros Teacher at Bridgewater, will continue the job share arrangement with Sara DeVries for the 2025-26 school year. Anna will work .20 FTE and Sara will work .80 FTE.
 20. Deborah Rasmussen, 1.0 FTE Guidance Counselor at the High School, add AP Coordinator at the High School, effective 8/25/2025. \$3,200 stipend.
 21. Andrea Stowe, Early Childhood Special Education Teacher at the NCEC, change to Special Education Teacher at Greenvale Park, effective 8/25/2025.
 22. Lori Taylor Libbey, .40 FTE ADSIS/.10 FTE Spanish/.20 FTE MTSS at the High School and .20 FTE St. Dominic EL Teacher, change to .10 FTE MTSS/.50 FTE ADSIS Teacher at the High School, effective 8/25/2025-6/10/2026.
- iii. Leave of Absence
1. Mackenzie Ludwig, Early Childhood Special Education Teacher at the NCEC, FMLA Leave of Absence, beginning on or about 10/26/2025-2/27/2026.

2. Laura Vind, Educational Assistant at the High School, FMLA Leave of Absence, beginning 5/21/2025-6/4/2025.
- iv. Retirements/Resignations/Terminations
 1. Elaine Boda, Speech Language Pathologist at Greenvale Park, retirement effective at the end of the 2024-2025 school year.
 2. Ashley Douglas, Educational Assistant at Bridgewater, resignation effective 6/6/2025.
 3. Lexi Halvorson, Head Girls Lacrosse Coach, end of coaching contract effective 6/6/2025.
 4. Kristin Johnson, Special Education Teacher at Greenvale Park, resignation effective 6/6/2025.
 5. Karen Murphy, Custodian Engineer at the Middle School, termination effective 5/30/2025.
 6. Paul Stanaway, Fitness Center Supervisor at the Middle School, resignation effective 6/4/2025.
 7. Nancy Veverka, ABE Teacher with Community Education, resignation effective 5/29/2025.
 8. Johanna Villa, Assistant Dance Coach at the High School, resignation effective 5/30/2025.
 9. Lynn Ziegler, Educational Assistant at Bridgewater, termination effective 6/2/2025.

*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. Proposed 2024-25 Construction Budget. This budget was presented at the May 27, 2025 regular board meeting. The construction fund is a separate fund used to record all operations of a district's building construction funded by the sale of bonds. The total income sources for the 2024-25 school year are \$41,080,609, and project expenditures are \$1,750,000.

Superintendent's Recommendation: Motion to approve the proposed 2024-25 construction budget as presented.

- b. Proposed 2025-26 Budgets - All Funds. In the packet is the annual proposed budget book for 2025-26. The individual funds have been presented and reviewed in detail at school board meetings over the past few months. A summary of revenue and expenditure amounts are listed below.

<u>Fund</u>	<u>Revenues</u>	<u>Expenditures</u>
General Fund	\$ 69,163,802	\$ 67,854,324
Child Nutrition	\$ 2,840,324	\$ 3,325,982
Community Education	\$ 4,123,775	\$ 4,392,456
Construction Fund	\$ 1,625,000	\$ 13,550,463
Debt Service	\$ 9,948,034	\$ 8,891,604
Internal Service	\$ 11,654,567	\$ 11,289,063

Superintendent's Recommendation: Motion to approve the proposed 2025-26 budgets as presented for all funds.

- c. Sale of District Property Contract Extension. Lance and Megan Manty are requesting the board approve a one-year purchase extension for the purchase of district property parcel #17.11.3.75.021, located in Dundas. This will be an item for individual action at the June 9, 2025 regular board meeting.

Superintendent's Recommendation: Motion to approve a one-year purchase extension for the purchase of district property parcel #17.11.3.75.021.

- d. Benjamin Bus Contract One-Year Extension. The board is requested to approve a one-year contract extension with Benjamin Bus for the 2025-26 school year. The extension includes a 2% increase.

Superintendent's Recommendation: Motion to approve a one-year contract extension with Benjamin Bus for the 2025-26 school year.

8. Items for Information

- a. Construction Update No. 11. Superintendent Hillmann will provide an update on the NHS construction project.

- b. End of Year Enrollment Report. Dr. Hillmann will review the June 2025 end of year enrollment report. Due to the timing of the last day of school being June 6, and the June 9 board meeting, the end of year enrollment report will be included in the table file.

9. Future Meetings

- a. Monday, July 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, August 11, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, August 25, 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.

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

2024-25 Superintendent Focus Areas Update

Update No. 3 | June 9, 2025

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

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
The superintendent will prioritize the implementation of the K-5 mathematics curriculum to continuously improve the district's mathematics proficiency rates.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Stewardship.</p> <p>Benchmark alignment:</p> <p>3. All students are at grade level in reading and mathematics by the end of third and sixth grades.</p>	<ul style="list-style-type: none"> • The superintendent attends weekly update sessions with TNTP focused on executing the plan for improved mathematics instruction. • 87.5% of elementary general education classroom teachers have entered their unit test scores in Skyward, allowing for system-wide analysis. • Three Math Corps tutors (Ampact Americorps Program) worked with 84 students in Kindergarten through 5th grade for over 1600 hours of small group and one to one tutoring. Ninety percent of participating students reached Benchmark Assessment improvement goals. • As the school year closes, classroom sets of materials are being collected and inventoried. This is vital to ensure that every teacher gets a full kit of parts when they begin the next school year. • Preliminary data from the MCAs, Fastbridge, and Star assessments is being analyzed and helping guide adjustments for the 2025-26 school year. • The superintendent has been asked to serve on a panel about instructional leadership based on the initial success of

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
		the math curriculum implementation work with TNTP at the University of Minnesota LEAD conference in July.
The superintendent will prioritize the continued development of career and technical education by developing a school-to-work program for general education high school students. (A school-to-work program already exists for students receiving special education services.)	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p>	<ul style="list-style-type: none"> • This focus area is not complete and will be a focus area for the 2025-26 school year. • All Grade 10 students attended the Future Forward Career, College, and Job Fair on March 4 in Cannon Falls. There had been some recent questions from board members about ongoing career education and this is an excellent example of the exposure to various careers that we want our students to experience. This job fair is a regional partnership. • The high school, in collaboration with Workforce Development and the Chamber of Commerce, held the Work Readiness Fair in May. • Five Culinary Arts CTE students received their ServSafe certifications, which is a widely recognized food safety training and certification program. It is designed for food managers or those in supervisory roles. • We will continue to develop potential work-based learning coursework opportunities in 2025-26 for 2026-27.
The superintendent will prioritize the professional growth of district staff by planning and executing the first Northfield School District Leadership Development Institute.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>8. All employees report satisfaction in the workplace.</p>	<ul style="list-style-type: none"> • The program was completed with 30 people earning their certificate. • Participants appreciated the five sessions. Their overall Leadership Development Academy (LDA) ratings included: <ul style="list-style-type: none"> ○ The statement “The LDA was organized and a good use of my time” earned a 4.95 rating on a five-point Likert scale.

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
		<ul style="list-style-type: none"> ○ “I learned something that will help improve my leadership skills during the LDA” earned a 4.95 rating on a five-point Likert scale. ○ The statement “During the LDA, I received clarity on issues and understand the District's leadership and management practices.” earned a 4.95 rating on a five-point Likert scale. ○ 100% of respondents “agreed” or “strongly agreed” to each of the above statements. ● Google Gemini summarized the overall responses to the question “What was good about the LDA” in this way: <ul style="list-style-type: none"> ○ Participants appreciated the wide range of topics covered in the LDA, which gave them insight into various leadership responsibilities within the school district. ○ The LDA was valued for facilitating networking and connections among colleagues from different parts of the district, fostering a greater understanding of diverse perspectives. ○ Many found the practical application of the topics discussed, including articles, guest speakers, and Matt's teachings, very helpful and applicable to their current roles. ○ Participants felt the LDA provided a

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
		<p>valuable overview of the decision-making processes and challenges faced by leaders in education, enhancing their understanding of the district's leadership.</p> <ul style="list-style-type: none"> Google Gemini summarized the overall responses to the question “What could have been improved about the LDA” in this way: <ul style="list-style-type: none"> Several responses mention the timing of reading materials, suggesting a need for more consistent advance notice. There are also suggestions for extending the program duration or adding more sessions. Feedback on specific activities like the Budget Game indicates a desire for more practical insights, such as direct input from practicing principals, and potentially more engaging or in-depth execution. Some participants suggested tailoring the program with different levels for participants with varying experience or creating job-specific breakout groups to facilitate more focused discussions and problem-solving.
<p>In partnership with KYMN radio, the superintendent will prioritize communicating school district stories by planning and executing a monthly podcast titled “Profiles in High Performance.”</p>	<p>Strategic commitment alignment:</p> <p>People, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children’s educational experience.</p>	<ul style="list-style-type: none"> Eight episodes have been recorded. <ul style="list-style-type: none"> Katherine Norrie Erin Bailey Juan Trinidad Claudia Gonzalez-George Heather Olivier

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
		<ul style="list-style-type: none"> ○ Kevin Dahle ○ Becky Malecha ○ Shane Baier ● The episodes air on the fourth Monday of the month and are streamed via the KYMN website and popular podcast platforms. ● KYMN radio provided data about listenership. Over the first seven episodes, there has been a range of 51 to 239 online listeners per episode with an average of 148 listeners per episode. ● According to KYMN, when they add their live listener estimates, it is likely that each episode reaches 450-900 listeners.
<p>The superintendent will continue leading an educational campaign to inform the public about the Nov. 5, 2024 bond referendum.</p>	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p> <p>8. All employees report satisfaction in the workplace.</p> <p>9. All parents report satisfaction with their children's educational experience.</p> <p>10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.</p>	<ul style="list-style-type: none"> ● The superintendent led an educational campaign that included at least 92 events. This included 26 tours of the high school facility. ● All three bond referendum questions passed. Question 1 passed with nearly 60% approval, Question 2 passed with 54% approval, and Question 3 passed with 56% approval. ● The core planning team and athletics subcommittee completed their work, and a draft floor plan was presented to the board in May. ● Twenty-four (24) user groups have each met twice to develop further design details. ● The project oversight committee meets monthly to ensure the project remains on track. ● The district has already earned more retainable interest from investing some of the initial \$39 million in bond funds than projected pre-election. The retainable interest from the first bond sale, \$2,201,298, is more than the total pre-election projected interest

Focus Area	Strategic Plan Alignment	June 9, 2025 Report
		<p>amount of \$1,966,200.</p> <ul style="list-style-type: none"> • The superintendent has been providing regular updates to the board and the community, providing ten construction updates so far. • This special segment about the project design and financing aired on KYMN radio on June 4.
The superintendent will continue to seek feedback from parents of Black, Hispanic, and Indigenous students to continuously improve BIPOC students' experiences and feelings of belonging.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children's educational experience.</p>	<ul style="list-style-type: none"> • Latino family engagement events were held at Greenvale Park on Oct. 15, Feb. 12, and April 8. • An Indigenous parent advisory committee met three times, led by Indigenous Cultural Liaison Sybil Betsinger, and voted in favor of the annual concurrence vote. • The Black Parent Advisory Committee attended the Step Afrika! performance at Carleton College in January and held its second meeting on April 10. • The district will hold its second annual Juneteenth event. Minnesota Department of Agriculture Assistant Commissioner Patrice Bailey will be the keynote speaker and present on BIPOC contributions to Minnesota agriculture. The event will be catered by Rose's Jamaican Kitchen. The event is free and paid for by grants and private donations.
These focus areas, in addition to the 41 job responsibilities, are organized around eight major topic areas included in the superintendent's evaluation.		

Other June 2025 updates

- The superintendent starts (almost) every day at a school building to connect with staff and students.
- The superintendent continues in the Minnesota Association of School Administrators' Advanced Leadership Academy, a 15-month program focused on professional growth for experienced superintendents.
- The superintendent convenes the Legislative Action Committee twice per month on Saturdays.
- The superintendent and finance director facilitated a priority-based budget reduction process. Below is a description of the process.
 - Phase I - priority based budget reduction teams. More than 80 people, including administrators, staff, parents, community members without children in the district, and high school students participated in this process. The five budget teams included activities, elementary education, district services, secondary education, and

special services. These teams met three times to generate ideas for the \$6 million budget reduction target.

- Participants provided quality feedback for all three meetings, with very positive reviews of the process.
 - Meeting No. 1: 94.6% of respondents agreed or strongly agreed that the session was well-organized. 94.6% of respondents agreed or strongly agreed that the session was a good use of their time. (38 responses)
 - Meeting No. 2: 92.1% of respondents agreed or strongly agreed that the session was well-organized. 92.1% of respondents agreed or strongly agreed that the session was a good use of their time. (37 responses)
 - Meeting No. 3: 94.1% of respondents agreed or strongly agreed that the session was well-organized. 94.1% of respondents agreed or strongly agreed that the session was a good use of their time. (17 responses)
- The superintendent conducted budget Q&A sessions at each school.
 - Phase II - administrative review. The district's administrators met several times to review the proposed reductions to ensure alignment and limit unintended consequences across budget team packages.
 - Phase III - community feedback. This phase allowed the community to provide additional feedback about the recommended reductions. Student forums were held on March 6 and 7. A community input meeting was held on April 3, where 177 people attended. The superintendent also responded to 87 community member emails about the budget reductions.
 - Phase IV - board discussion and decision. The board discussed the reductions at the regular board meeting on April 14 and at a work session on April 22. They finalized the decisions on April 28.
- The superintendent presented at the Studer Education Destination High Performance Conference in April (virtual).
- The superintendent will be teaching the University of Minnesota superintendent licensure course in June.
- The superintendent's office continues to communicate with the board, staff, families, and the community through:
 - Semi-monthly staff updates emailed the week of each board meeting.
 - The board bulletin, which is published at least twice per month.
 - Family update messages using the S'more platform — 26 have been sent since July 2024.
 - Regular appearances on KYMN radio.
- Community engagement sessions — the final session was offered on April 30. Community engagement sessions are an open call to the community to set up a meeting on any topic.
- The superintendent led the high school principal selection process, resulting in Chris Dibble's recommendation to be the next NHS principal. Approximately 50 stakeholders participated in the process, including 14 parents and 13 students. 100% of those who completed the follow-up survey "agreed" or "strongly agreed" that the interviews were well-organized and a good use of their time.

2024-25 Superintendent Focus Areas Update

Update No. 2 | March 10, 2025

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

Focus Area	Strategic Plan Alignment	March 10, 2025 Report
The superintendent will prioritize the implementation of the K-5 mathematics curriculum to continuously improve the district's mathematics proficiency rates.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Stewardship.</p> <p>Benchmark alignment:</p> <p>3. All students are at grade level in reading and mathematics by the end of third and sixth grades.</p>	<ul style="list-style-type: none"> ● The superintendent attends weekly update sessions with TNTP focused on executing the plan for improved mathematics instruction. ● The instructional leadership team has completed 55 math classroom observations focusing on instructional practices, culture of learning, math content and student

Focus Area	Strategic Plan Alignment	March 10, 2025 Report
		<p>ownership.</p> <ul style="list-style-type: none"> Sixty-five (65) teachers are participating in March lab days. These half-day sessions included peer observations and curriculum-based professional development.
The superintendent will prioritize the continued development of career and technical education by developing a school-to-work program for general education high school students. (A school-to-work program already exists for students receiving special education services.)	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p>	<ul style="list-style-type: none"> This focus area is still in the development stage. It will be a multi-year focus area. All 10th graders attended a “Future Forward” career day on March 4, 2025. The superintendent participated in the first Workforce Development youth age initiatives meeting at the Chamber of Commerce office on Jan. 28. This meeting included discussions about school-to-work and school-to-work-like programs.
The superintendent will prioritize the professional growth of district staff by planning and executing the first Northfield School District Leadership Development Institute.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>8. All employees report satisfaction in the workplace.</p>	<ul style="list-style-type: none"> 33 staff members from five different employment groups are part of this program. Teachers in the program can earn one local credit. The program has met twice so far and will meet three more times. Topics include leadership, management, organizational culture, school finance, and decision-making.
In partnership with KYMN radio, the superintendent will prioritize communicating school district stories by planning and executing a monthly podcast titled “Profiles in High Performance.”	<p>Strategic commitment alignment:</p> <p>People, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children’s educational experience.</p>	<ul style="list-style-type: none"> The podcast has launched and was rebranded as “Doing Good Things for Kids.” Five episodes have been recorded. <ul style="list-style-type: none"> Katherine Norrie Erin Bailey Juan Trinidad Claudia Gonzalez-George Heather Olivier The episodes air on the fourth Monday of the month and are streamed via the KYMN website and popular podcast platforms.

Focus Area	Strategic Plan Alignment	March 10, 2025 Report
<p>The superintendent will continue leading an educational campaign to inform the public about the Nov. 5, 2024 bond referendum.</p>	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p> <p>8. All employees report satisfaction in the workplace.</p> <p>9. All parents report satisfaction with their children's educational experience.</p> <p>10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.</p>	<ul style="list-style-type: none"> ● The superintendent led an educational campaign that included at least 92 events. This included 26 tours of the high school facility. ● All three bond referendum questions passed. Question 1 passed with nearly 60% approval, Question 2 passed with 54% approval, and Question 3 passed with 56% approval. ● The core planning team has met five times and toured six high schools to gain design ideas. ● The athletics subcommittee has met once and toured four high school athletic facilities to gain design ideas. ● The district sold the first \$39 million in bonds at a 3.97% interest rate. Because the original projection was a 5% interest rate, district taxpayers were relieved of approximately \$8 million in interest payments. ● The superintendent has been providing regular updates to the board.
<p>The superintendent will continue to seek feedback from parents of Black, Hispanic, and Indigenous students to continuously improve BIPOC students' experiences and feelings of belonging.</p>	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children's educational experience.</p>	<ul style="list-style-type: none"> ● A Latino family engagement event was held at Greenvale Park on Oct. 15 during community school programming and another on Feb. 12 via Zoom. The group will meet again on Tuesday, April 8. ● An Indigenous parent advisory committee met three times, led by Indigenous Cultural Liaison Sybil Betsinger, and voted in favor of the annual concurrence vote. ● The Black Parent Advisory committee had its first event on Jan. 30 with the Step Afrika! performance at Carleton College. The group will meet again on Thursday, April 10. ● The district met with several community partners to plan

Focus Area	Strategic Plan Alignment	March 10, 2025 Report
		this year's Juneteenth celebration.
These focus areas, in addition to the 41 job responsibilities, are organized around eight major topic areas included in the superintendent's evaluation.		

Other March 2025 updates

- The superintendent starts (almost) every day at a school building to connect with staff and students.
- The superintendent continues in the Minnesota Association of School Administrators' Advanced Leadership Academy, a 15-month program focused on professional growth for experienced superintendents.
- The annual employee experience survey showed a third consecutive year of growth.
 - There were 330 respondents.
 - The survey administration window was Dec. 5 through Dec. 17.
 - The overall rating is 4.06, an increase over last year's 4.00 overall rating.
 - There was an improvement in the Likert scale score for all 20 indicators.
 - There was an improvement in the "Top 2 Box" score. The "Top 2 Box" score is the sum of those who responded "Agreed" and "Strongly Agreed" to each indicator. It improved to 78.60% from 78.44% across the 20 indicators.
 - The organizational net promoter score increased to 40.00, up from 29.89 in 2023-24.
 - The site level net promoter score increased to 43.94, up from 31.03 in 2023-24.
- The annual parent experience survey showed a third consecutive year of improvement.
 - There were 457 respondents.
 - The survey administration window was Jan. 31 through Feb. 21.
 - The overall rating is 4.10, an increase over last year's 4.05 overall rating.
 - There was an improvement in the Likert scale score for 13 of the 15 indicators.
 - There was an improvement in the "Top 2 Box" score. The "Top 2 Box" score is the sum of those who responded "Agreed" and "Strongly Agreed" to each indicator. It improved to 79.31% from 78.05% across the 15 indicators.
 - The organizational net promoter score increased to 43.27, up from 37.52 in 2023-24.
 - The site level net promoter score increased to 42.5, up from 36.40 in 2023-24.
- The superintendent convenes the Legislative Action Committee twice per month on Saturdays. We have been averaging 11.5 attendees per meeting.
- The superintendent and finance director have been facilitating a priority based budget reduction process. Below is a description of the process.
 - Phase I - priority based budget reduction teams. More than 80 people, including administrators, staff, parents, community members without children in the district, and high school students participated in this process. The five budget teams included activities, elementary education, district services, secondary education, and special services. These teams met three times to generate ideas for the \$6 million budget reduction target.
 - Participants provided quality feedback for all three meetings, with very positive reviews of the process.
 - Meeting No. 1: 94.6% of respondents agreed or strongly agreed that the session was well-organized. 94.6% of respondents agreed or strongly agreed that the session was a good use of their time. (38 responses)
 - Meeting No. 2: 92.1% of respondents agreed or strongly agreed that the session was well-organized. 92.1% of respondents agreed or strongly agreed that the session was a good use of their time. (37 responses)
 - Meeting No. 3: 94.1% of respondents agreed or strongly agreed that the session was well-organized. 94.1% of respondents agreed or strongly agreed that the session was a good use of their time. (17 responses)
 - Phase II - administrative review. The district's administrators have met several times to review the proposed reductions to ensure alignment and limit unintended consequences across budget team packages. This phase is complete.
 - Phase III - community feedback. This phase allows the community to provide additional feedback

about the recommended reductions. This will come via our high school student forums on March 6 and 7, the community feedback session on March 11, emails, conversations, and public comment at board meetings.

- Phase IV - board discussion and decision. The board will deliberate at a work session in late March, discuss it at its regular meeting on April 14, and make a final decision on April 28.
- The superintendent presented at the Minnesota Elementary School Principals Association conference.
- The superintendent was selected to provide two presentations at the spring MASA conference.
- The superintendent presented to the Chamber of Commerce “Leadership Northfield” cohort.
- The superintendent was asked to serve an extra year on the MASA executive board as the past president because the 2023-24 president accepted a superintendent position in a neighboring state.
- The superintendent’s office continues to communicate with the board, staff, families, and the community through:
 - Semi-monthly staff updates emailed the week of each board meeting.
 - The board bulletin, which is published at least twice per month.
 - Family update messages using the S’more platform — 22 have been sent since July 2024.
 - Regular appearances on KYMN radio.
 - Community engagement sessions — the second of four sessions was offered on Jan. 29. Community engagement sessions are an open call to the community to set up a meeting on any topic.

2024-25 Superintendent Focus Areas Update

Update No. 1 | Dec. 9, 2024

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

Focus Area	Strategic Plan Alignment	Dec. 9, 2024 Report
The superintendent will prioritize the implementation of the K-5 mathematics curriculum to continuously improve the district’s mathematics proficiency rates.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Stewardship.</p> <p>Benchmark alignment:</p> <p>3. All students are at grade level in reading and mathematics by the end of third and sixth grades.</p>	<ul style="list-style-type: none"> ● The superintendent attends weekly update sessions with TNTP focused on executing the plan for improved mathematics instruction. ● Sixty-six (66) teachers participated in lab days in November. These half-day sessions included peer observations and curriculum-based professional development. ● 100% of elementary general education classroom teachers have entered their unit test scores in Skyward, allowing for system-wide analysis.
The superintendent will prioritize the continued development of career and technical education by developing a school-to-work program for general education high school students. (A school-to-work program already exists for students receiving special education services.)	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p>	<ul style="list-style-type: none"> ● This focus area is in the early stages of development. One of the next steps is to identify pathways for hiring a credentialed work-based learning teacher to join our staff. ● Currently, some high school students are earning credit for

Focus Area	Strategic Plan Alignment	Dec. 9, 2024 Report
	<p>7. All students graduate from high school with a plan to reach their full potential.</p>	<p>their work in healthcare settings, as permitted by Minnesota Statute 124D.475. The district's partnership with the Workforce Development Center provides a career coach, who has been available as needed, to support our students.</p> <ul style="list-style-type: none"> • Additionally, the Workforce Development partnership facilitated the "Made in Northfield" tours on Dec. 3, where local manufacturing and healthcare employers showcased their facilities. Fifty-six (56) students and recent alumni participated in the tours, visiting Allina Clinic, Northfield Hospital + Clinics, River Valley Eye Professionals, Minnesota Orthodontics, Cardinal Glass, Engage Printing, and Mechanical Systems. The tours concluded with roundtable discussions at Laura Baker Services (healthcare tour) and Ruth's on Stafford (manufacturing tour).
<p>The superintendent will prioritize the professional growth of district staff by planning and executing the first Northfield School District Leadership Development Institute.</p>	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>8. All employees report satisfaction in the workplace.</p>	<ul style="list-style-type: none"> • The superintendent has outlined the key themes for leadership development, which include leadership, culture, decision-making, and resource management. • There will be four sessions scheduled for the second semester of 2024. • An application will be available in Dec. 2024. • Additionally, an application for local credit for teachers, which can be applied toward potential lane changes, will be on the agenda for the January professional growth committee meeting.
<p>In partnership with KYMN radio, the superintendent will prioritize communicating school district stories by planning and executing a monthly podcast titled "Profiles in High Performance."</p>	<p>Strategic commitment alignment:</p> <p>People, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p>	<ul style="list-style-type: none"> • The podcast has launched and was rebranded as "Doing Good Things for Kids." • Two episodes have been recorded.

Focus Area	Strategic Plan Alignment	Dec. 9, 2024 Report
	9. All parents report satisfaction with their children's educational experience.	<ul style="list-style-type: none"> The episodes air on the fourth Monday of the month.
The superintendent will continue leading an educational campaign to inform the public about the Nov. 5, 2024 bond referendum.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.</p> <p>Benchmark alignment:</p> <p>4. All students exhibit physical, social and emotional well-being.</p> <p>7. All students graduate from high school with a plan to reach their full potential.</p> <p>8. All employees report satisfaction in the workplace.</p> <p>9. All parents report satisfaction with their children's educational experience.</p> <p>10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.</p>	<ul style="list-style-type: none"> The superintendent led an educational campaign that included at least 92 events. This included 26 tours of the high school facility. All three bond referendum questions passed. Question 1 passed with nearly 60% approval, Question 2 passed with 54% approval, and Question 3 passed with 56% approval.
The superintendent will continue to seek feedback from parents of Black, Hispanic, and Indigenous students to continuously improve BIPOC students' experiences and feelings of belonging.	<p>Strategic commitment alignment:</p> <p>People, Learner Outcomes, Equity, Communication, and Partnerships.</p> <p>Benchmark alignment:</p> <p>9. All parents report satisfaction with their children's educational experience.</p>	<ul style="list-style-type: none"> A Latino family engagement event was held at Greenvale Park on Oct. 15 during community school programming. An Indigenous parent advisory committee meeting was held on Oct. 24, led by Indigenous Cultural Liaison Sybil Betsinger. Black parent advisory committee meetings will begin in January.
These focus areas, in addition to the 41 job responsibilities, are organized around eight major topic areas included in the superintendent's evaluation.		

Other Dec. 2024 updates

- The superintendent starts (almost) every day at a school building to connect with staff and students.
- The superintendent's office earned a 4.78 (five-point Likert scale) on the annual District Services Survey. This survey asks administrators and administrative assistants to rate the services they receive from ten district office departments. The overall survey rating was 4.60 for all departments.
- The superintendent is participating in the Minnesota Association of School Administrators' Advanced Leadership Academy, a 15-month program focused on professional growth for experienced superintendents.

- The superintendent was asked to serve an extra year on the MASA executive board as the past president because the 2023-24 president accepted a superintendent position in a neighboring state.
- The Minnesota Community Education Association honored the superintendent with its inaugural “Most Supportive Administrator” award. According to MCEA, “This distinguished award recognizes administrators who champion community education programs and demonstrate exceptional support for community-driven educational initiatives.”
- The superintendent has been selected to co-present a leadership development session at the Minnesota Elementary School Principals Association’s 2025 winter institute.
- The superintendent and a colleague have been selected to deliver the keynote presentation at the 2025 MCEA conference.
- The superintendent will teach the University of Minnesota’s Leaders in Superintendency and Central Office course in June 2025. This course is part of the superintendent licensure process.
- The superintendent has hosted three interns this fall who are seeking superintendent licensure.
- The superintendent led the selection process and recommended Kelly Spillman-Kramer’s appointment as the executive assistant to the superintendent and board. Kelly succeeds Anita Aase, who served exceptionally in the role for nearly seven years.
- The superintendent’s office continues to communicate with the board, staff, families, and the community through:
 - Semi-monthly staff updates emailed the week of each board meeting.
 - The board bulletin, which is published at least twice per month.
 - Family update messages using the S’more platform — fourteen (14) have been sent since July 2024.
 - Regular appearances on KYMN radio.
 - Community engagement sessions — the first of four sessions was offered on Oct. 31. Community engagement sessions are an open call to the community to set up a meeting on any topic.

[Bill language](#)

[Tracking spreadsheet - change items](#)

[House Research/Senate Counsel bill summary](#)

[District run - compensatory](#)

[District run – school library aid](#)

Compensatory revenue

- Appropriates \$55 million in FY26 only. The compensation revenue pupil units for each building in a district equals the greater of the building's actual compensation revenue pupil for FY26 or the building's actual compensation revenue pupil units for FY24.
- Allows a school district to allocate up to 40 percent of compensatory revenue on a district-wide basis, instead of 80% under current law (FY26 and 27 only).
- Establishes a legislative task force to make recommendations on program changes.

Blue Ribbon Commission on Special Education

Establishes a Blue Ribbon Commission on Special Education to advise and assist the legislature and the governor on “transforming special education services” and finding \$250 million in savings. If not, a commensurate reduction in special education cross-subsidy aid will go into effect in FY28-29 (\$125 million per year).

Special education transportation revenue

Reduces special education transportation reimbursement from 100% to 95% but keeps reimbursement for transportation of homeless and highly mobile students at 100%.

Literacy incentive aid

Renames Literacy Incentive Aid to Literacy Aid and allows literacy aid to be used to meet the requirements and goals of a district’s local literacy plan instead of a list of allowable uses.

Read Act

- Allows the hours of instruction for secondary students to be reduced by 5 ½ hours for the 2025-2026 school year.
- Requires the district to measure a student's reading proficiency in the dual language immersion program's partner language if a screener is available.
- Clarifies when oral reading fluency screeners may be used to assess reading difficulties, including characteristics of dyslexia.
- Broadens requirement relating to persons that use approved screeners to include all “external partners offering literacy supports in schools.”
- Clarifies that special education teachers who are responsible for literacy instruction are required to take the required training by July 1, 2026.
- Beginning July 1, 2027, requires an educator who is new to the state of Minnesota or is newly licensed and did not receive instruction in the teaching of foundational reading skills based on structured literacy, to complete one of the approved training programs.

Long-term facilities maintenance revenue

- Beginning in FY27 authorizes a school district to include roof repair and replacement costs totaling \$100,000 or more per site in the district’s annual long-term facilities maintenance plan.

- Increases the equalizing factor to offset projected levy increases.

Student support personnel aid

- Reduces the per-pupil allocation to \$30.05 in FY26-27 and \$34.32 each year after that. Sets the cooperative student support allowance at \$1.60 for FY26 and later.
- Expands allowable uses to include up to \$5,000 per year for employee training, job-embedded coaching, and qualifying travel expenses among school buildings for support staff.
- Allow a declining enrollment district to use funds to maintain staff that would otherwise be eliminated due to budget concerns.
- No change to the formula for cooperative school districts.

School meals

- Lowers the additional state funding for school lunch (above the amount established by federal rule for free lunch) from \$12.5 cents to \$6.25 cents per meal served beginning FY28.
- Requires a school to allow a student to purchase a second breakfast or lunch if the student has already selected a reimbursable breakfast or lunch.

Allowable uses of excess food service funds

- Expands allowable uses to include costs of serving food, including related technology and systems costs.
- Allows excess funds for expenses that improve the school food service, including the costs of plumbing, electrical, air handling, ventilation, or other building utility work necessary to operate equipment essential for food service activities or to remediate food service-related health and safety hazards.

School library aid

- Reduces per pupil school library aid to \$10.27 for FY26-27 and to \$9.12 for FY28 and later.
- Reduces minimum amounts from \$40,000 for a school district to \$20,000 beginning FY26.
- Removes electronic, computer, and audiovisual equipment, information technology infrastructure, and digital tools from the list of eligible uses of school library aid.

School start date for 2026-2027 and 2027-2028

Allows a district to begin the school year on September 1 or later for the 2026-2027 and 2027-2028 school years only.

Short-call emergency substitute teacher program

Makes this program permanent and allows a district to compensate the employee based on the district's substitute teacher rate of pay.

Mascot replacement

Authorizes a school district to retain an American Indian mascot and symbols with the approval of the geographically closest American Indian Tribe and the school district's American Indian Parent Advisory Committee. If the district does not have an American Indian Parent Advisory Committee, then the school only needs to see consent from the closest American Indian Tribe.

Telecommunications access aid

Repeals the equity in telecommunications access aid program.

Cardiac emergency response plan

Requires a school district to develop a cardiac emergency response plan consistent with the model plan developed by MDE beginning in the 2026-2027 school year. Appropriates \$1 million to implement cardiac emergency response plans in FY26 only.

Elementary, K-5

Daily Absence Notification: Parents/Guardians must send an email or call the appropriate Student Absence Answering Service **each day** their student is absent. Lines are available 24 hours a day:

- **Bridgewater: 507.664.3306 or bwattendance@northfieldschools.org**
- **Greenvale Park: 507.645.3506 or gvpattendance@northfieldschools.org**
- **Spring Creek: 507.645.3474 or scattendance@northfieldschools.org**

Absence Verification: If a phone call or email from a parent/guardian is not received by 9:00 a.m. and your student is absent, school personnel will make every effort to contact you to verify the absence. Absences in which the school does not receive communication from the parent/guardian will be marked as unexcused. It is the responsibility of the parent/guardian to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

Late Arrival: Students arriving after the school day begins must check in at the front office to receive a late arrival slip before proceeding to class. Parents/Guardians should call or email the school to notify them of the late arrival. If no prior notification is provided, parents must sign the student in at the office.

Leaving School Early: If a student has to leave early or attend an appointment during the school day, the parent/guardian should send an email or call the front office or attendance line. When picking up your student early, please meet them in the office and sign them out when they leave, and sign them back in when/if they return.

Attendance Guidelines

Every minute of a student's time at school is important. Students who are absent for even one day, or who arrive later than their classmates, miss valuable instruction time and can easily fall behind in school. They also miss important socialization time and fun with their peers. The Northfield School District recognizes the importance of regular attendance for student success. However, we also understand that circumstances such as illness or personal matters may occasionally require students to be absent. Chronic absence is defined as missing 10% (about 17 days) of school days for ANY reason (illness, vacation, appointments, etc.). Below are the attendance guidelines outlining how absences will be managed:

1. Tardiness:

Elementary schools follow a 7-period day schedule. Attendance is recorded for each class period, and punctuality is essential. The following guidelines apply:

- **Tardy:** Students who arrive up to 10 minutes late to a class will be marked tardy for that period.
- **Absent (Late Arrival):** Students who arrive more than 10 minutes late will be marked absent for the entire period.
- **Early Departure (Present):** Students who leave class with 10 minutes or less remaining will be marked present but left early.
- **Absent (Early Departure):** Students who leave more than 10 minutes before the end of class will be marked absent for that period.

Please make every effort to arrive on time and stay for the full duration of each class. If tardiness becomes a recurring issue, families will be referred to an administrator for further support and follow-up.

2. Illness-Related Absences:

- A student is allowed **up to 10 illness-related absences per school year**. These absences will be considered excused as long as they fall within the 10-day limit.
- After **8 total absences (illness and personal combined)**, a letter of concern regarding attendance will be sent to **each** household.
- After **10 illness-related absences**, further absences due to illness will require **medical documentation** from a healthcare provider to be considered excused. A letter will be sent to **each** household to notify them of this.
- Alternatively, if a medical office visit is not necessary or possible, students may be screened by the school nurse.
- If the student exceeds 10 illness-related absences and fails to provide proper medical documentation or be screened by the school nurse, the absences will be considered **unexcused** unless the school administration grants an exception.

Good Practice for Medical Documentation:

- **It is recommended that parents/guardians obtain medical documentation each time their student misses school and visits the doctor due to illness or for an appointment, and provide this documentation to the school.** This practice ensures that the school has a record of the visit, which can help in excusing the absence if necessary, and also provides clarity in the event of a prolonged illness.
- Keeping a consistent record of medical visits ensures that the school has appropriate documentation on file, helping to prevent misunderstandings or issues with excused absences.

Illness while at school:

- If a student becomes ill during the day, they should get a pass from a teacher to go to the nurse. The nurse will determine whether a call home is warranted. If the nurse sends a student home from school, that absence will be excused and not count toward the 10 absence threshold.

3. Appointments:

- Non-emergency medical and dental appointments should be scheduled outside of school hours or on non-school days whenever possible.
- Students should come to school before and/or after appointments, as they generally do not need to miss the whole day.
- This helps minimize disruptions to students' learning and ensures they stay on track with their studies.
- **It is recommended that parents/guardians obtain medical documentation each time their student misses school for an appointment, and provide this documentation to the school.**

4. Personal Absences:

- A student is permitted up to **5 days of personal absence per school year**. These absences will be considered excused. Activities that may fall under this category are vacations, family events, non-school sponsored sports or academic activities, etc.
- Absences due to funerals, religious observances, family emergencies, court/legal proceedings, college visits, or military involvement will **not** be counted towards the 5 absence threshold.
- After **5 personal absences**, any additional absences will be considered **unexcused** unless approved by the school administration. Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis. A letter will be sent to **each** household to notify them of this.
- Parents/guardians must notify the school office and classroom teacher of any pre-planned absences at least 5 days in advance. While we will do our best to provide assignments ahead of time, it can be challenging to predict the exact pacing of instruction during a student's absence. As a result, students may be required to make up additional work upon their return.

5. Unexcused Absences:

An absence will be recorded as unexcused if one or more of the following applies:

- No communication has been received from a parent or guardian,
- Required medical documentation has not been submitted,
- Additional personal days were not requested using the designated Google Form,

- A student leaves school due to illness without first being evaluated by the school nurse,
- The absence does not fall under the categories of illness or personal days, or absences beyond the allowable limit. Examples of unexcused absences or tardies include, but are not limited to:

- Missing the bus
- Sleeping in
- School refusal
- Skipping school or class periods
- Car trouble
- Babysitting/Helping out at home
- Work
- Student doesn't meet immunization requirements or exemptions are not on file
- Any other absence that does not meet the criteria for an excused absence

Minnesota Statute (120A.22) gives schools specific guidelines around what can and cannot be considered an excuse for missing school. Please be aware that the school administration holds the final say in whether an absence is excused. Parents/guardians notify the school of the reason for a student's absence. The school must determine whether the reason fits the school board approved criteria and meets the requirement of the law.

It is the responsibility of the parent/guardian to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

6. Consequences for Unexcused Absences:

- When a student has accumulated 7 unexcused absences during the school year, school officials may make an educational neglect referral to the county.

7. Administrator Discretion:

- In some cases, the school administrator may use discretion to excuse absences outside of the outlined categories.
- Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis.
- Documentation or supporting information may be required for administrator review.

8. Responsibilities of Parents and Guardians:

- Parents/Guardians are responsible for ensuring that students attend school each day and arrive on time.

- Parents/Guardians are responsible for notifying the school of all absences, preferably before the absence occurs.
- For illness or medical-related absences, parents/guardians must provide appropriate medical documentation when required.
- Parents/Guardians must notify teachers of any pre-planned absences at least 5 days in advance.
- Parents/Guardians are responsible for submitting requests for excused absences beyond the allowable limits via Google Form.
- It is important for parents/guardians to communicate with the school to avoid any confusion or misunderstanding regarding the status of their student's attendance.

Middle School, 6-8

Daily Absence Notification: Parents/Guardians must send an email or call the Student Absence Answering Service **each day** their student is absent. The line is available 24 hours a day:

- **Middle School: 507.663.0655 or msattendance@northfieldschools.org**

Absence Verification: If a phone call or email from a parent/guardian is not received by 8:30 a.m. and your student is absent, school personnel will make every effort to contact you to verify the absence. Absences in which the school does not receive communication from the parent/guardian will be marked as unexcused. It is the responsibility of the parent/guardian to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

Late Arrival: If a student has to leave early or attend an appointment during the school day, the parent/guardian should call, email, or send a note with the student, which must be submitted to school attendance personnel. The attendance personnel will send the student a message on Schoology, the student will show the message to their teacher, and they will be allowed to leave class at the designated time. Students must sign out before leaving the building and sign back in if/when they return.

Leaving School Early: If a student has to leave early or attend an appointment during the school day, the parent/guardian should call, email, or send a note with the student, which must be submitted to school attendance personnel. The attendance personnel will send the student a message on Schoology that allows them to leave class at the designated time. Students must sign out before leaving the building and sign back in if/when they return.

Attendance Guidelines

Every minute of a student's time at school is important. Students who are absent for even one day, or who arrive later than their classmates, miss valuable instruction time and can easily fall behind in school. The Northfield School District recognizes the importance of regular attendance for student success. However, we also understand that circumstances such as illness or personal matters may occasionally require students to be absent. Chronic absence is defined as missing 10% (about 17 days) of school days for ANY reason (illness, vacation, appointments, etc.).

Both parents/guardians and students share the responsibility for ensuring regular school attendance. Below are the attendance guidelines outlining how absences will be managed. **Please review this policy with your student.**

1. Tardiness:

The Middle School follows a 7-period day schedule. Attendance is recorded for each class period, and punctuality is essential. The following guidelines apply:

- **Tardy:** Students who arrive up to 10 minutes late to a class will be marked tardy for that period.
- **Absent (Late Arrival):** Students who arrive more than 10 minutes late will be marked absent for the entire period.
- **Early Departure (Present):** Students who leave class with 10 minutes or less remaining will be marked present but left early.
- **Absent (Early Departure):** Students who leave more than 10 minutes before the end of class will be marked absent for that period.

Please make every effort to arrive on time and stay for the full duration of each class. Students may receive a lunch detention for a set of 3 tardies in any class. If tardiness becomes a recurring issue, students will be referred to an administrator for further support and follow-up.

2. Illness-Related Absences:

- A student is allowed **up to 10 illness-related absences per school year**. These absences will be considered excused as long as they fall within the 10-day limit.
- After **8 total absences (illness and personal combined)**, a letter of concern regarding attendance will be sent to **each** household.
- After **10 illness-related absences**, further absences due to illness will require **medical documentation** from a healthcare provider to be considered excused. A letter will be sent to **each** household to notify them of this.
- Alternatively, if a medical office visit is not necessary or possible, students may be screened by the school nurse.
- If the student exceeds 10 illness-related absences and fails to provide proper medical documentation or be screened by the school nurse, the absences will be considered **unexcused** unless the school administration grants an exception.

Good Practice for Medical Documentation:

- **It is recommended that parents/guardians obtain medical documentation each time their student misses school and visits the doctor due to illness or for an appointment, and provide this documentation to the school.** This practice ensures

that the school has a record of the visit, which can help in excusing the absence if necessary, and also provides clarity in the event of a prolonged illness.

- Keeping a consistent record of medical visits ensures that the school has appropriate documentation on file, helping to prevent misunderstandings or issues with excused absences.

Illness while at school:

- If a student becomes ill during the day, they should get a pass from a teacher to go to the nurse. The nurse will determine whether a call home is warranted. If the nurse sends a student home from school, that absence will be excused and not count toward the 10 absence threshold. **If a student leaves school due to illness without first visiting the nurse, the absence will be unexcused.**

3. Appointments:

- Non-emergency medical and dental appointments should be scheduled outside of school hours or on non-school days whenever possible.
- Students should come to school before and/or after appointments, as they generally do not need to miss the whole day.
- This helps minimize disruptions to students' learning and ensures they stay on track with their studies.
- **It is recommended that parents/guardians obtain medical documentation each time their student misses school for an appointment, and provide this documentation to the school.**

4. Personal Absences:

- A student is permitted up to **5 days of personal absence per school year**. These absences will be considered excused. Activities that may fall under this category are vacations, family events, non-school sponsored sports or academic activities, etc.
- Absences due to funerals, religious observances, family emergencies, court/legal proceedings, college visits, or military involvement will **not** be counted towards the 5 absence threshold.
- After **5 personal absences**, any additional absences will be considered **unexcused** unless approved by the school administration. Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis. A letter will be sent to **each** household to notify them of this.
- Parents/guardians must notify the school office and classroom teachers of any pre-planned absences at least 5 days in advance. While we will do our best to provide assignments ahead of time, it can be challenging to predict the exact pacing of instruction during a student's absence. As a result, students may be required to make up additional work upon their return.

5. Unexcused Absences:

An absence will be recorded as unexcused if one or more of the following applies:

- No communication has been received from a parent or guardian,
- Required medical documentation has not been submitted,
- Additional personal days were not requested using the designated Google Form,
- A student leaves school due to illness without first being evaluated by the school nurse,
- The absence does not fall under the categories of illness or personal days, or absences beyond the allowable limit. Examples of unexcused absences or tardies include, but are not limited to:

- Missing the bus
- Sleeping in
- School refusal
- Skipping school or class periods
- Car trouble
- Babysitting/Helping out at home
- Work
- Student doesn't meet immunization requirements or exemptions are not on file
- Any other absence that does not meet the criteria for an excused absence

Minnesota Statute (120A.22) gives schools specific guidelines around what can and cannot be considered an excuse for missing school. Please be aware that the school administration holds the final say in whether an absence is excused. Parents/guardians notify the school of the reason for a student's absence. The school must determine whether the reason fits the school board approved criteria and meets the requirement of the law.

It is the responsibility of the parent/guardian to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

6. Consequences for Unexcused Absences:

- When a student has accumulated 7 unexcused absences during the school year, school officials can file truancy with the county.

7. Administrator Discretion:

- In some cases, the school administrator may use discretion to excuse absences outside of the outlined categories.

- Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis.
- Documentation or supporting information may be required for administrator review.

8. Responsibilities of Parents and Guardians:

- Parents/Guardians are responsible for ensuring that students attend school each day and arrive on time.
- Parents/Guardians are responsible for notifying the school of all absences, preferably before the absence occurs.
- For illness or medical-related absences, parents/guardians must provide appropriate medical documentation when required.
- Parents/Guardians must notify teachers of any pre-planned absences at least 5 days in advance.
- Parents/Guardians are responsible for submitting requests for excused absences beyond the allowable limits via Google Form.
- It is important for parents/guardians to communicate with the school to avoid any confusion or misunderstanding regarding the status of their student's attendance.

9. Responsibilities of Students:

- Students are responsible for attending school each day and arriving on time.
- Students are responsible for attending each class period, and arriving on time.
- Students should remind parents/guardians to notify the school of all absences.
- After accumulating three tardies in any class, students may be assigned a lunch detention. It is the student's responsibility to serve this detention and take steps to improve their punctuality moving forward.

High School, 9-12

Daily Absence Notification: Parents/Guardians must complete the attendance Google Form, send an email, or call the Student Absence Answering Service **each day** their student is absent.

The line is available 24 hours a day:

- **High School: 507.663.0616, hsattendance@northfieldschools.org, or Google Form**

Note: Eighteen-year-old students, with parent or guardian approval and completion of the required paperwork, are permitted to manage their own attendance.

Absence Verification: Absences in which the school does not receive communication from the parent/guardian will be marked as unexcused. It is the responsibility of the parent/guardian/eighteen-year-old student to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

Late Arrival: Students arriving after the school day begins must check in at the front office to obtain a late arrival slip before heading to class. Parents/Guardians should complete the attendance Google Form, send an email, or call regarding their late arrival. Late arrivals with no parent/guardian communication, will be marked as unexcused.

Leaving School Early: If a student has to leave early or attend an appointment during the school day, the parent/guardian should complete the attendance Google Form, send an email, or call the school. School attendance personnel will provide the student with a pass to leave class at the designated time. Students must sign out before leaving the building and sign back in if/when they return.

Attendance Guidelines

Every minute of a student's time at school is important. Students who are absent for even one day, or who arrive later than their classmates, miss valuable instruction time and can easily fall behind in school. The Northfield School District recognizes the importance of regular attendance for student success. However, we also understand that circumstances such as illness or personal matters may occasionally require students to be absent. Chronic absence is defined as missing 10% (about 17 days) of school days for ANY reason (illness, vacation, appointments, etc.).

Both parents/guardians and students share the responsibility for ensuring regular school attendance. Below are the attendance guidelines outlining how absences will be managed.

Please review this policy with your student.

1. Tardiness:

The High School follows a 7-period day schedule. Attendance is recorded for each class period, and punctuality is essential. The following guidelines apply:

- **Tardy:** Students who arrive up to 10 minutes late to a class will be marked tardy for that period.
- **Absent (Late Arrival):** Students who arrive more than 10 minutes late will be marked absent for the entire period.
- **Early Departure (Present):** Students who leave class with 10 minutes or less remaining will be marked present but left early.
- **Absent (Early Departure):** Students who leave more than 10 minutes before the end of class will be marked absent for that period.

Please make every effort to arrive on time and stay for the full duration of each class. After 3 or more tardies, detention or other consequences may be assigned and served during FLEX time. If tardiness becomes a recurring issue, students will be referred to an administrator for further support and follow-up.

2. Illness-Related Absences:

- A student is allowed **up to 10 illness-related absences per school year**. These absences will be considered excused as long as they fall within the 10-day limit.
- After **8 total absences (illness and personal combined)**, a letter of concern regarding attendance will be sent to **each** household.
- After **10 illness-related absences**, further absences due to illness will require **medical documentation** from a healthcare provider to be considered excused. A letter will be sent to **each** household to notify them of this.
- Alternatively, if a medical office visit is not necessary or possible, students may be screened by the school nurse.
- If the student exceeds 10 illness-related absences and fails to provide proper medical documentation or be screened by the school nurse, the absences will be considered **unexcused** unless the school administration grants an exception.

Good Practice for Medical Documentation:

- **It is recommended that parents/guardians obtain medical documentation each time their student misses school and visits the doctor due to illness or for an appointment, and provide this documentation to the school.** This practice ensures that the school has a record of the visit, which can help in excusing the absence if necessary, and also provides clarity in the event of a prolonged illness.
- Keeping a consistent record of medical visits ensures that the school has appropriate documentation on file, helping to prevent misunderstandings or issues with excused absences.

Illness while at school:

- If a student becomes ill during the day, they should get a pass from a teacher to go to the nurse. The nurse will determine whether a call home is warranted. If the nurse sends a student home from school, that absence will be excused and not count toward the 10 absence threshold. **If a student leaves school due to illness without first visiting the nurse, the absence will be unexcused.**

3. Appointments:

- Non-emergency medical and dental appointments, along with college visits, should be scheduled outside of school hours or on non-school days whenever possible.
- Students should come to school before and/or after appointments, as they generally do not need to miss the whole day.
- This helps minimize disruptions to students' learning and ensures they stay on track with their studies.
- **It is recommended that parents/guardians obtain medical documentation each time their student misses school for an appointment, and provide this documentation to the school.**

4. Personal Absences:

- A student is permitted up to **5 days of personal absence per school year**. These absences will be considered excused. Activities that may fall under this category are vacations, family events, non-school sponsored sports or academic activities, etc.
- Absences due to funerals, religious observances, family emergencies, court/legal proceedings, college visits, or military involvement will **not** be counted towards the 5 absence threshold.
- After **5 personal absences**, any additional absences will be considered **unexcused** unless approved by the school administration. Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis. A letter will be sent to **each** household to notify them of this.
- Parents/guardians must notify the school office of any pre-planned absences at least 5 days in advance. Students at the High School level must also notify classroom teachers. While we will do our best to provide assignments ahead of time, it can be challenging to predict the exact pacing of instruction during a student's absence. As a result, students may be required to make up additional work upon their return.

5. Unexcused Absences:

An absence will be recorded as unexcused if one or more of the following applies:

- No communication has been received from a parent or guardian,
- Required medical documentation has not been submitted,

- Additional personal days were not requested using the designated Google Form,
- A student leaves school due to illness without first being evaluated by the school nurse,
- The absence does not fall under the categories of illness or personal days, or absences beyond the allowable limit. Examples of unexcused absences or tardies include, but are not limited to:

- Missing the bus
- Sleeping in
- School refusal
- Skipping school or class periods
- Car trouble
- Babysitting/Helping out at home
- Work
- Student doesn't meet immunization requirements or exemptions are not on file
- Any other absence that does not meet the criteria for an excused absence

Minnesota Statute (120A.22) gives schools specific guidelines around what can and cannot be considered an excuse for missing school. Please be aware that the school administration holds the final say in whether an absence is excused. Parents/guardians notify the school of the reason for a student's absence. The school must determine whether the reason fits the school board approved criteria and meets the requirement of the law.

It is the responsibility of the parent/guardian/eighteen-year-old student to provide the necessary documentation or communication within 5 calendar days of the absence. If not cleared within this timeframe, the absence will remain unexcused and will not be changed retroactively.

6. Consequences for Unexcused Absences:

- When a student has accumulated 7 unexcused absences during the school year, school officials can file truancy with the county.
- When a student has accumulated 9 or more unexcused absences in a class period during a semester, the student and parents/guardians will be informed that an appeal for credit is required to be eligible to remain in good standing in the course(s) in question.

7. Administrator Discretion:

- In some cases, the school administrator may use discretion to excuse absences outside of the outlined categories.
- Requests for excused absences beyond the allowable limits must be **submitted via Google Form** and will be reviewed by the school administration on a case-by-case basis.
- Documentation or supporting information may be required for administrator review.

8. Responsibilities of Parents and Guardians:

- Parents/Guardians are responsible for ensuring that students attend school each day and arrive on time.
- Parents/Guardians are responsible for notifying the school of all absences, preferably before the absence occurs.
- For illness or medical-related absences, parents/guardians must provide appropriate medical documentation when required.
- Parents/Guardians are responsible for submitting requests for excused absences beyond the allowable limits via Google Form.
- It is important for parents/guardians to communicate with the school to avoid any confusion or misunderstanding regarding the status of their student's attendance.

9. Responsibilities of Students:

- Students are responsible for attending school each day and arriving on time.
- Students are responsible for attending each class period, and arriving on time.
- Students should remind parents/guardians to notify the school of all absences.
- Students should monitor their attendance and tardy status in each class regularly.
- Students are responsible for notifying their teachers of any pre-planned absences at least 5 days in advance.
- After accumulating 3 tardies in any class, students may be assigned a FLEX time detention. It is the student's responsibility to serve this detention and take steps to improve their punctuality moving forward.
- After accumulating 9 unexcused absences in a class period during a semester, an appeal for credit will be required to be eligible to remain in good standing in the course(s) in question. It is the student's responsibility to complete this appeal.

2024-25 ATTENDANCE INFORMATION

Elementary K-5

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

Bridgewater507.664.3306 or bwattendance@northfieldschools.org

Greenvale Park.....507.645.3506 or gvpattendance@northfieldschools.org

Spring Creek.....507.645.3474 or scattendance@northfieldschools.org

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

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

Note: Parents/Guardians may not take their child from the school premises without notifying the office. For students to leave school early, parents/guardians must send a note to the classroom teacher and call the front office or attendance line. When leaving early, parents/guardians are to meet students in the office and sign them out. It is believed that elementary students benefit from continuity in their educational program. If an educational family trip needs to occur during school, parents/guardians should contact their child's teacher so that class work that is missed can be made up. Because it is difficult to predict exactly how instruction will be paced during a student's absence, it may be necessary for students to make up work after they return.

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

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

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

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

Safety: All elementary students in kindergarten through grade 5 are required to complete bus safety training at the beginning of every school year. Parents/Guardians should review the following safety rules with their children.

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

Behavior, Bus Incident Reports: If a student is involved in a behavioral incident on a school bus or at a school bus stop or transfer point, a bus incident report form is issued by a driver, the bus company safety director, or school employee. The purpose is to provide communication to parents/guardians regarding the incident. A copy goes to the student's school, and corrective

action may be initiated by the school district. When a student receives a bus incident report, the parent/guardian must sign the form and the student must present the signed form to the bus driver when boarding in the morning on the following day, or the next time the student rides the bus, whichever comes first. If a child is suspended from the bus, parents/guardians will be notified by school district administration.

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

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

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

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

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

Unexcused absences or tardies: No parent/guardian communication with school, sleeping in and suspension from school.

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

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

Middle School 6-8

Compulsory Attendance Law Minnesota State Law provides that children enrolled in school after 1988 shall attend a public school or a private school, for a period of not less than nine months during any school year until age 18 or until they graduate. Both parents/guardians and students

have responsibility for school attendance. This section outlines the procedures for attendance and consequences for unexcused absences. **PLEASE REVIEW WITH YOUR CHILD.**

Rules, Policies, and Guidelines

1. Reporting: Teachers record and report each student absence and tardy in every class period.
2. Verification: All student absences are verified by the Attendance Office. Verification occurs in several ways. Parents/Guardians call in, send a note, or the Attendance Office calls home.

Absence Procedure: If a student must be absent from class or arrive late to school, the student's parent/guardian must call the Attendance Line at 507.663.0655 the day of the absence or earlier. The attendance line is available 24 hours a day for your convenience. Absences must be excused within 24 hours or the absence may remain unexcused. School personnel will make every effort to contact the parent/guardian of absent students if the school has not received a telephone call from the parent/guardian on the day the student is absent. If the school and parent/guardian do not connect on the day of the absence, an automated email and/or text will be sent to the primary phone number and/or email in the student's account. A call or email from a parent/guardian will also be accepted the morning the student returns.

3. Definition of Excused/Verified Absences

School activities, illness, non-illness absences requested by parent/guardian, out-of-school suspension , in-school suspension

4. Definition of Unexcused Absences

Leaving school without permission, any absence that does not meet the criteria specified in excused/verified absences

5. Consequences of Tardies

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

6. Consequences of Abuse of Attendance Policy When students have accumulated an excessive amount of excused absences, the following steps are followed to attempt to have the

student improve attendance:

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

7. Consequences of Unexcused Absence

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

8. Possible Loss of Credit

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

9. Special Attendance Procedures

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

Illness while at school. If a student becomes ill during the day, they should get a pass from a teacher to go to the nurse. The nurse will determine whether a call home is warranted. Leaving the building during the school day. Students cannot leave the school building during the school day without permission to leave or having a parent/guardian sign them out. Failure to do the above will result in an unexcused absence.

10. Appeal

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

A good faith effort has been made to delete unexcused absences using the detention option.
A request for an appeal hearing has been made within one week of notification of the loss of credit.

Good cause is demonstrated for the failure to abide by the attendance rules.

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

11. Exceptional Attendance

Guidelines to qualify for perfect attendance:

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

High School 9-12

STUDENT RESPONSIBILITIES

1. Attend each class and arrive on time prepared to learn and participate.
2. Inform teachers and office staff in advance of pre-excused absences.
3. Have a parent/guardian call the office or complete the attendance Google Form within 48 hours of an absence.
4. Be aware of own status in regard to tardies and absences in classes.

PARENT RESPONSIBILITIES

1. Encourage students to attend school regularly.
2. Notify the office via google form or by phone on the day of your child's absence.
Absences not verified within 48 hours of the student's return to school will remain unexcused.
3. Limit absences by scheduling appointments, vacations, college visits, etc. on non-school days or during FLEX/ late start mornings.
4. Notify the office in writing or by phone of a pre-excused absence at least 1 day prior to the absence.

CLASSIFICATION OF ABSENCES

Excused Absences

Below is a list of some of the reasons an absence may be deemed "excused":

1. Student illness (Legal guardian must call the office or complete the online absence form to inform our school personnel within 48 hours).
2. Medical appointments: Please make every effort to schedule appointments outside the school day.
3. School-sponsored curricular and co-curricular activities.
4. Official religious holidays.
5. Family emergencies verified by parent/guardian, including family illness, injury, or death.
6. Post-secondary school visit.
7. Authorized appointments with school personnel (principal, assistant principal, school psychologist, counselor).
8. Family vacations verified by parent/guardian.
After a student has missed 10 or more days of school due to illness, a medical letter may be sent to the student's home and documentation will be required for future absences.
9. Administrator discretion.
10. Military.

UNEXCUSED ABSENCES

Minnesota Statute 120A.22 states that the school administration determines excused or unexcused absences.

Below is a list of some of the reasons an absence may be deemed “unexcused”

1. Babysitting.
2. Work.
3. Rest due to work.
4. Missing or suspended from the bus.
5. Oversleeping.
6. Helping out at home.
7. Car trouble.
8. Child doesn't meet immunized requirements or exemptions are not on file.
9. Chronic or long-term illness (approximately 15 days) that is NOT verified by a doctor's note and communicated to the administrative team.

Minnesota Statute (120A.22) gives schools specific guidelines around what can and cannot be considered an excuse for missing school. Please be aware that the school administration holds the final say in whether an absence is excused. Parents/guardians notify the school of the reason for a student's absence. The school must determine whether the reason fits the school board approved criteria and meets the requirement of the law.

Reinforcing Attendance at NHS

SCHOOL-HOME COMMUNICATION

Tier I response (all students):

We provide communication and strategies to support all students. Teachers ensure accurate attendance is recorded. For unexcused absences, automated messages will be sent to parents/guardians through Skyward. The decision to accept make-up exams or late work for unexcused absences is at the teacher's discretion.

Tier II Response (some students):

For students who continue to struggle with unexcused absences, we implement evidence-based

practices of moderate intensity. These are designed to address the specific learning or behavioral needs of these students, offering additional time and support to help improve class attendance.

Tier III response (few students):

For students who show minimal improvement with Tier I and II support, we develop individualized plans with increased intensity. These plans are tailored to meet the unique needs of each student to help them succeed.

EXCUSED ABSENCES PROCESS

Per Semester

1-8 excused absences	<p>Families are expected to notify the office of their child's absence either by using the attendance form on the high school website or by calling the school, ideally before or on the day of the absence. If an absence is not verified within 48 hours of the student's return to school, it will remain unexcused.</p> <p>Teachers will accept late work for deadlines missed due to an excused absence. Students are responsible for contacting their teachers to obtain any missed materials and will have one day for every day of excused absence to complete assignments or exams.</p> <p>Please note that students who are absent due to illness are not eligible to participate in school-sponsored activities on the same day.</p>
Nine (9) or more excused absences	<p>For each absence beyond the eighth, families may be expected to provide a note from a medical doctor stating that the child could not attend school due to illness or injury. School staff will communicate with families when medical documentation is required to excuse an absence.</p>

UNEXCUSED ABSENCE/TARDY PROCESS

Per Semester

One (1) tardy	A student who is not in class when the bell rings is considered tardy. If a student is more than 10 minutes late without an authorized pass, the missed class time will be recorded as an unexcused absence.
Three (3) or more tardies	Detention or other consequences may be assigned and served during FLEX time. If tardiness becomes a recurring issue, students will be referred to an administrator for further support and follow-up.
One (1) unexcused absence	Staff check-in/ automatic messages to notify family
Three (3) unexcused absences	<i>Letter of Concern</i> will be sent home and a member of the attendance/counseling team will follow up with the student to support addressing barriers and encourage positive attendance.
Six (6) unexcused absences	<i>Letter of Bordering Chronic Absence/Truancy</i> will be sent home and a member of the administration team will follow up with the student and family to develop an attendance plan.
Nine (9) or more unexcused absences	<p>Students/family will be informed that an appeal for credit is required to be eligible to remain in good standing in the course(s) in question. The three indicators of progress below will be considered when determining if student will be able to remain in the class for credit:</p> <ol style="list-style-type: none"> 1. Is the student making academic progress? 2. How is general attendance (review all absence data)? 3. Consider the number of additional unexcused absences in the time frame leading up to 9 unexcused absences and habitual truant status.

<p>As needed</p>	<p>Responses when unexcused absences approach 10, the outcome may include, but not limited to possible referral to SARB (Student Attendance Review Board, additional progress monitoring, or loss of credit.</p> <p>If a student under the age of 18 accumulates 10 or more unexcused absences, the parent or guardian will be notified that the student is considered a “Habitual Truant.” A student is deemed habitually truant if they have an unexcused absence in one or more classes on any 10 days during the school year.</p> <p>At this point, a conference may be requested by the parent, student, or administration to review the student’s attendance and academic record. The purpose of this conference is to discuss any unusual or extenuating circumstances, review the attendance and academic appeal plan, and assess the student’s current academic progress to determine the next steps.</p> <p>The three indicators of progress below when determining next steps:</p> <ol style="list-style-type: none"> 1. Is the student making academic progress? 2. How is general attendance (review all absence data) 3. Consider the number of additional unexcused absences in the time frame leading up to 9 unexcused absences and habitual truant status.
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Last modified: August 27, 2024



STUDENT CITIZENSHIP HANDBOOK

2025 - 2026

RIGHTS, RESPONSIBILITIES, DISTRICT POLICIES

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

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

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VISION, STRATEGIC COMMITMENTS, AND STUDENT DISCIPLINE PHILOSOPHY

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

It is the responsibility of the school board to make reasonable policies and rules for maintaining a safe and supportive school environment. These policies and rules apply at any time a student is present at a school location, at a school-sponsored activity, participating in school activities through a digital platform, and while traveling on school buses. Students are expected to behave in accordance with federal, state and local laws and rules and in a way that respects the rights and safety of others.

While this policy pertains to all schools in District No. 659, the school board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

PHILOSOPHY REGARDING LEARNING AND DISCIPLINE

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians/caregivers, teachers, administrators and other school staff all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Students will learn self-control and respect for law, authority, property and the rights of others.

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

While student self-discipline is the ideal, it is understood that fair and appropriate corrective measures may be required at times. When it becomes necessary to enforce the consequences as outlined in this policy, it should be done in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a consequence. Discipline...

- helps the student learn a lesson that will positively affect their present and future behavior.
- is designed to help the student control and change their behavior, thereby guiding the student into adulthood.
- helps the student to grow intellectually and emotionally.
- enhances the student's self-confidence, self-worth and self-image.

ROLES AND RESPONSIBILITIES

Board of Education

The school board holds all school personnel responsible for maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

Superintendent

The superintendent shall establish guidelines and directives to carry out this policy; hold all school personnel, students and parents/guardians/caregivers responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent also shall establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians/caregivers. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

Principal and Assistant Principals

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal and assistant principals shall consult with parents/guardians/caregivers of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents/guardians/caregivers. For the purposes of the discipline guidelines that are enumerated in this document, the word “principal” means either the school principal, building administrator, or assistant principal.

Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the discipline guidelines.

Other School District Personnel

All district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to students’ behavior shall be authorized and directed by the superintendent.

All district personnel shall be responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents or Legal Guardians

Parents and legal guardians shall be held responsible for the behavior of their children as determined by law, district policy, and school procedures. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Students

All students shall be held individually responsible for their behavior and for knowing and obeying this policy.

Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students who attend District No. 659 have numerous rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. The following list lays out student rights and opportunities as well as student responsibilities. Applicable district policies are identified where appropriate and can be found in their entirety on the [district's website](#).

ACCESS TO RECORDS

Rights/Opportunities	Responsibilities
Students' parents and students eligible under state law generally have the right to view their school records according to state and federal laws.	Students have the responsibility to follow established building and district procedures regarding access to their school records.
Students have the right to privacy regarding school records. Disclosure of information from student records will be consistent with legal requirements and the guidelines established by the school district.	

STUDENT APPAREL (DRESS AND APPEARANCE)

Rights/Opportunities	Responsibilities
Students have the opportunity to wear clothing of their choosing and to engage in personal grooming which is not potentially disruptive to the education process, which does not pose a threat to the health or safety of other students and which is not lewd, vulgar, obscene, sexually explicit or discriminatory. Hair or hairstyles choices are at the discretion of the individual student. This includes but is not limited to hair texture and hair styles such as braids, locks, and twists.	Students are responsible to dress in such a manner that is not disruptive nor likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups, including gang and/or hate symbols. Clothing which displays references to weapons, alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

EQUAL OPPORTUNITY

Rights/Opportunities	Responsibilities
Students have the right to equal opportunity to participate in all school activities and school education programs for which they are eligible within legal limits. (Policy 102 Equal Educational Opportunity)	Students are responsible to follow the rules and regulations of the school-sponsored activity in which they participate or others participate. Students are not to discourage the participation of other students.

FAIR TREATMENT

Rights/Opportunities	Responsibilities
Students have the right to due process when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.	Students are responsible to treat all people respectfully and to follow rules and regulations that apply to them.
Students have the right to be informed of current school policies, rules and regulations that apply to them.	Students are responsible to be knowledgeable about and to follow school policies, rules and regulations that apply to them.

Students have the right to be informed of classroom expectations.	Students are responsible to be knowledgeable about and to meet classroom expectations and evaluation procedures that apply to them.
Students have the right to be treated respectfully by staff and other students.	Students are responsible to treat others, including other students and staff in a respectful manner. Students are also expected to treat the property of others and the district responsibly.
Students have a right to be free from corporal punishment by staff.	Students have the responsibility to refrain from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
Students have a right to be free from unreasonable physical contact from teachers and other staff except as physical restraint is necessary to prevent the student from injuring self, other persons, or property.	Students have the responsibility to respect the space and freedom of those around them. Students also have the responsibility to not engage in conduct that threatens to injure themselves, other persons, and property.

FREE SPEECH

Rights/Opportunities	Responsibilities
Students have the right to free speech so long as such speech does not violate the rights of others.	Students are responsible to express opinions, publish written materials, distribute literature in such a manner that is not libelous, obscene or discriminatory, including but not limited to symbols of hate or gang-related symbols, that does not interfere with the rights of others or disrupt the atmosphere of learning in the school as determined by school administration and follows school regulations regarding time, place and manner.

HARASSMENT

Rights/Opportunities	Responsibilities
<p>The Northfield School District takes Human Rights and Title IX complaints seriously. Students have the right to be free from any form of harassment, arising out of the physical or verbal conduct of other students, school staff or others.</p> <p>(Policy 514 Bullying Prohibition; Policy 413 Harassment and Violence; Policy 526 Hazing Prohibition, Policy 522 Title IX Sex Nondiscrimination)</p>	<p>Students are responsible for maintaining an environment free from harassment, cyberbullying, intimidation and abuse. Students are also responsible to report incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware. Policy 413 and its associated procedures and Policy 522 govern the process for addressing these complaints. Such reports should be made to:</p> <p>Molly Viesselman, Director of Human Resources, Human Rights Officer/Title IX Coordinator, Northfield Public Schools, 201 Orchard Street South, Northfield, MN 55057 - Phone: 507.663.0600 Email: mviesselman@northfieldschools.org While not required, individuals can make complaints using this form this form.</p>

LEARNING

Rights/Opportunities	Responsibilities
Students should have the opportunity to receive a comprehensive appropriate education. (Policy 102 Equal Educational Opportunity)	Students are responsible for daily attendance, for completing class assignments on time and for bringing appropriate materials required for class use.

Students should have the opportunity to attend school in a safe environment that is free from disruptive behavior by others.	Students are responsible to behave in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process of others.
Students have the opportunity to make up schoolwork missed during an excused absence.	With age-appropriate assistance from their teachers, students are responsible to obtain and complete make-up work assigned for periods of absence.
Students have the right to necessary homebound instruction as regulated by state guidelines when absent for an extended period.	Students are responsible to complete work assigned as part of the homebound instructional process.

NONDISCRIMINATION

Rights/Opportunities	Responsibilities
Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin, marital status, sexual orientation, gender identity, and status with regard to public assistance or disability. (Minnesota Human Rights Act)	Students are responsible to treat other students and district employees in a nondiscriminatory manner. Violations should be reported to building principals as outlined in district Policies 413 and/or 522 . <u>While not required, individuals can make complaints using this form.</u>

PLEDGE OF ALLEGIANCE

Rights/Opportunities	Responsibilities
Students have the right to participate in the reciting of the Pledge of Allegiance. Students have the right to express themselves by not participating in the pledge including the right to remain seated.	Students are responsible to either participate in reciting the Pledge of Allegiance or respect the rights of those who wish not to participate. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

PRIVACY

Rights/Opportunities	Responsibilities
Students generally have the right to privacy in their persons and personal property when engaging, participating or pursuing curricular activities on a school location.	Students are responsible to refrain from bringing onto school property or to school-sponsored events any item or material that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.
Students have the opportunity to utilize school lockers, desks and other designated areas for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district and that such areas may be searched for any reason, at any time without permission, consent or requirement for a search warrant. If conditions warrant, technology (including drug sniffing dogs, cameras, metal detectors, etc.) may be used to ensure the safety of students, staff, buildings and grounds. (Policy 502 Search of Student Lockers, Desks, Personal Possessions and Student's Person)	Students are responsible for keeping their lockers free of any items that are illegal or that are prohibited under school rules and district policies.
Students have the right to confidentiality regarding personal matters in discussion with school personnel.	Students have the responsibility to inform school personnel when a discussion of personal matters is to be

School personnel are mandated by law to report child or sexual abuse to the proper authorities. Matters involving criminal behavior may also be reported to the proper authorities.	confidential. Matters of abuse or illegal activity should be reported to school personnel.
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STUDENT GOVERNMENT

Rights/Opportunities	Responsibilities
Students have the opportunity to participate in student government. The purpose of the existence of student government is to represent and to be responsive of the needs of all students.	Student government representatives have the responsibility to communicate and work with <u>the</u> student body, faculty and administration and to be aware of and comply with any policies of the school district that may affect the formation of procedural aspects of the student government.

STUDENT SAFETY

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

DISCIPLINE GUIDELINES & DISCLAIMER

Every student and employee of Northfield Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school has established clear student discipline policies, consequences appropriate with the behavior and a practice to do so with fairness and consistency ([Policy 506 Student Discipline](#)).

Students are expected to respect the rights and safety of others. This includes behaving in accordance with federal, state and local laws; district, athletic and activity policies; and school regulations. Corrective action will be taken by staff when a student's behavior does not fall within the guidelines.

The following are district-wide discipline guidelines for administrative use. These guidelines and the potential consequences apply at any time a student is present at a district school location or participating in a school-sponsored activities. Listed are the violations and the **recommended** consequences. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g. a student with a disability whose misbehavior is related to their disability). When appropriate, restitution may be substituted for recommended consequences. These guidelines are based upon school board policies. District policies are located on the [district's website](#).

ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating or that degrades other people is prohibited. Verbal abuse that is also sexual, religious or racial harassment shall be addressed under the guidelines for harassment.

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

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

ALCOHOL, CANNABIS, OR CHEMICALS, POSSESSION OR USE

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

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

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

ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, narcotic or controlled substance is prohibited.

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

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

ARSON

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

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

ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon, or an assault that inflicts great bodily harm upon another person is prohibited.

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

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

ASSAULT, PHYSICAL

Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

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

BODILY HARM, INFLICTING

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

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

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

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

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

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

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

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

BURGLARY

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

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

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

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

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

Students who need to carry a cell phone or personal electronic device to school must have them turned off and stored out of sight during school hours. These devices may not be used to talk, take pictures, play games, record or text during school hours, including recess. The district is not responsible for lost, damaged or stolen phones or other electronic devices brought from home.

Grades	First Occurrence	Second Occurrence	Third Occurrence
K-5	Confiscate and return at end of day	Confiscate and parent/guardian/caregiver pick up	Students are no longer allowed to bring a device to school until a parent/ guardian/caregiver conference is held with the building principal.
<i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i>			
Incidents involving the unauthorized photography or recording			
Grades	First Occurrence	Second Occurrence	Third Occurrence
K-5	<p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal or behavior coach Principal or behavior coach phone call to parent/guardian/caregiver Restorative activity Other appropriate consequences determined by the principal 	<p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Restriction or loss of school privileges Other appropriate consequences as determined by the principal 	<p>Consequences will include but are not limited to one or more of the following options:</p> <ul style="list-style-type: none"> Student conference with the principal Parent/guardian/caregiver in-person conference with the principal Restorative activity Removal from class Restriction or loss of school privileges Other appropriate consequences as determined by the principal
<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>			

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

We recognize that cell phones/personal electronic devices are common tools for communication with many families. Our goal is to help students maintain a focus on learning. Cell phones are not permitted in classrooms, during transition times, or in the lunchroom between 7:45 am and 2:51 pm. If there is a need for a student to have a cell phone at school, staff should not hear it or see it. It should be put in a locker during the day. If any staff member sees a phone out in classrooms, during transition times, or in the lunchroom, it will be labeled and taken to the office. The phone can be picked up after 2:51 pm. Additionally, video recording students or staff without their consent is prohibited at Northfield Middle School.

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

Grades	First Occurrence	Second Occurrence	Third Occurrence
6-8	Confiscate and return at end of day	Confiscate and return at end of day	<ul style="list-style-type: none">Confiscate and parent/guardian/caregiver pick upStudents who have a fourth violation may be required to turn in their phone to the office each day
Incidents involving the unauthorized photography or recording			
Grades	First Occurrence	Second Occurrence	Third Occurrence
6-8	1-3 day suspension	3-5 day suspension	5-10 day suspension
<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>			

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

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

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

Grades	First Occurrence	Second Occurrence	Third Occurrence
9- 12	<ul style="list-style-type: none">Parent/caregiver will be contacted by administration and cell phone use plan will be created.	<ul style="list-style-type: none">The student's device will remain in the office for the remainder of the day. Administration will notify parents/guardians with the	<ul style="list-style-type: none">Additional phone restrictions, including the removal of phone privilege on campus.

	<ul style="list-style-type: none"> For school-issued devices, restrictions may be enacted for the school-issued device. 	student present, and will review the previously developed plan.	<ul style="list-style-type: none"> Possible 1-3 day suspension
Incidents involving the unauthorized photography or recording			
Grades	First Occurrence	Second Occurrence	Third Occurrence
9- 12	1-3 day suspension	3-5 day suspension	5-10 day suspension
<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>			

DISHONESTY, SCHOLASTIC

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

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

6-8	<ul style="list-style-type: none"> • The teacher will address the student with evidence when the infraction occurs and notify parents/guardians/caregivers • The student can receive a zero on the assignment, but may, at the teacher's sole discretion, set up an opportunity to re-do the assignment with supervision. • The teacher will file an incident referral form with the Assistant Principal. 	<ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • The student will receive an automatic zero on the assignment or test and no make-up work will be offered to compensate for lost points • The teacher will file an incident referral form with the Assistant Principal, who will conference with the student and notify parents/guardians/caregivers 	<ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • <u>The</u> Assistant Principal will initiate a parent/guardian/caregiver-student-counselor conference • The student will receive one day of <u>In-School Suspension (ISS)</u> ISS
9-12	<ul style="list-style-type: none"> • The teacher will address the student with evidence when the infraction occurs and notify parents/guardians/caregivers • The student can receive a zero on the assignment, but may, at the teacher's sole discretion, set up an opportunity to re-do the assignment with supervision. • The teacher will file an incident referral form with the Assistant Principal 	<ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • The student will receive an automatic zero on the assignment or test and no make-up work will be offered to compensate for lost points • The teacher will file an incident referral form with the Assistant Principal, who will conference with the student and notify parents/guardians/caregivers 	<ul style="list-style-type: none"> • All of the disciplinary action of the first occurrence will occur • <u>The</u> Assistant Principal will initiate a parent/guardian/caregiver-student-counselor conference • The student will receive one day of <u>In-School Suspension (ISS)</u> ISS

DISRESPECTFUL BEHAVIOR

All individuals and groups, whether members of our school community or guests, deserve to be treated with respect. Disrespectful behavior includes engaging in abusive language or in conduct intending to cause alarm or resentment in others. The videoing of staff members or students without permission is prohibited.

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

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

DISRUPTIVE BEHAVIOR

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

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

	following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 	following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 	
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DRIVING, CARELESS OR RECKLESS

Driving any motorized or nonmotorized vehicle on school locations in such a manner as to endanger people or property is prohibited.

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

FALSE REPORTING/MISREPRESENTING THE TRUTH

Deliberately reporting false information is prohibited.

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

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

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

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

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

FIRE ALARM, FALSE

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

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

FIRE EXTINGUISHER, UNAUTHORIZED USE

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

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

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

	following options: <ul style="list-style-type: none"> • Student conference with the principal • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 		
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FIREARMS

Firearms are prohibited in all school district locations. A “firearm” is defined as a gun, whether loaded or unloaded, that discharges shot or a projectile by means of an explosive charge or element, such as gunpowder. A firearm as herein defined may cause serious injury or death. All offenses will be reported to the Minnesota Department of Education.

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

FIREWORKS OR AMMUNITION

(Snaps, sparklers, firecrackers, smoke bombs, stink bombs, etc.)

Possession, distribution or use of any type of fireworks or ammunition is prohibited. Police referral will be made when state law has been violated.

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

	<ul style="list-style-type: none"> • Student conference with the principal or behavior coach • Principal or behavior coach phone call to parent/guardian/caregiver • Restorative activity • Other appropriate consequences determined by the principal 	<ul style="list-style-type: none"> • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 	<ul style="list-style-type: none"> • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal
<i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i>			
4-5	1 day suspension	2 day suspension	5 day suspension
6-8	1-3 day suspension	3-5 day suspension	5-10 day suspension
9-12	1-3 day suspension	3-5 day suspension	5-10 day suspension

FREEDOM OF EXPRESSION

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

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

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

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

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

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

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

Gambling, including, but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

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

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

GANG/THREAT GROUP ACTIVITY

Gang/threat group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, wearing colors, etc. are prohibited.

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

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

HARASSMENT AND VIOLENCE

Racial, gender, religious, age, disability, sexual orientation, marital status, and public assistance harassment and violence as defined by district [Policy 413](#) is prohibited. Reprisal or retaliation for a complaint of harassment is prohibited. A referral to police will be made on any action that can be defined as a hate crime. “Harassment” includes all forms of racial, religious and sexual harassment. Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when submission to that conduct is made a term or condition for obtaining an education; or submission to or rejection of the conduct is used as a factor in decisions affecting the student’s education or the conduct has the purpose or effect of unreasonably interfering with the student’s educational environment. Sexual harassment can involve but is not limited to unwelcome verbal harassment, unwelcoming pressure for sexual activity, unwelcome sexually motivated or inappropriate patting, pinching, physical contact or soliciting, distributing, or showing sexually inappropriate photos or videos. Depending on the content of the photography or video, the infraction may also be considered sexual misconduct.

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

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

While not required, individuals can make complaints using this [form](#).

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

	<ul style="list-style-type: none"> ● Removal from class ● Restriction or loss of school privileges ● Other appropriate consequences as determined by the principal 		
	<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>		
6-8	<ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral 	<ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral 	<ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion
	<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>		
9-12	<ul style="list-style-type: none"> ● 1-3 day suspension ● Police referral 	<ul style="list-style-type: none"> ● 3-5 day suspension ● Police referral 	<ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion
	<i>Depending on the content of the photography or recording, the infraction may be considered sexual misconduct.</i>		

HAZING

The district maintains a learning environment that nourishes respect for the individual. Hazing activities of any type are prohibited at all times. Principals will enforce [Policy 526 Hazing Prohibition](#).

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

INSUBORDINATION

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

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

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

OFFENSIVE BEHAVIOR

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

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

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

Falsifying signatures or data, forging notes is prohibited.

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

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

ROBBERY OR EXTORTION

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

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

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

SAFETY VIOLATIONS

Any behavior that threatens the safety of another person or oneself is not tolerated. Compromising security by propping open doors, letting someone in a secured door or tampering with building security equipment is prohibited.

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

			<ul style="list-style-type: none"> Other appropriate consequences as determined by the principal
<i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i>			

SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse, or sexual contact, or indecent exposure with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Taking photos/video in locker rooms or bathrooms or soliciting or distributing, sharing, or showing sexually explicit photos or video of other students, staff, or school community members is prohibited. The use of artificial intelligence (AI) to nonconsensually digitally alter or fabricate sexually explicit images known as "deepfakes" or "deepnudes" is prohibited. Distributing, sharing, or showing AI-altered sexually explicit images or video is prohibited. Parents/guardians/caregivers and students may also make a direct report to the Human Rights Officer/Title IX coordinator about sexual harassment, racially-motivated harassment, or other discrimination governed by district [Policy 413](#) and/or [522](#). Reports should be made to:

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

While not required, individuals can make complaints using this [form](#).

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

	<ul style="list-style-type: none"> • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 		
6-8	<ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion • Police referral 		
9-12	<ul style="list-style-type: none"> • 10 day suspension • Possible recommendation for expulsion • Police referral 		

TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network/deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, internet sites; deliberate contamination of system; unethical use of information or violation of copyright laws is prohibited. It is expected that students will abide by [Policy 524-2 Acceptable Use of Technology and Telecommunications Systems By Students](#). Parents/guardians/caregivers are expected to read and discuss this policy with their child.

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

THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing the property of another person without the consent of the owner, or the receiving of such property is prohibited. Restitution, when appropriate, will be required. Felony offenses may result in more severe consequences.

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

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

THREAT, DIRECT/INDIRECT

Intentionally making, publishing or conveying in any manner a threat pertaining to an individual or school location is prohibited. Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience may be sentenced to imprisonment for not more than five years or to payment of a fine of not more than \$10,000 or both. Note to parents who elect to keep students home after authorities have determined the threatening situation to be safe: students staying home after an “all clear” may not return that day for school sponsored or co-curricular activities.

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

	<ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Restriction or loss of school privileges ● Police referral ● Other appropriate consequences as determined by the principal 	<ul style="list-style-type: none"> ● Parent/guardian/caregiver in-person conference with the principal ● Restorative activity ● Removal from class ● Restriction or loss of school privileges ● Police referral ● Other appropriate consequences as determined by the principal
<i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i>		
4-5	<ul style="list-style-type: none"> ● 5 day suspension ● Police referral 	<ul style="list-style-type: none"> ● 10 day suspension ● Possible recommendation for expulsion ● Police referral
6-8	<ul style="list-style-type: none"> ● 5-10 day suspension ● Police referral ● Possible recommendation for expulsion 	<ul style="list-style-type: none"> ● 10 day suspension ● Recommendation for expulsion ● Police referral
9-12	<ul style="list-style-type: none"> ● Up to 10 day suspension ● Recommendation for expulsion ● Police referral 	

TOBACCO, SMOKING, AND VAPING

Possession or use of tobacco in any form on school property, in district buses or vehicles, or at district events is prohibited. Students who congregate in an area where smoking/vaping has recently occurred (bathroom stall, etc.) will each be considered smoking. **This includes the use and/or possession of e-cigarettes, vaping, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products.**

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

	<ul style="list-style-type: none"> • Parent/guardian/caregiver in-person conference with the principal • Restorative activity • Removal from class • Restriction or loss of school privileges • Other appropriate consequences as determined by the principal 		
6-8	<ul style="list-style-type: none"> • 1 day suspension • Referral for chemical evaluation • Police referral 	<ul style="list-style-type: none"> • 2-3 day suspension • Referral for chemical evaluation • Police referral 	<ul style="list-style-type: none"> • 3-5 day suspension • Referral for chemical evaluation • Police referral
9-12	<ul style="list-style-type: none"> • 1 day suspension • Referral for chemical evaluation • Police referral 	<ul style="list-style-type: none"> • 2-3 day suspension • Referral for chemical evaluation • Police referral 	<ul style="list-style-type: none"> • 3-5 day suspension • Referral for chemical evaluation • Police referral

TRANSPORTATION

All rules that apply to building and/or classroom behavior shall apply while riding or waiting to ride a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with the district's transportation policies.

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

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

		<ul style="list-style-type: none"> Up to 5 days off the bus 	<ul style="list-style-type: none"> Up to 10 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p>
9-12	Parent/guardian/caregiver contacted	<ul style="list-style-type: none"> Parent/guardian/caregiver contacted Up to 5 days off the bus 	<ul style="list-style-type: none"> Parent/guardian/caregiver meeting Up to 10 days off the bus <p>Additional occurrences are individually considered. Students may lose their bus riding privileges for a longer period of time, including the remainder of the school year.</p>

TRESPASSING

Presence at any school location without permission of school personnel is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator. Any student on suspension, expulsion or homebound for disciplinary reasons who goes to any school district location without permission is subject to being charged with trespassing and an increase in suspension time.

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

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

TRUANCY

Northfield Public Schools have developed attendance policies consistent with current state, and county guidelines. Compulsory attendance policies for students under the age of 18 years will be applied in cases of chronic absences or tardies. Absences or tardies which are not lawful include oversleeping, baby-sitting, missing the bus, staying home to complete class assignments and car trouble. A warning letter will be sent to the parent/guardian/caregiver. A student under the age of 18 years with more than seven unexcused absences may be referred to the student's home county social services programming or Student Attendance Review Board (SARB).

UNAUTHORIZED AREAS

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

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

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

UNEXCUSED ABSENCE

Grades	First Occurrence	Second Occurrence	Third Occurrence
K-3	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.
<i>Note: Minnesota Statute prohibits the use of suspension for students in Grades K-3.</i>			
4-5	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.

6-8	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.
9-12	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.	District school attendance/diversion plan procedures will be followed.

VANDALISM, MAJOR ACTS

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

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

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

VANDALISM, MINOR ACTS

Littering, defacing, cutting or damaging property that belongs to the school district, other students, staff members or other individuals is prohibited. Vandalism is considered “minor” when the estimated cost of the damage is less than \$500. Estimated costs include, but are not limited to, replacement, repair, and cleaning. **Restitution, when appropriate, is applied.**

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

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

VEHICLE, UNAUTHORIZED PARKING

([Policy 527 Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches](#))

Not having a parking permit or parking a motorized vehicle in unauthorized areas on school property is prohibited. Failure to adhere to parking regulations may result in towing without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permit.

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

WEAPONS (EXCLUSIVE OF FIREARMS)

The possession, or implied possession of a real or look alike item which is considered dangerous, illegal, or which is used to imply or possibly cause harm, destruction or disruption is strictly prohibited on school property or at school activities. All occurrences will be reported to the Minnesota Department of Education.

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

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

MULTIPLE/CHRONIC VIOLATIONS & UNIQUE SITUATIONS

A student who accumulates excess referrals or several referrals for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian/caregiver will have a warning conference with a principal and other appropriate staff members to make them aware that the student is accumulating too many referrals. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

ADDITIONAL DISCIPLINE INFORMATION

CORPORAL PUNISHMENT AND PRONE RESTRAINT

The district strictly prohibits corporal punishment and the use of prone restraint by employees or agents of the district. Corporal punishment involves the hitting or spanking of a person with or without an object or any unreasonable force that causes bodily harm or substantial emotional harm. Prone restraint means placing a child in a face-down position. ([Policy 507](#))

DISCIPLINE PROCEDURES

All disciplinary actions shall be processed pursuant to the district's discipline policy and the requirements of the Minnesota Pupil Fair Dismissal Act,

- Any student who violates a school policy or rule may be subject to the consequences established in this student citizenship handbook.
- Any student who violates a school policy that has a potential consequence of dismissal from school for more than one school day shall have an informal conference with a school administrator. An informal conference is not required where the student is creating an immediate and substantial danger to themselves or to surrounding persons or property.
- Any student who is being dismissed from school for more than one day will be provided written notice containing: a statement of the facts giving rise to the dismissal (including pertinent statements of staff members and the student), the grounds for dismissal, a copy of the Pupil Fair Dismissal Act and a plan established for the student's readmission. The parents/guardians/caregivers of the dismissed student shall be provided written notice of the dismissal within 2-3 business days. The notice will include all the elements contained in the student's notice.
- Any suspension that exceeds ten days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded ten days in length.

All students who violate a school policy or rule that has potential consequences of exclusion or expulsion will be given the opportunity to have a hearing over the issue of exclusion or expulsion in accordance with Minnesota law. (See Minnesota Statutes 121A.41 to 121A.55.)

CANINE SEARCH - PURPOSE AND PROCEDURE

The district will conduct periodic searches of the schools and their adjacent parking lots with the assistance of local and county law enforcement officers and drug-sniffing dogs. Each canine unit will be accompanied by at least one school district staff and when possible, the school resource officer.

In the event of a positive identification by the canines, two school personnel will conduct a search of the locker or vehicle in question. If the search reveals unauthorized or illegal items, district personnel may ask that law enforcement finish the search of the locker or vehicle.

A student must unlock a locked motor vehicle or its compartments upon the request of a school official. Failure to do so is a violation of [Policy 527](#).

EFFECT OF DISCIPLINARY ACTION ON STUDENT RECORD

Violations and consequences accumulate for the current school year except for chemical violations leading to expulsions.

MODIFICATION OF CONSEQUENCES

Consequences for a specific violation can be adjusted on an individual basis at the discretion of building administration.

PARENTAL COMPLAINTS OR QUESTIONS ABOUT DISCIPLINE

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

PHYSICAL RESTRAINT

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

POLICE REFERRAL

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

PUBLICATION OF DISCIPLINE POLICY

Each school will include the district-wide guidelines along with their building-level guidelines to make up their overall building discipline guidelines. Students and parents/guardians/caregivers will be informed of these guidelines at the beginning of the school year or when they enroll in a district school.

SCHOOL DISTRICT LOCKER POLICY

District [Policy 502](#) and the State of Minnesota state that school lockers, desks and other areas assigned to a student are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. **School authorities for any reason may conduct inspection of lockers at any time, without notice, without student consent and without a search warrant.**

The personal possessions of a student within a locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

As soon as practicable after the search of a student's personal possessions, the school must provide notice of the search to the student whose locker was searched unless such disclosure would impede an ongoing investigation by police or school officials.

SPECIAL EDUCATION OR DISABLED STUDENTS

Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. Special Education students and their parents/guardians/caregivers may request modification of those policies and accommodations where appropriate.

UNIQUE SITUATIONS

Because it is not possible to list every violation that occurs, those not specified will be responded to as necessary by staff on a case-by-case basis. Unique or special circumstances at a particular school may call for an adjustment in the discipline policies to meet the school's needs.

DEFINITIONS

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

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

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

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

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

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

"Pupil" means any student:

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

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

“Removal” means any action taken by a teacher, principal or other school district employee to prohibit a pupil from attending class for a period of time not to exceed five class or activity periods. A student may be removed from class for violating the district’s discipline policy or for willful conduct that disrupts the rights of others to an education or which endangers other individuals or the property of the school.

“School location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the areas of entrances or departure from school premises or events, and all school related functions.

“School personnel” means any person employed or under the direction/assignment of school personnel and who is acting within the scope of their assignment.

“Suspension” means an action taken by the school administration, under rules promulgated by the school board prohibits a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for less than one school day, except as provided in federal law for a student with a disability. In no event shall a single suspension exceed 15 school days provided that an alternative program shall be implemented when that suspension exceeds ten days. Students in Grades Kindergarten—Grade 3 are not subject to suspension unless non-exclusionary discipline measures have been exhausted or there is an ongoing serious safety threat to the child or others.

POSSIBLE DISCIPLINARY CONSEQUENCES

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

- **Student conference**
- **Parent/guardian/caregiver conference**
- **Restorative practices** – This includes community-building circles, norm setting, and restorative conversations.
- **Detention** – Requirements for a student to remain in school or attend school outside normal school hours.
- **Fine** – A financial penalty assessed on a student by the school.
- **Restitution** – Compensation or compensatory service required of a student who has damaged, taken or destroyed school or personal property.
- **Truancy referrals** – Referral to Rice County authorities when unexcused absences exceed the legal limits.
- **Removal from class** – Removal from a particular class for up to five class periods due to inappropriate behavior.
- **In-School suspension (ISS)** – Removal from classes to an in-school suspension room under the direction of staff.
- **Dismissal from school** – Dismissing a student from school for less than one day.
- **Out-of-School suspension** – Action taken by the school administration, under the district's discipline policy, which prohibits a pupil from attending school. This definition does not apply to dismissal from school for one school day or less. In no event shall a single suspension exceed 15 school days provided that an alternative program shall be implemented to the extent that suspension exceeds ten days. Students may not be on school property during the suspension or they are subject to trespassing. Out-of-school suspension may be served during non-school days at the discretion of the building administrator.
- **Police referral** – If a student violates a district policy that also violates a law, the student may be referred to the police.
- **School transfer** – Transfer from the student's home or neighborhood school to another similar district school.
- **Exclusion** – Action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.
- **Expulsion** – Action taken by the school board to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
 - Agreement to Withdraw (in lieu of expulsion)– The student and their family and the district sign a document agreeing that the student will enroll in another school district for the duration of the proposed expulsion period. Expulsion proceedings are suspended as long as the student does not attempt to re-enroll in a Northfield district school during that period (up to one calendar year).
 - Abeyance (in lieu of expulsion) – The student and their family and the district sign a document agreeing that the student will transfer to the Northfield Area Learning Center for at least the duration of the proposed expulsion period and will abide by the terms and conditions outlined in the abeyance agreement. Expulsion proceedings are suspended as long as the student does not attempt to re-enroll in another district school during that period (up to one calendar year).
 - As the Northfield Area Learning Center is a high school-only program, abeyance is not an option for students in 8th grade and below.
- **Bus suspension** – Action taken by the bus contractor in consultation with a school administrator to prohibit a student from riding a school bus or other district vehicles ranging from one day to the balance of the school year.
- **Restriction or loss of school privileges**
- **Suspension from co-curricular activities**
- **Other disciplinary action deemed appropriate by District No. 659.**

EXPELLABLE OFFENSES

While it is the district's belief that action to expel a student should be a "last resort," district policy does include expulsion as a possible or automatic response to several behavioral offenses. The following chart is a quick reference to those offenses. Please see a more detailed description of those offenses and the corresponding responses to them in the earlier pages of this handbook.

R – Recommended; **P** – Possible; **E** – Elementary; **H** – High School; **M** – Middle School; **N/A** - Means not applicable because a recommendation for expulsion was required for a previous violation

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

TITLE IX AND HUMAN RIGHTS REPORTING INSTRUCTIONS

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

Reports should be made to:

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

While not required, individuals can make complaints using this [form](#).

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

May 27, 2025

District Office Board Room

1. Call to Order

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

4. Announcements and Recognitions

- Greenvale Park had a successful Environmental Education Day on Friday, May 23. Presenters from Carleton, St. Olaf, the Minnesota Zoo, River Bend Nature Center, and Clean River Partners provided engaging activities for students. The theme was “Creature Features.”
- The elementary schools welcomed the NHS Class of 2025 graduates for a parade through the elementary schools. Graduates were able to see former teachers and receive congratulations from the elementary students. This is the third year of this tradition.
- Northfield High School students Aki Gupta and Tristan Westergren earned top place finishes at the Business Professionals of America (BPA) National Leadership Conference and Competition in Orlando, Florida May 7-11. Gupta competed in Fundamentals of Accounting and finished in 6th place nationwide. Westergren and Gupta competed in the Financial Analyst Team event and finished in 12th place nationwide.
- The Bridgewater Booster Club just completed its Boosterthon, raising \$74,000. Parents, grandparents, relatives, family friends and businesses from 37 states contributed to Bridgewater’s successful fundraising. A huge thank you to everyone who contributed, shared, cheered, and supported our students.
- Certificates of appreciation were presented to the senior members of the District Youth Council (DYC). The DYC provides connections between the school board, school, administration, and student body. They provide youth input on school district-related issues and serve on various committees throughout the district.

5. Items for Discussion and Reports

- a. District Youth Council 2024-25 Recap. DYC members Annika Reister and Alli Mathews provided an end-of-year recap of the 2024-25 school year.
- b. Proposed 2024-25 and 2025-26 Construction Budgets. Director of Finance Val Mertesdorf presented the proposed 2024-25 and the proposed 2025-26 Construction Budgets. The construction fund is a separate fund used to record all operations of a district’s building construction funded by the sale of bonds. These budgets will be an item for individual action at the June 9, 2025 regular board meeting.
- c. Proposed 2025-26 General Fund Budget. Director Mertesdorf presented the proposed 2025-26 General Fund Budget. This will be an item for individual action at the June 9, 2025 regular board meeting.
- d. Sale of District Property Contract Extension. Lance and Megan Manty have requested the board approve a one-year purchase extension for the purchase of district property parcel #17.11.3.75.021, located in Dundas. This will be an item for individual action at the June 9, 2025 regular board meeting.
- e. Benjamin Bus Contract One-Year Extension. The district’s transportation contract with Benjamin Bus allows for the negotiation of a one-year contract extension for the 2025-26 school year. The extension includes a 2% increase. This will be an item for individual action at the June 9, 2025 regular board meeting.

6. Committee Reports

- a. There were no committee reports.

7. Consent Agenda

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

- a. Minutes. Minutes of the regular school board meeting held on May 12, 2025.

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

- c. Personnel Items.

- i. Appointments

1. Cherish Allen, Head Dance Coach at the High School, beginning 10/20/2025. \$7,207 Stipend - Subject to change upon the settlement of the 25-27 NEA Agreement.
 2. Lexi Canedy, Special Ed EA PCA for 6.75 hours/day with the district, beginning 8/25/2025. Step 4-\$23.51/hr.
 3. Stephanie Cress, Special Ed EA PCA for 7 hours/day at the High School, beginning 8/25/2025. Step 1-\$21.86/hr.
 4. Jadzia Feimster, 1.0 FTE Custodian at Bridgewater, beginning 6/2/2025. Step 2-\$21.15/hr.
 5. Christopher Holmquist, .40 FTE Art Teacher at the High School, beginning 8/25/2025-6/10/2026. .40 FTE - BA, Step 9
 6. Correction Pay Rate: Mia Rocha, Early Childhood Screener for up to 40 hours/year at the NCEC, beginning 3/12/2025. \$23/hr.
 7. Ariana Vermilyea, Summer KidVentures Site Assistant for up to 40 hours/week at Bridgewater, beginning 6/2/2025-8/29/2025. Site Assist. Step 2-\$18.43/hr.
 8. Susan Aldrich, Special Ed EA PCA for 7 hours/day at the High School, beginning 8/25/2025. Step 4-\$23.51/hr.
 9. Elizabeth Pasch, Child Nutrition Associate I for 3.75 hours/day at the High School, beginning 8/20/2025. \$23.06/hr.
 10. Correction: Stefany Perez, Special Ed EA PCA for 6.75 hours/day and Supervisory for .25 hours/day at Spring Creek, beginning 5/30/2025. Step 2-\$18.73/hr. Prorated PCA stipend through the end of the 2024-2025 school year.
 11. Aidan Wallig, Summer Lifeguard with Community Ed Recreation, beginning 5/28/2025-8/31/2025. Step 1-\$14.50/hr.
 12. Anne Waterland, Child Nutrition Associate I for 3.75 hours/day at the High School, beginning 8/20/2025. \$23.06/hr.

- ii. Increase/Decrease/Change in Assignment

1. Hannah Ames, .60 FTE English Teacher and .40 FTE French Teacher at the High School, change to .50 FTE English Teacher and .40 FTE French Teacher at the High School, effective 8/25/2025.
 2. Madison Anderson, .40 FTE Art Teacher at the High School and .60 FTE Art Teacher at the ALC, change to .40 FTE Art Teacher at the High School for the 2025-2026 school year only and .60 FTE Art Teacher at the ALC ongoing, effective 8/25/2025.
 3. Cassie Bardole, KidVentures Site Assistant for up to 11 hours/week at Bridgewater, change to EarlyVentures Teacher for up to 40 hours/week and KidVentures Site Assistant as needed at the NCEC, effective 6/9/2025-8/22/2025. EV Teacher Step 4-\$20.97/hr.
 4. Chelsea Bischoff, Grade 1 Teacher at Bridgewater, change to Grade 5 Teacher at Bridgewater, effective 8/25/2025.
 5. Amy Boecker, Special Ed EA PCA NB program for 4.90 hours/day at the NCEC, change to Special Ed EA PCA NB program for 6.10 hours/day at the NCEC, effective 8/25/2025.
 6. Emily Borgerding, Grade 1 Teacher at Greenvale Park, change to Grade 1 Teacher at Spring Creek, effective 8/25/2025.
 7. Mary Boyum, Special Ed EA PCA at Spring Creek, add Special Ed EA ESY for up to 5.75 hours/day at Greenvale Park, effective 6/26/2025-7/18/2025.
 8. Mary Boyum, Special Ed EA PCA for 6.50 hours/day and Supervisory EA for .25 hours/day at Spring Creek, change to Special Ed EA PCA for 6.75 hours/day and Supervisory EA for .25 hours/day at Spring Creek, effective 8/25/2025.
 9. Elizabeth Brewer, Special Ed EA PCA for 6.25 hours/day at the Middle School, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 8/25/2025.
 10. Shari Bridley, Special Ed EA PCA Hand in Hand program for 7.50 hours/day at the NCEC, change to Special Ed EA PCA Hand in Hand program for 6.10 hours/day at the NCEC, effective 8/25/2025.
 11. Diana Camargo Rojas, Special Ed EA PCA Hand in Hand program for 2.80 hours/day, and Head Start for 3.20 Hours/day at the NCEC, change to Special Ed EA PCA for 3.20 hours/day at the NCEC, effective 8/25/2025.
 12. Lynnsey Carlsen, Special Ed EA PCA for 6.20 hours/day at Bridgewater, change to Special Ed EA PCA for 6.40 hours/day at Bridgewater, effective 8/25/2025.
 13. Kate Carlson, Grade 5 Teacher at Greenvale Park, change to Grade 4 Teacher at Greenvale Park, effective 8/25/2025.

14. Taylor Choudek, 1.0 FTE Early Childhood Teacher at the NCEC, change to .50 FTE Early Childhood Teacher and .50 FTE Early Childhood Special Ed Teacher at the NCEC, effective 8/25/2025.
15. Robert Coleman, General Ed EA for 5.75 hours/day at Spring Creek, change to General Ed EA for 5 hours/day at Spring Creek, effective 8/25/2025.
16. Caitlin David, 1.0 FTE Special Ed Resource Teacher at Bridgewater, change to 1.0 FTE Special Ed ASD Teacher at Bridgewater, effective 8/25/2025.
17. Robyn Dietz, General Ed Floating Media EA for 6 hours/day with the District, change to General Ed Media EA for 5.50 hours/day and Supervisory EA for .50 hours/day at Bridgewater, effective 8/25/2025.
18. Camila Donoso Pena, 1.0 FTE Psychologist at the High School, change to 1.0 FTE Psychologist at Spring Creek, effective 8/25/2025.
19. Ashley Douglas, Special Ed EA PCA for 6.75 hours/day at Bridgewater, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 8/25/2025.
20. Sean DuBe, 1.0 FTE English/Language Arts Teacher at the High School, change to .60 FTE Dean of Students and .40 FTE English/Language Arts Teacher at the High School, effective 8/25/2025.
21. Sarah Duchene, .80 FTE Grade 5 Teacher at Bridgewater, change to 1.0 FTE ADSIS Teacher at Bridgewater, effective 8/25/2025.
22. Angela Eliason, 1.0 FTE Music Teacher at Greenvale Park, change to Music Teacher, at .90 FTE Greenvale Park/.10 FTE at Spring Creek, effective 8/25/2025.
23. Mark Ensrud, Guidance Counselor for 197 work days at the High School, change to Guidance Counselor for 202 work days at the High School, effective 8/1/2025.
24. Tyler Faust, 1.0 FTE EBD Teacher at Bridgewater, change to 1.0 FTE EBD Teacher at Greenvale Park, effective 8/25/2025.
25. Amanda Feldmann, Grade 2 Teacher at Greenvale Park, change to Kindergarten Teacher at Greenvale Park, effective 8/25/2025.
26. Noah Gagnon, 1.0 FTE Science Teacher at the High School, change to .80 FTE Science Teacher and .20 FTE Intro to Engineering Teacher at the High School, effective 8/25/2025.
27. Ana Gallego, Special Ed EA PCA for 5.75 hours/day, Kindergarten EA for 1 hour/day and Supervisory EA for .50 hours/day at Greenvale Park, change to Special Ed EA PCA for 6.75 hours/day, and Supervisory EA for .50 hours/day at Greenvale Park, effective 8/25/2025.
28. Natalie Giles, 1.0 FTE Early Childhood Teacher at the NCEC, change to .90 FTE Early Childhood Teacher at the NCEC, effective 8/25/2025.
29. Kay Goodrich, Special Ed EA PCA for 7 hours/day at the High School, change to Special Ed EA PCA for 6.50 hours/day, and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
30. Joe Greenwood, Custodian Day Engineer from 9:00 a.m.-5:30 p.m. at the High School, change to Custodian Day Engineer from 6:00 a.m.-2:30 p.m. at the High School, effective 5/20/2025.
31. Dan Hanegraaf, Custodian Night Engineer at Greenvale Park, change to Temporary Head Custodian at Greenvale Park, effective 5/27/2025-7/21/2025. Step 6, \$32.26/hour.
32. Inger Hanson, EL Teacher at .50 FTE ALC/.50 FTE Bridgewater, change to EL Teacher at .50 FTE ALC/.50 FTE Greenvale Park, effective 8/25/2025.
33. Teresa Hasse, General Ed EA-Cafeteria Supervision for 1.75 hours/day and General Ed EA-Literacy Support for 2.25 hours/day at Spring Creek, change to Special Ed EA PCA for 6.75 hours/day and Supervisory EA for .25 hours/day at Spring Creek, effective 8/25/2025.
34. Christine Howard, LOA for the 2024-2025 School Year, change to Speech Language Pathologist at .50 FTE Greenvale Park/.50 FTE Spring Creek, effective 8/25/2025.
35. Julene Johnson, Media Center EA for 8 hours/day at the High School, change to Media Center EA for 7.5 hours/day at the High School, effective 8/25/2025.
36. Greta Kortuem, Summer Lifeguard with Community Ed Recreation, add Lifeguard with Community Ed Recreation, effective 5/12/2025-5/31/2025. Step 2-\$14.76/hr.
37. Bailey Krueger, Speech Language Pathologist at .50 FTE Spring Creek/.50 FTE Greenvale Park, change to 1.0 FTE Speech Language Pathologist at Greenvale Park, effective 8/25/2025.
38. Shelly Kruger, Special Ed EA PCA Work Based Learning Job Coach for 3.38 hours/day and Special Ed EA PCA EBD for 3.62 hours/day at the High School, change to Special Ed EA PCA Work Based Learning Job Coach for 3.25 hours/day, Special Ed EA PCA EBD for 3.38 hours/day, and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
39. Annie Kruse, ECSE Coordinator at the NCEC, change to 1.0 FTE Early Childhood Special Ed Teacher at the NCEC, effective 7/1/2025. MA+30, Step 10.
40. Meghan Kuechenmeister, Special Ed EA PCA LI Program for 7 hours/day at the High School, change to Special Ed EA PCA LI Program for 6.75 hours/day at the High School, effective 8/25/2025.
41. Correction pay rate: Grace Lacanne, Summer Instructor Lead with Community Ed Recreation, effective 5/28/2025-8/31/2025. Step 4-\$16.32/hr.
42. Alisa Larsen, Special Ed EA PCA - Self Contained for 5.60 hours/day at the NCEC, change to Special Ed EA PCA - Self Contained for 3.35 hours/day, and Hand in Hand for 2.80 hours/day at the NCEC, effective 8/25/2025.
43. Ada Leaphart, 1.0 FTE Art Teacher at Greenvale Park, change to Art Teacher .80 FTE Greenvale Park/.20 FTE Spring Creek, effective 8/25/2025.

44. Anne Lehmkuhl, .50 Assistant Volleyball Coach at the High School, change to 1.0 Assistant Volleyball Coach at the High School, effective 8/11/2025.
45. Sara Line, 1.0 FTE Early Childhood Coordinator (225 days/year) at the NCEC, change to .90 FTE Early Childhood Coordinator (202.5 days/year) at the NCEC, effective 7/1/2025.
46. Correction: Angie Lynch, Teacher at the ALC, add ALC Boundary Waters Teacher for up to 40 hours, effective 6/9/2025-6/13/2025. Lane/step.
47. Katie Malecha, Special Ed EA PCA for 7 hours/day at Bridgewater, change to Special Ed EA PCA for 6.75 hours/day at Bridgewater, effective 8/25/2025.
48. Sarah Marohl, Special Ed EA PCA for 2.50 hours/day, Kindergarten EA for 1 hour/day, Supervisory EA for .50 hours/day, and Nurse Lunch Coverage for .50 hours/day at Greenvale Park, change to Kindergarten EA for 1 hour/day, Nurse Lunch Coverage for .50 hours/day, and .50 supervision at Greenvale Park, effective 8/25/2025.
49. Armando Martinez Rosas, Head Custodian at Greenvale Park, change to Head Custodian at the Middle School, effective 5/27/2025.
50. Beth Momberg, Special Ed EA PCA NB program for 3.50 hours/day, and Hand in Hand for 2.80 hours/day at the NCEC, change to Special Ed EA PCA NB program for 6.10 hours/day at the NCEC, effective 8/25/2025.
51. Diane Nagy, Special Ed Teacher at Bridgewater, add Special Ed Resource Teacher ESY for up to 5.75 hours/day at Greenvale Park, effective 6/26/2025-7/18/2025. Lane/step
52. Diane Nagy, 1.0 FTE Special Ed Teacher at Bridgewater for the 2024-2025 school year, continue for the 2025-2026 school year, effective 8/25/2025-6/10/2026.
53. Deborah Navarro, 1.0 FTE Special Ed Teacher at Greenvale Park, change to 1.0 FTE Special Ed Teacher at the Middle School, effective 8/25/2025.
54. Marilyn Nelson, Special Ed EA PCA - Self Contained for 2.80 hours/day at the NCEC, change to Special Ed EA PCA - Self Contained for 2.65 hours/day at the NCEC, effective 8/25/2025.
55. Jessy Nivala, Grade 2 Teacher at Greenvale Park, change to Grade 1 Teacher at Greenvale Park, effective 8/25/2025.
56. Erin Nohava-Hall, Grade 1 Teacher at Bridgewater, change to Grade 2 Teacher at Bridgewater, effective 8/25/2025.
57. Kim Norton, Special Ed EA PCA Hand in Hand program for 3.50 hours/day, and NB Program for 2.80 hours/day at the NCEC, change to Special Ed EA PCA Hand in Hand program for 3.30 hours/day, and Special Ed EA PCA-self contained for 2.80 hours/day at the NCEC, effective 8/25/2025.
58. Theresa Olson, Special Ed EA PCA DCD for 6.75 hours/day at Greenvale Park, change to Special Ed EA PCA DCD for 6.50 hours/day, and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
59. Rebekah Patterson, .55 FTE Title Teacher at Spring Creek, change to 1.0 FTE Special Ed Teacher at Bridgewater, effective 8/25/2025-6/10/2026.
60. Danielle Pickup, Social Worker at .40 FTE High School/.60 FTE NCEC, change to Social Worker at .60 FTE High School/.40 FTE NCEC, effective 8/25/2025.
61. Scott Pitts, General Ed EA for 6 hours/day at Bridgewater, change to Special Ed EA PCA for 6 hours/day and Supervisory for .50 hours/day at Bridgewater, effective 8/25/2025.
62. Teri Quamme, Special Ed EA PCA EBD for 7 hours/day at the High School, change to Special Ed EA PCA DCD for 3.25 hours/day, Special Ed EA PCA ASD for 3.25 hours/day, and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
63. Sophia Ranslow, Special Ed EA PCA for 6.50 hours/day at Greenvale Park, change to Special Ed EA PCA for 6.75 hours/day at Greenvale Park, effective 8/25/2025.
64. Deb Rasmussen, Guidance Counselor for 197 work days at the High School, change to Guidance Counselor for 202 work days at the High School, effective 8/1/2025.
65. Nicole Rasmussen, Special Ed EA PCA for 7 hours/day at Bridgewater, change to Special Ed EA PCA for 6.75 hours/day at Bridgewater, effective 8/25/2025.
66. Melissa Reed, School Psychologist at .80 FTE Spring Creek/.20 FTE ALC, change to School Psychologist at .80 FTE High School/.20 FTE ALC, effective 8/25/2025.
67. Katie Remmey, Special Ed EA PCA for 6.92 hours/day at the Middle School, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 8/25/2025.
68. Elga Reyes de Broughton, Special Ed EA PCA at Spring Creek, add Special Ed EA PCA ESY for up to 5.75 hours/day at Greenvale Park, effective 6/26/2025-7/18/2025.
69. Elga Reyes de Broughton, Special Ed EA PCA for 6.50 hours/day at Spring Creek, change to Special Ed EA PCA for 6.75 hours/day and Supervisory EA for .25 hours/day at Spring Creek, effective 8/25/2025.
70. John Sand, .90 FTE Phy Ed Teacher/.10 FTE Health Teacher at the High School, change to 1.0 FTE Phy Ed Teacher at the High School, effective 8/25/2025.
71. Leah Sand, .30 FTE Health Teacher/.70 FTE Phy Ed Teacher at the High School, change to .50 FTE Health Teacher/.50 FTE Phy Ed Teacher at the High School, effective 8/25/2025.
72. John Scheil, 1.0 FTE Phy Ed Teacher at Greenvale Park, change to .75 FTE Phy Ed Teacher at Greenvale Park, effective 8/25/2025.
73. Michael Shaeffer, Special Ed EA PCA Work Based Learning Job Coach for 6.25 hours/day, and Flex Supervision for .50 hours/day at the High School, change to Special Ed EA PCA Resource for 6.50 hours/day, and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.

74. Michelle Sonnega, .80 FTE English Teacher and .20 FTE ADSIS Reading Teacher at the High School, change to 1.0 FTE English Teacher at the High School, effective 8/25/2025.
 75. Lindsay Svien, Kindergarten EA for 1 hour/day and Special Ed EA PCA for 1.4 hours/day at Greenvale Park, change to Kindergarten EA for 1 hour/day at Greenvale Park, effective 8/25/2025.
 76. Correction: Eric Swan McDonald, Teacher at the ALC, add ALC Boundary Waters Teacher for up to 40 hours, effective 6/9/2025-6/13/2025. Lane/step.
 77. Grace Swanson, Community School Site Lead with Community Education, extend position until 6/30/2025.
 78. Grace Swanson, Community School Site Lead at Greenvale Park, change to Targeted Services Summer Site Lead for up to 30 hours/week at Greenvale Park, effective 7/1/2025-8/10/2025. Step 3-\$25.39/hr.
 79. Mitchell Swenson, Summer Maintenance Technician 6 am - 3:30 pm with Buildings and Grounds, change to Summer Maintenance Technician 11 am - 7 pm with Buildings and Grounds, effective 5/19/2025-6/4/2025.
 80. Jessica Tietz, Special Ed EA PCA in Hand-in-Hand for 5.60 hours/day at the NCEC for the 2024-2025 school year only, change Special Ed EA PCA in Hand-in-Hand for 4 hours/day at the NCEC ongoing, effective 8/25/2025.
 81. Jessica Toft, Special Ed EA PCA for 4 hours/day at Bridgewater, change to Special Ed EA PCA for 5.50 hours/day at Bridgewater, effective 8/25/2025.
 82. Molly Viesselman, 1.0 FTE Director of Human Resources, change to .60 FTE Director of Human Resources, effective 7/1/2025.
 83. Laura Vind, Special Ed EA PCA NB/ASD for 5.95 hours/day and Flex Supervision for .50 hours/day at the High School, change to Special Ed EA PCA EBD for 6.75 hours/day and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
 84. Justine Voronkova, Special Ed EA PCA at the High School, add Special Ed EA PCA ESY for up to 5.50 hours/day at Greenvale Park, effective 6/26/2025-7/18/2025.
 85. Justine Voronkova, Special Ed EA PCA Resource/LI Program for 4.85 hours/day at the High School, change to Special Ed EA PCA LI Program for 6.75 hours/day at the High School, effective 8/25/2025.
 86. Michele Warden, General Ed EA for 2 hours/day and Media EA for 5.50 hours/day at Bridgewater, change to General Ed EA for 2 hours/day, Kindergarten EA for 4 hours/day and Special Ed EA PCA for 1.50 hours/day at Bridgewater, effective 8/25/2025.
 87. Kaycee Welch, Early Childhood Special Ed EA PCA for 7.0 hours/day at the NCEC, change to Early Childhood General Ed EA for 6.8 hours/day at the NCEC, effective 8/25/2025.
 88. Beth Winter, Special Ed EA PCA at Greenvale Park, add Special Ed EA PCA ESY for up to 5.75 hours/day at Greenvale Park, effective 6/26/2025-7/18/2025.
 89. Beth Winter, Special Ed EA PCA for 3.55 hours/day, General Education Supervision for 2.25 hours/day, and Kindergarten EA for 1.0 hour/day at Greenvale Park, change to Special Ed EA PCA for 3.25 hours/day, General Education Supervision for 2.25 hours/day and Kindergarten EA for 1.0 hour/day at Greenvale Park, effective 8/25/2025.
 90. Elizabeth Wohlers, ABE Teacher for up to 550 hours/year at the NCEC for the 2024-2025 school year, change to ABE Teacher for up to 550 hours/year at the NCEC for the 2025-2026 school year, effective 7/1/2025.
 91. Corrine Yamry, Guidance Counselor for 202 work days at the Middle School, change to Guidance Counselor for 202 work days at the High School, effective 7/1/2025.
 92. Brent Yule, 1.0 FTE Phy Ed/Health Teacher at the High School, change to Phy Ed Teacher at .30 FTE ALC/.20 FTE Phy Ed/.50 FTE Health Teacher at the High School, effective 8/25/2025.
 93. Carina Zick, Special Ed EA PCA NB Program for 6 hours/day and Special Ed Bus EA for 1.50 hours/day at Spring Creek, change to Special Ed EA PCA Work Based Learning Job Coach for 3.25 hours/day, Special Ed EA DCD for 3.25 hours/day and Flex Supervision for .50 hours/day at the High School, effective 8/25/2025.
 94. Rachael Caspers, .60 FTE Child Nutrition Administrative Assistant/.40 FTE DO Receptionist at the District Office, change to .80 FTE Child Nutrition Administrative Assistant/.20 FTE Technology Administrative Assistant at the District Office, effective 7/1/2025.
 95. Maria Hegland, Summer Instructor Assistant with Community Ed Recreation, add Summer Instructor Lead with Community Ed Recreation, effective 5/28/2025-8/31/2025. Step 2-\$15.80/hr.
 96. Bubba Sullivan, 9th Grade Football Coach at the High School, change to Varsity Football Offensive Coordinator at the High School, effective 8/11/2025. \$5,544 stipend plus experience - Subject to change upon the settlement of the 25-27 NEA Agreement.
 97. Aidan Wallig, Summer Lifeguard with Community Ed Recreation, add Summer Instructor Assistant with Community Ed Recreation, effective 5/28/2025-8/31/2025. Step 1-\$14.50/hr.
- iii. Leave of Absence
1. Anna Kelly, Science Teacher at Greenvale Park, .20 FTE Leave of Absence for the 2025-2026 school year.
 2. Alisha Clarey, Pre-K Systems and Instructional Coach at the District Office, FMLA Leave of Absence, beginning 5/19/2025-6/3/2025.
- iv. Retirements/Resignations/Terminations
1. Sara Bartholomew, Special Ed Teacher at the High School, resignation effective 6/6/2025.
 2. Anna Dols, Assistant Volleyball Coach at the High School, resignation effective 5/17/2025.
 3. Cara Holland, Yearbook Advisor at the Middle School, resignation effective at the end of the 2024-2025 school year.

4. Averie Line, Educational Assistant at the NCEC, resignation effective at the end of the 2024-2025 school year. She will continue as an EA and Teacher substitute.
 5. Rebecca Messer, AP Exam Coordinator, resignation effective at the end of the 2024-2025 school year. She will continue as a substitute teacher in the district.
 6. Danielle Schroeder, Teacher at Greenvale Park, resignation effective at the end of the 2024-2025 school year.
 7. Bubba Sullivan, 9th Grade Football Coach at the High School, resignation effective 5/20/2025.
 8. Molly Viesselman, Director of Human Resources, retirement effective 6/30/2025.
 9. Evan Loe, Summer Site Supervisor with Community Ed Recreation, Decline position effective 5/23/2025.
 10. Shanise Morris, EA at the Middle School, resignation effective 5/27/2025. Will continue as a substitute.
 11. Cydney Ulvestad, Early Ventures Teacher at the NCEC, resignation effective 6/6/2025.
- v. Advancement of Probationary Licensed Staff
Advancement of Licensed Staff to Tenure Status for 2025-2026 - tenure status at 1.0 FTE unless otherwise noted
 Krueger, Bailey

- d. Overnight Field Trip Request. FFA Advisor T.J. Austin requested board approval to take the 2025-26 FFA officer team to Minneiska, MN for an officer retreat, June 8-9, 2025.
- e. Financial Reports. Director of Finance Val Mertesdorf requested the board approve paid bills totaling \$1,092,468.80, payroll checks totaling \$3,968,638.82, a wire transfer totaling \$350,000 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$200,000 from Frandsen Sweep to Frandsen General, and the financial reports for November 2024. No bond payments were paid in November 2024. At the end of November 2024 total cash and investments amounted to \$27,990,168.72.

8. Items for Individual Action

- a. Revised 2024-25 Child Nutrition Fund Budget. On a motion by Butler, seconded by Goerwitz, the board approved the revised 2024-25 Child Nutrition Fund Budget. This budget revision was presented at the May 12, 2025 board meeting. The revised 2024-25 budget reflected revenues of \$2,550,906 and expenditures of \$2,746,877.
- b. Revised 2024-25 Community Education Fund Budget. On a motion by Goerwitz, seconded by Miller, the board approved the revised 2024-25 Community Education Fund Budget. This budget revision was presented at the May 12, 2025 board meeting. The revised 2024-25 budget reflected revenues of \$4,104,481 and expenditures of \$4,267,822.
- c. Policy Committee Recommendations. On a motion by Quinnell, seconded by Butler, the board approved the policy committee's recommended changes to policies 413, 421, 422, 427, 512, 704 and 906.

9. Items for Information

- a. Construction Update No. 10. Superintendent Hillmann provided an update on the NHS construction project.
- b. Graduation Reminder. The Area Learning Center (ALC) graduation is scheduled at 6:00 p.m. on Friday, May 30 in the Middle School Auditorium. Northfield High School's graduation is scheduled at 2:00 p.m. on Sunday, June 1 at Memorial Field. Board members should meet in the high school office on June 1 at 1:30 p.m.

10. Future Meetings

- a. Thursday, May 29, 2025, 5:00 p.m., Closed Board Session, Northfield DO Boardroom. This meeting will be closed as permitted by Minnesota Statute 13D.03 to discuss labor negotiations.
- b. Monday, June 9, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, July 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- d. Monday, August 11, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

On a motion by Quinnell, seconded by Butler, the board approved to adjourn at 7:06 p.m.

Amy Goerwitz
 School Board Clerk

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

May 29, 2025

District Office Boardroom

1. Call to Order

Board Chair Claudia Gonzalez-George called the special meeting of the Northfield Board of Education of Independent School District No. 659 to order at 5:00 p.m. Present: Butler, Epstein, Goerwitz, Gonzalez-George, Miller and Quinnell. Absent: Nelson. Also present was Superintendent Dr. Matt Hillmann, Director of Human Resources Molly Viesselman, Director of Finance Val Mertendorf, and Executive Administrative Assistant Kelly Spillman-Kramer.

The board entered into a closed session as permitted by Minnesota Statute 13D.03 for labor negotiations strategy.

2. Item for Discussion and Reports

- a. Negotiation Strategy. The board discussed negotiation strategy.

Board Member Miller left at 6:15 p.m.

3. Adjournment

On a motion by Quinnell, seconded by Epstein, the board unanimously approved to exit the closed session and adjourn at 6:26 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?
5/28/2025	Armstrong Alto Sax worth \$500	Anna Kuxhausen	For a band student to use the sax.
5/22/2025	\$210.89	Cannon Tackle Supply	Bass Fishing
5/28/2025	\$14.00	Tyrell McElroy	GVP Gr. 4 Ordway Field Trip Scholarship Donation
6/3/2025	\$50.00	Kari Tonsager	Robotics Sponsorship Donation
5/29/2025	\$1,000.00	Nfld Booster Club	HS Scholarship
5/29/2025	\$488.00	Cub Foods	Girls Tennis Bagging Groceries

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

TO: Dr. Matt Hillmann, Superintendent

FROM: Val Mertesdorf, Director of Finance 

DATE: June 9, 2025

RE: Board Approval of Financial Reports – November 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 November 2024.

Bills totaling \$1,921,802.69 were paid in November 2024.

Payroll checks totaling \$3,968,638.82 were issued in November 2024.

No bond payments were paid in November 2024.

At the end of November 2024 Total Cash and Investments amounted to \$27,990,170.32.
Wire transfers initiated by the district during November 2024:

\$350,000.00	From Frandsen General to Frandsen Sweep
\$200,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for November 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

November 2024 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	5,714,966.68	4,354,118.49	4,592,218.78	(923,290.85)	4,553,575.54 *
FOOD SERVICE	908,068.78	308,891.97	290,078.25	4,126.27	931,008.77
COMMUNITY ED	735,848.55	344,203.44	365,155.84	(1,993.22)	712,902.93
CONSTRUCTION ACCOUNT	-	-	-	-	-
DEBT SERVICE	3,923,229.52	1,271,148.89	-	-	5,194,378.41
SELF INSURANCE	3,863,105.31	44,137.16	642,988.64	927,433.37	4,191,687.20
TOTALS	15,145,218.84	6,322,499.95	5,890,441.51	6,275.57	15,583,552.85
GENERAL FUND INVESTMENT	12,406,617.47	-	-	-	12,406,617.47 *
CONSTRUCTION INVESTMENT	-	-	-	-	-
	12,406,617.47	-	-	-	12,406,617.47
GRAND TOTALS	27,551,836.31	6,322,499.95	5,890,441.51	6,275.57	27,990,170.32

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

November 2024

Disbursements:

Bills Paid:

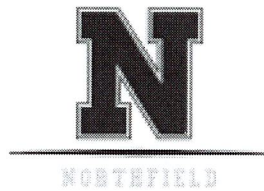
General Fund	\$ 1,092,467.20	
Food Service Fund	158,592.47	
Community Services Fund	27,754.38	
Construction Fund	-	
Trust & Agency Fund	-	
Self Insurance Fund	<u>642,988.64</u>	
Total Bills Paid		1,921,802.69

Payroll:

General Fund	3,499,751.58	
Food Service Fund	131,485.78	
Community Services Fund	337,401.46	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		3,968,638.82

Bond Payments:

Debt Redemption Fund	<u> </u>	
Total Bond Payments		<u> </u>
Total Disbursements		<u><u>\$5,890,441.51</u></u>



**Northfield High School
Activities Office**

Extended Overnight Request Form

Staff Member(s) Responsible (Name and phone):

Tyler Balow: 612-239-6034

Kyle Korynta: 206-940-5410

Janet Smith: 651-491-1429

School and Program: High School Boys and Girls Track and Field

Date of Requested Trip: June 10 - June 12, 2025

1. What group is taking this trip?

Boys and Girls Track and Field State Qualifiers

2. Estimated # of Students: # Adult Supervisors:

26 Students and 3 head coaches

3. Destination: St. Michael Albertville High School 5800 Jamison Ave NE, St Michael, MN 55376 and overnight at Country Inn and Suites, Elk River
18894 Dodge Street NW, Elk River, MN, 55330, US

4. Date/Time of Departure: Tuesday June 10th @ 5pm

5. Date/Time of Return: Thursday, June 12th @ 5pm

6. State purpose and/or educational value of trip (attach information to form if needed).
Compete in the State Tournament

7. Name the manner of travel and the carrier.

Bus: Northfield Bus Company

8. State housing arrangements (must include name, address and phone number of hotel).

Country Inn and Suites, Elk River
18894 Dodge Street NW, Elk River, MN, 55330, US

9. List of coach, parent or guardian contact info.(Attach)

Tyler Balow: 612-239-6034

Kyle Korynta: 206-940-5410

Janet Smith: 651-491-1429

10. List participants (reminder to have participants complete parent/guardian permission form if applicable). (Attach)

1. Megan Carlson
2. Danika Bulfer
3. Kate Hubers
4. Emily Beaham
5. Isabella Moreno
6. Cecilia Chapp
7. Claire Forbord
8. Peyton Quaas
9. Sydney Livingston
10. Makayah Petricka
11. Anna Forbord
12. Addison Enfield
13. Thisbe Jothan
14. Alaina French
15. Amber Mahal
16. Stephen Feig
17. Savion Severson
18. Isaac Schlieff
19. McCoy Weitz
20. Jack Peterson
21. Kyle Bulfer
22. Devin Wagenbach
23. Lincoln Wilson
24. Ben Flory
25. Maddix Fredrickson
26. Seth Buckmeier

11. Indicate who will be in charge of supervising the trip (roles and responsibilities).

Tyler Balow & Kyle Korynta (Boys coaches/ chaperones)

Janet Smith (Girls coach/Chaperone)

12. State the safety precautions and procedures for emergencies while on the trip.

The coaches have access to parent emergency contact information, we will be doing room checks at 9pm each night and leaving the hotel by 7am both mornings for our 9am competition.

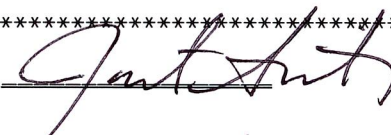
Students will be supervised during the entire trip. A coach will be with them at the track meets and at the hotel facility at all times.

13. Give budget costs, how the trip will be funded and estimated cost per student.
\$118 per night + tax per hotel room (paid for by state athletic department budget).
Plus Food budget (paid for by state athletic department budget)

14. List any proposed precautions, special needs, special concerns, student concerns,
- if applicable.

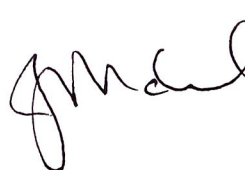
Not applicable

Signature of Staff Member Responsible:



Date field trip request was submitted to Principal: 6/3/25

Principal/Administrator Signature and Date:

 6/4/25

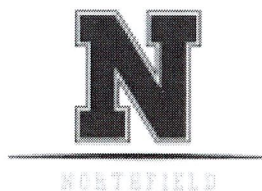
 Approved: Not Approved:

Superintendent Signature and Date:

Approved: Not Approved:

School Board Review Date:

Approved: Not Approved:





Construction Fund
Proposed Budgets for 2024-25 and 2025-26
Val Mertesdorf, Director of Finance
Presented to the Board on 5.27.2025

After a successful referendum in November 2024, the district will have a building construction fund again for the next several years to ensure the funds authorized by the voters are used only for the projects. The building construction fund is a separate fund used to record all operations of a district's building construction funded by the sale of bonds.

The district sold the first of two bonds in February 2025. The deposit of the bond proceeds is required to be kept in a separate fund to reconcile the operations of our construction projects. The revenue in the construction fund consists of the initial bond proceeds, interest earned on the proceeds and donations specific to the project. Expenditures will consist of construction and project related costs. We are incredibly grateful to our community for this opportunity.

The community approved 3 ballot questions related to the Reimagine Northfield High School referendum.

- Question 1: 120,000 sq ft, multi-story classroom addition and a music addition. Demolition of the D, H, M and S wings as well as renovation to the remaining facility.
- Question 2: Addition of an expanded gymnasium.
- Question 3: Construction and installation of a geothermal system.

The multi-year project was estimated to have total project funding of \$121,600,000. After our first bond sale, that estimate is currently \$125,990,600. This additional project funding is a result of an excellent initial bond sale and better than projected interest earnings. The district's strong financial stewardship and reputation has created a positive financial picture for the project. This is welcome flexibility as we navigate a volatile market.

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

This presentation includes a proposed budget for 2024-25 and 2025-26. On the financial summary you will see that the proposed budget for 2024-25 includes the bond proceeds for the first bond sale. It also includes \$1,000,000 of the \$2,000,000 Carleton pledged toward the project. The expenditures are the financing costs of the bond as well as the initial project costs including architectural design and other fees.

The proposed budget for 2025-26 only includes interest earnings revenue. The second bond sale is anticipated in the 2026-27 school year. The expenditures are based on the draw schedule that Wold and Knutson collaborated on.

The district is fortunate to have the opportunity to enhance the high school facility to better support students, staff and the community. We are grateful for Carleton's historic pledge affirming their deep investment in this community.



Building Construction Fund
Proposed Budgets
2024-25 | 2025-26

Building Construction Fund

- Separate fund used to record all operations of a district's building construction funded by the sale of bonds.
- Revenues consist of bond proceeds and interest earnings.
- Expenditures consist of construction related costs.
- After a successful bond in November 2024, the District sold bonds in February 2025 to begin work on the projects identified in the referendum.

Project Scope

Location	Description	Construction Cost	Total Project Cost
Northfield High School	Question 1: 120,000 sq ft, multi-story classroom addition, music addition. Demolition of the D, H, M & S wings (102,000 sq ft). Renovation of the remainder of the building.	\$77,099,505	\$95,830,316
	Question 2: Addition of an expanded gymnasium.	\$15,760,500	\$18,762,500
	Question 3: Construction and installation of a geothermal system.	\$5,880,000	\$7,000,000
Total Costs		\$98,740,005	\$121,592,816

Revenue Projection

	2025A Bond Sale	2027A Bond Sale	Donations	Total Estimated Funding	Election Estimate	Variance
Construction Proceeds	\$39,342,302	\$80,600,000	\$2,010,000	\$121,952,302	\$119,633,800	\$2,318,502
Estimated Retainable Interest	\$2,201,298	\$1,737,000	\$100,000	\$4,038,298	\$1,966,200	\$2,072,098
Total Project Funding	\$41,543,600	\$82,337,000	\$2,110,000	\$125,990,600	\$121,600,000	\$4,390,600

Draw Schedule

Month	Year	Gross Billing	Retention	Net Billing	Cumulative
August	2025	\$1,089,651	\$54,483	\$1,035,168	\$1,035,168
September	2025	\$440,959	\$22,048	\$418,911	\$1,454,080
October	2025	\$590,176	\$29,509	\$560,667	\$2,014,747
November	2025	\$722,312	\$36,116	\$686,196	\$2,700,943
December	2025	\$923,584	\$46,179	\$877,405	\$3,578,348
January	2026	\$1,123,032	\$56,152	\$1,066,880	\$4,645,228
February	2026	\$1,199,679	\$59,984	\$1,139,695	\$5,784,923
March	2026	\$1,545,426	\$77,271	\$1,468,155	\$7,253,078
April	2026	\$1,720,967	\$86,048	\$1,634,919	\$8,887,997
May	2026	\$2,015,394	\$100,770	\$1,914,624	\$10,802,621
June	2026	\$2,179,283	\$108,964	\$2,070,319	\$12,872,940
Totals		\$13,550,463	\$677,523	\$12,872,940	

Financial Summary

	2024-25 Proposed Budget	2025-26 Proposed Budget
Beginning Balance	\$ -	\$ 39,330,609
Bond Proceeds	\$ 39,920,609	\$ -
Donations	\$ 1,010,000	\$ -
Interest Earnings	\$ 150,000	\$ 1,625,000
Total Sources	\$ 41,080,609	\$ 40,955,609
Project Expenditures	\$ 1,750,000	\$ 13,550,463
Ending Fund Balance	\$ 39,330,609	\$ 27,405,146

Questions?

Thank you!



Northfield

PUBLIC SCHOOLS

PROPOSED BUDGETS

Reaching Out, Reaching Up



2025-2026

82.2% of
expenditures
go to direct
student
instruction and
support



www.northfieldschools.org



201 Orchard St S, Northfield, MN 55057

NORTHFIELD PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 659
BOARD OF EDUCATION

Claudia Gonzalez-George, Chair

Corey Butler, Vice Chair

Ben Miller, Treasurer

Amy Goerwitz, Clerk

Maggie Epstein

Jenny Nelson

Jeff Quinnell

SUPERINTENDENT OF SCHOOLS

Dr. Matt Hillmann, Ed.D.

This document was prepared by the Finance Department of Northfield Public Schools

www.northfieldschools.org

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS

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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

June 9, 2025

Board of Education
Independent School District 659
Northfield, MN

It is with pride and a deep sense of responsibility that I submit and recommend the proposed budgets for the 2025-26 school year. This budget document is one of our primary tools for presenting clear, summarized and transparent financial information to our employees, community members and stakeholders. This report includes our Operating and Proprietary funds with an emphasis on the General Fund, and provides a cohesive summary of the budget presentations delivered over the past several months.

The purpose of a budget is to quantify the strategic priorities and programming decisions that reflect our district's long-term vision. It serves as a guide for the Board of Education to authorize the administration in executing the mission and vision of Northfield Public Schools on a daily basis. A revised budget, incorporating updated enrollment data, finalized staffing agreements, and a comprehensive analysis of the 2025 legislative session, will be presented in December.

This past spring, Northfield ran a priority-based budget process reducing \$5.792 million to balance the budget. This process focused on aligning financial resources with the district's strategic priorities to maximize student outcomes. Through a transparent, inclusive and data-informed approach, the district engaged more than 80 stakeholders in identifying essential programs and services, ensuring that budget decisions reflect the district's vision and strategic commitments.

Sixty-eight percent of the district's total funding comes from the State of Minnesota. While the State made a significant investment in public education in 2023, it is essential that we recognize that these increases are helping close the gap on decades of inadequate funding. We expect the state will roll back several funding streams in the coming years in response to a bleak state financial forecast. The Northfield community has been a tireless supporter of our schools. Their unwavering support and commitment to our students is deeply appreciated.

We strive daily to implement the district's strategic plan. We consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support Northfield Public Schools.

Gratefully,



Val Mertesdorf
Director of Finance

BUDGET DEVELOPMENT CALENDAR

December 9	Auditors presented results of 2023-24 financial audit. School Board reviewed and approved 2024-25 revised General Fund budget as well as certified the 2024 Payable 2025 Tax Levy.
January 27	School Board presented with the financial forecast.
February 10	School Board adopted resolution requiring the administration to make recommendations for additions and reductions in programs and adding or discontinuing positions. School Board presented with proposed Operating Capital and Long-Term Facilities Maintenance budget.
April 11	School Board presented with proposed Debt Service and Internal Service Fund budgets.
April 28	School Board approves priority-based budget recommendations.
May 12	School Board presented with proposed Child Nutrition and Community Education budgets. School Board adopted the necessary resolutions relating to staffing changes for 2025-26.
May 27	School Board presented with proposed Construction budget. School Board presented with proposed budget for the General Fund.
June 9	School Board adopts the 2025-26 Proposed Budgets for all funds.

STUDENT ENROLLMENT PROJECTIONS

Minnesota funds the majority of its K-12 programs through a complex formula applied to the number of students attending each school. For most funding programs, the pupil count, known as adjusted pupil units (APU) is used to determine school revenue amounts.

The past four years the district has experienced declining enrollment. Based on our most recent demographic study, the district anticipates that the total number of students will continue to decline over the next ten years. We expect a decline of at least 400 students.

The October 1, 2024 enrollment numbers were included with historical data to calculate the current enrollment forecast which was prepared using the traditional cohort survival technique and weighting these results to favor more recent years. The following table represents the 2025-26 student enrollment projection. The bottom table includes historical enrollment counts and the longer range forecast for additional context.

2025-26 Projected Average Daily Membership (ADM)					
Pre-KG	KG (incl. HK)	1-3	4-6	7-12 (incl. ALC)	Total
56.5	209.5	727.5	851.3	1,896.3	3,741.0

Enrollment History and Projection							
Year	Pre-K	KG	1-3	4-6	7-12	Total	APU
2015-16	32.3	250.2	841.7	865.5	1,932.6	3,922.3	4,308.9
2016-17	40.6	246.9	825.6	906.7	1,976.6	3,996.4	4,391.7
2017-18	39.3	273.0	807.1	922.9	2,001.8	4,044.1	4,444.5
2018-19	41.2	248.4	797.6	911.0	2,051.8	4,050.0	4,460.4
2019-20	42.8	246.5	764.4	892.8	2,072.6	4,019.0	4,433.6
2020-21	44.3	202.4	747.9	843.9	2,062.3	3,900.8	4,313.3
2021-22	49.1	245.0	750.8	822.9	1,993.0	3,860.8	4,259.4
2022-23	47.8	240.0	743.7	808.4	1,965.6	3,805.4	4,198.5
2023-24	53.0	230.6	749.8	843.1	1,963.2	3,839.8	4,232.4
2024-25#	55.5	204.6	749.4	839.9	1,923.2	3,772.7	4,157.3
2025-26#	56.5	209.5	727.5	851.3	1,896.3	3,741.0	4,120.2
2026-27#	56.0	204.1	686.1	851.2	1,910.5	3,707.9	4,090.0

Estimated Enrollment

PROPOSED 2025-26 BUDGET

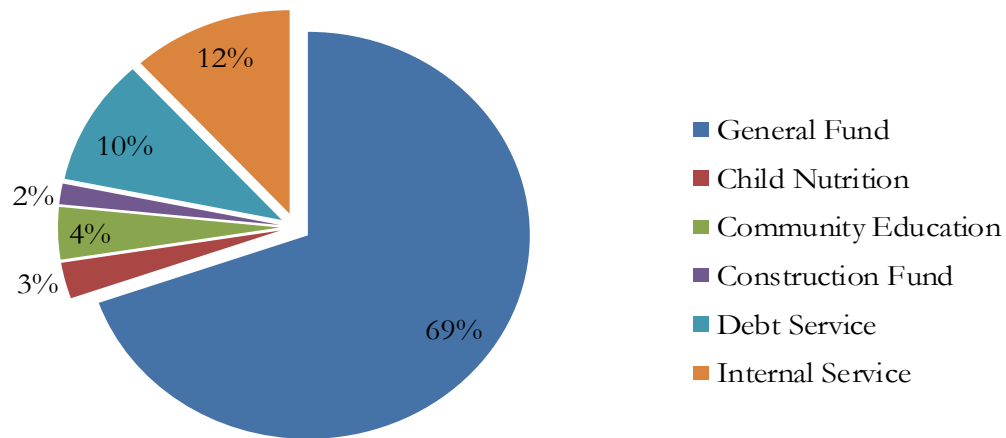
SUMMARY OF ALL FUNDS

	July 1, 2025			June 30, 2026
	Projected	FY 2026	FY 2026	Projected
	<u>Fund Balance*</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Fund Balance*</u>
General Fund**	\$ 13,984,387	\$ 69,163,802	\$ 67,854,324	\$ 15,293,865
Child Nutrition	\$ 781,695	\$ 2,840,324	\$ 3,325,982	\$ 296,037
Community Education	\$ 574,083	\$ 4,123,775	\$ 4,392,456	\$ 305,402
Construction Fund	\$ 39,330,609	\$ 1,625,000	\$ 13,550,463	\$ 27,405,146
Debt Service	\$ 1,843,692	\$ 9,948,034	\$ 8,891,604	\$ 2,900,122
Internal Service	\$ 3,428,438	\$ 11,654,567	\$ 11,289,063	\$ 3,793,942

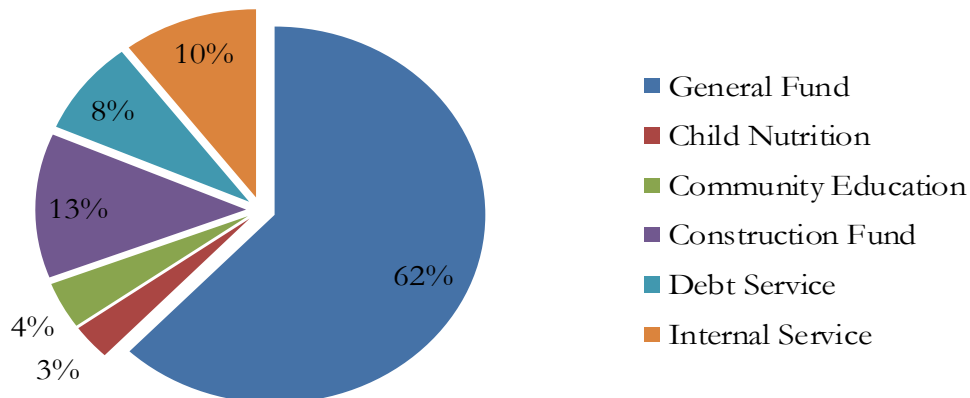
* Beginning and ending fund balance includes restricted funds

**General Fund includes Capital and Long Term Facility Maintenance funds.

2025-26 Budget Resources All Funds



2025-26 Budget Expenditures All Funds



GENERAL FUND

The General Fund accounts for the primary operations of the district, including educational and instructional support services to students from Kindergarten through twelfth grade, pupil transportation and capital outlay.

Preliminary budget assumptions include an increase in per pupil funding from the State of 2.74%. Overall, revenue will increase approximately 2.1% over the prior year. The increase is related to the inflationary increase from the state, and the additional fees recommended by the priority-based budget teams. The district receives 68% of its revenue from the State of Minnesota. Declining enrollment is one of the most significant financial challenges we face. Seventy percent of our revenue is enrollment-based formulas. The declining trend we’ve seen will continue in 2025-26. Special education aid is projected flat as the legislature discusses ways to reduce spending on education.

Projected expenditures are represented with an aggregate decrease of 0.71%. This includes a projected decrease of 0.32% in salaries and benefits and a 1.1% decrease in non-salary and other operating expenditures excluding capital related items. The increases are a result of contract settlements, inflation and the voter approved increase in the capital projects levy.

The financial summary shows the impact of the priority-based budget process. While those decisions are difficult, they are necessary for the financial stability of the district. Our staff and community worked collaboratively to prioritize spending and ultimately balance the budget. I’m pleased to report that the projected ending fund balance in 2025-26 is projected to exceed the Board’s goal of 14%. The 14% goal is calculated as a percentage of general fund expenditures excluding operating capital, long-term facility maintenance, scholarship and student activity expenditures. These expenditures are highly volatile, and have been diluting the historical calculation. The calculation will provide fewer erratic variations.

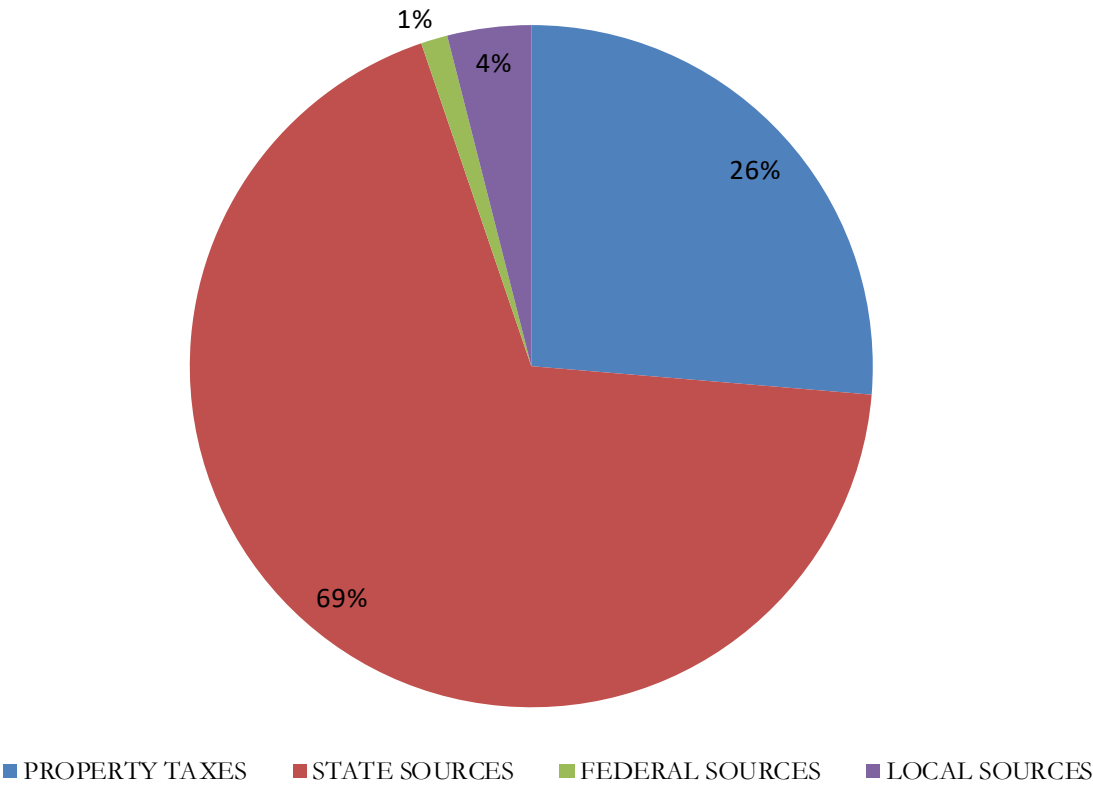
GENERAL FUND | FINANCIAL SUMMARY

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
REVENUE	\$ 61,267,825	\$ 65,099,390	\$ 67,749,122	\$ 69,163,802
EXPENDITURES	63,194,494	63,789,006	68,341,666	67,854,324
DIFFERENCE	(1,926,669)	1,310,384	(592,544)	1,309,478
BEGINNING FUND BALANCE	15,193,216	13,266,547	14,576,931	13,984,387
ENDING FUND BALANCE	\$ 13,266,547	\$ 14,576,931	\$ 13,984,387	\$ 15,293,865
RESTRICTED FUND BALANCE	\$ 5,561,095	\$ 6,211,200	\$ 6,199,945	\$ 5,804,548
UNRESTRICTED FUND BALANCE	\$ 7,705,452	\$ 8,365,731	\$ 7,784,442	\$ 9,489,317
PERCENTAGE OF EXPENDITURES (excl. Capital, LTFM, Scholarships & SAF)	13.1%	13.8%	12.2%	15.1%

GENERAL FUND | REVENUE

	2022-23 Audit Results	2023-24 Audit Results	2024-25 Revised Budget	2025-26 Proposed Budget
PROPERTY TAXES	\$ 14,428,100	\$ 15,579,902	\$ 18,386,381	\$ 18,214,595
STATE SOURCES	40,469,579	45,025,813	46,452,052	47,336,761
FEDERAL SOURCES	4,274,807	1,284,792	948,005	870,000
LOCAL SOURCES	2,095,339	3,208,883	1,962,684	2,742,446
TOTAL	\$ 61,267,825	\$ 65,099,390	\$ 67,749,122	\$ 69,163,802

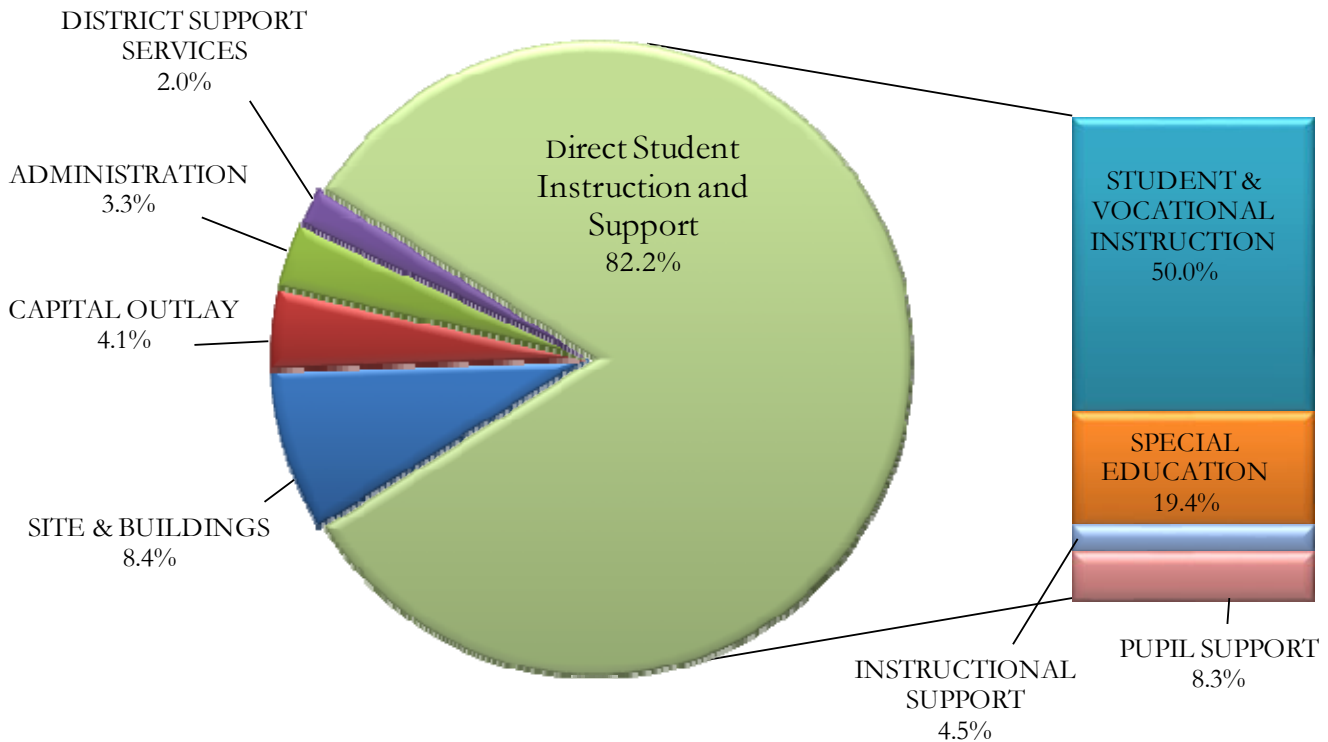
REVENUE BY SOURCE



GENERAL FUND | EXPENDITURES BY PROGRAM

- **Student Instruction: \$46,770,709 (68.93%)**
Includes costs associated with teaching students as well as co-curricular and extra-curricular activities from Kindergarten through twelfth grade. It also includes specialty programming such as special education, alternative education, English learner and compensatory programs.
- **Student Support Services: \$10,188,669 (15.02%)**
Includes costs associated with supporting students including transportation, media centers, guidance/counseling services, nursing services as well as the instructional services department.
- **Site and Buildings: \$7,264,718 (10.71%)**
Includes costs associated with operations, maintenance, repairs and remodeling of all facilities and grounds of the school district. This program category also includes the majority of our capital outlay expenditures.
- **District Support Services: \$1,362,490 (2.01%)**
Includes costs associated with services provided by the district office such as human resources, finance, communications and other centralized office functions.
- **Administration: \$2,267,738 (3.34%)**
Includes costs associated with the district administration including the school board, superintendent and principals.

2025-26 EXPENDITURES BY PROGRAM



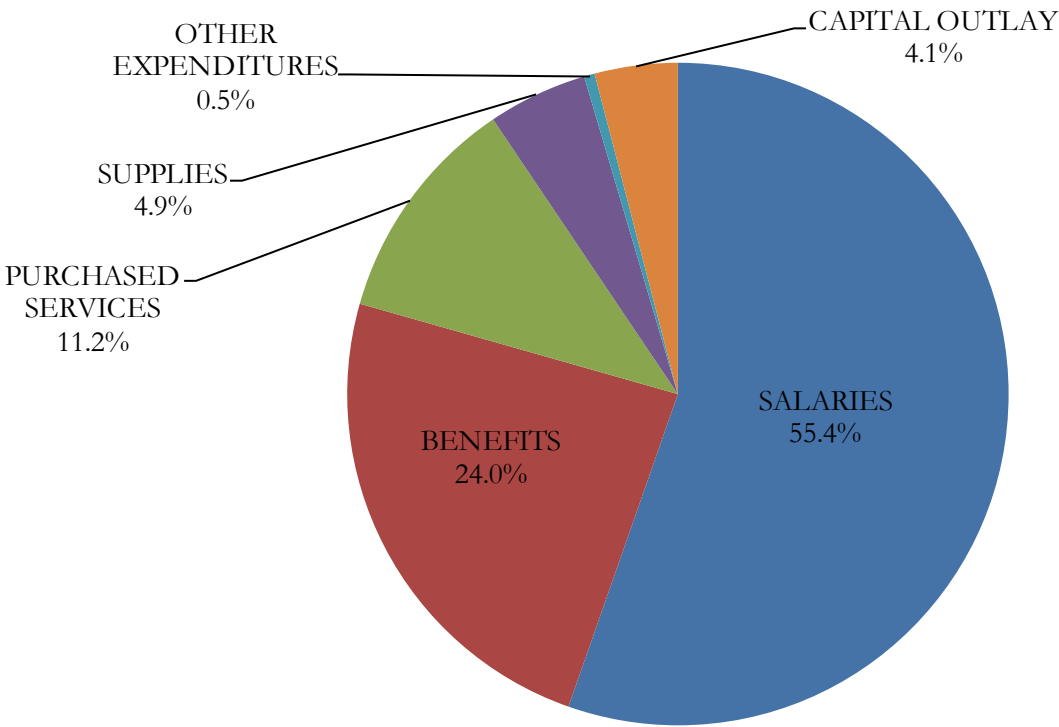
GENERAL FUND | EXPENDITURES BY PROGRAM (cont)

PROGRAM CATEGORIES		2025-26 Proposed
Student Instruction \$46,770,709 68.93%	Elementary Instruction	\$ 14,687,188
	Middle and High School Instruction	\$ 14,494,314
	Special Education	\$ 13,179,649
	Co-curricular and Extra-curricular Activities	\$ 2,238,402
	English Learners	\$ 1,046,925
	Title/Compensatory Programs	\$ 510,157
	Career and Technical Programs	\$ 614,074
Student Support Services \$10,188,669 15.02%	Instructional Support	\$ 668,791
	Curriculum and Development	\$ 352,981
	Educational Media	\$ 302,318
	Instructional Technology	\$ 2,539,664
	Guidance/Counseling	\$ 915,246
	Health Services	\$ 510,111
	Student Transportation	\$ 3,875,603
	Staff Development	\$ 617,485
	Other Student Support	\$ 406,470
Sites and Buildings \$7,264,718 10.71%	Operations and Maintenance	\$ 5,267,008
	Facilities	\$ 393,560
	Long Term Facilities Maintenance	\$ 1,289,150
	Property or Other Insurance	\$ 315,000
District Support Services \$1,362,490 2.01%	Finance Department	\$ 453,658
	Human Resources	\$ 497,473
	Administrative Technology	\$ 225,141
	General Administrative Support	\$ 69,621
	Communications and Assessment	\$ 116,597
	Elections	\$ -
Administration \$2,267,738 3.34%	Office of Superintendent	\$ 392,492
	Instructional Administration	\$ 76,021
	School Administration	\$ 1,736,141
	School Board	\$ 63,084
Total General Fund		\$ 67,854,324

GENERAL FUND | EXPENDITURES BY OBJECT

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
SALARIES	\$ 35,631,953	\$ 36,572,885	\$ 38,213,121	\$ 37,570,816
BENEFITS	13,949,786	14,705,839	15,834,415	16,304,011
PURCHASED SERVICES	6,739,378	7,503,758	7,906,124	7,573,834
SUPPLIES	2,289,606	2,473,039	3,075,731	3,297,313
OTHER EXPENDITURES	616,008	287,326	362,101	351,297
CAPITAL OUTLAY	3,967,763	2,246,159	2,950,174	2,757,053
TOTAL	\$ 63,194,494	\$ 63,789,006	\$ 68,341,666	\$ 67,854,324

2025-26 EXPENDITURES BY OBJECT



GENERAL FUND**OPERATING CAPITAL and LONG-TERM FACILITIES MAINTENANCE**

The primary source of operating capital revenue comes from local property taxes which includes the voter approved operating capital levy of \$2.1 million. The capital levy was renewed and increased by the voters in November 2022. Long Term Facilities Maintenance revenue is a combination of local levy and state aid. These funding sources have specific restrictions regarding what the district can purchase. Any unspent funds are kept in a restricted fund balance code for future purchases that meet the specifications.

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Revenue Summary	Results	Results	Budget	Budget
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

	Audit	Audit	Revised	Proposed
Expenditure Summary	Results	Results	Budget	Budget
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

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Fund Summary	Results	Results	Budget	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

CHILD NUTRITION FUND

The Child Nutrition Fund is a self-sustaining fund whose mission is to provide quality nutritious meals that support the growth and development of our students to fuel their learning. Revenue comes from a variety of sources including state and federal funding, student and adult purchases, federal commodities, and grant dollars.

The majority of the budget is accounted for in labor and food costs. The child nutrition program for the 2023-24 school year began state funding free breakfast and lunch as passed by the Legislature. This has resulted in a substantial increase in participation.

The proposed budget shows a spend down of the fund balance. The child nutrition fund has a fund balance maximum. The child nutrition department is constantly evaluating food costs and direct labor hours per meal served will be the primary focus to ensure budget targets are met. The Child Nutrition team works tirelessly to provide creative solutions for our students to help increase participation.

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Revenue Summary	Results	Results	Budget	Budget
Tuition, fees and other	1,058,297	360,099	344,700	331,600
State Aids	97,980	1,310,283	1,424,000	1,385,000
Federal Aids	1,207,006	1,233,683	1,095,920	1,123,724
Total Revenues	\$ 2,363,284	\$ 2,904,065	\$ 2,864,620	\$ 2,840,324
Expenditure Summary				
Salaries and Benefits	\$ 1,206,373	\$ 1,326,520	\$ 1,451,996	\$ 1,535,001
Purchased Services	50,042	(5,074)	36,900	26,900
Food and Supplies	1,166,145	1,501,179	1,557,425	1,751,081
Equipment	129,498	5,506	50,000	13,000
Total Expenditures	\$ 2,552,058	\$ 2,828,131	\$ 3,096,321	\$ 3,325,982
Fund Summary				
Revenue	\$ 2,363,284	\$ 2,904,065	\$ 2,864,620	\$ 2,840,324
Expenditures	2,552,058	2,828,131	3,096,321	3,325,982
Net	(188,774)	75,934	(231,701)	(485,658)
Beginning Fund Balance	1,126,236	937,462	1,013,396	781,695
Ending Fund Balance	\$ 937,462	\$ 1,013,396	\$ 781,695	\$ 296,037
Fund Balance Max	\$ 850,686	\$ 1,885,421	\$ 2,064,214	\$ 2,217,321
<i>Per the MDE, the Child Nutrition Department fund balance should not exceed 3 months average operating expenditures assuming a nine month operating year.</i>				

COMMUNITY EDUCATION FUND

Northfield Public Schools Community Education focuses on lifelong learning, recreation and community involvement. We provide numerous opportunities and classes for all ages to develop skills, stay healthy and inspire creativity.

Our Early Childhood Family Education (ECFE) programs support parents in their role as their child's first and foremost teacher. Among our other Early Childhood Programs, Hand in Hand Preschool and Ventures childcare work together to prepare and support students in year-long learning. The budget for 2025-26 was developed with the goal of sustaining participation in their programs that have rebounded from the pandemic. The community education department has a goal of 14% fund balance.

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
Revenue Summary				
Local Property Taxes	\$ 424,735	\$ 437,070	\$ 396,647	\$ 412,806
Tuition, fees and other	2,767,281	2,827,522	3,066,818	3,050,597
State Aids	394,463	656,639	641,016	660,372
Federal Aids	237,297	23,889	-	-
Total Revenues	\$ 3,823,776	\$ 3,945,120	\$ 4,104,481	\$ 4,123,775
Expenditure Summary				
Salaries and Wages	\$ 2,396,727	\$ 2,547,327	\$ 2,747,524	\$ 2,833,300
Benefits	780,416	840,252	849,218	935,503
Purchased Services	522,294	485,422	555,511	512,718
Supplies and Dues	110,570	112,191	111,669	107,035
Capital Outlay	16,360	92	3,900	3,900
Total Expenditures	\$ 3,826,367	\$ 3,985,284	\$ 4,267,822	\$ 4,392,456
Fund Summary				
Revenue	\$ 3,823,776	\$ 3,945,120	\$ 4,104,481	\$ 4,123,775
Expenditures	3,826,367	3,985,284	4,267,822	4,392,456
Net	(2,591)	(40,164)	(163,341)	(268,681)
Beginning Fund Balance	780,179	777,588	737,424	574,083
Ending Fund Balance	\$ 777,588	\$ 737,424	\$ 574,083	\$ 305,402
<i>Fund Balance Goal</i>	<i>535,691</i>	<i>557,940</i>	<i>597,495</i>	<i>614,944</i>
General Community Ed	\$ 362,568	\$ 273,618	\$ 83,904	\$ (163,798)
Early Childhood Family Education	\$ 359,370	\$ 406,443	\$ 408,889	\$ 406,592
School Readiness	\$ 6,248	\$ 35,159	\$ 55,232	\$ 35,261
Unreserved	\$ 49,402	\$ 22,204	\$ 26,058	\$ 27,347
Ending Fund Balance	\$ 777,588	\$ 737,424	\$ 574,083	\$ 305,402

BUILDING CONSTRUCTION FUND

This fund is used to record all the operations of a district’s building construction projects funded by the sale of bonds. In November 2024, voters approved all three questions in support of the Reimagine Northfield High School referendum. The district issued \$39,000,000 in bonds in February

	2024-25	2025-26
	Revised	Proposed
Revenue Summary	Budget	Budget
Bond Proceeds	\$ 39,920,609	\$ -
Interest on Investments	150,000	1,625,000
Other Financing Sources	1,010,000	-
Total Revenues	\$ 41,080,609	\$ 1,625,000
Expenditure Summary		
Project Costs	\$ 1,750,000	\$ 13,550,463
Other Financing Uses	-	-
Total Expenditures	\$ 1,750,000	\$ 13,550,463
Fund Summary		
Beginning Fund Balance	\$ -	\$ 39,330,609
Revenue	41,080,609	1,625,000
Total Sources	41,080,609	40,955,609
Expenditures	1,750,000	13,550,463
Ending Fund Balance	\$ 39,330,609	\$ 27,405,146

Location	Description	Construction Cost	Total Project Cost
Northfield High School	120,000 sq ft, multi-story classroom addition, music addition. Demolition of the D, H, M & S wings (102,000 sq ft). Renovation of the remainder of the building.	\$77,099,505	\$95,830,316
	Addition of an expanded gymnasium.	\$15,760,500	\$18,762,500
	Construction and installation of a geothermal system.	\$5,880,000	\$7,000,000
Total Authorized Costs		\$98,740,005	\$121,592,816

DEBT SERVICE FUND

This fund is used to account for the accumulation of resources used for payment of general long-term obligation bond principal, interest, and related costs.

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Revenue Summary	Results	Results	Budget	Budget
Local property Taxes	\$ 4,917,608	\$ 4,999,982	\$ 3,346,396	\$ 9,112,966
Interest on Investments	113,523	184,992	50,000	75,000
State of MN	835,958	926,304	926,304	760,068
Other Sources	71,072	-	-	-
Total Revenues	\$ 5,938,161	\$ 6,111,278	\$ 4,322,700	\$ 9,948,034

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Expenditure Summary	Results	Results	Budget	Budget
Bond Principal	\$ 3,955,000	\$ 4,130,000	\$ 2,445,000	\$ 5,970,000
Bond Interest	1,964,053	1,775,509	1,575,009	2,913,604
Other Debt Service Fees	6,950	6,950	7,000	8,000
Other Uses	-	-	-	-
Total Expenditures	\$ 5,926,003	\$ 5,912,459	\$ 4,027,009	\$ 8,891,604

	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
Fund Summary	Results	Results	Budget	Budget
Revenue	\$ 5,938,161	\$ 6,111,278	\$ 4,322,700	\$ 9,948,034
Expenditures	5,926,003	5,912,459	4,027,009	8,891,604
Net	12,158	198,819	295,691	1,056,430
Beginning Fund Balance	1,337,024	1,349,182	1,548,001	1,843,692
Ending Fund Balance	\$ 1,349,182	\$ 1,548,001	\$ 1,843,692	\$ 2,900,122

DEBT SERVICE FUND (cont)

Current Outstanding Debt 2025-26 Principal and Interest Payments

Issue Date	Net Interest Rate	Original Issue	Purpose	Final Maturity	FY 2025-26 Payments		
					Principal	Interest	Total
3/23/2017	1.93%	\$ 1,325,000	BW Roof	2/1/2027	\$ 145,000	\$ 8,850	\$ 153,850
			Elementary/Early Childhood				
1/31/2019	3.22%	\$ 39,255,000	Childhood	2/1/2039	\$ 1,940,000	\$ 1,375,631	\$ 3,315,631
2/17/2022	1.95%	\$ 3,120,000	LTFM MS Roof	2/1/2042	\$ -	\$ 74,377	\$ 74,377
2/24/2025	3.97%	\$ 39,000,000	Reimagine NHS	2/1/2048	\$ 3,885,000	\$ 1,454,746	\$ 5,339,746
					\$ 5,970,000	\$ 2,913,604	\$ 8,883,604

General Obligation Debt Annual Maturity Schedule

Fiscal Year	Principal	Interest	Total
2026	5,970,000	2,913,604	8,883,604
2027	6,195,000	2,847,209	9,042,209
2028	3,125,000	2,540,459	5,665,459
2029	2,725,000	2,385,959	5,110,959
2030	2,865,000	2,251,509	5,116,509
2031	3,080,000	2,146,184	5,226,184
2032	3,235,000	2,022,784	5,257,784
2033	3,315,000	1,918,684	5,233,684
2034	3,425,000	1,812,234	5,237,234
2035	3,515,000	1,702,034	5,217,034
2036	3,640,000	1,578,571	5,218,571
2037	3,740,000	1,450,553	5,190,553
2038	3,875,000	1,315,378	5,190,378
2039	4,015,000	1,180,428	5,195,428
2040	2,640,000	1,036,365	3,676,365
2041	2,765,000	935,250	3,700,250
2042	2,895,000	828,880	3,723,880
2043	2,790,000	717,400	3,507,400
2044	2,850,000	605,800	3,455,800
2045	3,050,000	491,800	3,541,800
2046	3,150,000	369,800	3,519,800
2047	3,200,000	243,800	3,443,800
2048	2,895,000	115,800	3,010,800
	\$ 78,955,000	\$ 33,410,485	\$ 112,365,485

INTERNAL SERVICE FUND | SELF-INSURANCE PLAN

The district established this fund in 2005-06 to account for the financial activity of the self-insurance plan for the dental benefits provided to employees. In May 2011 the district elected to become self-insured for medical benefits as well. The revenue in this fund represents premiums paid for dental and medical coverage by the district and our active and retired employees. Expenditures represent actual claims and administrative fees paid for dental and medical services received by our current or retired employees covered by the plan.

	DENTAL FUND			
	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
Beginning Balance	\$447,720	\$410,322	\$359,160	\$279,850
Charges for Services	634,777	639,835	657,247	669,882
Interest Earnings	15,198	22,446	5,000	10,000
Total Sources	1,097,695	1,072,603	1,021,407	959,732
Insurance Claims	649,440	675,238	701,971	704,309
Administrative Fees	37,933	38,205	39,586	37,381
Total Expenditures	687,373	713,443	741,557	741,690
Ending Fund Balance	\$410,322	\$359,160	\$279,850	\$218,042
Goal (40%)	\$259,776	\$270,095	\$280,788	\$281,724

	MEDICAL FUND			
	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
Beginning Balance	\$2,712,104	\$3,111,136	\$3,107,136	\$3,148,588
Charges for Services	9,360,477	9,735,650	10,236,095	10,599,685
RX Rebates	422,492	294,772	350,000	290,000
Interest Earnings	104,756	168,646	50,000	85,000
Total Sources	12,599,829	13,310,204	13,743,231	14,123,273
Insurance Claims	8,330,923	8,859,633	9,473,047	9,192,540
Administrative Fees	1,157,770	1,343,435	1,121,596	1,354,833
Total Expenditures	9,488,693	10,203,068	10,594,643	10,547,373
Ending Fund Balance	\$3,111,136	\$3,107,136	\$3,148,588	\$3,575,900
Goal (40%)	\$3,332,369	\$3,543,853	\$3,789,219	\$3,677,016

	FUND SUMMARY			
	2022-23	2023-24	2024-25	2025-26
	Audit	Audit	Revised	Proposed
	Results	Results	Budget	Budget
Beginning Balance	\$3,159,824	\$3,521,458	\$3,466,296	\$3,428,438
Total Revenue	10,115,208	10,861,349	11,298,342	11,654,567
Total Sources	13,275,032	14,382,807	14,764,638	15,083,005
Total Expenditures	10,176,066	10,916,511	11,336,200	11,289,063
Ending Fund Balance	\$3,098,966	\$3,466,296	\$3,428,438	\$3,793,942

**NORTHFIELD PUBLIC SCHOOLS
PUPIL TRANSPORTATION CONTRACT
NORTHFIELD, MINNESOTA 55057**

This Agreement is made effective August 1, 2025 by and between Independent School District 659, Northfield, of the Counties of Rice, Dakota and Goodhue and the State of Minnesota, hereinafter described as "School District" and Benjamin Bus, Inc. hereinafter described as "Contractor" as follows:

1.0 It is contracted and agreed by and between the said parties that the Contractor shall transport school pupils required to be transported by the School District from any points on the designated routes to and from designated schools according to the routes and schedules as are furnished from time to time by the Superintendent of the School District, or designee for the period of this contract.

2.0 The Contractor agrees:

- 2.1 To furnish chassis and passenger school bus bodies both conforming to State and Federal laws and regulations relating to school buses.
- 2.2 To keep said school buses stored in a heated facility that is located within the School District so that they will insure proper warmth and comfort for the pupils transported therein, each bus to be equipped with sufficient heaters.
- 2.3 To have said buses maintained by qualified mechanics so that they will be at all times in good mechanical condition and kept clean and will from time to time add such equipment and safety devices as may be required by any new regulations of the State of Minnesota relating to school buses.
- 2.4 To furnish drivers over 18 years of age in good health and in possession of a valid Class B Commercial Driver's License with school bus endorsement issued by Motor Vehicle Department of the State of Minnesota, for said buses in adequate numbers and of proper qualifications to fulfill the requirements of this Agreement.
- 2.5 To establish and enforce regulations for the rules relating to the conduct of such drivers.
- 2.6 To discharge or replace any drivers violating rules of conduct or not meeting qualifications or such requirements or qualifications as may be established herein in addition thereto.
- 2.7 To maintain a current, detailed computerized database of all transportation eligible students.

3.0 The entire operation contemplated in this Agreement shall comply with applicable rules and regulations adopted by the Minnesota Department of Education, State Department of Transportation and the School District presently in effect or now or hereafter adopted and required. The Contractor will be bound by all rules and regulations, local ordinances, or state laws relating to road conditions and road restrictions and any other regulations relating to the operations contemplated herein.

4.0 The School District agrees to pay the Contractor in consideration and compensation of Contractor's obligation for performance under this contract at the rates listed in Appendix A. In the event of inclement weather or impassability of roads or whenever school is cancelled, delayed or is dismissed early, District shall notify Contractor not later one hour prior to such cancellation or delay. Should the number of days' transportation be required to decrease during the school year, as a result of weather conditions, strikes, gas shortages, school closing and emergencies, the base contract will be decreased by an amount equal to 10% of the daily contract charge per day decreased.

5.0 The Contractor will purchase fuel and the School District will agree to a fuel price adjustment which will be based on an indexed fuel price and compensation determined for actual prices compared to the index price.

- 5.1 During the term of the contract the index price for diesel and unleaded gasoline will be \$3.00 per gallon excluding the federal fuel excise tax.

- 5.2 The School District will be responsible for reimbursing the Contractor for fuel price adjustments above this index.
- 5.3 The Contractor will be required to substantiate the quantity of fuel used in fulfilling the service requirements of this request for quotation and the contract and the price paid for the fuel purchased.
- 5.4 The actual diesel fuel cost for this clause shall be the lesser price of the Contractor's price paid for their diesel fuel or the pump price at a School District designated supplier for the same period of time, month or day.

6.0 Contractor shall maintain during the life of the contract automobile, general liability and commercial umbrella insurance with minimum limits as follows:

- 6.1 automobile \$ 1,000,000 combined single limit (each accident)
- 6.2 general liability \$ 1,000, 000 per accident/\$ 2,000,000 aggregate
- 6.3 commercial umbrella \$4,000,000
- 6.4 Workers' compensation insurance as required by Minnesota law

The School District shall be named as an additional insured, and shall approve the company and policy submitted to fulfill this requirement and be included in an appropriate endorsement. Any additional coverage obtained by the Contractor will apply to this Agreement at the time secured.

7.0 Contractor shall not be held or deemed in any way to be the agent or employee of the School District. It is the intention of the parties that Contractor is and shall be considered as an independent contractor. No officer, employee or agent of Contractor shall be deemed to be an officer, or agent of the School District, unless he or she is also an officer or employee of the School District and in his or her course of employment with the School District. Contractor agrees to hold harmless and indemnify the School District from any and all claims, demands, causes of action, and suits against the School District caused by the negligence or intentional acts of the officers, employees and agents of the Contractor except to the extent: (i) such Claims are the result of the gross negligence or intentional misconduct of the School District or (ii) such Claims related to or arise out of disciplinary decisions related to student discipline or student behavior on Contractor' s vehicles, which decisions shall be made by the School District after consultation with the Contractor.

8.0 In the event Contractor is unable to provide the transportation services herein specified because of any act of nature, civil disturbance, fire, flood, war, governmental action, labor dispute involving District personnel, picketing, strike, or lockout, or any condition or cause beyond Contractor's control, District may excuse Contractor from performance under this Agreement.

9.0 This Agreement shall be in full force and effect for a period commencing August 1, 2025 and ending July 31, 2026.

10.0 The minimum service to be provided under this Agreement shall be to transport all pupils required to be transported under this Agreement to and from school to the residing place of the pupil. This statement shall not in any way excuse Contractor from performing all other obligations or duties required under this Agreement, or the specifications or quotations attached hereto, during the period of this Agreement for the consideration recited.

11.0 This Agreement may be amended or terminated by mutual agreement of the parties in writing approved by the School Board upon 90 days' written notice of one party to the other, or as is otherwise permitted by this Agreement or the specifications or bids attached hereto. Failure or refusal of either party to substantially perform the conditions of this Agreement during the term of the Agreement will permit the other party to terminate the Agreement upon 90 days' written notice in writing to the breaching party, unless within such 90-day period the breaching party shall correct the performance to the satisfaction of the other party, but both parties shall be entitled to all remedies provided by law in case of such breach,

failure or refusal, but neither party shall be required to accept less than full performance of this Agreement unless otherwise agreed in writing by the parties. All notices under this Agreement required to be given to the School District shall be directed to the Clerk of the School District at the School District's administrative offices. All notices required to be given to the Contractor shall be directed to it at its principal office last on record with the School District.

12.0 The specifications and general conditions relating hereto are included herein and made a part of this Agreement by reference along with any quotation submitted by Contractor, except as otherwise provided in this Agreement.

13.0 The School District shall approve any and all school bus routes, school bus stops, drivers and alternate drivers. The School District reserves the right to change or alter the schedules and routes of travel by giving at least two weeks' written notice to Contractor, but any additional costs shall be verified in writing by the Contractor and additional compensation shall be mutually agreed upon by the parties in writing.

14.0 Contractor cannot assign or transfer any part or all of its interest in this Agreement without the written approval of the School Board of the School District authorized at a regular or special meeting of the School Board.

15.0 Contractor and School District have complied with the provisions of M.S. 1238.52, subd. 3. Any adjustments or refunds under this Agreement shall be determined by mutual consent of the parties.

IN WITNESS WHEREOF, the parties have executed this agreement below.

Benjamin Bus, Inc.
Northfield, MN

Independent School District 659
Northfield, MN

Signed: _____

Signed: _____

By: _____
(Name)

By: _____
(Name)

Its: _____
(Title)

Its: _____
(Title)

Dated this _____ day of
_____, 2025

Dated this _____ day of
_____, 2025

APPENDIX A: COST QUOTES FOR STUDENT TRANSPORTATION SERVICES

The COST QUOTES for each year of the term shall be based on a maximum of 173 days of school operation.

SCHOOL YEAR 2025-26 [Year Ending July 31, 2026]

- 1. Regular “To and From” Routes.** The cost for all regular “to and from” routes, home-to-school transportation, including the Extended Day program, for the days of school operation A.M. and P.M., using one or more of the following unit costs.

Bus Size	Cost Per Mile	Cost Per Hour	Cost Per Day
84 Passenger	NA	NA	NA
71-77 Passenger	NA	122.95	491.82

- 2. Special Education and Special Needs Services – In-District.** The cost for all in-District special education and special needs routes, including home-to-school and midday services, shall be submitted for the days of school operation using one or more of the following unit costs.

Bus and Van Size*	Lift?		Cost Per Mile	Cost Per Hour	Cost Per Day
Type C/D bus	<u>Yes</u>	No	NA	93.88	NA
Type A/B Mini-bus	<u>Yes</u>	No	NA	93.88	NA
Type III Van	<u>Yes</u>	No	NA	93.88	NA

* identify each bus size separately for a bus size that has an installed lift

- 3. Special Education and Special Needs Services – Out-of-District.** The cost for all out-of-District special education and special needs services, including home-to-school and homeless services, shall be submitted for the days of school operation using one or more of the following unit costs.

Bus and Van Size*	Lift?		Cost Per Mile	Cost Per Hour	Cost Per Day
Type C/D bus	<u>Yes</u>	No	NA	93.88	NA
Type A/B Mini-bus	<u>Yes</u>	No	NA	93.88	NA
Type III Van	<u>Yes</u>	No	NA	93.88	NA

* identify each bus size separately for a bus size that has an installed lift

- 4. Late Activity Services.** The cost for late activity services, using one or more of the following unit costs.

Bus and Van Size	Cost Per Mile	Cost Per Hour	Cost Per Day
Type C/D bus	NA	66.17	NA
Type A/B Mini-bus	NA	66.17	NA
Van or Type III	NA	66.17	NA

5. **Other Transportation Services.** The cost for all regular midday shuttle bus and van services and other services not otherwise identified, using one or more of the following unit costs.

Bus and Van Size*	Cost Per Mile	Cost Per Hour	Cost Per Day
Type C/D bus	NA	66.17	NA
Type A/B Mini-bus	NA	66.17	NA
Van or Type III	NA	66.17	NA

* identify each bus size separately for a bus size that has an installed lift

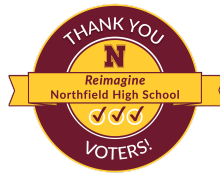
Optional: The rates for other transportation services can be quoted as a % of the rates for regular “to & from” transportation services. _____NA__ % of regular transportation rates in item 1 above.

3. **Extra-curricular and Athletic Trips; Activity and Field Trips.** Rates for extra-curricular, athletic, school activity trips and field trips, using one or more of the following unit costs:

a. <u>Trips within the school district boundaries</u>	<u>Cost Per Hour</u>	<u>Cost Per 1/4 Hour Waiting</u>	<u>Cost Per Trip</u>
i. Type C/D Bus	66.17	16.54	NA
ii. Type A/B Mini bus	66.17	16.54	NA
iii. Type III van	66.17	16.54	NA
b. <u>Trips outside the school district boundaries</u>			
i. Type C/D Bus	66.17	16.54	NA
ii. Type A/B Mini bus	66.17	16.54	NA
iii. Type III van	66.17	16.54	NA
iv. Coach bus	Quote	Quote	Quote
c. <u>Overnight trip outside the school district boundaries; add'l costs</u>		<u>Per Hour</u>	<u>Per Day Max</u>
i. Labor cost for overnight trips	Quote	Quote	Quote
ii. Overnight driver expenses	Quote	Quote	Quote
d. <u>Trailer</u>	XXXX	XXXX	NA

- Non-peak Trip Rate Discount: non-peak (8:30 am - 2:30pm & after 4:30pm) trip charge discount from regular rates in this item:

___0___ %



Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 11 | June 9, 2025

User Groups

- Representatives from Wold have met with 24 user groups twice each.

KYMN radio community update

- Superintendent Hillmann, Sal Bagley (Wold), and Josh Cooper (Knutson Construction) recorded an interview with KYMN. It aired on June 4.

City of Northfield collaboration

- Traffic study in progress
- Site plan review discussion underway

Upcoming meetings and discussions

- Security review
- Building standards review
- Technology pre-design
- Preliminary code meeting

Other updates

- Soil borings are complete
- Draft Geotechnical Report in progress
- Xcel Enhanced EDA program preliminary options will be ready for review in late June
- Geothermal Darcy System test well onsite work will be take place on June 16