INDEPENDENT SCHOOL DISTRICT NO. 659 REGULAR SCHOOL BOARD MEETING

Monday, September 22, 2025 \sim 6:00 p.m. \sim 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. District Youth Council (DYC) Update
 - b. Northfield High School Continuous Improvement Showcase
 - c. Reimagine Northfield High School Update and Renderings
 - d. Superintendent Evaluation Ad Hoc Committee Update
- 6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Financial Reports June 2025
 - d. Overnight Fieldtrip Request
 - e. Personnel Items
- 7. Items for Individual Action
 - a. Policy Committee Recommendations
 - b. Co-Curricular Adds
 - c. Proposed 2025 Payable 2026 Preliminary Property Tax Levy
 - d. MSBA Platform Recommendation Resolution
- 8. Items for Information
 - a. Retired Educators Luncheon
- 9. Future Meetings
 - *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 *Note that Monday, October 13, 2025 is Indigenous Peoples' Day
 - b. Monday, October 27, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, November 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- 10. Adjournment

NORTHFIELD PUBLIC SCHOOLS MEMORANDUM

Monday, September 22, 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, September 22, 2025, Regular School Board Meeting

Originally published 09.17.2025; updated 09.18.2025

- 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. <u>District Youth Council (DYC) Update</u>. DYC co-chairs Delphine Hawkins and Atticus Mayer will update the board about their plans for the 2025-2026 school year.
 - b. Northfield High School Continuous Improvement Showcase. Northfield High School Principal Chris Dibble will provide the board with an overview of the high school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
 - c. <u>Reimagine Northfield High School Update and Renderings</u>. Sal Bagley from Wold Architects and Engineers will provide an update to the board on the progress of the Reimagine Northfield High School Project.
 - d. <u>Superintendent Evaluation Ad Hoc Committee Update</u>. Board Chair Gonzalez-George will update the board on the progress of the superintendent evaluation tool.
- 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 September 8, 2025.
- b. <u>Gift Agreements</u>. Gift agreements to be approved are attached.
- c. <u>Financial Reports June 2025</u>. Director of Finance Val Mertesdorf requests the board approve paid bills totaling \$3,091,330.37, payroll checks totaling \$3,831,068.51, a wire transfer totaling \$200,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$50,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for June 2025. At the end of June 2025, total cash and investments amounted to \$78,048,226.98.
- d. Overnight Fieldtrip Request. Northfield High School FFA Adviser T.J. Austin requests board approval to take seven students to the FFA State Convention in Indianapolis, IN October 29-November 1.
- e. <u>Personnel Items</u>.
 - i. Appointments
 - 1. Alexander Altermatt, Instructor Lead/Swim Lead for Community Education/Recreation for 4 hours/week, beginning 9/13/2025-5/31/2026. Step 3, \$16.64/hour.
 - 2. Theodore Cledwyn, Instructor Lead/Swim Lead as needed with Community Education/Recreation, beginning 9/29/2025-5/31/2026. \$16.91/hour.

- 3. Maisie DeGrote, Instructor Lead/Swim Lead for Community Education/Recreation for 2.5 hours/week, beginning 9/11/2025-5/31/2026. Step 4, \$16.91/hour.
- 4. Estella Freeman, Instructor Lead/Swim Lead for Community Education/Recreation for 4 hours/week, beginning 9/13/2025-5/1/2026. Step 3, \$16.64/hour.
- 5. Guadalupe Gallego, Community School Student Site Assistant at Greenvale Park for up to 10 hours/week, beginning 9/29/2025-5/14/2026. Step 2, \$16.88/hour.
- 6. Zachary Gjerdingen, Event Worker at the High School for 2.0 hours/week, beginning 9/15/2025. Event Worker rate of pay.
- 7. Kiera Hasan, Community School Site Assistant at the Middle School for up to 10 hours/week, beginning 9/29/25-5/14/2026. Step 4, \$20.72/hour.
- 8. Stephanie Hernandez Flores, Community School Student Site Assistant for up to 10 hours/week, beginning 9/29/2025-5/14/2026. Step 2, \$16.88/hour.
- Lily Holman, Event Worker at the High School for 2.0 hours/week, beginning 9/15/2025. Event Worker rate
 of pay.
- Amy Kaiser, Community School Club Leader at Spring Creek for up to 10 hours/week, beginning 9/29/2025-5/1/2026. Step 1, \$20.31/hour.
- 11. Emyla Lewis, Community School Club Leader at Greenvale Park for up to 10 hours/week, beginning 9/29/2025-5/14/2026. Step 4, \$22.33/hour.
- 12. Atticus Mayer, Lifeguard as needed for Community Education/Recreation, beginning 9/20/2025-5/31/2026. \$15.29/hour.
- 13. Amy Merritt, Special Education EA/PCA at Bridgewater Elementary for 5.5 hours/day plus 1.25 hours/day special education bus route, beginning 9/19/2025. Step 4, \$23.51/hour.
- 14. Star Nesseth, Community School Site Assistant at Bridgewater for up to 10 hours/week, beginning 9/29/25-5/14/26. Step 2, \$19.37/hour.
- Blanca Nunez, Site Supervisor for Community Education/Recreation for 2.75 hours/week, beginning 9/17/2025-5/31/2026. \$18.24/hour.
- 16. Osiris Perez Dorantes, Community School Student Site Assistant at Greenvale Park for up to 10 hours/week, beginning 9/29/2025-5/14/2026. Step 2, \$16.88/hour.
- 17. Jackson Reade, Instructor Lead/Swim Lead for Community Education/Recreation for 4.5 hours/week, beginning 9/11/2025-5/31/2026. Step 6, \$17.45/hour

ii. <u>Increase/Decrease/Change in Assignment</u>

- Alexander Altermatt, Instructor Lead for Community Education/Recreation, add Instructor Assistant for Community Education/Recreation for 4 hours/week on Saturdays, beginning 9/13/2025-5/1/2025. Step 3, \$15.56/hour.
- 2. Mairin Born, 1.0 FTE Teacher at Spring Creek, add Community School licensed teacher for up to 10 hours/week, effective 9/29/2025-5/14/2-26. \$40/hour.
- 3. Shari Bridley, Special Education EA/PCA at NCEC for 6.8 hours/day, change to Special Education EA/PCA at Bridgewater for 6.8 hours/day, effective 9/2/2025.
- 4. Kristen Cade, 1.0 FTE teacher at Bridgewater, add Community School licensed teacher for up to 10 hours/week, effective 9/29/2025-5/14/2026. \$40/hour.
- 5. Diana Camargo, Special Education EA/PCA at Head Start for 3.20 hours/day, add Special Education EA/PCA at Greenvale Park for 3.0 hours/day, beginning 9/2/2025.
- 6. Jasmine Celis, Kid Venture Site Assistant for up to 15 hours/week at Spring Creek, change to up to 18 hours/week at Spring Creek, beginning 9/22/2025.
- Taylor Choudek, .50 FTE Early Childhood teacher/.50 Early Childhood Special Education teacher at the NCEC, change to .50 FTE Early Childhood teacher at NCEC and .50 Special Education teacher at Bridgewater, effective 9/10/2025.
- 8. Theodore Cledwyn, Instructor Lead as needed for Community Education/Recreation, add Lifeguard as needed for Community Education/Recreation beginning 9/29/2025-5/31/2026. \$15.83/hour.
- 9. Tracy Closson, Summit Ski Instructor for Community Education/Recreation, add Ski Club Chaperone on Monday, beginning 1/5/2026-5/31/2026. \$250 stipend.
- 10. Robert Coleman, General Education EA at Spring Creek for 5 hours/day, add Kid Venture Site Assistant Substitute as needed, beginning 9/22/2025.
- 11. Lindsey Downs, ADSIS Interventionist at Spring Creek, add Community School licensed teacher at Spring Creek, effective 9/29/2025-5/14/2026. \$40/hour.
- 12. Rikki Drewitz, Media Center EA at the Middle School for 7.0 hours/day, add Middle School Spelling Bee Coordinator, beginning 9/15/2025. \$601 stipend, subject to change upon the settlement of the 2025-27 NEA agreement.
- 13. Brianna Grabinger, General Education EA for ECFE for 22.25 hours/week, add an additional 1.5 hours/week for a total of 23.75 hours/week, effective 9/15/2025.
- 14. Madalyn Heinz, long-term substitute early childhood teacher at the NCEC through 9/10/2025, extend long-term substitute contract until 4/3/2026.
- 15. Jaelyn Holz, Kid Venture Student Site Assistant at Spring Creek for up to 15 hours/week, change to up to 18 hours/week, beginning 9/22/2025.

- Nicole Lazaro-Ascencio, Kid Venture Site Assistant at Greenvale Park for up to 15 hours/week, change to on call as needed, effective 9/22/2025.
- 17. Melvin Miller, Building Supervisor for Community Education/Recreation, add Site Supervisor for Community Education/Recreation as needed, beginning 10/1/2025-5/31/2026. \$18.51/hour.
- Kevin O'Brien, Building Supervisor for Community Education/Recreation, add Knightcrawler's Swim Coach for Community Education/Recreation for 1.5 hours/day for 3 days/week, beginning 9/17/2025-5/31/2026.
 \$90/hour.
- 19. Stefany Perez Dorantes, Special Education EA/PCA for 6.75 hours/day and .25 hours/day general education EA at Spring Creek, add Community School Site Leader at Spring Creek for 4 hours/day, beginning 9/15/2025. Step 1, \$24.05/hour.
- 20. Deborah Russell, Grade 2 teacher at Spring Creek, add Community School licensed teacher at Spring Creek, effective 9/29/2025-5/14/2026. \$40/hour.
- 21. Melissa Spitzack, Building Supervisor for Community Education/Recreation, add Raider Fitness Instructor for four days/week, effective 9/12/2025-5/31/2026. \$55/participant.
- 22. Heather Stanton Ims, School Social Worker at the Middle School, add Community Schools licensed teacher for up to 10 hours/week, effective 9/29/2025-5/14/2026. \$40/hour.
- 23. Sarah Wolfe, General Education EA for ECFE for 11 hours/week, decrease to 7.25 hours/week, effective 9/15/2025.

iii. Leave of Absence

- 1. Stephen Cade, Spanish Teacher at the High School, FMLA leave of absence beginning 9/15/2025 and continuing on an intermittent basis for up to 60 work days.
- 2. Natalie Giles, .90 FTE general education Hand–in-Hand Preschool teacher, extending current childcare leave of absence through December 19, 2025. Natalie will also be on leave of absence 1/5/26 through 4/4/26 under the MN Paid Leave law.
- Steven Kovach, Special Education EA/PCA at the High School, leave of absence beginning 10/19/2025 -11/16/2025.
- 4. Rebekah Patterson, Special Education Teacher at Bridgewater Elementary, leave of absence beginning 9/15/2025-9/27/2025.
- 5. Danielle Pickup, School Social Worker at the NCEC and High School, FMLA leave of absence beginning 9/18/2025- approximately 10/2/2025.

iv. Retirements/Resignations/Terminations

- 1. Jair Ascencio Puga, Assistant Boys Soccer Coach at Northfield High School, resignation effective 9/10/2025.
- 2. Robyn Dietz, Media EA at Bridgewater for 5.5 hours/day and general supervision for .50 hours/day, resignation effective 9/26/2025.
- 3. Willard Wilson, III, Head Alpine Ski Coach at Northfield High School, resignation effective 9/8/2025.
- Willard Wilson, IV, Assistant Alpine Ski Coach at Northfield High School, resignation effective 9/8/2025.
- 5. Tammy Iszler-Johnson, Occupational Therapist with the District, termination effective 8/26/2025.

7. Items for Individual Action

a. <u>Policy Committee Recommendations</u>. The board is requested to approve the policy committee's recommended changes to policies 613, 620, and 707.

Superintendent's Recommendation: Motion to approve the policy committee's recommended changes to policies 613, 620, and 707 as presented.

b. <u>Co-Curricular Adds</u>. District administration is requesting authorization to hire an additional assistant boys cross country coach at a total cost of \$4,435, subject to change upon the settlement of the 2025-27 NEA agreement. This request would make the additional assistant coach position for boys cross country permanent. The boys cross country program has had consistently higher numbers the past three years, with 74 participants this fall. The co-curricular committee had made this request on a temporary basis for both the 2023-24 and 2024-25 school years, with a plan to assess the situation for fall of 2025.

Superintendent's Recommendation: Motion to permanently add an additional assistant boys cross country coach position at a total cost of \$4,435, subject to change upon the settlement of the 2025-27 NEA agreement.

c. <u>Proposed 2025 Payable 2026 Preliminary Property Tax Levy</u>. Director of Finance Val Mertesdorf, will review the levy certification timelines and analysis of the preliminary levy. The amount of the preliminary levy for

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

2026 is \$27,468,778.21 and represents a 0.98% decrease over last year. This represents the maximum levy amount as of this publication. The board, for many years, has certified the preliminary levy using the term "maximum" because the final levy certification can be lower than the preliminary certification but cannot be higher. Certifying at the "maximum" allows for flexibility should the calculation be higher than what is printed at the time of this board action. The preliminary property tax levy for 2026 is required to be certified to the district's home county auditor no later than September 30, 2025.

Superintendent's Recommendation: Motion to certify to County Auditors the 2025 Payable 2026 Preliminary Levy Limitation and Certification at the maximum authority.

d. MSBA Platform Recommendation Resolution. The board is requested to authorize the superintendent to submit a resolution to MSBA for consideration as part of their 2026 legislative platform to request the Minnesota Legislature broaden the definition of operating capital to include essential training that supports the adoption of new, high-quality curriculum materials.

Superintendent's Recommendation: Motion to authorize the superintendent to submit a resolution to MSBA requesting the Minnesota Legislature broaden the definition of operating capital to encompass essential training that supports the adoption of new, high-quality curriculum materials.

8. Items for Information

a. <u>Retired Educators Luncheon</u>. Board members are invited to attend the district's annual retired educators luncheon on Friday, Oct. 24. The luncheon will be held at Ruth's on Stafford beginning at 11:30 a.m. If you plan to attend please RSVP to Kelly Spillman-Kramer no later than Oct. 15.

9. Future Meetings

- a. *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom *Note that Monday, October 13, 2025 is Indigenous Peoples' Day
- b. Monday, October 27, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, November 10, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



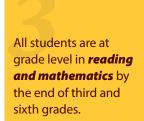
VISION

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

BENCHMARKS























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.

District Youth Council Presentation

for the 2025-2026 School Year



The purpose of District Youth Council is to ensure a meaningful connection between the student body and the School Board.

What does this look like?

- Every DYC member serves on a district committee
- Every DYC member attends one school board meeting per semester
- Every DYC member works on a DYC subcommittee
- DYC hosts a multitude of events to connect the students of NHS with the School Board and vice versa





What have DYC events looked like in the past?

During the 24/25 School Year, DYC organized:

- The Reimagine Northfield High School referendum forum
- The school board candidate forum
- The School Board Brunch
- The budget reduction forum
- Menstrual product distribution



Annika Reister and Alli Mathews presenting the Reimagine Northfield High School referendum to NHS students.





What will DYC look like this year?

Members and Subcommittees:

- 17 members of DYC
- DYC Co-Chairs Atticus Mayer and Delphine Hawkins
- Subcommittees and leads Student Relations led by Audrey Gilbertson, Board Relations led by Genevieve Knutson
- Adult Advisor Emily Culver

Potential Events:

- New administration related events
- DYC website or addition to NPS website
- Reintroduction of the Gun Safety Pledge
- School Board Brunch (November)
- Period product distribution





DYC Goals

- Broaden student knowledge of budget cuts and Reimagine NHS related topics
- Expand use of social media
- Integrate the Northfield Community into DYC's reach
- Utilize the Flex "tabling" resource





Questions?





Northfield High School School Improvement Plan 2025-26

Presented to the Board on 9.22.2025

Purpose

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

School Improvement Plan Highlights and Goals

Highlights					
Highlight No. 1	Benchmark Alignment	Narrative			
Attendance Improvement	 All students are connected to the community. All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. All students graduate from high school with a plan to reach their full potential. 	 A concentration on individual students attending classes moved regular attendees up 6%. Mentors contributed to 200 individual interventions for students with 76 of those students able to exit. Intervention data proved progress and will continue in 2025-2026. 			
Highlight No. 2	Benchmark Alignment	Narrative			
Credit Attainment and Recovery	 All students are connected to the community. All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. All students graduate from high school with a plan to reach their full potential. 	 On-track students moved up in FRP students but down in all students overall. A new system to earn credits meet students where they are when close to earning credit. Early numbers indicated 92 credits being attempted, but 114.25 credits were actually earned showing success in programming. 			
Highlight No. 3	Benchmark Alignment				
College and Career Readiness	All students are connected to the community.	Teachers work to define rigor and what			

	 All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. All students graduate from high school with a plan to reach their full potential. All parents report satisfaction with their children's educational experience. 	strategies are most effective in reaching every student. Students are given multiple paths to success but not limited to any one path. A concentration on limiting access to personal electronic devices helps eliminate distractions that disrupt engagement. Counselors expand the use of Naviance and develop college and career curriculum that is delivered during Raider Time.
Cell Phone Protocol Review and Data		 Staff Feedback: 91% positive response to implementation of the policy. Greatest room for improvement is increased consistency and enforcement. Student Feedback: 84% report similar or improved attention during class. 54% report less screen time than prior to implementation.
	Highlights	
Goal No. 1	Benchmark Alignment	Action Steps
80% of students will meet grade level benchmarks in each subject area and Regular Attendance will move from 80% to 90% by the end of the 2025-2026 school year.	 All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. All students graduate from high school with a plan to reach their full potential. All parents report satisfaction with their children's educational experience. 	 Staff will continue to develop in the use of High Impact Teaching Strategies during staff meetings. Frequent formative assessments guide Tier 1 instruction. Continued attendance interventions will give more students access to important Tier 1 instruction.
Goal No. 2	Benchmark Alignment	Action Steps
Teachers will concentrate on utilizing High Impact Teaching Strategies in order to have 80% of students proficient on priority standards.	All employees report satisfaction in the workplace.	 Teachers will review instructional practices to engage every learner. Teachers will continue to define rigor and provide students with curriculum that aligns with state standards and national testing

Goal No. 3 Using the Parent/Caregiver Experience Survey, families will report receiving relevant information from teachers	Benchmark Alignment All parents report satisfaction with their children's educational experience.	 Not only will this concentration on HITS support effective Tier 1 instruction, but also improve employee experience by creating clarity about focusing resources, including time. This is in response to the Employee Experience item "I feel that resources in my immediate work environment are allocated to maximize effectiveness." Action Steps Staff will utilize appropriate platforms for grading, messaging, and attendance.
		· ·

Summary

Northfield High School has a staff that cares about every student and works hard to best prepare every one of those students for lifelong success.

I have felt welcomed to the school and community and have witnessed the strategic plan actively being implemented each and every day.

It is my honor to be a part of the Northfield Public Schools and look forward to making Northfield High School the best school for students to develop critical thinking skills, be curious and engage in our society.

Northfield High School

2025-26 School Improvement Plan Monday, September 22, 2025



Strategic Plan

VISION

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

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



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

BENCHMARKS

















All students graduate

from high school with

a plan to reach their

full potential.





Mate: The first seven benchmark

are aligned with the language

collective impact consortium

8

W Northfield

STRATEGIC COMMITMENTS



People

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Learner

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Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Strategic Commitments





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District Benchmarks





All students have a

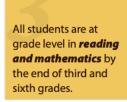
connection with a

their parents as

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the end of eighth grade.



Mote: The first sever beachmake. are aligned with the language identified by Northfield Promise. a collective impact consortium of 20 community organizations. committed to helping Northfields. youth thrive from cradle to career



School Improvement Plan Purpose

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



...to prepare every student for lifelong success!



2024-25 Highlights



Goal: Increase percent of students regularly attending school (*not chronically absent) from 73.9% to 82% by the end of the 24-25 school year

Credit Attainment

Goal: In alignment with the district Achievement and Integration Plan: The percentage of 9th through 12th grade FRP students who are credit deficient and not on track for graduation within 4 years will decline from 27% in 2022, to 13% or less in 2025.

College & Career Readiness

- Focus on creating the conditions for rigorous academic preparedness through exploration and use of high impact teaching strategies.
- Further develop student agency by creating robust systems (CCR, FLEX, & Core Instruction and assessment) to help them believe in themselves and act intentionally to build relationships, persist through challenges and apply academic, social, & emotional skills to reach their full potential.
- Further develop systems to support students who are engaged in advanced coursework.





Attendance Improvement

Attendance Updates:

	22-23	23-24	24-25	
Regular Attendees (not chronically absent)	62%	74%	80%	
Chronically absent	38% 475 students	26% 325 students	20% 250 students	
Received Attendance Intervention	NA	NA	200 Students	
Exited Intervention	NA	NA	76 students	

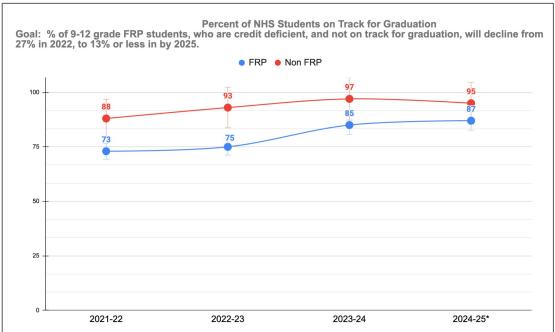
Note:# of students exited intervention = # of students no longer chronically absent







Credit Attainment Promoting Graduation





114.25



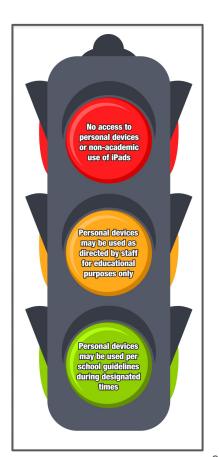
College and Career Readiness with Engagement



Northfield High School Learning and Credit Pathways

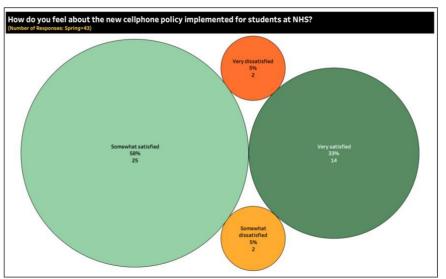


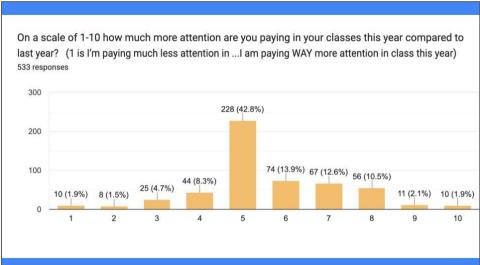
Credit Pathway	Description	Location	Details	Eligibility	
Standard High School Credit	High school classes that meet grad requirements.	Northfield High School	★ Courses prepare students for a variety of postsecondary options: college, work, military, etc. ★ Classes taught by high school teachers at NHS.	Open to all students.	
Concurrent Enrollment/ College in the Schools	College courses taught at the HS by credentialed NHS teachers for HS and college credit. Courses meet grad requirements.	Northfield High School	★ Earn high school and college credit <u>and</u> grades. ★ Courses taught by high school teachers at NHS. ★ NHS teachers follow college instructor course requirements. ★ College partner is MN State University - Mankato.	11th & 12th graders meeting criteria for admissions: 3.3 GPA for 11th/3.0 GPA for 12th or via review process.	
Advanced Placement (AP)	College-level courses taught by HS teachers with optional end-of-year exams for potential college credit. Courses meet grad requirements.	Northfield High School	★ Courses prepare students for college rigor. ★ Potential opportunity for college credit based on exam scores and college selection. ★ Courses taught by high school teachers at NHS. ★ Only AP courses weight grades on transcript.	Open to all students in grades 10-12 (some courses have prereqs). Exam fees may apply.	
Postsecondary Enrollment Options (PSEO)	College courses taken online or on campus and taught by college instructors. Meet grad requirements when approved courses are taken as replacement for required courses. Student/family-led process.	Online primarily for part-time; online and/or in-person for full-time.	★ Earn high school and college credit and grades. Courses taught by college instructors. Time management and self-motivation are essential. Students request a full NHS schedule in February. Application & registration for PSEO takes place before May 30 (Sem 1) or Oct. 30 (Sem 2) Students are fully responsible for communication with/from college and must work with NHS counselors. Eligible PSEO Institutions and Courses	10th graders eligible for one CTE course initially. 11th and 12th graders eligible for one course up to full-time status. Postsecondary institutions determine admissions criteria.	
St. Olaf and Carleton Honors Programs	Honors program offering courses in local partnership with colleges. One course per term allowed for accepted students. Courses meet grad requirements.	In-person on college campuses	★ Earn high school and college credit <u>and</u> grades. ★ Course availability is limited and flexibility in scheduling is needed. ★ Courses taught by college instructors. ★ Students request a full NHS schedule in February 11th grade. ★ Applications available in May of junior year. ★ Course credit not guaranteed to transfer elsewhere.	High-achieving 12th graders; application-based. Selection completed by colleges.	





Cell Phone Protocol Surveys







Students not chronically absent will increase from 80% to 90% for the 2025-2026 school year.

- Continue mentor program that proved effective for 2024-2025
- Expand problem solving team to include attendance, behavior and academic interventions
- Align with district-wide attendance guidelines to keep students in school as much as possible
- Work closely with Melissa Hanson to implement strategies to further improve student connection to the school community





Teachers will concentrate on utilizing High Impact Teaching Strategies in order to have 80% of students proficient on priority standards.



- Review instructional practices to engage every learner
- Continue to define rigor and provide students with curriculum that aligns with state standards and national testing expectations (AP and ACT)
- Use hands-on learning to energize student engagement and success
- Response to Employee Experience survey item "I feel that resources in my immediate work environment are allocated to maximize effectiveness."



Using the parent/caregiver experience survey, families will report receiving relevant information from teachers that is timely and shares both positive and constructive feedback.



- Teachers will use each communication tool as expected to reach parents and caregivers with accuracy and efficiency
- Administrative staff will review and evaluate efficient use of all communication tools
- Teachers will concentrate on highlighting positive updates with parents and caregivers
- Improve parent survey report item "I receive positive phone calls, emails, or notes about my child from the school."



Thank You and Questions













REIMAGINE NORTHFIELD HIGH SCHOOL



DD SCHOOL BOARD UPDATE | SEPTEMBER 22, 2025



Core Planning Group Schedule:

» Meeting #I: December 17, 2024

» **Meeting #2:** January 8, 2025

» Building Tours: January 21 + 22, 2025

» **Meeting #3:** January 29, 2025

» Meeting #4: February 19, 2025

» Meeting #5: February 26, 2025

» **Meeting #6:** March 12, 2025

» Meeting #7: April 2, 2025

» Meeting #8: April 16, 2025

» Meeting #9: September 9, 2025

NORTHFIELD HIGH SCHOOL MEETINGS TO DATE

Activities / Athletics Subcommittee:

» Meeting #1: February 26, 2025

» Meeting #2: March 12, 2025

» Meeting #3: April 2, 2025

» **Meeting #4:** April 16, 2025

Updates to School Board

» May 12, 2025

» September 22, 2025

User Group Meetings:

» May – August 2025

» Follow up meetings set for September 24





- » Main Office Reception, Offices, Nurse, Work Room, Conference
- » Student Services, Community Health Suite and Career Center
- » General Classrooms
- » Science Labs
- » Art
- » Culinary Lab
- » Career and Technical Education
- » Music
- » Auditorium
- » Special Education Setting III
- » Special Education Resource and Multi-Lingual



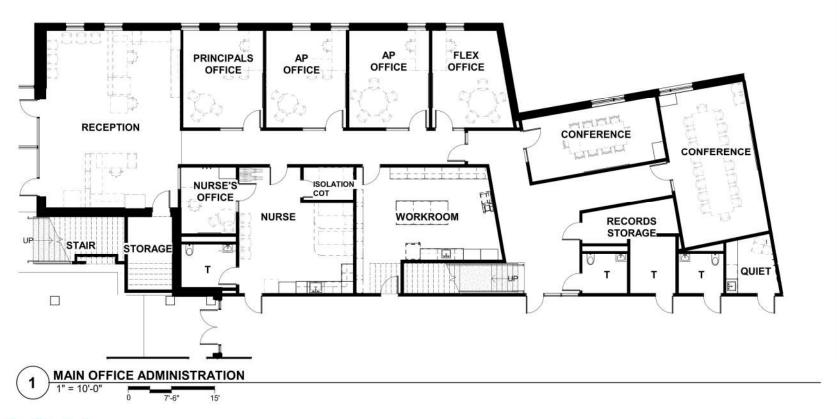
NORTHFIELD HIGH SCHOOL

USER INPUT PROCESS - GROUPS

- » Kitchen and Cafeteria
- » Maintenance and Receiving
- » Media Center
- » Tier II
- » TORCH
- » Technology
- » Media AV
- » AD Office
- » Expanded Gym
- » Weights and Fitness Room
- » Wrestling Room
- » Health Classrooms
- » Opportunity Space and Community Ed
- » Locker Rooms
- » Trainer



NORTHFIELD HIGH SCHOOL USER INPUT PROCESS - DRAWINGS







NORTHFIELD HIGH SCHOOL USER INPUT PROCESS - DRAWINGS

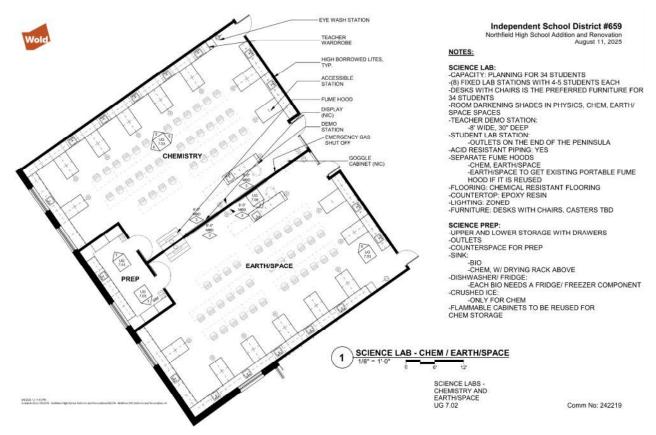
Independent School District #659 Northfield High School Addition and Renovation August 11, 2025 US 8:13 PHONE, (NIC) QUESTIONS: NOTES: -CAPACITY: UP TO 38 STUDENTS ~ -POWER/ DATA: - WORLD LANGUAGE USES DVD / BLU-RAY PLAYERS - DESIRE FOR HDMI JACK TO DIRECT CONNECT / PASS OVER APPLE TV - NEED SPEAKERS / SOUND SYSTEM OR ABILITY TO HEAR BETTER - CONVENIENCE POWER FOR HALF CLASS TO MONITOR, (NIC) CLASSROOM CHARGE AT ONCE -FURNITURE: -TABLES VERSUS DESKS STILL IN DISCUSSION TEACHING WALL -TEACHING WALL: Read Read ----(2) MARKER BOARDS AND A DISPLAY AT THE FRONT OF THE CLASSROOM -(2) MARKER BOARDS ON THE BACK WALL OF THE CLASSROOM (38) STUDENT CHAIRS (NIC) -STORAGE: (3) -TALL/ WARDROBE STORAGE -9' UPPER AND LOWER CABINETS WITH A COUNTERTOP TEACHER DESK -FLOORING: CARPET -LIGHTING: ZONED TYPICAL CLASSROOM TYPICAL CLASSROOM Comm No: 242219 UG 6.10





NORTHFIELD HIGH SCHOOL

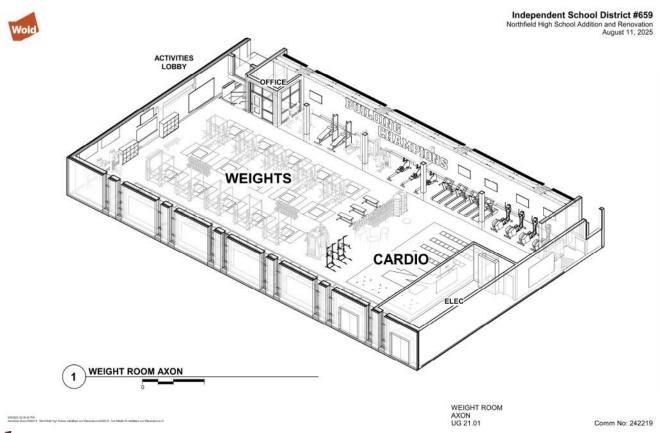
USER INPUT PROCESS - DRAWINGS







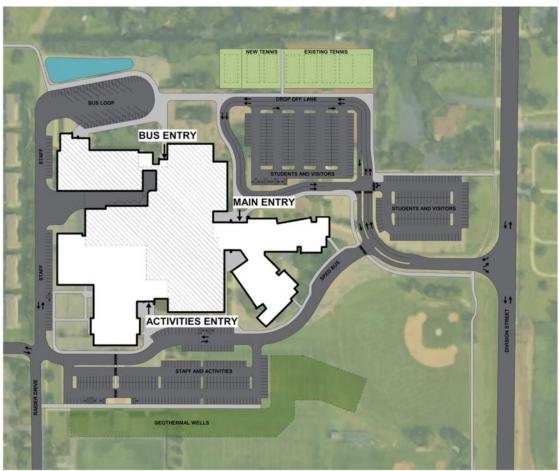
NORTHFIELD HIGH SCHOOL USER INPUT PROCESS - DRAWINGS







NORTHFIELD HIGH SCHOOL SITE ANALYSIS







NORTHFIELD HIGH SCHOOL PLAN DIAGRAM – OVERALL PLANS





NORTHFIELD HIGH SCHOOL DESIGN NARRATIVE

Welcoming, Gathering, Celebrating







Pride
 Energy
 Tranquility





NORTHFIELD HIGH SCHOOL EXTERIOR DESIGN

Exteriors



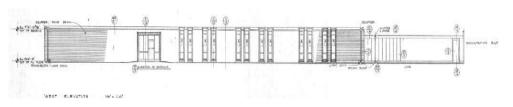


NORTHFIELD HIGH SCHOOL EXISTING EXTERIORS













EXISTING BRICK



EXTERIOR MATERIALS





MAIN ENTRY OVERVIEW









NORTHFIELD HIGH SCHOOL CLASSROOM WINGS OVERVIEW I











NORTHFIELD HIGH SCHOOL CLASSROOM WINGS OVERVIEW II





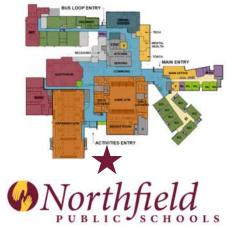




NORTHFIELD HIGH SCHOOL ACTIVITIES OVERVIEW









NORTHFIELD HIGH SCHOOL MUSIC SUITE OVERVIEW











NORTHFIELD HIGH SCHOOL ENTRY DRIVE



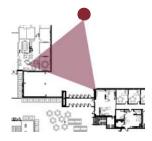












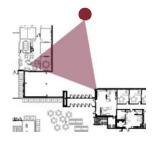








MAIN ENTRY - NIGHT



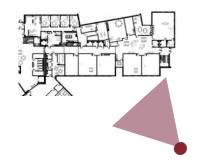








NORTHFIELD HIGH SCHOOL CLASSROOM WINGS VIEW I



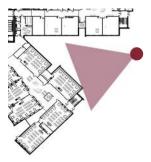








CLASSROOM WINGS VIEW II











NORTHFIELD HIGH SCHOOL **CLASSROOM WINGS VIEW III**











NORTHFIELD HIGH SCHOOL COMMONS COURTYARD

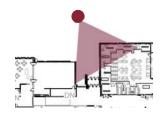




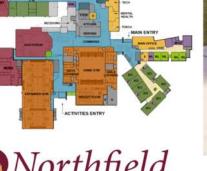




BUS ENTRY





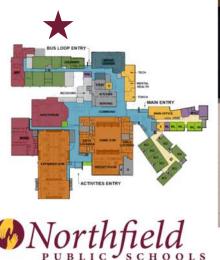






NORTHFIELD HIGH SCHOOL ART ENTRY









NORTHFIELD HIGH SCHOOL ACTIVITIES ENTRY











ACTIVITIES ENTRY - NIGHT











NORTHFIELD HIGH SCHOOL MUSIC SUITE – STORM SHELTER











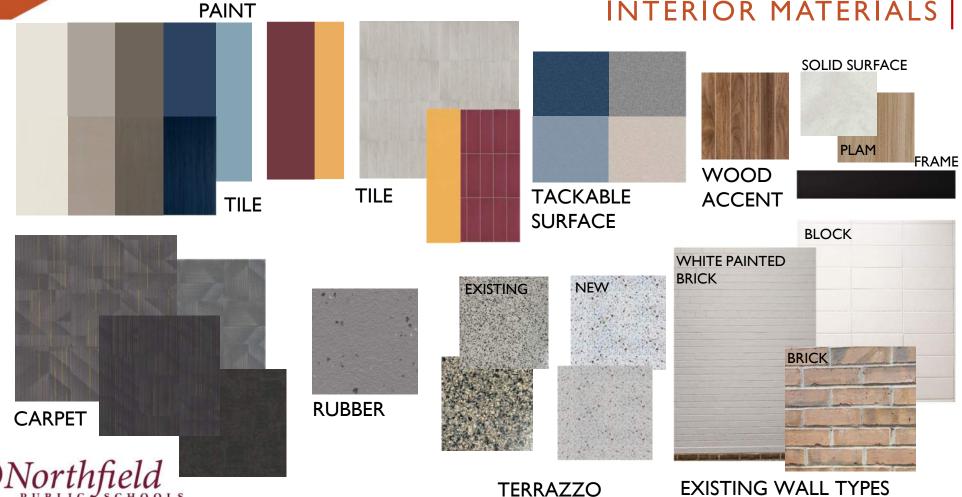
NORTHFIELD HIGH SCHOOL INTERIOR DESIGN

Interiors





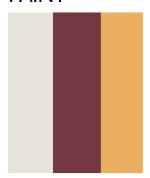
INTERIOR MATERIALS





NORTHFIELD HIGH SCHOOL ATHLETIC INTERIOR MATERIALS

PAINT





WEIGHT ROOM FLOORING







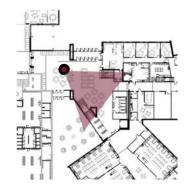
WALKING TRACK FLOORING





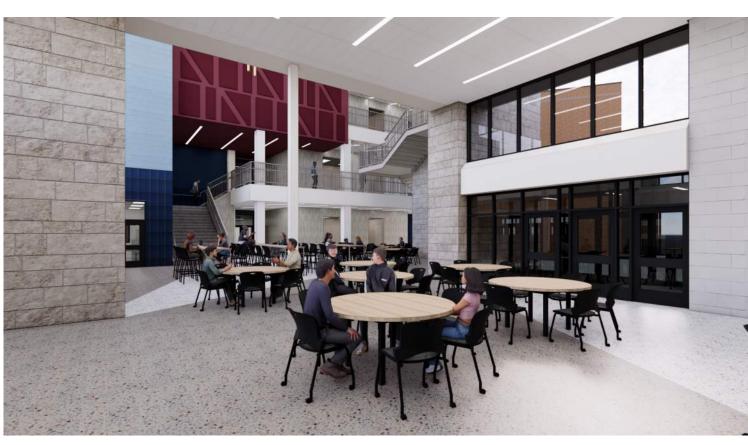


CAFETERIA VIEW I









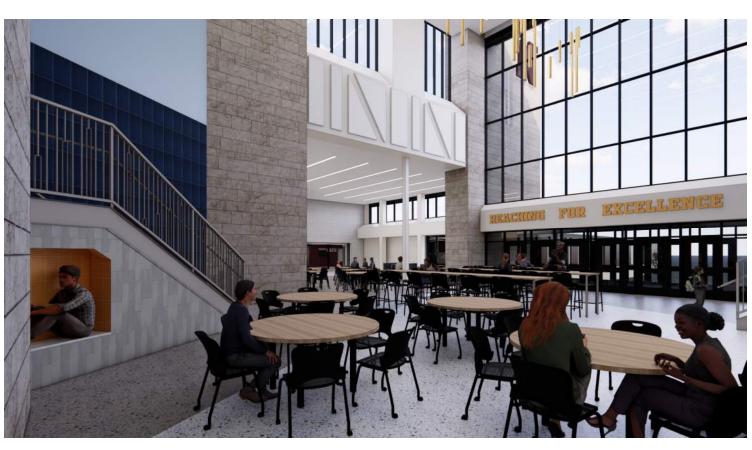


CAFETERIA VIEW II





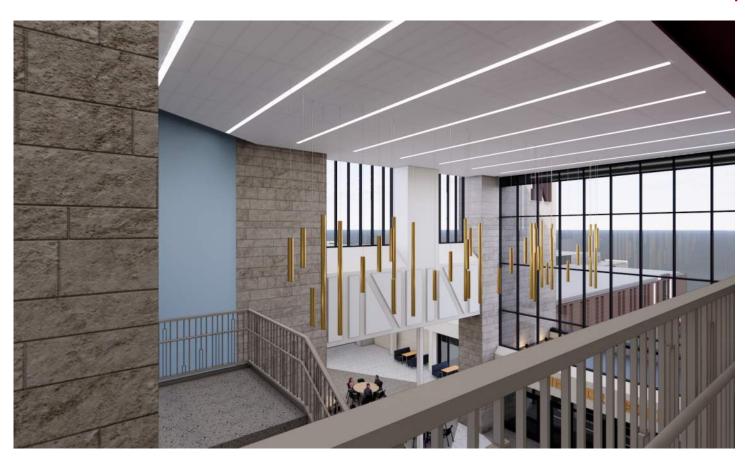






CAFETERIA VIEW III











NORTHFIELD HIGH SCHOOL EXISTING COMMONS VIEW I











NORTHFIELD HIGH SCHOOL EXISTING COMMONS VIEW II



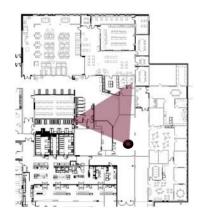








NORTH COMMONS VIEW I











NORTH COMMONS VIEW II











NORTHFIELD HIGH SCHOOL MEDIA CENTER VIEW I









MEDIA CENTER VIEW II



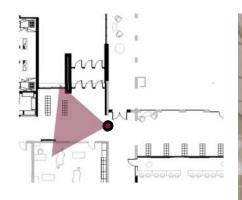








NORTHFIELD HIGH SCHOOL BUS LOOP ENTRY



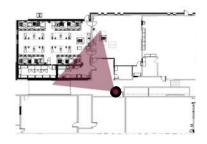


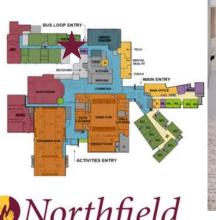


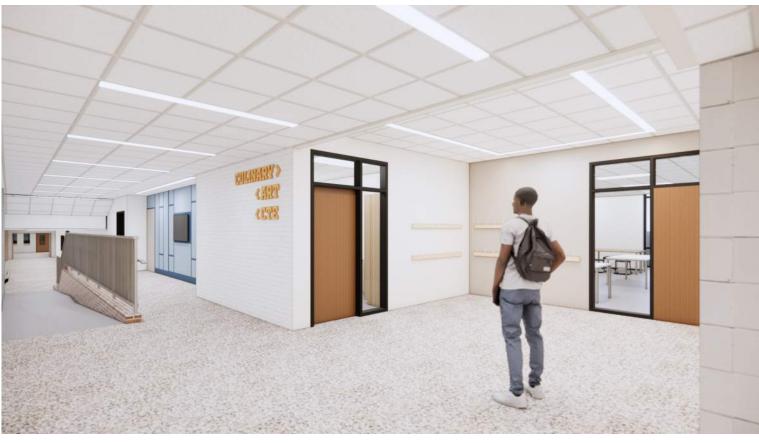




NORTHFIELD HIGH SCHOOL V WING





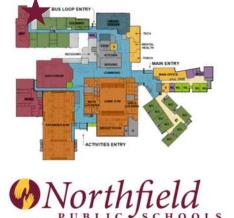




NORTHFIELD HIGH SCHOOL ART FLEX GALLERY

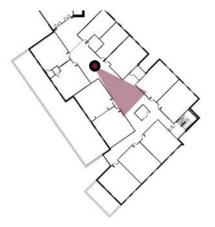








CLASSROOM FLEX VIEW I



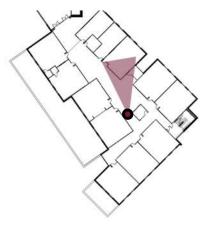








CLASSROOM FLEX VIEW II









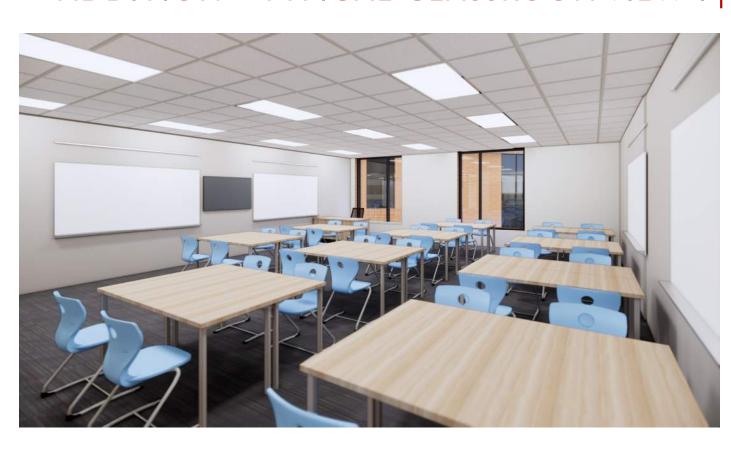


ADDITION - TYPICAL CLASSROOM VIEW I



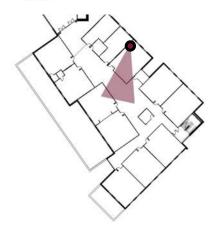








ADDITION – TYPICAL CLASSROOM VIEW II



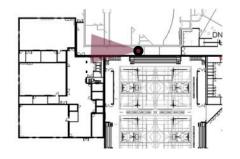


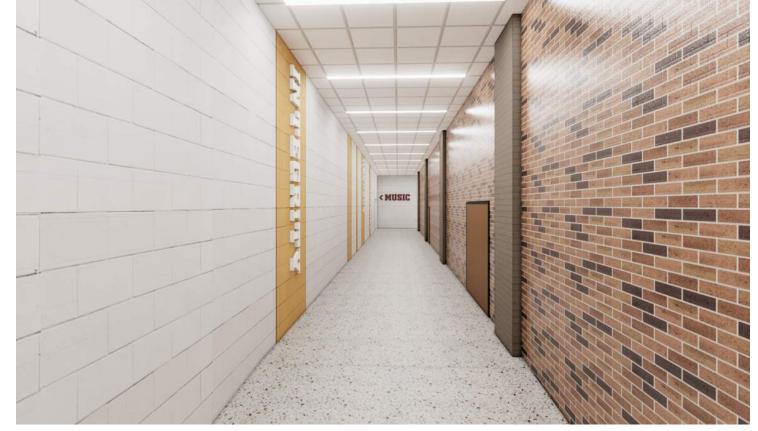






NORTHFIELD HIGH SCHOOL MUSIC HALLWAY









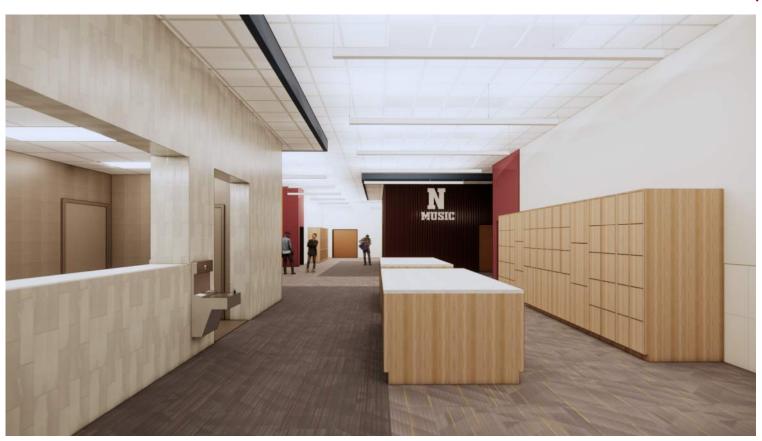


NORTHFIELD HIGH SCHOOL MUSIC VIEW I











NORTHFIELD HIGH SCHOOL MUSIC VIEW II











NORTHFIELD HIGH SCHOOL BLACKBOX THEATER



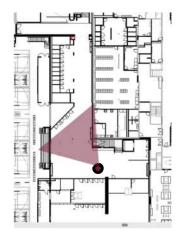






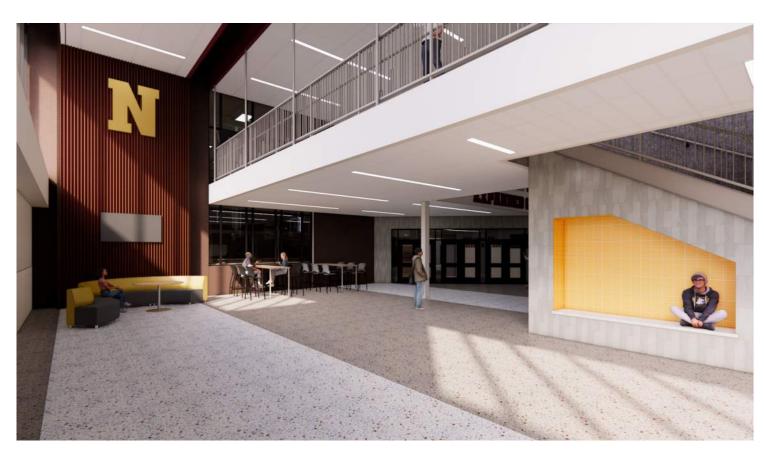


ATHLETIC ENTRY VIEW I



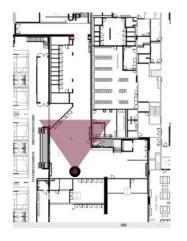






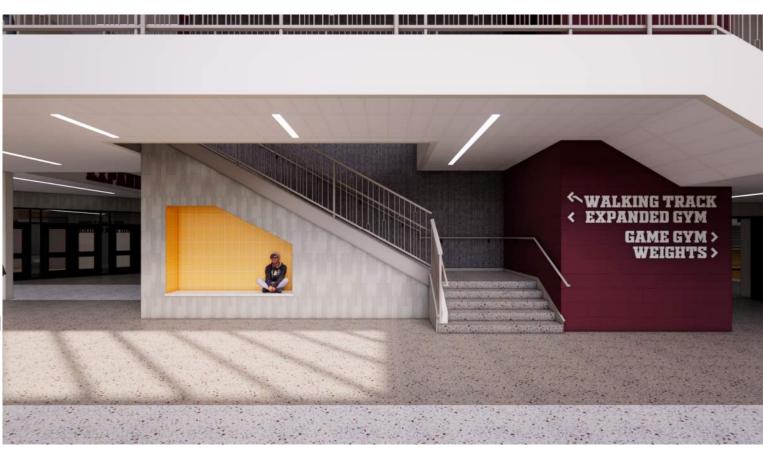


ATHLETIC ENTRY VIEW II



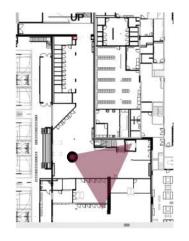








NORTHFIELD HIGH SCHOOL ATHLETIC ENTRY VIEW III



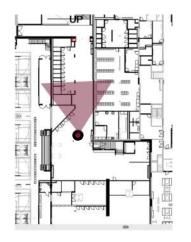








NORTHFIELD HIGH SCHOOL ATHLETIC ENTRY VIEW IV



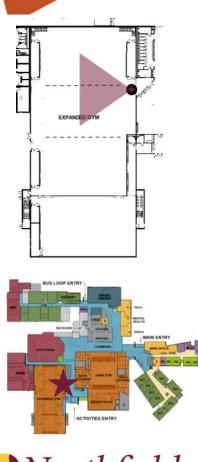








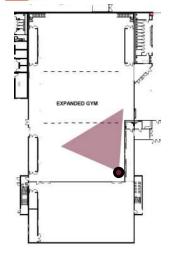
EXPANDED GYM VIEW I







EXPANDED GYM VIEW II

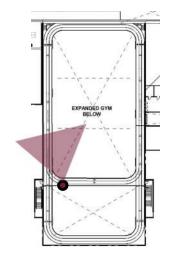






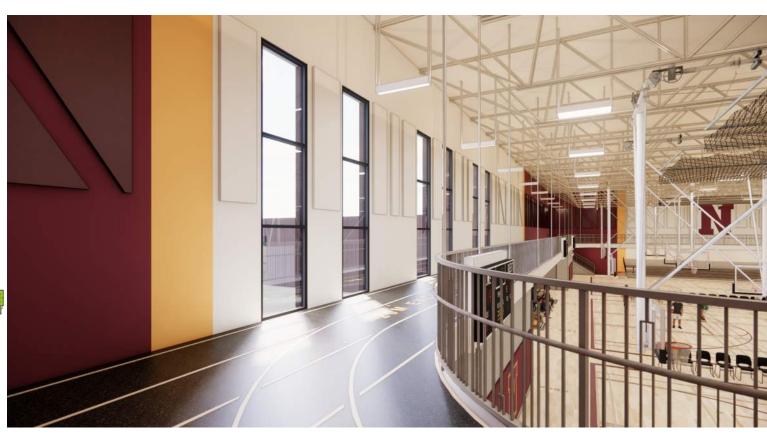


NORTHFIELD HIGH SCHOOL EXPANDED GYM VIEW III



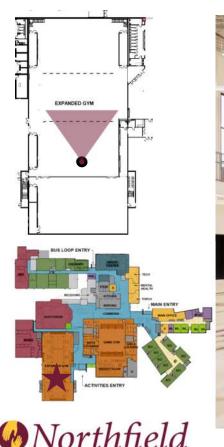


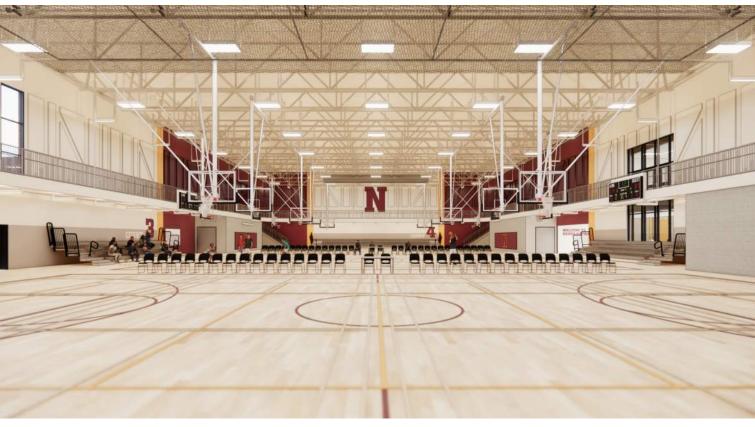






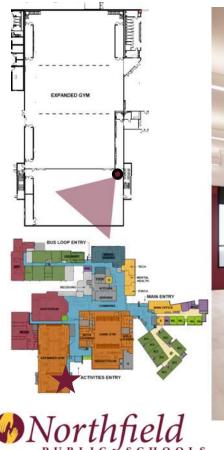
NORTHFIELD HIGH SCHOOL EXPANDED GYM VIEW IV

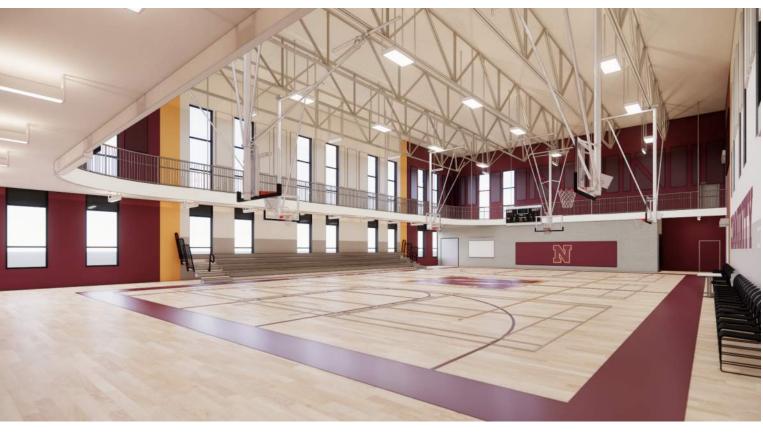






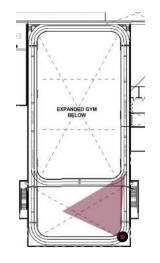
COMMUNITY GYM VIEW I







COMMUNITY GYM VIEW II





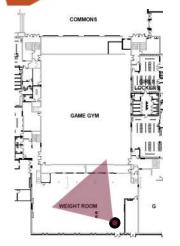






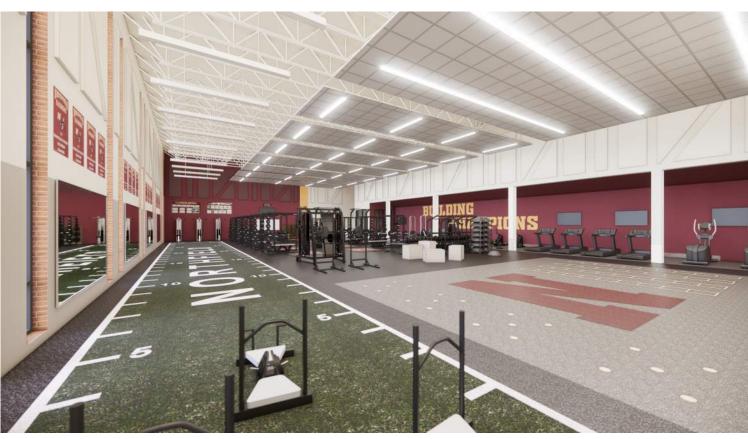
NORTHFIELD HIGH SCHOOL

WEIGHT ROOM VIEW I



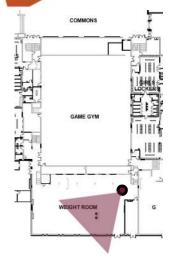






NORTHFIELD HIGH SCHOOL

WEIGHT ROOM VIEW II









NORTHFIELD HIGH SCHOOL

WEIGHT ROOM VIEW III











WEIGHT ROOM VIEW IV



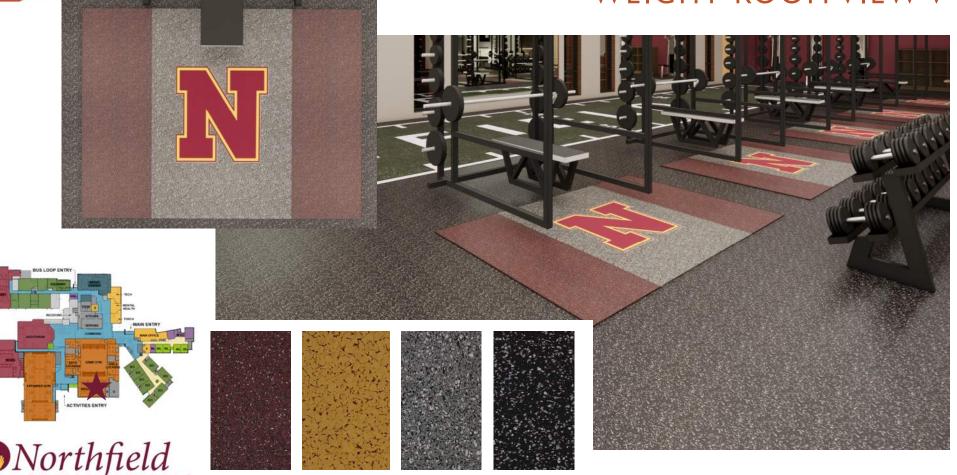






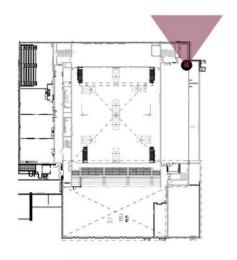


NORTHFIELD HIGH SCHOOL WEIGHT ROOM VIEW V





NORTHFIELD HIGH SCHOOL WRESTLING LOBBY VIEW

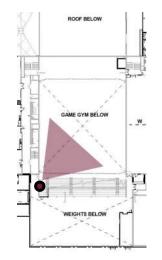






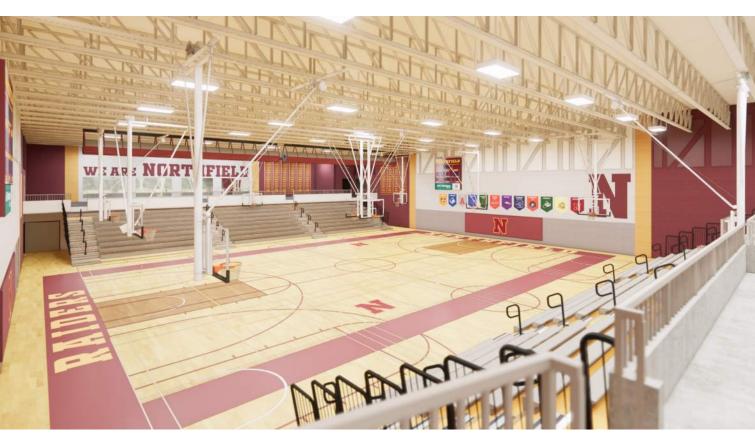


GAME GYM VIEW I



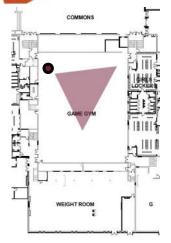






NORTHFIELD HIGH SCHOOL

GAME GYM VIEW II











NORTHFIELD HIGH SCHOOL VIDEO WALKTHROUGH





Northfield High School Render Video Combined - Link



NORTHFIELD HIGH SCHOOL NEXT STEPS

Construction Documents

» September 2025 through February 2026

City Submittal

» City site plan review mid-October

Updates to School Board

» January 2026, Date TBD

Bidding and Construction

- » Issue Documents for Bid end of February
- » Bid Opening end of April
- » Site mobilization early June





NORTHFIELD HIGH SCHOOL CORE PLANNING GROUP DESIGN UPDATE

Comments / Questions?



Goals & Standards-Based Superintendent Evaluation

MSBA 2025 Leadership Conference

Friday, January 17, 2025: Workshop 9:15 am - 10:15 am

For school boards seeking to build a strong working relationship with their superintendent, one of the most powerful and underutilized tools at your disposal is an annual performance evaluation. This session will share tips on how an effective evaluation process can result in improved communication amongst your board team and forward movement for the district.

Do's and Don'ts of superintendent evaluation:

Do

- Develop a process
- Collaborate
- Use agreed-upon ratings and provide written feedback
- Compile one final combined evaluation summary

Don't

- Appoint an evaluation committee
- Provide individual evaluation summaries
- Conduct one-way communication

School Boards must abide by:

- 1. Minnesota's Open Meeting Law
- 2. Minnesota's Government Data Practices Act

Goals and Standards-Based Superintendent Evaluation

Go to MSBA's website (www.mnmsba.org) to download the Evaluation booklet:

- > Resource library
 - ➤ Human Resources
 - Superintendent
 - > Goals and Standards Based Superintendent Evaluation

NOTE: You must be logged into the website in order to access the booklet.



Goals and Standards-Based Superintendent Evaluation is comprised of a three-step process.

STEP ONE: Establish goals and select standards

- Develop 2-3 superintendent goals for evaluation purposes
 AND/OR
- Select 3-5 superintendent standards/elements for evaluation purposes
- Develop 2-3 board goals to support the superintendent in reaching their goals or meeting the standards/elements

STEP TWO: Schedule and hold a mid-year evaluation

- Review progress toward goals and/or standards, discuss potential change in priorities, adjust as needed
- This session may be relatively informal many boards consider it to be a "check-in conversation" with limited documentation (unless it is needed, of course)

STEP THREE: Schedule and hold an end-of-year evaluation

- Review and document progress towards goals and/or standards
- This session is more formal and includes documentation of the metrics used to evaluate performance (including evidence toward reaching goals and/or meeting the standards and elements)

FREQUENTLY ASKED QUESTIONS

What is the school board's role in evaluating their superintendent?

Effective school boards recognize that hiring the right superintendent to lead and manage the district they serve is one of their most important duties. Likewise, establishing clarity with the superintendent surrounding performance goals and expectations is also an important part of the school board's role.

Are school districts required to evaluate their superintendent?

No. There is nothing in Minnesota Statute that requires superintendent evaluation. However, MSBA/MASA's Model Contract states "The School Board shall oversee, direct, and evaluate the Superintendent's performance as the School Board sees fit" with a recommendation that "The School Board and Superintendent should discuss a process for conducting at least an annual evaluation of the Superintendent's performance."

May the public watch the evaluation?

No. Superintendent evaluations are conducted in closed sessions (unless requested by the superintendent to be open).

How should we handle any disagreement amongst individual board members regarding the superintendent's performance?

Having clear expectations and evaluation metrics in place will help ensure consistency in board members' individual perceptions of the superintendent's performance. Discussion during the performance evaluation itself will also lead toward consensus-building among board members as they develop a combined evaluation documentation.

How do the results of the evaluation become public?

The school board chair prepares a summary of the board's conclusions regarding the superintendent's evaluation and provides this summary at the board's next open meeting. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

Can the public review the superintendent's personnel file?

No. Employee personnel files contain private data and, to protect their privacy rights, only school board members may review this information if it is required to fulfill their duties.

MSBA Workshop: Superintendent Evaluation

Two crucial responsibilities of a school board are to hire and oversee their superintendent. School boards exercise great care in finding the right person to lead their district, and an equal amount of care is needed to develop a clear and effective process for evaluating a superintendent's performance in that role. The following topics are addressed in MSBA's Superintendent Evaluation workshop:

- Overview of strategic governance model and why it's important
- Discussion of the Board's role in evaluating the superintendent
- Review of the Goals- and Standards-Based Evaluation process
- Consideration of Do's and Don'ts of the evaluation process

Depending on the district's specific needs, workshop activities may also include:

- Developing and/or prioritizing superintendent goals
- Developing school board goals to support the superintendent's work
- Identifying superintendent performance standards and evidence
- Clarifying timeline, expectations, and next steps

Each board member and the superintendent receive a copy of MSBA's **Goals- and Standards-Based Superintendent Evaluation: A Resource for School Board Members and Superintendents**. This booklet contains guidance on the process, sample evaluation forms, and other material board members can adapt for their district's specific needs.

The knowledge this workshop provides helps board-superintendent teams clarify expectations and goals, as well as build trust and open communication practices regarding performance evaluations. Cost is \$1,395 in-district (\$1,095 virtual) and includes all time and materials. This workshop is available only to MSBA members.

input

commen

For more information please contact Barb Dorn, Director of Leadership Development and Executive Search, at 507-508-5501 (cell), or bdorn@mnmsba.org.



Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	Roles and Responsibilities
	Goals and/or Strategic Plan
	Policy Implementation
	 Information for Decision-Making
	School Board Questions and Development
School District Finances	Budget Development and Maintenance
	Financial Statements
	Financial Controls
	Bond and Levy
	Asset Protection
Communication and Community	Relationship with the Community
Relationships	Engagement
	Informs the Community as a Whole
	Advocacy
	Media
	Visibility and Approachability
School District Operations	Facilities
•	Transportation
	Food Service
	Technology
	Maintenance
	Personnel
Human Resources	Internal Communications
	Personnel Concerns
	Delegation of Duties
	Visibility and Approachability
	Hiring and Staff Development
	Collective Bargaining and Union Relations
	Evaluation
Teaching and Learning	Staff Development
	School Improvement
	Curriculum and Instruction
	 Professional Knowledge of Teaching and Learning
	Culture of Cooperation
Student Support	Student Engagement and Feedback
	Student Attendance
	Support for Students
	Student Discipline
	Culture of Cooperation
	School Safety and Security
	Emotional Health and Social Needs
Ethical and Inclusive Leadership	Ethics and Professional Behavior
	 Interactions with Staff, Students, and Community
	Professional Practice
	Diverse Communities
	Cultural Competency
	Equity Plan Implementation

NORTHFIELD PUBLIC SCHOOLS School Board Minutes

September 8, 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, Epstein, Goerwitz, Gonzalez-George, Miller, and Quinnell. Absent: Nelson. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted on the school district website.

2. Agenda Approval/Table File

On a motion Quinnell, seconded by Epstein, the board approved the agenda.

3. Public Comment

There were no public comments.

4. Announcements and Recognitions

• Twenty-four (24) students at Northfield High School received awards based on their advanced placement (AP) tests in 2025. Twenty (20) students received the Rural and Small Town Recognition Award, 17 received the School Recognition Award, and one received the First-Generation Recognition Award. Overall, 342 students took 567 AP tests, and 78% of those tests received a score of three or higher.

5. Items for Discussion and Reports

- a. <u>Area Learning Center (ALC) School Improvement Showcase</u>. ALC Director Daryl Kehler provided the board with an overview of the school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
- b. <u>Greenvale Park Elementary School Improvement Showcase</u>. Greenvale Park Elementary Principal Sam Richardson provided the board with an overview of the school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
- c. <u>Policy Committee Recommendations</u>. Superintendent Hillmann presented the policy committee's recommended changes to policies 613, 620, and 707. This will be an item for individual action at the September 22 board meeting.

6. Consent Agenda

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

- a. Minutes. Minutes of the regular school board meeting held on August 25, 2025.
- b. <u>Gift Agreements</u>. Gift agreements included in the board packet.
- c. <u>Policy Revisions</u>. The updates to policies 501, 621, 624, 709, 722, 802, and 806 quote directly from new Minnesota laws and other legal sources and create substantive changes to existing policies or are clerical updates that do not affect the substance of a policy. These updates are recommended by the Minnesota School Boards Association. Because the district endeavors to have policy align with state and federal law, the board adopted the revisions presented. These policies will continue to be evaluated as scheduled in the board's policy review cycle.

d. Financial Reports.

<u>Financial Reports - April 2025</u>. Director of Finance Val Mertesdorf requested the board approve paid bills totaling \$3,033,035.87, payroll checks totaling \$3,745,294.76, a wire transfer totaling \$400,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$200,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for April 2025. At the end of April 2025, total cash and investments amounted to \$65,804,795.01.

<u>Financial Reports - May 2025</u>. Director of Finance Mertesdorf requested the board approve paid bills totaling \$2,274,350.15, payroll checks totaling \$3,964,524.66, a wire transfer totaling \$200,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$100,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for May 2025. At the end of May 2025, total cash and investments amounted to \$73,981,796.28.

e. <u>Personnel Items</u>.

i. Appointments

- 1. Amber Barksdale, .40 Rock N Roll Revival Choreographer at the High School, beginning 12/1/2025. .40 stipend \$2004.40 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 2. Andrew Bonk, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 4-\$16.91/hr.
- 3. Rachel Brownlee, Administrative Support Assistant for Child Nutrition/Technology/Front Receptionist at the District Office, beginning 9/17/2025. Class IV Step 5-\$27.39/hr.
- 4. Riley Butcher, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- Gabriella Chau, Water Safety Instructor with Community Ed Recreation, beginning 9/15/2025 5/31/2026. Step 4-\$17.97/hr.
- Esosa Edo-Ohonba, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 5-\$17.18/hr.
- 7. Daniel Hollerung, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.
- 8. Charlie Iyegha, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 5-\$17.18/hr.
- 9. Emmalee Kmoch, .40 Rock N Roll Revival Choreographer at the High School, beginning 12/1/2025. .40 stipend \$2004.40 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 10. Jackson LeBlanc, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 11. Melvin Miller, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.
- 12. Sauvy Nernyuy, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 13. Claire O'Leary, Ski Club Chaperone with Community Ed Recreation, beginning 1/5/2026-5/31/2026. \$500 stipend
- Trey Petersen, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 15. Madelyn Raabolle, Instructor Assistant with Community Ed Recreation, beginning 9/13/2025 -5/31/2026. Step 2-\$15.29/hr.
- 16. Taite Raasch, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 4-\$16.91/hr.
- 17. Ruthie Stein, Administrative Support Assistant for Buildings and Grounds at the District Office, beginning 9/17/2025. Class IV Step 5-\$27.39/hr.
- 18. John Watkins, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.

ii. <u>Increase/Decrease/Change in Assignment</u>

- 1. Gabriella Chau, Water Safety Instructor with Community Ed Recreation, add Lifeguard and Instructor Lead with Community Ed Recreation, effective 9/15/2025-5/31/2026. Lifeguard step 4-\$15.83/hr. Instructor Lead Step 4-\$16.91/hr.
- 2. Vicky Chlan, Teacher at the High School, add Ski and Snowboard Club Chaperone with Community Ed Recreation effective, 1/5/2026-5/31/2026. \$500 stipend.
- 3. Peggy Christensen, Child Nutrition Associate at Bridgewater, add Special Ed EA PCA Bus for 5.83 hours/week with the District, effective 8/25/2025-5/28/2026.
- 4. Tracy Closson, Buildings and Grounds Coordinator, add Summit Ski Instructor with Community Ed Recreation, effective 1/5/2026-5/31/2026. \$100/participant.
- 5. Esosa Edo-Ohanba, Instructor Lead with Community Ed Recreation, add Instructor Assistant with Community Ed Recreation, effective 9/1/2025-5/31/2026. Step 5-\$16.10/hr.
- 6. McKenzie Foley, Teacher at Bridgewater, add Private Lesson Instructor with Community Ed Recreation, effective 9/1/2025-5/31/2026. Individual lessons \$54/individual/hour, Group up to 5 per group \$36/individual/hour.
- 7. Nancy Meyers, Child Nutrition Associate at Bridgewater, add Special Ed EA PCA Bus for 3.16 hours/day with the District, effective 9/2/2025-6/5/2026.
- 8. Xochitl Oaxaca, Special Ed EA PCA for 6.80 hours/day at the NCEC, add Extended Day Care Provider for 4.75 hours/week at the NCEC, effective 9/2/2025.

- 9. David Pennock, Special Ed EA PCA for 6.75 hours/day and Crossing Guard for .25 hours/day at the Middle School, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 9/2/2025.
- 10. Shari Satchell, 1.0 Rock and Roll Revival Choreographer at the High School, change to .20 Rock and Roll Revival Choreographer at the High School, effective 8/29/2025.
- 11. Darrell Sawyer, Teacher at the Middle School, add Private Lesson Instructor with Community Ed Recreation, effective 9/3/2025-5/31/2026. \$45/individual \$36/individual per group of 5 or less \$27/individual per group of 6 or more
- 12. Michael Shaeffer, Special Ed EA at the High School, add 1 class of Creative Writing, Semester 2 only, effective 1/26/2026-6/10/2026. BA10, Step 6 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 13. Michelle Steele, Phy Ed Teacher at the Middle School, add % overload every other day in lieu of supervision at the Middle School, effective 9/2/2025-6/10/2026.
- 14. Lindsay Svien, General Ed EA for 5 hours/week at Greenvale Park, add Special Ed EA PCA for 2 hours/week at Greenvale Park, effective 9/2/2025-1/11/2026. Special Ed Step 4-\$23.51/hr.

iii. Leave of Absence

- 1. Caleb Davidson, Assistant Director of Special Services at the District Office, FMLA Leave of Absence beginning on or about 2/16/2025 for ten work days.
- Jody Saxton West, Teacher at the High School, FMLA Leave of Absence beginning full time approximately 8/25/2025-9/8/2025. Part time beginning 9/9/2025-approximately 9/19/2025.

iv. Retirements/Resignations/Terminations

- 1. Pamela Hanson, Assistant Speech Coach at the High School, resignation effective 8/19/2025.
- 2. Richie Lacombe, Assistant Football Coach at the Middle School, resignation effective 8/27/2025.
- 3. Shari Setchell, Rock N Roll Revival Choreographer at the High School, rescinded resignation effective 8/25/2025.
- 4. Jessica Toft, EA at Bridgewater, resignation effective 8/27/2025.

7. Items for Individual Action

- a. <u>Superintendent's 2025-2026 Focus Areas</u>. On a motion by Butler, seconded by Miller, the board approved the Superintendent's 2025-2026 Focus Areas as presented.
- b. <u>Adult Lunch Meal Price Increase</u>. On a motion by Miller, seconded by Epstein, the board approved an increase in the cost of an adult lunch meal from \$5.00 to \$5.25, based on minimum meal cost recommendations issued by the USDA and the Minnesota Department of Education (MDE).

8. Items for Information

a. Construction Update No. 15. Superintendent Hillmann provided an update on the NHS construction project.

9. Future Meetings

- a. Monday, September 22, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom *Note that Monday, October 13, 2025 is Indigenous Peoples' Day
- c. Monday, October 27, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Quinnell, seconded by Epstein, the board unanimously approved to adjourn the meeting at 7:00 p.m.

Amy Goerwitz School Board Clerk

RESOLUTION ACCEPTING DONATIONS

The	e following resolution was moved by and seconded b	у	ÿ:
distri that l of pu	HEREAS, Minnesota Statutes 123B.02, Sub. 6 provides: "The trict, bequests, donations, or gifts for any proper purpose and age to behalf, the board may act as trustee of any trust created for the pupils thereof, including trusts created to provide pupils of the empletion of high school, in the advancement of education."; and	pp e l	ply the same to the purpose designated. In benefit of the district, or for the benefit
grant accor religi	HEREAS, Minnesota Statutes 465.03 provides: "Any city, coun nt or devise of real or personal property and maintain such propordance with the terms prescribed by the donor. Nothing hereingious or sectarian purposes. Every such acceptance shall be by a two-thirds majority of its members, expressing such terms in	pe n s res	perty for the benefit of its citizens in a shall authorize such acceptance or use for esolution of the governing body adopted
	HEREAS, every such acceptance shall be by resolution of the giority of its members, expressing such terms in full;	301	overning body adopted by a two-thirds
	HEREFORE, BE IT RESOLVED, that the School Board of tefully accepts the following donations as identified below:	N	Northfield Public Schools, ISD 659,
The	e vote on adoption of the Resolution was as follows:		
Aye: Nay: Abse	y:		
Whe	nereupon, 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?
8/21/2025	\$5.00	Sarah Bloom	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/26/2025	\$5.00	Kelly Ness	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/27/2025	\$17.00	Rochelle Anderholm-Parsch	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/27/2025	\$10.00	Kristi Sammon	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/27/2025	\$17.00	Chelsey Headrick	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/27/2025	\$10.00	Alyssa Melby	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/27/2025	\$5.00	Sindy Fleming	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/27/2025	\$5.00	Jeremy Henderson	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/27/2025	\$5.00	Melissa Zant	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/28/2025	\$5.00	Suzy Taggart	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/28/2025	\$17.00	Elizabeth Cox	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/28/2025	\$250.00	Holden Farms	FFA Donation for DJJD parade treats
8/29/2025	\$10.00	Erin Bailey	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/29/2025	\$5.00	Alison Flannery	GVP Gr. 5 Field Trip Scholarship Donation 2025
8/29/2025	\$5.00	Nicole Krawczyk	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/1/2025	\$5.00	Hilary Detert	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/1/2025	\$5.00	Carrie Hamilton	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/1/2025	\$5.00	Jamie Moyer	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/2/2025	\$10.00	Kelli Nowak	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/3/2025	\$10.00	Mary Miller	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
9/3/2025	\$3.00	Emily Ngetich	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
8/20/2025	\$2,135.68	Randolph FFA	FFA Donation
9/4/2025	\$3.00	Lindsay Fisher	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
9/4/2025	\$17.00	Kari Schneider	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
9/4/2025	\$11,622.63	Greenvale Park PTO	5th Gr. Supplies; Scholastic; 4th & 5th Gr. Student Planners; Teacher Supply Budget
9/5/2025	\$5.00	Teresa Azevedo	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/5/2025	\$9.00	Locke Perkins	NMS Music T-shirt Donations
9/8/2025	\$1.00	Rochelle Anderholm-Parsch	GVP Gr. 4 Ordway Field Trip Scholarship Donation 2025
9/8/2025	\$10.00	Tyrell McElroy	GVP Gr. 5 Field Trip Scholarship Donation 2025
9/8/2025	\$20.00	Berit Amundson	NMS Music T-shirt Donations
9/9/2025	\$1,000.00	Post Holdings	This donation is for the Hiliners Dance Team on behalf of Post Consumer Brands



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:

September 22, 2025

RE:

Board Approval of Financial Reports – June 2025

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of June 2025.

Bills totaling \$3,091,330.37 were paid in June 2025.

Payroll checks totaling \$3,831,068.51 were issued in June 2025.

No bond payments were paid in June 2025.

At the end of June 2025 Total Cash and Investments amounted to \$78,048,226.98. Wire transfers initiated by the district during June 2025:

\$200,000.00

From Frandsen General to Frandsen Sweep

\$50,000.00

From Frandsen Sweep to Frandsen General

The following financial reports for June 2025 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

- 1. Treasurer's Report
- 2. Disbursement Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH	
GENERAL FUND	13,761,247.31	8,400,107.03	4,888,115.23	(829,241.10)	16,443,998.01	*
FOOD SERVICE	924,948.65	312,558.45	244,839.88	8.87	992,676.09	
COMMUNITY ED	606,391.25	443,435.26	377,738.56	(1,580.68)	670,507.27	
CONSTRUCTION ACCOUNT	758,131.63	61,651.53	583,317.71	-	236,465.45	
DEBT SERVICE	3,891,673.76	1,720,623.83	-	-	5,612,297.59	
SELF INSURANCE	4,862,620.95	42,914.17	828,387.50	838,352.22	4,915,499.84	
TOTALS	24,805,013.55	10,981,290.27	6,922,398.88	7,539.31	28,871,444.25	
GENERAL FUND INVESTMENT	48,229,568.09	-	-	0.00	48,229,568.09 *	k
CONSTRUCTION INVESTMENT	947,214.64	-	-	_	947,214.64	
_	49,176,782.73	=	=	-	49,176,782.73	
GRAND TOTALS	73,981,796.28	10,981,290.27	6,922,398.88	7,539.31	78,048,226.98	

^{*}General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

June 2025

Disbursements:

Bills Paid:

 General Fund
 \$ 1,475,179.07

 Food Service Fund
 132,410.07

 Community Services Fund
 72,036.02

 Construction Fund
 583,317.71

 Trust & Agency Fund

 Self Insurance Fund
 828,387.50

Total Bills Paid 3,091,330.37

Payroll:

General Fund 3,412,936.16
Food Service Fund 112,429.81
Community Services Fund 305,702.54
Trust Fund Self Insurance Fund -

Total Payroll 3,831,068.51

Bond Payments:

Debt Redemption Fund _____ Total Bond Payments _____

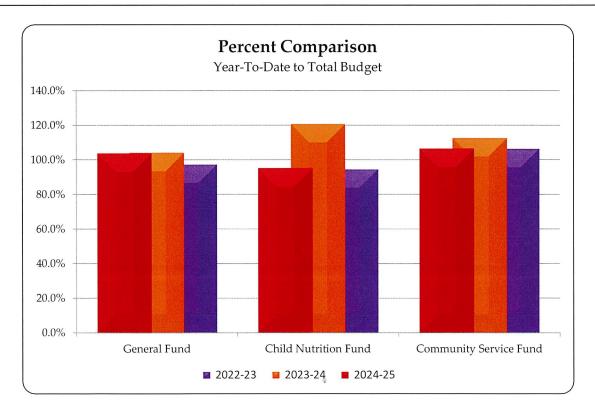
Total Disbursements \$6,922,398.88



STATEMENT OF REVENUES

For the month ended June 30, 2025

	Year-			YTD as % of Budget		lget
Fund		To-Date	 Budget	2024-25	2023-24	2022-23
General Fund						
Property Taxes	\$	18,143,340	\$ 18,386,381	98.7%	102.3%	93.1%
State Sources		47,369,735	46,452,052	102.0%	102.3%	99.4%
Federal Sources		1,325,656	948,005	139.8%	75.9%	59.7%
Local Sources		3,420,184	1,962,684	174.3%	199.0%	205.9%
Total	\$	70,258,915	\$ 67,749,122	103.7%	104.0%	97.2%
Child Nutrition Fund	\$	2,725,049	\$ 2,864,620	95.1%	120.6%	94.3%
Community Service Fund		4,371,253	4,104,481	106.5%	112.5%	106.2%
Debt Service Fund		6,584,700	4,322,700	152.3%	97.0%	117.1%
Internal Service Fund		10,958,484	11,298,342	97.0%	95.3%	100.0%
Total All Funds	\$	94,898,401	\$ 90,339,265	105.0%	103.2%	99.4%

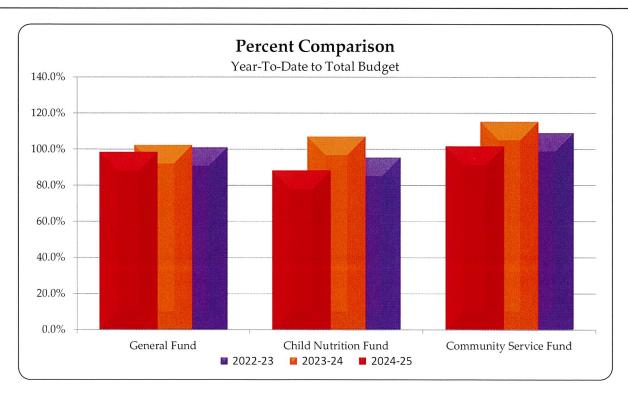




STATEMENT OF EXPENDITURES

For the month ended June 30, 2025

Year-			YTD as % of Budget				
Fund		To-Date		Budget	2024-25	2023-24	2022-23
General Fund							
Salaries	\$	38,524,319	\$	38,213,121	100.8%	102.2%	100.9%
Benefits		15,284,196		15,834,415	96.5%	103.8%	104.1%
Purchased Services		7,782,615		7,906,124	98.4%	111.9%	97.2%
Supplies & Materials		2,772,304		3,075,731	90.1%	86.8%	113.5%
Capital Expenditures		2,691,927		2,950,174	91.2%	94.9%	89.9%
Other Expenses		185,101		362,101	51.1%	57.9%	87.8%
Total General Fund	\$	67,240,462	\$	68,341,666	98.4%	102.3%	100.9%
Child Nutrition Fund	\$	2,730,654	\$	3,096,321	88.2%	106.9%	95.3%
Community Service Fund		4,334,469		4,267,822	101.6%	115.3%	109.0%
Debt Service Fund		4,025,921		4,027,009	100.0%	100.0%	100.0%
Internal Service Fund		10,073,907		11,336,200	88.9%	98.4%	93.4%
Total All Funds	\$	88,405,413	\$	91,069,018	97.1%	102.3%	99.6%
	-		-				





Northfield Public Schools Northfield, MN

T-J Austin 512-787-3574

Ella Feldman 612-500-1975

EXTENDED FIELD TRIP FORM

Staff Member(s) Responsible (Name and phone). 1.1 AUSTIN (512) (87-35 14
School and Program: Northfield FFA
Date of Requested Trip: Wed. Oct. 29 - Sat. Nov. 1
 What group is taking this trip? Northfuld FFA Estimated # of Students: 7 # Adult Supervisors: 2
3. Destination: Indianapolis, IN
4. Date/Time of Departure: Wed. Oct. 29 + 30 am From Randolph, MN
5. Date/Time of Return: Sat. @ Nov 1 @ 9:00pm From Randolph, MN
6. State purpose and/or educational value of trip (attach information to form if needed). Northfield FFA officers and chapter leaders experiencing national competitions and workshops.
7. Name the manner of travel and the carrier.
Region VIII charter bus through bus company along with Randolph, Farmington, Southland, Winona, Mabel-Canton 35t. Charle 8. State housing arrangements (must include name, address and phone number of hotel). Marriott Indianapolis East 7202 East 21st St. Indianapolis, IN 46219
9 I ist of coach, parent or quardian contact info.(Attach)

10. List participants (reminder to have participants complete parent/guardian permission form if applicable). (Attach)
Attached
11. Indicate who will be in charge of supervising the trip (roles and responsibilities).
T-J. Austin ensuring safety and leadership throughout the conference. Nightly room checks and communication
12. State the safety precautions and procedures for emergencies while on the trip.
Notorized FFA Medical Information.
11. Give budget costs, how the trip will be funded and estimated cost per student.
@ \$475 student. \$100 supported by the Randolph Alumn
@ \$475 student. \$100 supported by the Randolph Alumn's scholarship. \$300 by annual fruit sales and @ \$100 out of pocket per student 12. List any proposed precautions, special needs, special concerns, student concerns,
12. List any proposed precautions, special needs, special concerns, student concerns, -
if applicable.
Signature of Staff Member Responsible:
Date field trip request was submitted to Principal:
Date field trip reducet was submitted to this logic.
Principal/Administrator Signature and Date: 9/12/2025
Approved: X Not Approved:

Superintendent Signature and Date:
Approved: Not Approved:
· · · · · · · · · · · · · · · · · · ·
School Board Review Date:
Approved: Not Approved:

National Convention 2025 (Oct. 29th - Nov. 1st)

Note: Subject to Change

Wednesday October 29th (Casual Dress)

- 4:30 am: Depart Randolph
- 6:00 am: Depart St. Charles
- 10:30am: Tour
 - John Deere Davenport Works Tour
 1175 E 90th St
 Davenport, IA 52807
- Lunch (1 hour)
- 1:30pm Travel to Peoria
- 3:00pm: Tour/Pitstop
 - Caterpillar Visitor Center
 110 S.W. Washington Street
 Peoria, IL 61602
- 4:00pm: Travel to Hotel/Stop for Quick Dinner
- 9:00pm: Check in at Hotel
 - Marriott Indianapolis East
 7202 East 21st St
 Indianapolis, IN 46219
- Evening: Downtime at the hotel

Thursday October 30th (Official Dress, Casual Dress)

- Breakfast provided by the hotel (TBD)
- 6:00 am: Depart Hotel
- 7:00 am: Check In for Badges/Opening Session 1
- Morning/Afternoon: time at FFA Convention
 - o Attend Session 2-3/Career Show/FFA Mall/Workshops or other things at your advisor designates @ Indianapolis Convention Center.
- Lunch (on your own)
- Evening: Supper @ Texas Roadhouse

Friday October 31st (Official Dress, Casual Dress)

- Breakfast provided by the hotel (TBD)
- 8:00 am Depart Hotel
- Morning: Convention Time
- Lunch (on your own before tour)
- 2:00pm: Depart Indy and leave for Tour
- 3:00pm: Tour
 - o Reproduction Specialty Group, Inc.

2590 N 500 E Lebanon, IN 46052

• 4:30pm: Return to Indy

• Evening: Dinner, Session and/or Chapter Alternative

Saturday November 1st (Official Dress, Casual Dress)

- Breakfast provided by the hotel (TBD)
- 6:15 am: Depart hotel
- 7:30 am: American Degree Ceremony
 - o Lucas Oil Stadium
- 10:30-11:00 am: depart for Minnesota
- Lunch (1 hr)
- Evening: arrive home (estimate arrival of 8:00-8:30 pm for St. Charles).

Unless listed, times to be on the bus and room check times will be determined by advisors and announced to the students prior to

Northfield Public Schools Policy Committee Recommendations

September 22, 2025 Items for Individual Action

Policy	Changes
613: Graduation Requirements	 Change Type: Substantive Hope Langston was listed in section IV as the district assessment coordinator. Replaced with Jessie Huebsch. Addition of personal finance course requirement in section V. Listed Policy 620 in the cross references section.
620: Credit for Learning	 Change Type: Statutory Nonsubstantive change in section VI. Addition of weighted grades section VII. Removed PSEO and concurrent courses from list of courses that are weighted based on feedback from the high school (Note: this change was made after the 09.08.2025 board meeting)
707: Transportation of Public School Students	 Change Type: Statutory Added line to section IV.C.2: "The district has established fees for students who live within the discretionary areas of service. Visit the district website for more information." Deletion of language in section VII. B. The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.92 to remove the deleted language. Deleted language refers to students with disabilities in relation to transportation to school. Deletion of language referring to afternoon kindergarten in section IV.C.4.

Policy 613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of tThis policy is to sets the Northfield School District graduation forth requirements, focused on preparing every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. for graduation from the Northfield School District.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Hope Langston Jessie Huebsch shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the board annually for approval.

V. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts.
- B. Three credits of mathematics, including an Algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. An Algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science.
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts.
- G. One credit of physical education.
- H. One-half credit of health.
- I. <u>One-half credit in personal finance.</u> (Starting with students who begin grade 9 in the 2024-25 school year.)
- + J. A minimum of seven elective credits.
- J. K. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D.; above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D.; above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

- 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
- 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
- 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
- 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VI. EARLY COMPLETION OF HIGH SCHOOL REQUIREMENTS

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met.
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision.
- C. The principal's decision shall be in writing and will be reported to the superintendent with possible review by the board.

Early completion of graduation requirements will be permitted, but there will be only one graduation ceremony held at Northfield High School and one graduation ceremony held at the Alternative Area Learning Center, both traditionally held at the end of the academic year.

VII. GRANTING OF DIPLOMA

- A. Upon completion of graduation requirements specified in this policy a student will be granted a standard high school diploma.
- B. The academic standards for language arts, mathematics, and science apply to all students except students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.
- C. Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the commencement program

and receive a diploma. Students who are one-half semester credit short of either the required courses or of the total credits required may also participate in commencement but will not receive a diploma until all graduation requirements are completed. Any student who is more than 1/2 credit short of either requirement is not allowed to participate in commencement.

Policy 613 Graduation Requirements

Adopted: 01.14.2008; Updated: 06.23.2013, 04.13.2022, INSERT DATE; Non-Substantive Update: 04.20.2022; 08.12.2022;

Statutory Update: 08.14.2023

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks) Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

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

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

Minn. Rules Parts 3501.0800-3501.0820 (Academic Standards for the Arts)

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

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

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

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

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

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

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,

Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 620 (Credit for Learning)

Policy 620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the Northfield School District will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. A student must provide the district with a copy of the student's grades in each

course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including

information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (78), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The district must verify the hours worked with the employer before awarding elective credit.

VII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging. A grade awarded in an Advanced Placement course, a Postsecondary Enrollment Options (PSEO) program or a Concurrent Enrollment course will be multiplied by a factor of 1.25.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

Policy 620 Credit for Learning

Adopted: 12.8.2008; Revised: 04.13.2020; Non-Substantive Update: 08.12.2022; Statutory Update: 08.14.2023, INSERT DATE

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Thriving for the World's Best Workforce)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.094 (Online Instruction Act)

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

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

Minn. Rules Parts 3501.0800-3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 and LEP Students)

504, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability) MSBA/MASA Model Policy 618 (Assessment of Standard Achievement) MSBA/MASA Model Policy 624 (Online Instruction)

Policy 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students for Northfield Public Schools consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner that will protect their health, welfare and safety.
- B. The district recognizes that transportation is an essential part of the district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the district if enrolled in the district.
- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in

hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the Northfield school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the district shall provide transportation to and from school, at the expense of the district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.
- B. The district may, in its discretion, also provide transportation to any student to and from school, at the expense of the district, for any other purpose deemed appropriate by the board.
- C. Walk Areas and Bus Stops

1. Walking Areas

Distance is the primary criteria used to establish walking areas. The walking areas are determined by measuring the distance, in the most direct route, from the home of the student to the nearest property line of the school of attendance. Current walk boundaries

established by Northfield School District 659 are approximately 1 mile for students in grades 6 through 12, and approximately .75 mile for students in kindergarten through grade 5.

2. The Northfield School District has established discretionary areas of service for students who reside less than two miles from school, but in addition to the walk areas described above. The district has established fees for students who live within the discretionary areas of service. Visit the district website for additional information.

3 Bus Stops

- a. Bus stops and routes may change each year based upon the student population. Students may have to walk varying distances to the bus stop depending on the route structure and time schedule. Individual stops at homes would add considerable time to a bus route.
- b. Visibility from the home to the bus stop is not part of the criteria for establishing bus stops. If a parent/guardian is concerned about watching their children at the bus stop, they need to walk with them to the stop.
- c. School buses will not travel down cul-de-sacs, except special vehicles designed to pick up students with disabilities.
- d. Bus turnarounds must meet minimum visibility and road standards for rural routes. Transportation services will be provided insofar as possible as follows:
 - 1. On a public road, of at least two lanes with a minimum 24' wide top surface, maintained by the state, county, city, or township and is one-half mile long to a main traveled road.
 - 2. There is a suitable place to turn around, meeting safety and visibility standards.
 - 3. All turnarounds must be sufficiently wide, plowed of snow and otherwise maintained to allow for safe turn around of a bus.

D. Transportation of Any Person

Districts may use district-owned or contractor-operated school buses to provide transportation along regular school bus routes on a space available basis for any person. Such use of a bus must not interfere with the transportation of pupils to and from school or other authorized transportation of pupils. In all cases, the total additional cost of providing these services, as determined by sound accounting procedures, must be paid by charges made against those using these services or some third-party payor. In no case shall the additional cost of this transportation be paid by the district. The provisions of section 65B.47, subdivision 4, shall be applicable to any person being transported pursuant to this subdivision.

E. Bus Ridership

Based upon their home address, students are assigned to a specific bus stop and bus route. Students must ride to and from the school on the bus(es) to which they have been assigned.

Exceptions to this rule are as follows:

1. If parents will be out of town for one week or longer, and children will be staying at a different location, please contact the bus company to change the listed bus stop. The new

bus stop must be on an existing route, as buses will not be rerouted for temporary addresses.

2. In case of a serious family emergency, such as a death or unexpected hospitalization of a family member, please contact the principal's office at your child's school as early in the day as possible if alternate arrangements are necessary. Calls to the office near the end of the school day can result in missed messages and confusion.

3. After-School Activities

- a. Transportation is not provided on regular route buses for non-school activities, such as work, music or dance lessons, scouts, church activities, etc.
- b. Students may be allowed to ride an alternate bus for after-school activities sponsored by the Northfield School District if space is available on an existing bus route. Advance registration for the activity is required and the school or community education activity coordinator must contact the bus company at least one month in advance to determine if space is available. The district staff in charge of the activity shall forward a list of the students involved to the bus company, and to the office of each school which the students normally attend, at least one week in advance of the activity session.
- c. Parents are responsible for transporting their child(ren) home after these activities. Parents may be required to provide identification to the school staff member in charge of the group when picking up their child(ren) from the event.

4. Busing to/from Daycare

A student's daycare location may be regarded as their home residence for the purpose of transportation. The daycare must be located in the same attendance area as the student's home. Student pick-ups for afternoon kindergarten are available only in the city of Northfield. Rural kindergarten students are picked up on regular morning bus routes.

- a. Student pick ups: Students may ride from home or daycare in the morning as long as an existing stop is used and the change does not overload the bus or adversely affect the bus schedule for other students. Parents should contact the bus operator to request an alternate pick up location.
- b. Student drop offs: Students will be assigned to one take-home bus route and one drop off location only, near either the home *or* the daycare. Students will not be allowed to alternate between drop off locations. Although this policy is not always convenient for parents, it is the safest for students.
- c. Bus registration forms should be turned in before the end of the previous school year so that the bus routes may be established as accurately as possible. If daycare arrangements change over the summer, the school and transportation operator should be notified as soon as possible.

5. Address Changes or New Students

Please allow up to 5 days for changes to be implemented due to adding new students whose transportation requires additional bus stops, route changes, and/or additional vehicles.

6. Family Residence Changes within the District

Students whose family moves to a different elementary attendance area in mid-year will

not be required to transfer to the other school during that school year. However, bus transportation may not be available. Routes will not be added or changed to accommodate for this type of situation.

7. Shared Custody

When divorced parents reside in different school attendance areas within the district and share physical custody of a student, transportation may be available to/from the residence that is located in a school attendance area different from the school where the student is enrolled. Parents must contact the transportation operator to determine whether space is available. Parents shall also provide a regular schedule to the school office and bus operator, regarding where the student needs to be transported on specific days or weeks. It is the responsibility of the parent to ensure that their child knows where he or she needs to go after school each day.

8. Field Trips

Transportation is provided for curricular field trip activities during the school day. The school official organizing the field trip must obtain a price quote for transportation prior to the trip from the bus contractor. A Bus Request Form provided by the building secretary must be completed and faxed or mailed to the bus contractor to book the trip. The school official should call the bus contractor a couple of days in advance of the trip to confirm the bus and verify that the information is correct. Field trip buses must be scheduled to return students to school at least ten minutes before the end of the school day if the students are expected to ride afternoon route buses that day.

F. For purposes of stabilizing enrollment and reducing mobility, the district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. The same level of service means using the closest current and existing pick-up/drop-off point assigned by the district within the geographical boundary of Northfield Public Schools. The stop must be at a location that allows for a safe transfer between the school bus and parents' vehicle, as determined by the bus company safety director.
- B. If the district decides to transport a nonresident student within the student's resident district, the district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to an appropriate stop in the district during those times

- when the student is residing with the parent in the nonresident district.
- D. The district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the district, if in the discretion of the district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the district in an adjacent district.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability disabilities not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability disabilities not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with <u>disabilities</u> a <u>disability whose disabling conditions</u> are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is who are transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the district. The district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state

academies for educational purposes, but who also are enrolled in a public school within the district, shall be provided transportation, by the district to and from said board and lodging facilities, at the expense of the district.

- D. If a resident student with a disability attends a public school located in a contiguous school district and the district of attendance does not provide special instruction and services, the district shall provide necessary transportation for the student between the district boundary and the educational facility where special instruction and services are provided within the district. The district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another district and the student continues to live within the district during the care and treatment, the district shall provide the transportation, at the expense of the district, to that student. The district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the district receives a copy of the order, then the district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the district during regular operating hours of the district.
 - 1. Before the placement of a pupil for care and treatment, the district of residence must be notified and provided an opportunity to participate in the placement decision. It is reasonable for the district to refuse or delay transportation to a care and treatment program if the district administration has been denied the opportunity to participate in the placement decision.
 - 2. The district will transport a student determined to need placement in a day treatment program to the therapeutic day program offered collaboratively by Rice County and the district to the extent placement is deemed appropriate by therapeutic program staff and an opening exists.
 - a. Only if placement in this program is not possible will the district transport to the next closest day treatment program as approved by the district's director of special education.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the district shall provide the necessary transportation at the expense of the district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required

by law.

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the district and the school district in which the student is temporarily placed agree that the district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the district, the district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the district in which the school of origin is located.
 - 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, at in the discretion of the district, on staff development days.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district 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 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 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

- A. At its discretion, the district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional.
- B. The district may charge fees for transportation of students to and from school when authorized by law. If the district charges fees for transportation of students to and from school, guidelines shall be established to ensure that no student is denied transportation solely because of inability to pay. The district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190 05
- C. The district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

XIII. APPEAL PROCESS

An appeal to this policy may be directed first to the Director of Special Services <u>for students</u> <u>with disabilities</u>, <u>second</u> <u>then</u> to the Director of Finance, and finally the Superintendent of Schools, whose decision will be final.

Policy 707 Transportation of Public School Students

Adopted: 01.12.2009; Updated: 10.11.2010, 04.2011, 04.2012, 02.2013, 05.2013, 05.2016, INSERT DATE; Non-Substantive Update:

10.04.2022; Statutory Update: 10.28.2024

Board of Education INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)

Minn. Stat. § 123B.36 (Authorized Fees) Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement) Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States) Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. Ch. 125A (Special Education and Special Programs) Minn. Stat. § 125A.02 (Children with a Disability Defined) Minn. Stat. § 125A.12 (Attendance in Another District)

Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)

Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)

Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)

Minn. Stat. § 126C.01 (Definitions)

Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)

Minn. Stat. § 190.05 (Definitions)

Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)

20 U.S.C. § 1415 (Individuals with Disabilities Education Act)

29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination

under Federally Assisted Programs on Ground of Race, Color, or National Origin) 42 U.S.C. § 11431 et seq. (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132 et seq. (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Co-Curricular Coach/Advisor Matrix | Recommended Changes | September 22, 2025 Molly Viesselman, Director of Human Resources

The 2017-19 the Northfield Education Association Agreement changed the way co-curricular positions are added, eliminated, and modified. In the past, the District negotiated the specific number of coaching or advisor positions for each activity and the amount of stipend each position would receive based on its placement on the co-curricular salary schedule (commonly referred to as Schedule C). After the settlement of the agreement, the School Board will approve the additions, reductions, or modifications to positions and the associated stipend amount recommended by the District's co-curricular committee. The co-curricular committee is led by the Activities Director and includes coaches, advisors, and administrators. The salary schedule itself remains in the NEA Agreement and the stipend amounts for each "level" will still be part of the negotiations process with the NEA.

Recommended Changes						
Position	Total Cost	Rationale				
Add - assistant boys cross country coach ongoing	\$4,435	The boys cross country numbers are very high this fall with 74 participants for 2 coaches, or a 1:37 ratio. In comparison, the girls cross country program has 47 participants or a 1:23 ratio. Safety is a concern with this many athletes for two coaches to manage. The numbers in the boys cross country program have increased as follows: 2020 - 37 2021 - 39 2022 - 50 2023 - 62 2024 - 62 2025 - 74 The co-curricular committee made this request on a temporary basis for the 2023-24 and 2024-25 school years with the plan to assess the situation for the fall of 2025. This request for an additional assistant coach for boys cross country would be for the position to be added permanently.				
Total	\$4,435*	*Note: Subject to change upon the settlement of the 2025-2027 NEA Agreement				

Salaries based on the 2024-25 co-curricular salary schedule and are subject to change upon the settlement of the 2025-2027 NEA agreement.

Pay 2026 Preliminary Levy Certification Narrative | September 22, 2025 Val Mertesdorf | Director of Finance

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

What is the levy? What does it do for our District?

We are asking for preliminary certification of the Pay 2026 property tax levy tonight. The levy is the local portion of taxes that are authorized, by voters or the state. Our local levy provides approximately 26% of our general fund budget. Our budget supports the resources needed – human and capital – to provide quality educational programming for every student in our schools.

Truth in Taxation Timeline

After we certify this proposed levy, the district will send the information to the county auditor's office by September 30th. At that point, the county begins preparing tax statements that are mailed to taxpayers in November. We will then hold our Truth in Taxation (TNT) hearing during the regular school board meeting on December 8th and ask the board to finalize certification of the Pay 2026 levy.

Tax Levy and Budgeting Timing

The state's tax year and our budget year don't match up. The Pay 2026 levy will be collected from January 2026 through December 2026. Property taxes are paid in May and October each year. The district's fiscal year runs from July 2026 - June 2027. These levy dollars will eventually provide a portion of our funding for that budget year.

Each levy can also include budget adjustments from previous levy years – both positive and negative. These adjustments can be made for a period of up to three years.

Preliminary Pay 2026 Property Tax Levy

This pie graph demonstrates (see PowerPoint file, slide six) the categories that comprise our total preliminary levy. The general fund is 65% of the total levy, community education is 2% and debt service is 33%. The general fund includes several formulas, but most notably the voter approved operating referendum (33% of total levy), the voter approved capital projects levy (8% of total levy), and the other general fund levies (25% of total levy).

The Pay 2026 Levy Analysis table (slide seven) illustrates the subtotals of the levy by fund, by taxation category, and by tax base. Overall, the levy is proposed to decrease \$271,544.95 or 0.98%.

The preliminary general fund levy decrease is \$341,266.59 or 1.87%. The community education levy increase is \$243,010.39 or 58.87%. The debt service levy decreased \$173,288.75 or 1.90%.

73.0% of our total levy is generated from voter approved formulas. The Northfield community has been steadfast in their commitment to education.

We will be certifying at the max, as we have done for several years. This allows the most flexibility between the preliminary levy and the final certification.

Notable Changes

On slide eight you will see a detailed breakdown of the general fund and the differences over the Pay 2025 levy. The most notable changes are the other post employment benefits levy which reimburses districts for retiree benefits paid on contracts with a sunset clause. The Pay 2025 Levy included reimbursement for a higher than usual severance payout, Pay 2026 is slightly lower, reflecting a return to a more normal expenditure.

The Community Education levy includes a state authorized levy to support student specific needs in the school age care setting. We have seen an increase in individual support services needed and this increase will support that.

The Debt Service levy decrease is related to the debt excess calculation that reduces the levy periodically when the additional 5% we are required to levy builds to a calculated threshold.

Levy Trends

When we look at the levy over time, the district has been very consistent year over year. The district is intentional in this effort to ensure consistency for taxpayers. The average increase over the past five years is 6.7%. The primary driver of this percentage is the voter approved Reimagine Northfield High School debt. We are grateful for the community's generosity and the wonderful opportunities this provides for our students.

Tax Impact

The initial estimate from Ehlers, Inc. shows an approximate decrease for taxpayers of about 4.5%. This assumes the market value on their property stayed the same.

Preliminary Levy Certification Pay 2026

09.22.2025



VISION

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

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS



All students exhibit

physical, social and

emotional well-being.

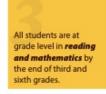
All students graduate

from high school with

a plan to reach their

full potential.

















STRATEGIC COMMITMENTS



People

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



Outcomes

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



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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks



What is the levy? What does it do for us?

- Provides 26% of our general fund budget
- Restricted to voter approved levies or state-authorized levies
- MN Department of Education computes the levy limits for each district
- Provides the revenue to pay our debt service obligations
- Allows the district to prepare every student!







Truth in Taxation Timeline

Send levy County mails info to County County & statement to prepares 2026 MDE (Sept property tax taxpayers 30) (November) statements County TNT Meeting, prepares tax statements **Board certifies** final Pay 2026 Levy (Dec 8)



Tax Levy and Budget Timing

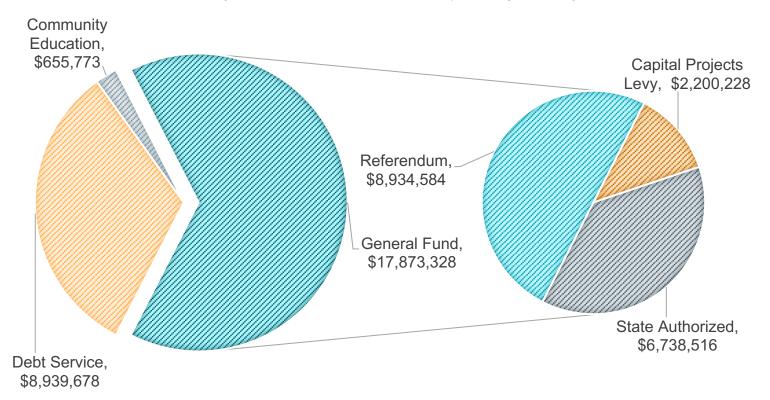


Pay 2026 includes adjustments from previous years (up to three years)



2025 PAY 2026 PROPOSED LEVY

■ Debt Service ■ Community Education ■ Referendum ■ Capital Projects Levy ■ State Authorized





Pay 26 Levy Analysis

	Pay 2026		Pay 2025			Increase	Percent
Subtotals by Fund	Proposed Levy		Certified Levy			(Decrease)	Change
General Fund	\$	17,873,327.97	\$	18,214,594.56	\$	(341,266.59)	-1.87%
Community Education	\$	655,772.69	\$	412,762.30	\$	243,010.39	58.87%
Debt Service	\$	8,939,677.55	\$	9,112,966.30	\$	(173,288.75)	<u>-1.90%</u>
Total	\$	27,468,778.21	\$	27,740,323.16	\$	(271,544.95)	-0.98%

Subtotals by Truth in Taxation		Pay 2026	Pay 2025			Increase	Percent	
Category	Pr	oposed Levy	C	ertified Levy		(Decrease)	Change	
Voter Approved	\$	20,054,621.46	\$	20,257,011.69	\$	(202,390.23)	-1.00%	
Other	\$	7,414,156.75	\$	7,483,311.47	\$	(69,154.72)	<u>-0.92%</u>	
Total	\$	27,468,778.21	\$	27,740,323.16	\$	(271,544.95)	-0.98%	

	Pay 2026	Pay 2025	Increase	Percent
Subtotals by Tax Base	Proposed Levy	Certified Levy	(Decrease)	Change
Referendum Market Value*	\$ 12,163,946.4	\$ 12,483,532.20	\$ (319,585.75)	-2.56%
Net Tax Capacity	\$ 15,304,831.76	\$ 15,256,790.96	\$ 48,040.80	<u>0.31%</u>
Total	\$ 27,468,778.2°	\$ 27,740,323.16	\$ (271,544.95)	-0.98%

^{*}Includes Operating Referendum and Equity Revenue



Notable Changes

- Other Post Employment
 Benefits state authorized
 levy, increase in PY related
 to severance payment
 (\$426,756 in FY24)
- Adjustments Pay24 was significant due to conservative enrollment estimates during the pandemic
- Community Ed increase in school-age care levy to support specific student needs
- Debt Service decrease due to debt excess calculation (extra 5% levy accumulation)

Funds	P	Proposed Pay26	Certified Pay25	D	ifference
General Fund		•	•		
Referendum	\$	8,934,584	\$ 8,904,814	\$	29,770
Local Optional Revenue	\$	2,825,911	\$ 2,910,619	\$	(84,708)
Equity	\$	287,007	\$ 295,743	\$	(8,736)
Capital Projects Levy	\$	2,200,228	\$ 2,122,886	\$	77,341
Operating Capital	\$	496,289	\$ 491,183	\$	5,106
Achievement & Integration	\$	120,351	\$ 118,489	\$	1,862
Other Post Employment Benefits	\$	1,287,966	\$ 1,399,008	\$	(111,042)
Reemployment Insurance	\$	4,000	\$ 2,000	\$	2,000
Safe Schools	\$	142,538	\$ 146,750	\$	(4,212)
Career Technical	\$	120,040	\$ 80,471	\$	39,569
Long Term Facilities Maintenance	\$	831,250	\$ 879,679	\$	(48,429)
Lease Levy	\$	426,334	\$ 425,996	\$	338
Abatements	\$	49,887	\$ 5,688	\$	44,199
Adjustments (up to 3 yrs)	\$	146,943	\$ 431,266	\$	(284,323)
Total General Fund	\$	17,873,328	\$ 18,214,594	\$	(341,266)
Community Education	\$	655,773	\$ 412,776	\$	242,997
Debt Service	\$	8,939,678	\$ 9,112,966	\$	(173,289)
Total Levy	\$	27,468,778	\$ 27,740,336	\$	(271,557)
Percent Change					-0.98%



LEVY TRENDS									
		Pay 26 Preliminary Levy		Pay 25 Certified Levy		Pay 24 Certified Levy		Pay 23 Certified Levy	Pay 22 Certified Levy
General Fund	\$	17,873,327.97	\$	18,214,594.56	\$	18,214,797.54	\$	15,232,888.17	\$ 14,255,967.15
Community Education	\$	655,772.69	\$	412,762.30	\$	385,060.12	\$	440,332.22	\$ 428,563.42
Debt Service	\$	8,939,677.55	\$	9,112,966.30	\$	3,346,395.69	\$	5,462,319.85	\$ 5,324,716.91
Total	\$	27,468,778.21	\$	27,740,323.16	\$	21,946,253.35	\$	21,135,540.24	\$ 20,009,247.48
Difference	\$	(271,544.95)	\$	5,794,069.81	\$	810,713.11	\$	1,126,292.76	\$ (324,641.05)
Percent Change		-0.98%		26.40%		3.84%		5.63%	-1.60%





Property Taxes - Actual for Payable 2025 and Estimates for Payable 2026

	Actual Taxes Payable in 2025	Preliminary Estimate of Taxes Payable in 2026	Estimated Change in Annual Taxes	Estimated % Change
RMV-Based Levies	\$12,483,532	\$12,163,946	-\$319,586	-2.56%
NTC-Debt Service	\$9,112,966	\$8,939,678	-\$173,289	-1.90%
Other NTC-Based Levies	\$6,143,825	\$6,352,188	\$208,364	3.39%
Totals	\$27,740,323	\$27,455,812	-\$284,511	-1.03%

Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes					
	\$100,000	\$531	\$504	-\$27	-5.1%		
	150,000	873	829	-44	-5.0%		
	200,000	1,214	1,155	-59	-4.9%		
	250,000	1,556	1,480	-76	-4.9%		
Residential	300,000	1,898	1,806	-92	-4.8%		
Homestead	350,000	2,240	2,131	-109	-4.9%		
	400,000	2,581	2,456	-125	-4.8%		
	450,000	2,923	2,782	-141	-4.8%		
	500,000	3,265	3,107	-158	-4.8%		
	600,000	4,006	3,813	-193	-4.8%		
	800,000	5,478	5,216	-262	-4.8%		
	\$100,000	\$818	\$780	-\$38	-4.6%		
Commercial/	250,000	2,209	2,108	-101	-4.6%		
Industrial	500,000	4,664	4,452	-212	-4.5%		
	750,000	7,120	6,796	-324	-4.6%		
	1,000,000	9,575	9,140	-435	-4.5%		
	\$200,000	\$1,472	\$1,402	-\$70	-4.8%		
Apartments	500,000	3,680	3,506	-174	-4.7%		
	1,000,000	7,360	7,012	-348	-4.7%		
4	2,000,000	14,721	14,024	-697	-4.7%		
Agricultural	\$8,000	\$7.64	\$7.45	-\$0.19	-2.5%		
Homestead	9,000	8.59	8.38	-0.21	-2.4%		
AND IN THE RESERVE AND ADDRESS OF THE RESERVE AND ADDRESS.	10,000	9.54	9.31	-0.23	-2.4%		
(dollars per acre) *	11,000	10.50	10.24	-0.26	-2.5%		
Agricultural Non-	\$8,000	\$15.27	\$14.90	-\$0.37	-2.4%		
Homestead	9,000	17.18	16.76	-0.42	-2.4%		
(dollars per acre) *	10,000	19.09	18.62	-0.47	-2.5%		
(dollars per acre)	11,000	21.00	20.48	-0.52	-2.5%		



Questions? Thank you!



MSBA Legislative Resolution Proposal — Broadening the Definition of Operating Capital

Matt Hillmann, Ed.D., Superintendent | Sept. 22, 2025

Purpose: Resolutions are the first step to developing the Minnesota School Board Association's official positions on important educational issues. Each resolution is researched and voted on by delegates of the membership at the MSBA delegate assembly. Once adopted, these positions guide the MSBA Government Relations team as they represent school boards at the Legislature. Resolutions can cover any education topic of significant statewide concern and address desired legislative outcomes. (Source: MSBA)

The table below outlines the resolution that I recommend the board authorize me to submit to MSBA. It is constructed in the same manner as the MSBA legislative resolution submission form.

Recommended legislative action	The Legislature should broaden the definition of operating capital to include costs for essential training that supports the adoption of new, high-quality curriculum materials.
What is the problem we are trying to solve?	Operating capital can be used to purchase curriculum materials, including textbooks and software that support instruction. However, these funds (or capital project levy funds) cannot be used to cover the training necessary to utilize those materials effectively. This limitation places additional pressure on the districts' general fund accounts and, in some cases, their Title II accounts. Many districts would benefit from having more flexibility with the funds that have already been allocated.
Why is it a problem?	Research suggests that teachers typically need 50 hours (or 8 days) of professional learning in the content area to see improvement in their instruction skills (Darling-Hammond, et. al., 2009.) It also indicates that 77% of teachers in that same study reported receiving less than half of that amount of development devoted to their content area.
	When districts are restricted to using only the general fund or Title II, they may lack the flexibility needed to address the crucial demand for effective training. It is not responsible to invest in high-quality curriculum materials for teachers without offering sufficient training.
	There will likely be minimal new funding from the Minnesota Legislature in 2026. This proposal would provide districts with greater flexibility to utilize existing funds more effectively.
	Citation: Darling-Hammond, et. al., (2009) Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council
	This information has been part of our learning with the partnership we have with TNTP.

Requested Action: Vote to authorize the superintendent to submit the resolution for consideration as part of their legislative platform.