

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, August 24, 2026 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Meeting Link](#)

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Greenvale Park Elementary School Improvement Showcase
 - b. Northfield Community Education School Improvement Showcase
 - c. Superintendent's 2026-2027 Focus Areas
 - d. Later School Start Times Discussion
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Personnel Items
7. Items for Individual Action
 - a. N/A
8. Items for Information
 - a. Construction Update No. 30
 - b. Staff Breakfast and Program
9. Future Meetings
 - a. Monday, September 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Tuesday, October 13, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

*Note that Monday, October 12, 2026 is Indigenous Peoples' Day
10. Adjournment
11. Work Session: Later School Start Times

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, August 24, 2026 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Meeting Link](#)

TO: Members of the Board of Education
FROM: Tim Anderson, Ed.D., Superintendent
RE: Explanation of Agenda Items for the Monday, August 24, 2026 Regular School Board Meeting

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
Public comment for this school board meeting may be made in person at the beginning of the meeting and must comply with the district's public comment guidelines.
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Greenvale Park Elementary School Improvement Showcase. Greenvale Park Elementary Principal Sam Richardson will provide the board with an overview of the school's successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
 - b. Northfield Community Education School Improvement Showcase. Director of Community Education Erin Bailey will provide the board with an overview of the NCEC successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
 - c. Superintendent's 2026-2027 Focus Areas. Dr. Anderson will share a draft of his focus areas for the 2026-27 school year. This will be an item for individual action at the next school board meeting.
 - d. Later School Start Times Discussion. The board developed a survey to send to parents and caregivers during the month of June. Superintendent Anderson will present the results of that survey.
6. Consent Agenda
Recommendation: Motion to approve the following items listed under the consent agenda.
 - a. Minutes. Minutes of the regular school board meeting held on August 10, 2026.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. Personnel Items.
 - i. Appointments
 1. Jennifer Antoine, Early Ventures Teacher for 40 hours/week at the NCEC beginning 8/28/2026-1/29/2027. Step 6, \$24.09/hr.
 2. Annabella Becker, Assistant Dance Coach at the High School beginning 10/26/2026. \$5,191 stipend.
 3. Maisy Bull, KidVentures Site Assistant for up to 6 hours/week at Greenvale Park beginning 9/14/2026. Step 1, \$19.27/hr.
 4. Richard Erickson, Lunch Supervision Educational Assistant for 2 hours/day at Bridgewater beginning 9/1/2026. Step 1, \$22.30/hr.
 5. Dana Holden, Math Lead at Bridgewater beginning 9/1/2026-6/11/2027. \$1,000 stipend.
 6. Hannah Koch, Special Education EA/PCA - Cross Country Student Support for 15 hours/week at the High School beginning 8/24/2026-10/14/2026. Step 4, \$23.98/hr.
 7. Hannah Koch, Special Education EA/PCA for 6.75 hours/day at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 8. Lori Malecha, Long-Term Substitute Child Nutrition Associate I for 3.75 hours/day at Greenvale Park beginning 9/8/2026-11/24/2026. \$23.52/hr.

9. Joshua Mogren, Community School Site Assistant for 2 hours/day at Greenvale Park beginning 9/22/2026-5/13/2027. Step 2, \$19.95/hr.
 10. Riley Moon, KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek beginning 8/31/2026. Step 1, \$16.95/hr.
 11. Rebecca Pewu, Community School Club Leader for up to 10 hours/week beginning 9/22/2026. Step 3, \$21.79/hr.
 12. Rhonda Pownell, Special Education EA/PCA for 6.75 hours/day plus .25 hours/day supervisory at Spring Creek beginning 8/31/2026. Step 4, \$23.98/hr.
 13. Evelyn Salgado, Assistant Girls Soccer Coach at the Middle School beginning 8/31/2026. \$2,884 stipend.
 14. Caitlin Robertson, 1.0 FTE Grade 6 Social Studies Teacher at the Middle School beginning 8/27/2026. MA, Step 10.
 15. Yazmin Rojas, Special Education EA/PCA for 6.75 hours/day at Bridgewater beginning 8/31/2026. Step 4, \$23.98/hr.
 16. Dawn Valescu, Special Education EA/PCA for 6.75 hours/day plus .25 hours/day supervisory at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 17. Parker Wilson, KidVentures Site Assistant for up to 25 hours/week at Spring Creek beginning 8/31/2026. Step 1, \$19.27/hr.
- ii. Increase/Decrease/Changes in Assignment
1. Pamela Charlton, Teacher at Greenvale Park, add Community School Teacher for up to 10 hours/week at Greenvale Park effective 9/28/2026-5/13/2027. \$40/hr.
 2. Robert Coleman, EA at Spring Creek, add Bridges to Kindergarten EA for 3.5 hours/day at Spring Creek effective 8/17/2026-8/21/2026.
 3. Jan Ensrud, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 4. Claire Gardner, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 5. Leah Grisim, Special Education Teacher at Spring Creek, add Head Girls Soccer Coach at the Middle School effective 8/31/2026. \$3,461 stipend.
 6. Kari Hemmingsen, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 7. Anna Kelly, Teacher at Greenvale Park, add Community School Teacher for up to 10 hours/week at Greenvale Park effective 9/28/2026-5/13/2027. \$40/hr.
 8. Heather Kuehl, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 9. Brent Rauk, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 10. Andrea Robbins, ECSE Teacher at the NCEC, add Administrative Transition Planning for up to 4 hours effective 7/1/2026-6/30/2027. \$40/hr.
 11. Jenna Schlatter, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 12. Kyle Schmidt, EA at the NCEC, add Bridges to Kindergarten EA for 7 hours/day at Greenvale Park effective 8/17/2026-8/21/2026.
 13. Jessica Smieja, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 14. Rebecca Stoufis, Special Education Teacher at the High School, add ESY Special Education Teacher for up to 12 hours effective 8/17/2026-8/21/2026. Lane/step.
 15. Elizabeth Winter, EA at Greenvale Park, add Bridges to Kindergarten EA for 7 hours/day at Greenvale Park effective 8/17/2026-8/21/2026.
- iii. Leave of Absences
1. N/A
- iv. Retirements/Resignations/Terminations
1. Madison Anderson, Art Specialist at the ALC, resignation effective 8/5/2026.
 2. Stefany Perez Dorantes, Educational Assistant at Spring Creek, resignation effective 8/10/2026.

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

7. Items for Individual Action

- a. N/A

8. Items for Information

- a. Construction Update No. 30. Superintendent Anderson will provide an update on the NHS construction project.
- b. Staff Breakfast and Program. Northfield Public Schools will welcome back staff for the 2026-27 school year on Tuesday, September 1 from 7:30-10:00 a.m. at Northfield Middle School. The board is invited to join us.

9. Future Meetings

- a. Monday, September 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Tuesday, October 13, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- *Note that Monday, October 12, 2026 is Indigenous Peoples' Day

10. Adjournment

11. Work Session: Later School Start Times

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS

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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Purpose

The purpose of the school improvement 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	80/90/100 Framework Alignment	Narrative
Greenvale Park students demonstrated encouraging progress in math and reading during the 2025–26 school year. As we look forward to the release of state assessment results, district assessment data provide reason for optimism about student performance. Math data demonstrate positive student growth and performance during the 2025–26 school year, with two of the three state-tested grades meeting or exceeding the district goal of 80% at the spring benchmark. Spring FastBridge aMath results showed 78.8% of Grade 3 students, 80.5% of Grade 4 students, and 76.5% of Grade 5 students at benchmark. From fall to spring, Grade 4 increased from 75% to 80.5%, and Grade 5 increased from 74% to 76.5%. Grade 3 began the year at 82.7% and ended at 78.8%. FastBridge aMath provides a broad measure of mathematics skills and concepts. Reading performance was also encouraging during the 2025–26 school year. Spring FastBridge reading results showed 67.3% of Grade 3 students, 69.0% of Grade 4 students, and 64.2% of Grade 5 students at benchmark in	This highlight aligns with our school's goal of achieving 80% academic proficiency in math and reading. Staff continue to strengthen delivery of Tier 1 instruction and coordinate Tier 2 and Tier 3 instruction to most effectively support learners.	• The second year of Bridges Math implementation has resulted in positive growth for students as measured by Fastbridge. State assessment results are pending. • The Bridge2Read foundational skills literacy program was implemented in kindergarten and is now provided daily in grades K-3. • ADSIS (Alternate Delivery of Specialized Instructional Services) and Title 1 reading teachers support small group instruction and progress monitoring. • Reading Corps Tutors serve students in grades K-3.

broad reading and/or reading fluency. While these results are encouraging, our school recognizes that achievement has not yet reached the 80% academic goal consistently across all grades and assessment measures. These results provide a strong foundation for continued growth and improvement.		
Highlight No. 2	80/90/100 Framework Alignment	Narrative
Greenvale Park continues to demonstrate strong levels of family satisfaction and employee engagement. The parent/caregiver satisfaction mean increased from 4.54 in 2025 to 4.59 in 2026. Staff reported a mean employee engagement score of 4.10, consistent with scores in 2024 and 2025. Parents/caregivers provided high ratings particularly in the areas of school maintenance, classroom supplies and resources, and being treated with respect. Staff continue to feel connected to the school's mission and goals, with scores of 4.48 for understanding the district's vision and mission, and 4.66 for feeling that their work positively impacts those they serve. Greenvale Park staff completed the annual employee engagement survey, and the mean score was 4.10. This was consistent with the 2025 survey results. The top scoring item with a mean of 4.66 was the statement "I believe my work positively impacts those we serve." The other survey item that was rated highly at 4.48 was "I have a clear understanding of the mission and goals of my organization."	The important role that staff and families play in the educational experience is reflected in all three goals of the 80/90/100 framework. The ability for students to grow socially/emotionally in a safe learning environment will be enhanced by strong adult partnerships and support. Greenvale Park staff strive to offer a safe, respectful learning community that allows students to reach their full potential. Staff are clear on the district mission and recognize the difference they make for students. Working collaboratively, the adults set the conditions for 80/90/100 to be realized.	● In 2025-2026, family conferences were scheduled in the fall and winter to provide feedback to parents and caregivers about student learning. Progress reports were shared following the first and third quarters. ● Family engagement opportunities were planned by each grade level during the year. These events invited family members to school to experience and celebrate the learning done by Gecko students. ● The Gecko Gallery was a staff-led event celebrating creative arts. The staff planning committee partnered with the PTO and Community School to provide free food and activities to over 800 attendees. ● The Fall Fundraiser includes a school-wide celebration and community building. Greenvale Park is celebrated during the week of the fundraiser. ● Community School hosted events, including Pizza with the Principal, to increase parent involvement at school. ● Goal Getter awards are presented to any student for meeting academic and other personal goals.
Highlight No. 3	80/90/100 Framework Alignment	Narrative
Greenvale Park students demonstrated strong social-emotional skills, with 82.45% of students	This highlight provides evidence of progress toward the district's 90% social-emotional proficiency goal.	● The Building SEL (Social-Emotional Learning) Team supported the final year of Second Step

demonstrating competency in social skills on the spring 2026 SSIS screener. This represents progress toward the district goal of 90% social-emotional proficiency. Greenvale Park supports students through social-emotional learning, positive behavior supports, and targeted individual and small-group supports.		instruction and Character Trait recognition. ● SSIS data informed both individual student support and schoolwide planning. Tiered supports are provided for students in both general education and Special Education settings. The data helped identify school-wide trends. For example, spring results showed greater concern with internalizing than externalizing behaviors. ● An “All School Read Aloud” event led by staff using the book “Lubna and Pebble” kicked off I Love to Read month while teaching a valuable lesson of empathy and kindness. ● Monthly Character Kid meetings were held to celebrate positive student behavior and character during the year. During the year, 552 Character Kid awards were provided to students and 250 Goal Getter certificates were presented.
Goals		
Goal No. 1	80/90/100 Framework Alignment	Action Steps
District Academic Goal: 80% of students will meet grade-level benchmarks in each subject area. 2025-26 Results: Greenvale Park demonstrated positive academic growth in the areas of reading and math. One measurement of student achievement will be the MCA Reading, Math and Science proficiency scores. This data will be available soon and will be used to evaluate our 2025 academic goals. These results from Fastbridge assessments demonstrate progress and identify continued opportunities to move more students toward the district's 80% goal.	Greenvale Park's 2025-26 results show steady progress toward the district's 80% academic proficiency goal in math and reading. The student growth is also measured as we work to help all students reach that benchmark.	● Implement Phase One of “Into Reading” with a focus on strengthening Tier 1 literacy instruction. ● Use EduClimber, PLCs, and Data Days to regularly analyze student data, identify learning needs, and adjust instruction. ● Continue implementation of Bridges Math, and use PLC collaboration to strengthen student-centered mathematics instruction. ● Provide targeted intervention and progress monitoring for students who are not yet meeting grade-level benchmarks.
Goal No. 2	80/90/100 Framework Alignment	Action Steps

District SEL Goal: 90% of students will demonstrate proficiency on social-emotional outcomes.	This goal supports the district's 90% SEL proficiency benchmark by strengthening the SEL curriculum, adopting a new screening process, building staff capacity, and increasing clarity around systems, and connecting with families as partners.	• The elementary schools will be implementing Character Strong SEL curriculum and Satchel Pulse SEL screener. • The SELBH (Social-Emotional Learning & Behavioral Health) priorities planning identified increased SEL training for all staff and strengthening supportive discipline/restorative practices. • The building SEL team will provide support to the implementation of curriculum and both building SEL and MTSS (Multi-Tiered Systems of Support) teams will support extension of key summer work to support SELBH. • Information and resources for parents/caregivers to support SELBH will be explored. Pizza with the Principal and Community School parenting sessions will continue to be offered.
Goal No. 3	80/90/100 Framework Alignment	Action Steps
Parent/Caregiver Satisfaction Survey Goal for 2026: Parent/caregiver overall satisfaction is consistently high and our school will use individual survey items to identify opportunities for continued improvement. For 2026-27, the school will focus on increasing the frequency of positive communication families receive about their child's accomplishments and growth. The parent/caregiver satisfaction survey for the 2025-26 school year indicated that one area for growth was the statement: "I receive positive phone calls, emails, or notes about my child from the school." A goal will be to increase the score for this measure from 4.22 in 2025-26 to 4.26 in 2026-27. Employee Engagement Survey Goal for 2026: The employee engagement survey for 2025-26 indicated an area for growth was the statement: "I have the opportunity to provide input on decisions that affect my job." A goal will be to increase the score for this measure	The parent/caregiver satisfaction and employee engagement survey results remain strengths at Greenvale Park. The 2026-27 goals focus on continuous improvement by strengthening positive communication with families and increasing opportunities for staff input on decisions that affect their work.	• Review and adapt current practices for communicating student learning progress through phone calls, emails, notes, and other methods. • Gather feedback from PTO and other family groups about school-to-home communication and ways to strengthen positive communication with families. • Strengthen feedback loops so staff understand how their input is considered when decisions are made. • Clearly communicate which decisions are within the building's control and where staff input can influence decisions.

from 3.79 in 2025-26 to 3.83 in 2026-27.		
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Summary

Greenvale Park demonstrated positive progress towards 80/90/100 goals during 2025-26, particularly in mathematics and social-emotional development. Additionally, 82.45% of students demonstrated competency in social skills on the spring SSIS screener. While these results reflect meaningful progress, both areas remain below the district's 80% academic and 90% social-emotional goals. Continuous improvement efforts will continue moving forward to improve outcomes for students. In 2026-27, Greenvale Park will focus on strengthening Tier 1 literacy and math instruction, using data to provide targeted intervention, and implementing Character Strong and Satchel Pulse to strengthen social-emotional learning and behavioral health support. The school will also continue to foster positive communication with families and create additional opportunities for staff voice in decisions that affect their work. Greenvale Park remains committed to using student, family, and staff data to identify areas of success, address gaps, and continuously improve outcomes for every student. A talented and experienced staff remains committed to helping all students reach their full potential. Greenvale Park continues to be a positive community for students, staff, and families!

Greenvale Park

2026-27 School Improvement Plan

8.24.2026

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

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BENCHMARKS

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



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Learner Outcomes

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Equity

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Communication

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Stewardship

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Partnerships

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Strategic Commitments



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District Benchmarks

1

All children are ready for **kindergarten**.

2

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

3

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

7

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

8

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

9

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

4

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

5

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

6

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

10

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

11

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

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

School Improvement 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!



80%

Academically Proficient

90%

SEL Proficient

100%

Growing and Feeling Safe

Highlight No. 1 Academic Success



- Math proficiency increased in the second year of Bridges Math implementation
- Reading growth and proficiency observed through Fastbridge Assessments
- Continued collaborative efforts to support academic success at Greenvale Park

Highlight No. 2 Connections and Community



- Strong family connections exist. Parents and caregivers continue to report high satisfaction.
- GVP has a collaborative school community. Staff, families, and community partners work together to create meaningful learning experiences.
- Staff feel connected to their work. Staff report a clear sense of purpose and believe their work makes a positive difference for those they serve.

Highlight No. 3 Supporting Social-Emotional Learning



- **82.45% of students demonstrated competency in social skills on SSIS**
- **SEL instruction and tiered student supports**
- **552 Character Kid awards celebrating positive behavior and character**
- **School-wide opportunities to build empathy, kindness, and community**

Goal No. 1 Student Achievement



- District Academic Goal: 80% of students will meet grade level benchmarks in math and reading.
- New Reading Curriculum for Knowledge Building: *Into Reading* (Phase 1 Implementation)
- Math - Student Ownership Focus with *Bridges Math* Curriculum

Goal No. 2 Social-Emotional, Behavioral Health



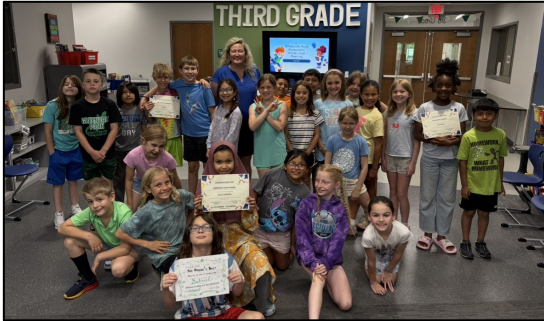
- Implementation of Character Strong curriculum K-5 and Satchel Pulse universal screener for SEL
- Alignment and refinement of SELBH (Social-Emotional Learning & Behavioral Health) systems and practices
- Parent/caregiver connections

Goal 3: Parent/Caregiver and Employees



- Reviewing and refining student learning communication practices
- Gathering family feedback on school-to-home communication
- Strengthening staff feedback loops in decision-making
- Clarifying decision-making levels and opportunities for staff input

Thank You and Questions



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	80/90/100 Framework Alignment	Narrative
Academic Goals Adult Basic Education (ABE) 37.9% of ABE students showed Measurable Skill Gains (MSGs) (Last year's goal: 36.7% of ABE students will show Measurable Skill Gains (MSGs)). Birth - age 5/Service Providers 94% of Birth to age 5 students met their IFSP/IEP (An IFSP (Individualized Family Service Plan) supports infants and toddlers with developmental delays from birth to age three, while an IEP (Individualized Education Program) supports students ages three to 21 with special education needs in school) goals over the last school year. (Last year's goal: 80% of students receiving Special Education services will achieve all of their IEP goals.) Early Ventures 100% of Early Ventures students who are entering Kindergarten this fall showed growth. 81% of Early Ventures students who are entering Kindergarten this fall demonstrated academic	For most programs at the Northfield Community Education Center (NCEC) our goals are framed around 80% of students showing proficiency and 100% of students showing growth.	The Adult Basic Education (ABE) increase in MSGs is especially impactful since the presence of federal immigration agents caused many students to not attend classes this past year which meant they weren't in school long enough to take a post-test. Adult Basic Education (ABE) spaces at the NCEC underwent a significant grant-funded remodel this summer. These spaces are now better designed for adult learning. Some examples of this include: - Updated technology allowing for hybrid class offerings - Dedicated GED testing space - Computer lab for students to complete work outside of class times - Clinic space to support adult learners health needs Hand in Hand Preschool spent last year's PLC time focused on training all classroom teachers in the Teaching Strategies GOLD assessment and completing a curriculum pilot. This year, the team will implement a

proficiency on the spring assessment. Last year's goal: 100% of students will show growth 80% of students will demonstrate academic proficiency (as determined by the Mother Goose assessment (a Parent Aware assessment)) Hand in Hand Preschool 100% of students showed growth 91% of students demonstrated academic proficiency in physical skills 78% of students demonstrated academic proficiency in language skills 75% of students demonstrated academic proficiency in cognitive skills 86% of students demonstrated academic proficiency in literacy skills 84% of students demonstrated academic proficiency in mathematics skills Last year's goal: 100% of students will show growth 80% of students will demonstrate academic proficiency (as determined by the Teaching Strategies Gold assessment)		new curriculum. Additionally, Hand in Hand Preschool has been added to the district's curriculum review cycle, better aligning this work with the district and creating a true E-12 system. Hand in Hand Preschool is an integrated preschool with co-taught classrooms serving up to 12 general education students and six students receiving special education services. In addition, Hand in Hand Preschool has a SPARK classroom.
Highlight No. 2	80/90/100 Framework Alignment	Narrative
On the NCEC Employee Engagement survey, our greatest growth opportunity was in, "I receive feedback concerning areas for improving my performance." The number of staff who rated this statement as a four or five increased 5.1%. A four or five rating means the employee agrees or strongly agrees with the statement.	Receiving timely and specific feedback will help educators improve their craft, which leads to higher academic outcomes for students.	The NCEC implemented the following employee engagement and connectedness strategies last school year. - Rounding conversations were offered to all employees in October and April. Feedback was shared with all building staff. - Weekly staff shoutouts and building-wide employee award recognition happened regularly. - The Community Education Director and program coordinators provided direct feedback to staff during individual and group meetings.
Highlight No. 3	80/90/100 Framework Alignment	
All parents report satisfaction with their children's	The NCEC is striving to maintain a 4.5 average	This is the history of NCEC Parent Satisfaction Survey

educational experience. Here are the results from the Parent Satisfaction Survey conducted in spring 2026. The NCEC had a mean score of 4.8. These scores are based on a 5 point scale.

Northfield Community Education Center							
Parent/Caregiver Experience Survey Spring 2026							
Item-Level Results — Spring 2026							
Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral/Mixed 4 = Agree 5 = Strongly Agree Δ and Top Box% colors: green = above district red = below district							
#	Survey Item	Bldg Mean	Dist Mean	Δ Mean	Bldg Top Box%	Dist Top Box%	Bldg Top 2 Box%
1	I believe my child's learning is a high priority at this school.	4.78	4.33	+0.45	80.0%	51.3%	97.8%
2	I believe school rules are enforced consistently at this school.	4.82	4.11	+0.71	82.2%	41.3%	100.0%
3	I regularly receive feedback from school staff on how well my child is learning.	4.31	3.58	+0.73	57.8%	31.3%	73.3%
4	I am treated with respect at this school.	4.87	4.53	+0.34	86.7%	67.8%	100.0%
5	I believe my child has every opportunity to be successful at this school.	4.82	4.20	+0.62	82.2%	48.7%	100.0%
6	I believe my child has the necessary classroom supplies and equipment for effective learning.	4.82	4.42	+0.40	86.7%	60.1%	95.6%
7	I believe this school positively impacts my child's growth and development.	4.93	4.26	+0.67	93.3%	50.5%	100.0%
8	I believe this school provides a safe environment for my child to learn.	4.89	4.39	+0.50	88.9%	58.8%	100.0%
9	I believe my child is recognized for good work and behavior at this school.	4.80	4.07	+0.73	82.2%	45.8%	97.8%
10	I believe the school is clean and well maintained.	4.89	4.51	+0.38	88.9%	64.6%	100.0%
11	I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.87	4.22	+0.65	86.7%	53.3%	100.0%
12	I am proud to say I have a child at this school.	4.93	4.29	+0.64	93.3%	55.4%	100.0%
13	I receive positive phone calls, emails, or notes about my child from the school.	4.64	3.39	+1.25	73.3%	31.1%	91.1%
14	I feel comfortable approaching school administration.	4.80	4.30	+0.50	80.0%	58.1%	100.0%
15	I believe school administration make decisions that are in the best interest of children and families.	4.82	4.09	+0.73	82.2%	47.2%	100.0%
OVERALL		4.8	4.18	+0.62	83.0%	51.3%	97.0%

on the district Parent Satisfaction Survey.

results:

Northfield Public Schools: Parent/Caregiver Experience Survey				
Northfield Community Education Center: Overall Results				
	Spring 2023	Spring 2024	Spring 2025	District Results
Participants	19	63	63	457
Mean	4.67	4.59	4.54	4.10

	Spring 2023	Spring 2024	Spring 2025	District Results
1	4.78	4.70	4.67	4.26
2	4.47	4.52	4.54	4.00
3	4.53	4.11	4.08	3.44
4	4.79	4.73	4.68	4.38
5	4.63	4.67	4.68	4.15
6	4.68	4.70	4.65	4.32
7	4.74	4.76	4.73	4.21
8	4.68	4.75	4.70	4.24
9	4.58	4.59	4.66	4.02
10	4.68	4.60	4.60	4.31
11	4.84	4.78	4.67	4.23
12	4.74	4.69	4.63	4.20
13	4.58	4.26	4.24	3.40
14	4.72	4.55	4.49	4.21
15	4.58	4.48	4.59	4.07

Our goal was to maintain a 4.5 overall rating, so we are extremely pleased with these results and the efforts of all staff at the NCEC.

Highlights

Goal No. 1

Hand in Hand Preschool

- 100% of students will show growth
- 80% of students will demonstrate academic proficiency (as determined by the Teaching Strategies Gold assessment)

80/90/100 Framework Alignment

- This goal aligns to the district-wide goal of 80% of students demonstrating academic proficiency and 100% of students showing growth.

Action Steps

- 90% of lessons are using Creative Curriculum (the district curricula) “as intended.” This will be measured at two points in the year (October and January/February).
- Hand in Hand Preschool staff will be trained on EduClimber. EduClimber will provide a data warehouse solution for analyzing and monitoring student progress throughout the year.
- PLC weekly meetings will provide additional professional learning around the new curriculum.
- Data Day meetings allow teacher teams to analyze data and plan for instruction. These

		will take place in December and May.
Goal No. 2	80/90/100 Framework Alignment	Action Steps
The NCEC will use the Teaching Strategies GOLD assessment to measure SEL skills in Hand in Hand Preschool. 90% of students will demonstrate proficiency on the social/emotional outcome.	This goal aligns to the district-wide goal of 90% of students demonstrating social/emotional proficiency.	- The Second Step SEL curriculum will be taught and supported by the Building MTSS Team. - Tiered support will be provided by a Social Worker (who has increased time at the NCEC this year), Fernbrook Therapist and St. Olaf Social Work Practicum Student. - The Teaching Strategies GOLD data is used to provide interventions and connect with families. - One NCEC PLC will focus their time on Facilitate Attuned Interactions (FAN). In addition, they will meet regularly with a local licensed social worker with an infant mental health endorsement. - In addition, we will support mental health for staff, parents, and students.
Goal No. 3	80/90/100 Framework Alignment	Action Steps
Employee engagement survey goal On the NCEC Employee Engagement survey, our greatest growth opportunity was in, “I have the opportunity to provide feedback on decisions that impact my job.” We will increase the top two box score (agree or strongly agree) on this question from 71.43% to 75%. Parent/Caregiver satisfaction survey goal The NCEC will maintain a 4.5 overall rating, while increasing the number of parents/caregivers who complete the survey.	The NCEC is striving to have all staff report satisfaction in the workplace and all caregivers report satisfaction in their child’s school environment.	The NCEC will implement the following employee engagement and connectedness strategies this school year. - Rounding conversations will be offered to all employees in October and April. Feedback will be shared with all staff. - The Community Education Director, Assistant Director of Special Services and program coordinators will create structures and systems for clear feedback loops for staff. - Communicate leveled decision-making processes and share decision levels when making decisions with staff input. - PLCs, Building Teams, MTSS will provide collective input for team and building-level decisions. The NCEC will implement the following family engagement and connectedness strategies this school year.

		● Early Ventures Learning Center and Hand in Hand Preschool will provide positive contacts to students and their families. This year, 100% of students will receive two personalized, positive phone calls, emails, notes, or an individual SeeSaw message from staff members. The first contact will happen prior to October 15, 2026 and the second contact will happen prior to March 15, 2027. ● Hand in Hand Preschool and Early Ventures will have weekly and monthly communication with families through newsletters, SeeSaw and conferences. ● The NCEC will host five events throughout the school year for families to attend. These events include Playground and Popsicles, Truck and Tractor Night, the NCEC Carnival, open gyms/stay and plays, and program specific events.
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Summary

The NCEC prioritizes creating a safe, welcoming, and respectful environment for students, staff, families, and community members. The building has become a hub of resources for both those directly connected to it and residents of Northfield’s north side. Strong community connections have enabled the NCEC to serve a diverse population, with growing interest in its programs leading to waitlists for some offerings.

Northfield Community Education Center

2026-27 School Improvement Plan
August 24, 2026

Strategic Plan

VISION

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

Reaching Out, Reaching Up: THE 2027 STRATEGIC PLAN

VISION

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

BENCHMARKS

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

Strategic Commitments



People

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



Learner Outcomes

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



Partnerships

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

District Benchmarks

1

All children are ready for **kindergarten**.

2

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

3

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

7

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

8

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

9

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

4

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

5

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

6

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

10

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

11

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

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

School Improvement 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!



80%

Academically Proficient

90%

SEL Proficient

100%

Growing and Feeling Safe

Highlight No. 1: Learning Success



- **Hand in Hand Preschool**
 - 86% of students demonstrated academic proficiency in literacy skills
 - 84% of students demonstrated academic proficiency in mathematics skills
- **Adult Basic Education (ABE)**
 - 37.9% of ABE students showed Measurable Skill Gains (MSGs)

Highlight No. 2: School Climate



- On the NCEC Employee Engagement survey, our greatest growth opportunity was in, “I receive feedback concerning areas for improving my performance.” The number of staff who rated this statement as a four or five increased 5.1%. A four or five rating means the employee agrees or strongly agrees with the statement.

Highlight No. 3: Positive Community

Northfield Community Education Center

Parent/Caregiver Experience Survey | Spring 2026

Item-Level Results — Spring 2026

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral/Mixed 4 = Agree 5 = Strongly Agree | Δ and Top Box% colors: **green** = above district **red** = below district

#	Survey Item	Bldg Mean	Dist Mean	Δ Mean	Bldg Top Box%	Dist Top Box%	Bldg Top 2 Box%
1	I believe my child's learning is a high priority at this school.	4.78	4.33	+0.45	80.0%	51.3%	97.8%
2	I believe school rules are enforced consistently at this school.	4.82	4.11	+0.71	82.2%	41.3%	100.0%
3	I regularly receive feedback from school staff on how well my child is learning.	4.31	3.58	+0.73	57.8%	31.3%	73.3%
4	I am treated with respect at this school.	4.87	4.53	+0.34	86.7%	67.6%	100.0%
5	I believe my child has every opportunity to be successful at this school.	4.82	4.20	+0.62	82.2%	48.7%	100.0%
6	I believe my child has the necessary classroom supplies and equipment for effective learning.	4.82	4.42	+0.40	86.7%	60.1%	95.6%
7	I believe this school positively impacts my child's growth and development.	4.93	4.26	+0.67	93.3%	50.5%	100.0%
8	I believe this school provides a safe environment for my child to learn.	4.89	4.39	+0.50	88.9%	58.8%	100.0%
9	I believe my child is recognized for good work and behavior at this school.	4.80	4.07	+0.73	82.2%	45.8%	97.8%
10	I believe the school is clean and well maintained.	4.89	4.51	+0.38	88.9%	64.6%	100.0%
11	I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.87	4.22	+0.65	86.7%	53.3%	100.0%
12	I am proud to say I have a child at this school.	4.93	4.29	+0.64	93.3%	55.4%	100.0%
13	I receive positive phone calls, emails, or notes about my child from the school.	4.64	3.39	+1.25	73.3%	31.1%	91.1%
14	I feel comfortable approaching school administration.	4.80	4.30	+0.50	80.0%	58.1%	100.0%
15	I believe school administration make decisions that are in the best interest of children and families.	4.82	4.09	+0.73	82.2%	47.2%	100.0%
OVERALL		4.8	4.18	+0.62	83.0%	51.3%	97.0%

- On the parent engagement survey, the NCEC has surpassed a 4.56 (on a five point scale) overall rating for the past four years.

Activities to support this goal include:

- Positive notes sent to families/caregivers twice a year
- Regular communication with families/caregivers through district platforms
- Multiple family engagement events throughout the year

Goal No. 1: Learner Achievement



Hand in Hand Preschool

- 100% of students will show growth
- 80% of students will demonstrate academic proficiency (as determined by the Teaching Strategies Gold assessment)
 - We will continue to measure the following areas to analyze data from last year to this year:
 - Physical
 - Language
 - Cognitive
 - Literacy
 - Mathematics

Goal No. 2: Social Emotional Learning



- The NCEC will use the Teaching Strategies GOLD assessment to measure SEL skills in Hand in Hand Preschool. 90% of students will demonstrate proficiency on social/emotional outcome.
- In addition, we will support mental health for staff, parents and students.

Stakeholder Survey Reflection and Goals



Employee engagement survey goal

- On the NCEC Employee Engagement survey, our greatest growth opportunity was in, “I have the opportunity to provide feedback on decisions that impact my job.” We will increase the top two box score (agree or strongly agree) on this question from 71.43% to 75%.

Caregiver satisfaction survey goal

- The NCEC will maintain a 4.5 overall rating, while increasing the number of parents/caregivers who complete the survey.

Results of both of these surveys will be shared with staff, caregivers, and the Community Education Advisory Council.

Thank You and Questions



NORTHFIELD PUBLIC SCHOOLS

2026-27 Superintendent Focus Areas

DRAFT — FOR BOARD CONSIDERATION

August 24, 2026 Board Meeting

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

Purpose: These focus areas drive progress toward the district's vision, strategic commitments, and benchmarks, and they double as the working document I will bring back to the board – first at midyear, then again next June – with the same structure filled in.

Why four, and not a longer list: It can be said that a superintendent really has three jobs – set the vision, build the team, and make sure the district has what it needs to succeed. The rest is best entrusted to the capable people already doing that work. These four goals are my attempt to hold myself to that discipline this year, not a catalog of everything I plan to touch. Each is tied to a Minnesota School Boards Association evaluation standard and back to our 2027 Strategic Plan; the evidence I commit to bringing back is always a district-level output, never a private evaluation of any one staff member, consistent with MSBA Policy 406.

GOAL 1 Listen and Learn: Transition Engagement

MSBA EVALUATION STANDARD(S)	Standard 3 – Communication and Community Relationships
STRATEGIC PLAN ALIGNMENT	Commitments: Communication, Partnerships Benchmarks: 8. All employees report satisfaction in the workplace. 9. All parents report satisfaction with their children's educational experience.
OBJECTIVE	Build trust and mutual understanding with people outside the school system while I am still new to the role, and mirror that same listening work inside the district through rounding.
DRAFT EVIDENCE I'LL BRING BACK	• A documented log of meetings with civic leaders, business owners, and community organizations. • A midyear “Themes and Takeaways” report on what I am hearing and how it is shaping our Strategic Plan work. • Rounding – structured recurring conversations with staff, underway since August 12.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

GOAL 2 Build Strong Instructional Services and HR Teams

MSBA EVALUATION STANDARD(S)	Standards 5 & 6 – Human Resources and Teaching and Learning
STRATEGIC PLAN ALIGNMENT	Commitments: People, Learner Outcomes, Equity, Stewardship Benchmarks: 7. All students graduate from high school with a plan to reach their full potential. 8. All employees report satisfaction in the workplace.

OBJECTIVE	Strengthen both departments so they can actually support staff and student achievement, not just administer it. Curriculum fidelity is the floor – every student should get access to what we say we are teaching them.
DRAFT EVIDENCE I'LL BRING BACK	• A functional audit of both the Instructional Services and Human Resources departments. • An updated org chart and job descriptions. • A recruitment and retention plan. • A unified instructional framework tying teacher development, PLCs, MTSS, and SEL together under one set of 80/90/100 outcome targets.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

GOAL 3 Create a Cohesive District Leadership Team	
MSBA EVALUATION STANDARD(S)	Standards 1 & 5 – Governance Team and Human Resources
STRATEGIC PLAN ALIGNMENT	Commitments: People, Stewardship Benchmarks: 8. All employees report satisfaction in the workplace.
OBJECTIVE	Build one leadership team across buildings and departments, not several separate ones, anchored by the three words introduced at our first retreat – connection, capacity, and clarity – which will carry the year and go district-wide at the September 1 all-staff kickoff.
DRAFT EVIDENCE I'LL BRING BACK	• Agendas from quarterly leadership retreats (the first held August 12). • A “Leadership Team Norms and Expectations” document built together as a team. • At least one real, completed cross-department initiative.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

GOAL 4 Create and Facilitate AI and Strategic Plan Work Groups	
MSBA EVALUATION STANDARD(S)	Standard 1 – Governance Team
STRATEGIC PLAN ALIGNMENT	Commitments: Learner Outcomes, Stewardship, Partnerships Benchmarks: 7. All students graduate from high school with a plan to reach their full potential. 10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.

OBJECTIVE	Get ahead of two things at once: responsible AI use across the district, and the fact that our 2027 Strategic Plan is closing in on its horizon. Staff AI training begins August 31.
DRAFT EVIDENCE I'LL BRING BACK	• Charters for both the AI work group and the Strategic Plan work group. • A draft responsible AI use guidelines and/or policy for the board's review. • A quarterly map connecting our work back to the plan's six strategic commitments.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

Continuing Priorities Outside These Goals

The Reimagine Northfield High School bond project, day-to-day fiscal stewardship, and any work the board directs the district to achieve will, of course, continue to receive my leadership and attention. They will continue to be provided to the board through our normal reporting channels rather than being named as focus areas here, so that this list stays a small, clear set of priorities rather than growing into a longer catalog.

These focus areas, in addition to the superintendent's job responsibilities, are organized around the MSBA superintendent evaluation standards and the district's 2027 Strategic Plan commitments and benchmarks.

Later Start Time Initiative — Board Update

Prepared for the August 24, 2026 Board Business Meeting • Tim Anderson, Superintendent

87–88% of survey respondents find KEEPING the current schedule acceptable	1,021 community survey responses collected (Jun–Jul 2026)	\$980 FY25 transportation cost per student — below peer & state averages
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Why This Matters

Adolescent sleep research has pointed toward 8:30 a.m. as a meaningful threshold for secondary start times, and the Board has invested eight months in data-gathering, community input, and cost analysis to test whether that change makes sense for Northfield. Today's business meeting summarizes that work; the Study Session immediately following is where the Board begins turning it into direction for staff.

Where We've Been

Key milestones in the process to date:

- **December 2025** — Dr. Kyla Wahlstrom (University of Minnesota) presented 30 years of adolescent sleep research to the Board, identifying 8:30 a.m. as the research-backed "tipping point" for meaningful benefit. The Board directed staff to begin a structured decision process (the IROD framework).
- **January 2026** — Staff brought illustrative bell-schedule scenarios, athletics/activity dismissal data, and student-transportation data to a work session, including the finding that 760 NHS students are age 16+, but only about 500 are accounted for by parking permits or bus ridership.
- **April 2026** — Staff presented three framing options — shift all levels about 40 minutes later, start elementary earlier than secondary, or maintain the current schedule — with first-pass cost estimates, and asked the Board two guiding questions: are the student benefits worth the transportation cost, and what guardrails should the Board set for staff?
- **May 2026** — Benjamin Bus delivered detailed, route-level cost modeling for two additional scenarios: a fully separate two-tier routing system (+\$1.9M/year) and a combination option that limits added bus routes but lengthens the elementary school day.
- **June–July 2026** — The community survey (English and Spanish) closed with 1,021 total responses, and an independent statistical analysis of the results was completed.

Where We Are Now

Community input: No proposed change concept earned majority outright support. "Keep the current schedule" was rated acceptable by 87–88% of respondents, compared with 58–63% for any of the three change concepts — a statistically significant gap ($p<.001$). District staff were consistently less supportive of every change concept than families.

	Keep Current	Concept 1	Concept 2	Concept 3
Acceptable (support + could live with)	87.8%	62.1%	58.5%	63.3%
Outright support	47.9%	30.2%	31.6%	33.3%
Would not support	12.1%	38.4%	41.5%	36.6%

Source: independent statistical analysis of 1,015 English-language responses, July 2, 2026.

Top concerns raised in 2,196 open comments: cost/budget impact (40% of respondents — the dominant theme, almost always citing the transportation cost increase directly), effects on after-school activities and jobs (33%), conflicts with working parents' schedules (21%), and staff workload/contract concerns (11% overall, but 22% among staff respondents vs. 8% among families). Sleep/health benefits were cited by 21% as a reason to support change.

Cost picture: Northfield's transportation cost per student (\$980 in FY25) remains below both the peer-district average (\$1,020) and the state average (\$1,136), but has risen steadily since 2021 (\$670). Scenarios that move start times later carry cost impacts ranging from roughly cost-neutral up to an estimated \$1.9 million/year increase for a fully separate two-tier bus system.

Operational findings: 43% of athletics/activity events already require dismissal at or before 2:45 p.m., and 57% require a bus departure before 3:32 p.m. — meaning any later start further compresses the after-school window for competitive scheduling. Rural bus-route students may see limited sleep benefit from a later start, since existing route efficiencies already require early pickups regardless of school start time.

A note on achievement data: A separate cross-district Minnesota dataset shows a weak negative correlation between later start times and reading/math proficiency across 461 unrelated schools. This is not a fair comparison to the Wahlstrom research, which measured within-district, before/after change — it's worth naming so the two data sources aren't read as contradicting each other without explanation.

Schedule Concepts Under Consideration

Scenario	Elementary	Middle School	High School	Est. Cost Impact
Maintain current schedule	8:20–3:20	7:57–2:51	7:50–2:45	\$0 (baseline)
Concept 1 — shift all levels ~40 min later	~8:15–3:55	~8:30–3:25	~8:30–3:25	Roughly cost-neutral
Concept 2 — all levels later (larger shift)	~9:00–4:20	~8:57–3:51	~8:50–3:45	Roughly cost-neutral
Concept 3 — elementary earlier, secondary 8:30+	~8:15, longer day	~8:37–3:31	~8:30–3:25	+\$43K to +\$700K
Two separate bus tiers (elem. / secondary)	—	—	—	~\$3.8M total (+\$1.9M/yr)

Decision status: No option has yet been selected. The district's internal decision worksheet (IROD) has background information and initial staff reactions documented for each major discussion item, but options and a recommended decision have not yet been finalized — that work is the focus of today's Study Session.

Preview: Today's Study Session

Immediately following this meeting, the Board will move into a facilitated Study Session to work through the tradeoffs above and try to reach clarity on direction. That discussion will center on:

- Whether the Board is prepared to affirm 8:30 a.m.+ as the target for secondary start times, and if so, on what timeline;
- How much added transportation cost (if any) the Board is willing to accept, and what should be reduced or reallocated to offset it;
- Which schedule concept — or a further-refined variation — best balances student sleep benefit, family/childcare impact, and athletics/activity logistics;
- What additional information or community engagement, if any, the Board wants before a final decision; and
- What guardrails or criteria the Board wants to give administration to finalize an implementation plan.

No board action or vote is anticipated at today's business meeting. The Study Session is intended to build shared understanding and, where possible, narrow the options — not to produce a final decision.

Feedback about modifying Northfield school start times

1,015 responses

[Publish analytics](#)

[***en Español***](#)

The Northfield School Board is discussing changing school start times - beginning with the 2028-2029 school year.

Why is the board considering this? Medical research suggests numerous physical and mental health benefits for teenagers who begin their school day at or after 8:30 a.m.

[You can learn more about the medical research and associated benefits here.](#)

This survey is anonymous. At the end of the survey, you will be given the option to submit another, separate, form to be entered into a drawing for \$10 in Chamber Bucks, paid for by an anonymous donor. Five winners will be drawn at random.

Survey Directions

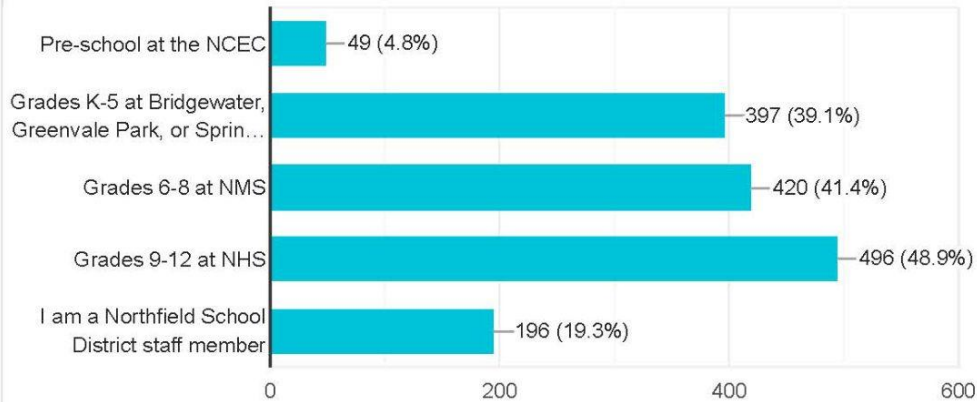
The survey will highlight three concepts under consideration. Please read about each concept and provide your feedback.

Demographics

Beginning in September 2028, I will have students in the following grade levels or schools, or I am a Northfield School District staff member. Check all that apply.

 [Copy chart](#)

1,015 responses

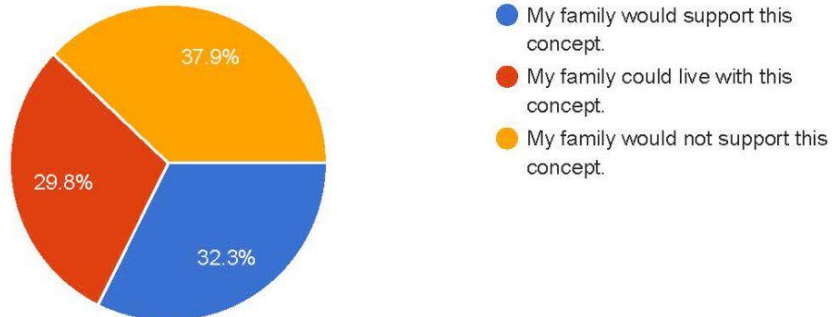


Concept: "Switching" start times

What is your initial reaction to this concept?

 [Copy chart](#)

1,015 responses

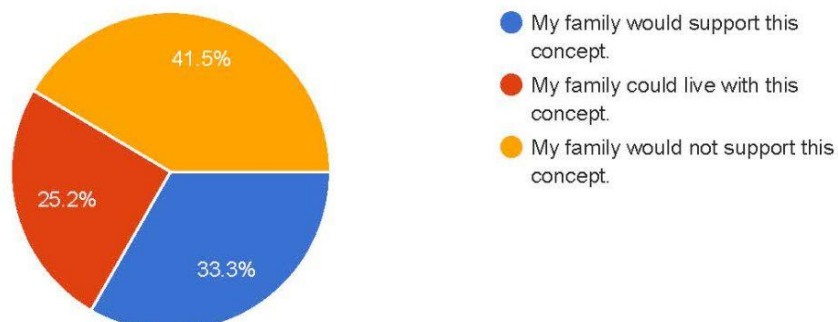


Concept: All school start and end times would be approximately 40 minutes later

What is your initial reaction to this concept?

 [Copy chart](#)

1,015 responses

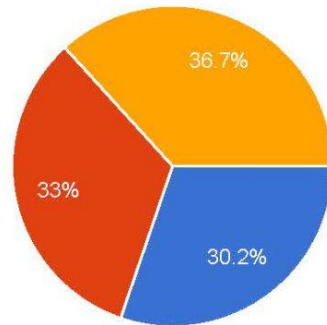


Concept: Elementary schools begin earlier and end later

What is your initial reaction to this concept?

 [Copy chart](#)

1,015 responses



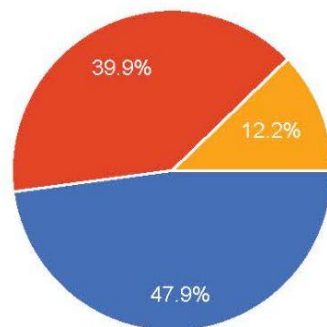
- My family would support this concept.
- My family could live with this concept.
- My family would not support this concept.

Maintain the existing schedule

What is your initial reaction to keeping the schedule as it is now?

 [Copy chart](#)

1,015 responses



- My family would support keeping the schedule as it is now.
- My family could live with keeping the schedule as it is now.
- My family would not support keeping the schedule as it is now.



School Start Times Survey: Results Report

Summary of community and staff responses to a survey on changing middle and high school start times, including reaction statistics and open-comment analysis.

Responses	Instrument
1,015 (final; survey closed)	Online survey, four schedules rated on a three-point scale
Analysis	Effective date of proposal
Descriptive statistics; related- and independent-samples tests	September 2028

SCOPE OF THIS REPORT

This report is descriptive. It summarizes who responded and how they reacted to each schedule, and it analyzes the open comments. It does not evaluate, rank, or recommend any schedule, and it does not present schedule designs; those are addressed in separate materials.

Summary of findings

The survey drew 1,015 responses before closing. Seventy percent of respondents reported at least one student in middle or high school, 40% reported at least one student in elementary school or preschool, and 19% are district staff; the groups overlap because respondents could select multiple categories. The survey is a self-selected sample, so results describe the people who responded rather than the district population as a whole.

Respondents rated four schedules: three concepts for moving middle and high school start times later, and the alternative of keeping the current schedule (high school 7:50, middle school 7:57, elementary 8:15). All three change concepts would move the middle and high school start to approximately 8:30; they differ in what happens to the elementary schedule and in cost. Concept 1 ("switching") leaves the elementary schedule roughly unchanged, which requires additional buses at an estimated \$600,000 per year in added transportation cost. Concept 2 ("all later") moves elementary schools later as well, to roughly 9:00 to 4:00, with no added transportation cost. Concept 3 ("elementary earlier/longer") keeps the elementary 8:15 start but lengthens the elementary day, with dismissal between roughly 3:30 and 3:55, also with no added transportation cost. Each schedule was rated on a three-point scale: would support, could live with, or would not support.

All four schedules were rated acceptable, defined as would support or could live with, by a majority of respondents. The current schedule had the highest acceptable rate at 87.8%, significantly higher than each of the three change concepts. Among the change concepts, Concept 3 (63.3%) and Concept 1 (62.1%) did not differ significantly from each other, and Concept 3 was accepted significantly more often than Concept 2 (58.5%). Outright support, as distinct from acceptance, was below half for every schedule except the current one: 48% would support keeping the current schedule, compared with 30% to 33% for the three change concepts. Between 37% and 41% of respondents would not support each change concept, compared with 12% for the current schedule.

Group differences were statistically significant but small in magnitude. Staff were less accepting of all three change concepts than non-staff respondents (50% to 55%, versus 61% to 65%), and slightly more accepting of the current schedule. Elementary and preschool families were less accepting of Concept 2, the only concept that moves the elementary morning later, than secondary families (53% versus 60%); the two groups did not differ significantly on the other schedules. Families with students at both levels were the most accepting of the current schedule and the least accepting of Concept 2.

Nearly three quarters of respondents (73%) left at least one open comment, producing 2,196 comments. The most frequent themes were transportation cost and budget reductions (40% of respondents), after-school activities and student employment (33%), working-parent and work-schedule conflicts (21%), and the sleep and health rationale for later starts (21%). Staff raised staff workload, contract, and equity concerns at a substantially higher rate than families (22% versus 8%). The theme coding was checked against an independent second coding of a subsample, with substantial overall agreement. As noted above, this report describes the results; it does not evaluate, rank, or recommend any schedule.

Overview and the schedules rated

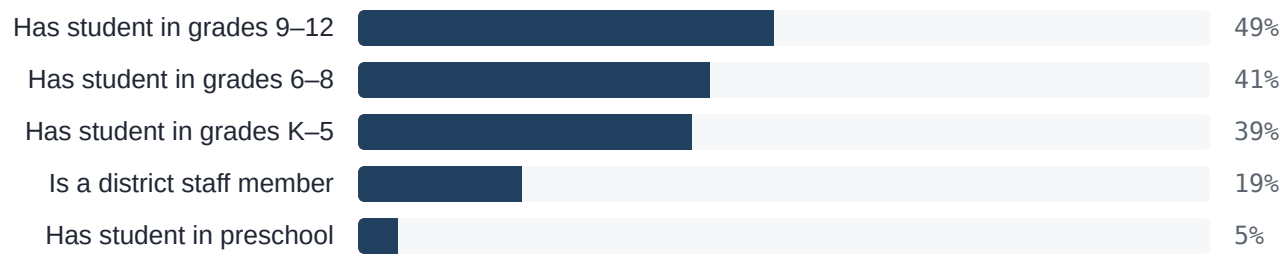
The survey asked respondents to react to three proposed approaches for starting the middle and high school day later, and to the alternative of keeping the current schedule. Respondents rated each of the four schedules on a three-point scale (would support, could live with, or would not support), identified the grade levels of their students and whether they are district staff, and could provide open-ended comments on each schedule and on additional factors for the Board to consider.

The four schedules respondents rated. Times are approximate, as presented in the survey.

Schedule	Middle & high school	Elementary	Transportation cost
Current schedule	HS 7:50–2:45; MS 7:57–2:51	8:15–3:15 (Bridgewater 8:20–3:20)	Baseline
Concept 1 ("switching")	~8:30 start, ~3:30 end	Roughly unchanged (~8:15–3:15)	Increase of ~\$600,000
Concept 2 ("all later")	~8:30–3:30	Later: ~9:00–4:00	No increase
Concept 3 ("elementary earlier/longer")	~8:30 start, earlier end ~3:05–3:30	Longer day: ~8:15 to ~3:30–3:55	No increase

Respondent composition

Respondents could indicate more than one grade band, so the categories below are not mutually exclusive and do not sum to 100%. Of 1,015 respondents, 711 (70%) reported at least one student in middle or high school, 407 (40%) reported at least one student in elementary or preschool, and 219 reported students at both levels. District staff accounted for 196 respondents (19%).



Percentages are of all 1,015 respondents. A single respondent may appear in multiple rows.

Methodology and statistical approach

For analysis, the three-point scale was summarized two ways: as the full distribution of the three response categories, and as an "acceptable" measure combining "would support" and "could live with" versus "would not support." All 1,015 respondents rated all four schedules.

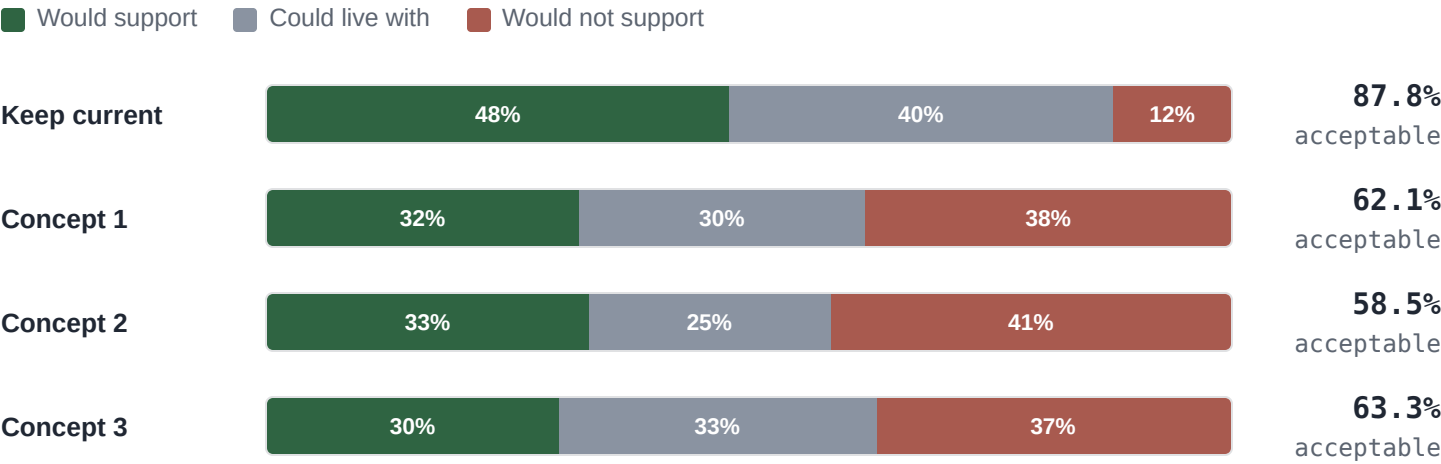
Because each respondent rated all four schedules, comparisons among the schedules use related-samples tests: Cochran's Q for the overall comparison and McNemar's test for pairwise comparisons, with Holm correction applied to the pairwise tests. Comparisons between respondent groups (for example, staff versus non-staff) use the Pearson chi-square test of independence, with Cramér's V reported as a measure of effect size. Proportions are reported with 95% Wilson confidence intervals. The significance threshold is $\alpha = .05$.

LIMITATIONS

The survey is a self-selected, non-probability sample. Results describe the respondents and are not weighted to represent the district population. Respondent subgroups overlap because families could report multiple grade bands. Coding reliability for the open comments is reported in Section 6.

Reaction to each schedule

The distribution of the three response categories for each schedule is shown below. The "acceptable" figure to the right of each bar combines "would support" and "could live with."



Acceptable (would support or could live with), with 95% Wilson confidence intervals. N = 1,015.

Schedule	Would support	Could live with	Would not support	Acceptable	95% CI
Keep current	47.9%	39.9%	12.2%	87.8%	85.6–89.7
Concept 1	32.3%	29.8%	37.9%	62.1%	59.0–65.0
Concept 2	33.3%	25.2%	41.5%	58.5%	55.5–61.5
Concept 3	30.2%	33.0%	36.7%	63.3%	60.2–66.2

Statistical comparison among schedules

A Cochran's Q test indicated that the acceptable rate differed significantly across the four schedules, $Q(3) = 306.6$, $p < .001$. The Holm-adjusted pairwise McNemar tests are summarized below.

Pairwise comparison of acceptable rates (Holm-adjusted McNemar tests). Direction indicates which schedule had the higher acceptable rate.

Comparison	Adjusted p	Result
Keep current vs. Concept 1	<.001	Significant — current higher
Keep current vs. Concept 2	<.001	Significant — current higher

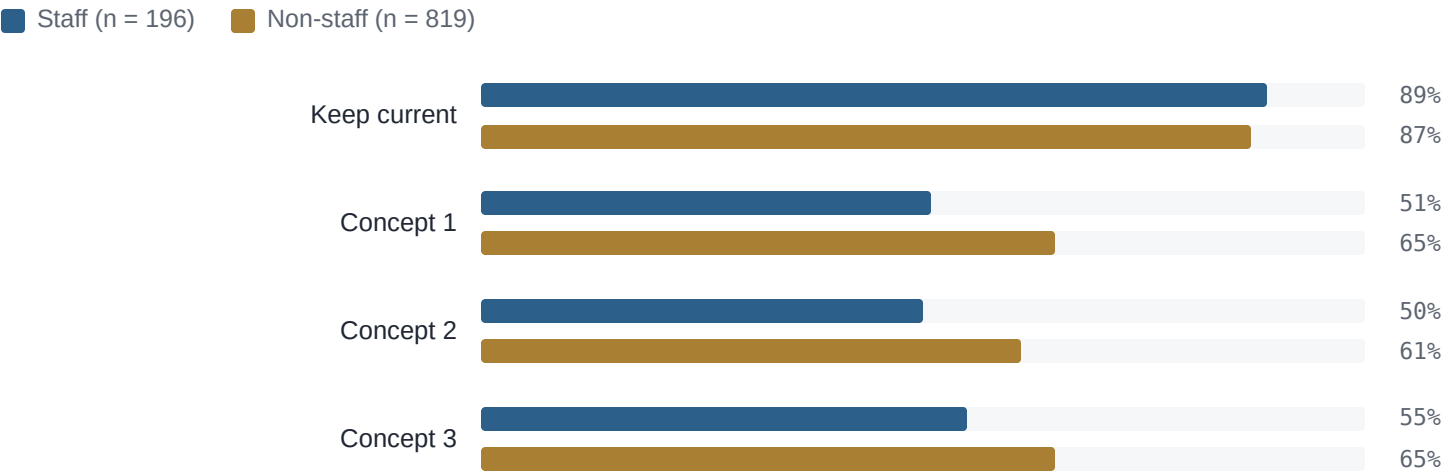
Comparison	Adjusted p	Result
Keep current vs. Concept 3	<.001	Significant — current higher
Concept 3 vs. Concept 2	.004	Significant — Concept 3 higher
Concept 1 vs. Concept 2	.08	Not significant
Concept 1 vs. Concept 3	.49	Not significant

In summary, the current schedule had a significantly higher acceptable rate than each of the three change concepts. Concept 1 and Concept 3 did not differ significantly from each other. Concept 3 had a significantly higher acceptable rate than Concept 2, while Concept 1 did not differ significantly from Concept 2.

Differences by respondent group

Staff and non-staff

Acceptable rates for staff and non-staff respondents are shown below for each schedule.



Staff and non-staff respondents differed significantly on all four schedules, with small effect sizes in every case (Cramér's V 0.09 to 0.13). Staff were slightly more accepting of keeping the current schedule (89% vs. 87%) and less accepting of each of the three change concepts. Among the change concepts, staff were most accepting of Concept 3 (55%).

Staff vs. non-staff, three-category reaction. Cramér's V near 0.1 indicates a small effect.

Schedule	Staff accept	Non-staff accept	$\chi^2 (2)$	p	V	Result
Keep current	89%	87%	7.5	.02	.09	Significant (small)
Concept 1	51%	65%	16.7	<.001	.13	Significant (small)
Concept 2	50%	61%	10.7	.005	.10	Significant (small)
Concept 3	55%	65%	10.7	.005	.10	Significant (small)

Families by student level

Acceptable rates by respondent group are shown below for reference. Because families could report students at more than one level, the secondary and elementary/preschool groups overlap (219 respondents have students at both levels).

Acceptable rate by stratum. N for each group in parentheses.

Group	Keep current	Concept 1	Concept 2	Concept 3
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Group	Keep current	Concept 1	Concept 2	Concept 3
All respondents (1,015)	88%	62%	59%	63%
Secondary families (711)	87%	62%	60%	63%
Elementary & preschool (407)	91%	66%	53%	61%
Staff (196)	89%	51%	50%	55%

Secondary vs. elementary/preschool families

Families with secondary students were compared with families with elementary or preschool students on the full three-category reaction for each schedule. The only significant difference was on Concept 2, which elementary and preschool families found acceptable less often (53% vs. 60%); the three other schedules did not differ significantly between the two groups.

Secondary families (n = 711) vs. elementary/preschool families (n = 407). Groups overlap. Pearson χ^2 , three-category reaction.

Schedule	Secondary acc.	Elem/pre acc.	$\chi^2 (2)$	p	V	Result
Keep current	87%	91%	4.5	.11	.06	Not significant
Concept 1	62%	66%	2.2	.34	.04	Not significant
Concept 2	60%	53%	9.9	.007	.09	Significant (small)
Concept 3	63%	61%	1.6	.44	.04	Not significant

Mutually exclusive family subgroups

Because the two groups above overlap, the comparison was repeated using three mutually exclusive groups: families with only elementary or preschool students (n = 188), families with only secondary students (n = 492), and families with students at both levels (n = 219). The three groups differed significantly on the current schedule and on Concept 2, with small effect sizes, and did not differ significantly on Concept 1 or Concept 3.

Mutually exclusive subgroups, acceptable rate and omnibus test. Pearson χ^2 , three-category reaction across the three groups.

Schedule	Elem-only (188)	Sec-only (492)	Both (219)	$\chi^2 (4)$	p	V	Result
Keep current	87%	85%	94%	14.5	.006	.09	Significant (small)
Concept 1	71%	62%	62%	6.3	.18	.06	Not significant
Concept 2	55%	64%	51%	22.9	<.001	.11	Significant (small)

Schedule	Elem-only (188)	Sec-only (492)	Both (219)	χ^2 (4)	p	V	Result
Concept 3	65%	66%	58%	6.7	.15	.06	Not significant

Among these groups, families with students at both levels were the most accepting of the current schedule (94%) and the least accepting of Concept 2 (51%), while families with only secondary students were the most accepting of Concept 2 (64%). The groups did not differ significantly on Concept 1 or Concept 3.

High school vs. middle school families

Among families with secondary students, those with a high school student (n = 496) and those with only a middle school student (n = 215) differed at the nominal level only on Concept 1 (χ^2 p = .047; acceptable 61% vs. 64%), a difference that does not remain significant after Holm correction across the four schedules (adjusted p = .19). The other three schedules did not differ significantly.

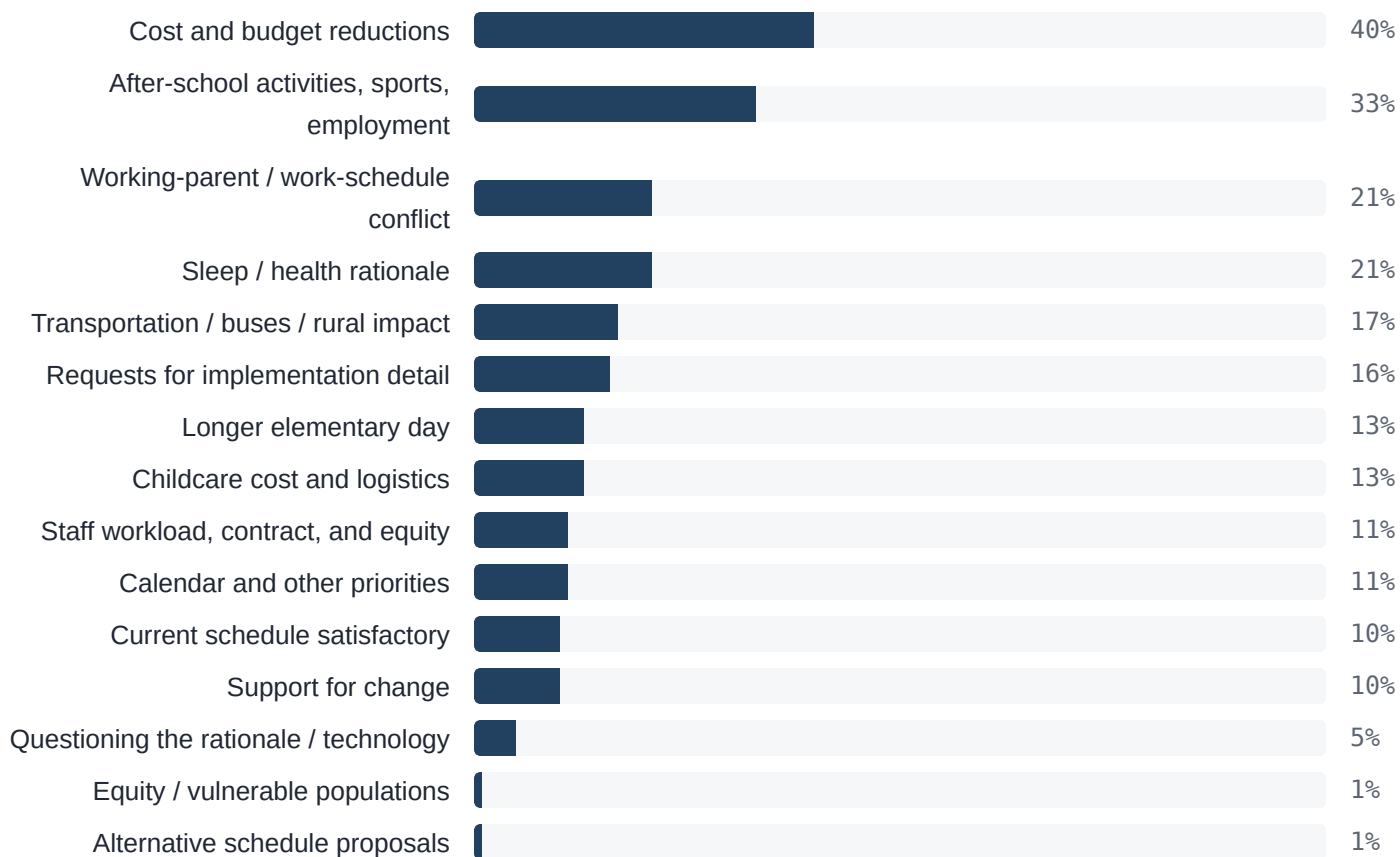
Concept 1 vs. Concept 3 within groups

A within-group comparison of Concept 1 and Concept 3 found no significant difference among secondary families (McNemar p = .37). Among elementary and preschool families, the acceptable rate was nominally higher for Concept 1 (66%) than for Concept 3 (61%), but this difference did not reach significance (McNemar p = .10). The acceptable rate for Concept 3 did not differ significantly between elementary and secondary families (χ^2 p = .49).

Open-ended comments

Respondents could comment on each schedule and on additional factors. Of 1,015 respondents, 737 (73%) provided at least one comment across the four schedule questions and the general question, producing 2,196 comments in total. Comments were coded into recurring themes using a combined deductive and inductive scheme; a single comment could be assigned more than one theme. The figure below shows the share of all respondents who raised each theme at least once.

Theme frequency, all respondents

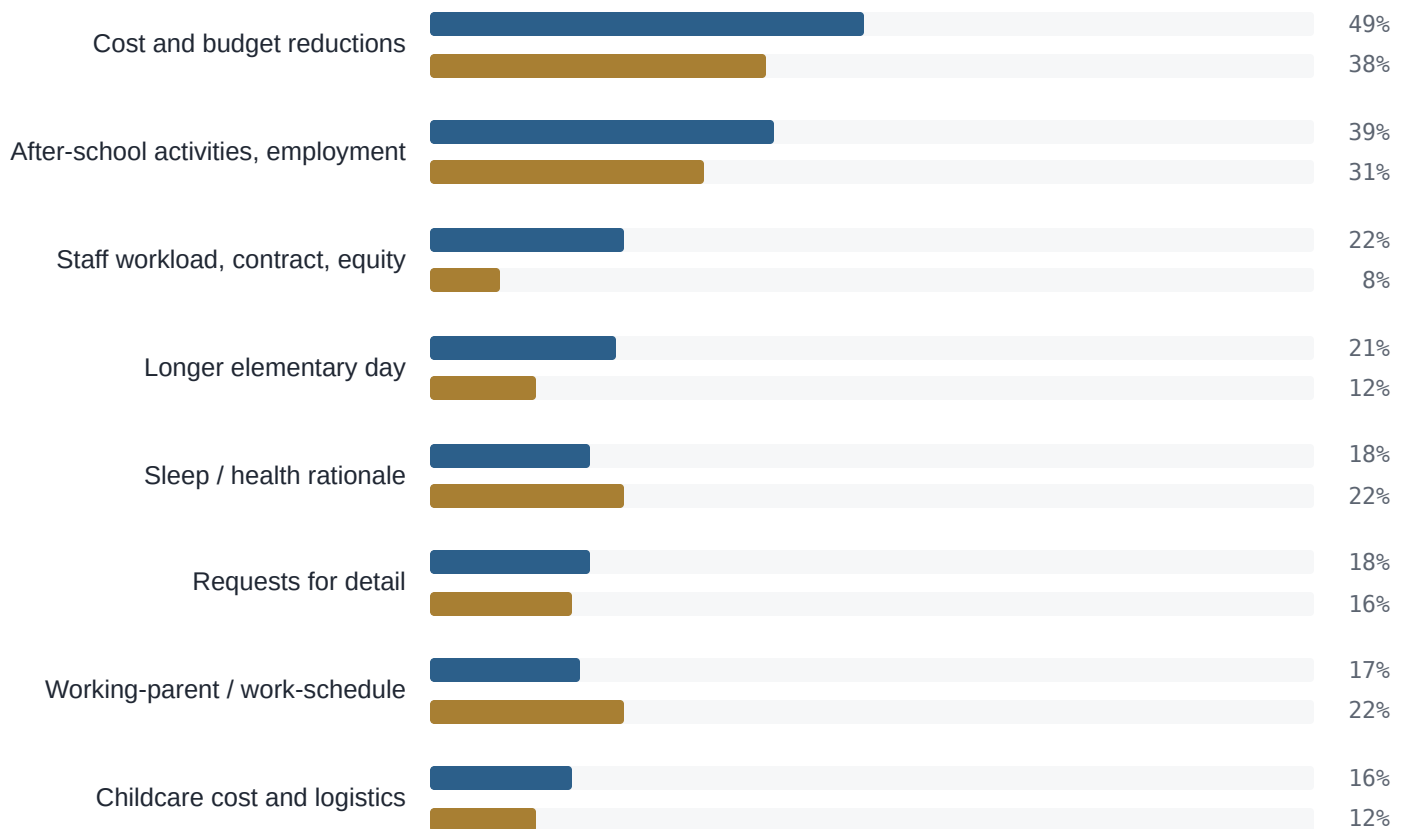


The most frequently raised theme was cost and budget reductions, followed by after-school activities and employment. Working-parent and work-schedule conflicts and the sleep and health rationale each appeared in about one fifth of responses, with transportation and requests for implementation detail close behind.

Theme frequency, staff versus families

The figure below compares the share of staff and of family (non-staff) respondents raising each of the more frequent themes.

■ Staff (n = 196) ■ Families / non-staff (n = 819)



Relative to families, staff raised staff workload, contract, and equity themes at a higher rate (22% vs. 8%), and also raised cost, after-school, and longer-elementary-day themes somewhat more often. Families raised working-parent and work-schedule conflicts and the sleep rationale at modestly higher rates than staff. The remaining themes were raised at similar rates by both groups.

Coding reliability

To assess the reliability of the theme coding, a random subsample of 150 comments was independently coded a second time using the same codebook, and the two codings were compared. Agreement was substantial overall: 93.5% of the individual theme-by-comment decisions matched, with a pooled Cohen's kappa of 0.67 and a prevalence-weighted mean per-theme kappa of 0.71.

The concrete topic themes were the most reliable, with kappa values in the substantial-to-almost-perfect range, including cost (0.90), transportation (0.83), sleep and health (0.82), childcare (0.80), longer elementary day (0.77), working-parent (0.68), requests for detail (0.67), and after-school activities (0.66). Reliability was lower for the interpretive stance themes, most notably support for change (kappa 0.20), where the two coders differed systematically in how broadly they applied the code; the support-for-change frequency should therefore be read with caution. The rarest themes (for example equity, skepticism, alternative proposals, and staff contract) appeared too few times in the subsample for stable kappa estimation, a known limitation when a theme's base rate is very low; their high raw agreement (95% or above) is not by itself evidence of reliable coding. Per-theme values appear in Appendix E.

Detailed tables

A. Reaction counts by schedule

Response counts and percentages, N = 1,015.

Schedule	Would support	Could live with	Would not support	Acceptable
Keep current	486 (47.9%)	405 (39.9%)	124 (12.2%)	891 (87.8%)
Concept 1	328 (32.3%)	302 (29.8%)	385 (37.9%)	630 (62.1%)
Concept 2	338 (33.3%)	256 (25.2%)	421 (41.5%)	594 (58.5%)
Concept 3	307 (30.2%)	335 (33.0%)	373 (36.7%)	642 (63.3%)

B. Comment theme frequencies, all and by group

Share of respondents raising each theme. Staff n = 196; families (non-staff) n = 819.

Theme	All	Staff	Families
Cost and budget reductions	40	49	38
After-school activities, sports, employment	33	39	31
Working-parent / work-schedule conflict	21	17	22
Sleep / health rationale	21	18	22
Transportation / buses / rural impact	17	18	17
Requests for implementation detail	16	18	16
Longer elementary day	13	21	12
Childcare cost and logistics	13	16	12
Staff workload, contract, and equity	11	22	8
Calendar and other priorities	11	10	11
Current schedule satisfactory	10	12	10
Support for change	10	10	10
Questioning the rationale / technology	5	3	5
Equity / vulnerable populations	1	1	1
Alternative schedule proposals	1	1	1

C. Statistical tests

Overall comparison of schedules (related samples). Cochran's $Q(3) = 306.6$, $p < .001$.

Pairwise (Holm-adjusted McNemar). Keep current vs. Concept 1, Concept 2, and Concept 3: all $p < .001$ (current higher). Concept 3 vs. Concept 2: $p = .004$ (Concept 3 higher). Concept 1 vs. Concept 2: $p = .08$ (not significant). Concept 1 vs. Concept 3: $p = .49$ (not significant).

Staff vs. non-staff (Pearson χ^2 , three categories). Keep current: $\chi^2(2) = 7.5$, $p = .02$, $V = .09$. Concept 1: $\chi^2(2) = 16.7$, $p < .001$, $V = .13$. Concept 2: $\chi^2(2) = 10.7$, $p = .005$, $V = .10$. Concept 3: $\chi^2(2) = 10.7$, $p = .005$, $V = .10$. All significant with small effect sizes.

Secondary vs. elementary/preschool families (Pearson χ^2 , three categories; groups overlap). Keep current: $\chi^2(2) = 4.5$, $p = .11$, $V = .06$. Concept 1: $\chi^2(2) = 2.2$, $p = .34$, $V = .04$. Concept 2: $\chi^2(2) = 9.9$, $p = .007$, $V = .09$. Concept 3: $\chi^2(2) = 1.6$, $p = .44$, $V = .04$. Only Concept 2 significant.

Mutually exclusive subgroups (elementary-only $n = 188$, secondary-only $n = 492$, both $n = 219$; Pearson χ^2 , three categories). Keep current: $\chi^2(4) = 14.5$, $p = .006$, $V = .09$. Concept 1: $\chi^2(4) = 6.3$, $p = .18$, $V = .06$. Concept 2: $\chi^2(4) = 22.9$, $p < .001$, $V = .11$. Concept 3: $\chi^2(4) = 6.7$, $p = .15$, $V = .06$.

High school families ($n = 496$) vs. middle-school-only families ($n = 215$) (Pearson χ^2 , three categories). Concept 1 nominally significant ($p = .047$), not significant after Holm correction across the four schedules (adjusted $p = .19$); the other three schedules not significant.

Concept 1 vs. Concept 3 within group (McNemar). Secondary families $p = .37$; elementary/preschool families $p = .10$. Concept 3 acceptable rate, elementary vs. secondary (χ^2): $p = .49$.

D. Method notes and source

- Source: "Feedback about modifying Northfield school start times," 1,015 responses (final; survey closed).
- Acceptable = "would support" or "could live with"; not acceptable = "would not support."
- Confidence intervals: 95% Wilson score method.
- Related-samples tests (Cochran's Q , McNemar) used because each respondent rated all four schedules; Holm correction applied to pairwise comparisons.
- Independent-group comparisons: Pearson chi-square on the three-category reaction; Cramér's V for effect size (≈ 0.1 small, ≈ 0.3 medium, ≈ 0.5 large).
- Open comments coded into the themes listed in Appendix B; multiple themes per comment permitted. A random subsample was independently coded a second time to assess reliability (Appendix E).
- Subgroups overlap; figures describe respondents and are not weighted to the district population.

E. Coding reliability (per-theme)

Independent second coding of a random subsample of 150 comments (random seed fixed for reproducibility), compared against the primary coding. Cohen's kappa per theme; "ref +" and "2nd +" are the number of comments each coder assigned the theme. Bands follow Landis and Koch.

Per-theme agreement and Cohen's kappa, N = 150 comments. Overall: 93.5% cell agreement; pooled kappa 0.67; prevalence-weighted mean kappa 0.71.

Theme	Ref +	2nd +	Agreement	Kappa	Band
Cost and budget	44	40	96%	0.90	Almost perfect
Transportation	17	23	96%	0.83	Almost perfect
Sleep / health	22	23	95%	0.82	Almost perfect
Childcare	18	16	96%	0.80	Substantial
Longer elementary day	16	19	95%	0.77	Substantial
Working-parent	22	22	92%	0.68	Substantial
Requests for detail	19	23	92%	0.67	Substantial
After-school activities	37	21	89%	0.66	Substantial
Calendar / other	8	11	95%	0.61	Substantial
Current satisfactory	8	17	91%	0.44	Moderate
Alternative proposals	3	7	96%	0.38	Fair (rare)
Staff contract / equity	6	5	95%	0.34	Fair (rare)
Equity / vulnerable	1	6	97%	0.28	Fair (rare)
Support for change	10	32	80%	0.20	Slight
Skeptical / technology	3	6	95%	0.20	Slight (rare)

Kappa for the four rarest themes (alternative proposals, staff contract, equity, skepticism) is unstable because each appears only one to six times in the subsample, which deflates kappa even when raw agreement is high. Support for change is not rare, so its low kappa reflects a genuine difference in application rather than a base-rate artifact. The reliability subsample was drawn from the open comments; its kappa values describe the coding scheme and are not re-estimated as the comment corpus grows.

School Start Times Survey: Results Report. Descriptive summary of 1,015 survey responses. Survey results describe a self-selected respondent group and are not weighted to represent the district population. This report does not evaluate or recommend any schedule.

Northfield School Start Times Feedback: Survey Summary

Prepared from 1,021 responses to the district's community feedback survey on proposed changes to school start times: 1,015 responses from the English-language form and 6 responses from the Spanish-language (ESP) form, combined here into a single set of results. Every respondent answered all four reaction questions covering three change concepts and one option to keep the current schedule.

Overall results

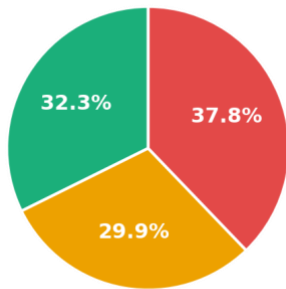
Respondents were asked to react to three different schedule-change concepts, plus a separate question on keeping the current schedule. Percentages below are of all 1,021 respondents (English and Spanish forms combined) for each question.

Group	n	Would support	Could live with	Would not support
Concept 1: Switching start times	1021	32.3%	29.9%	37.8%
Concept 2: All school start and end times would be approximately 40 minutes later	1021	33.3%	25.2%	41.5%
Concept 3: Elementary schools begin earlier and end later	1021	30.4%	33.0%	36.6%
Keep as-is	1021	48.0%	39.9%	12.1%

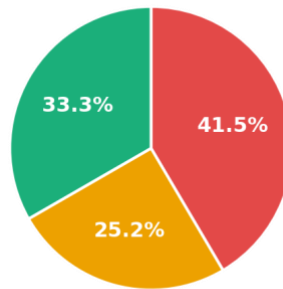
None of the three change concepts earned majority outright support, and each drew more opposition than support on its own. Combining “would support” and “could live with,” a majority of respondents are not hard-opposed to any of the three (62.2%, 58.5%, and 63.4% respectively). Keeping the current schedule remains the most broadly acceptable single option, with 87.9% either supporting it or able to live with it.

Overall results at a glance

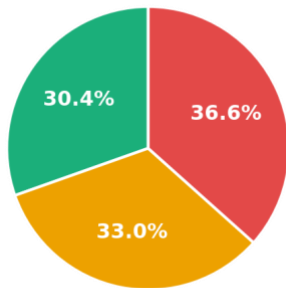
Concept 1: Switching start times



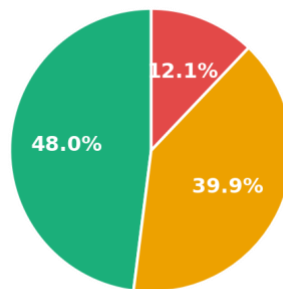
Concept 2: All start/end times ~40 min later



Concept 3: Elementary begins earlier, ends later



Keep schedule as-is



■ Would support
 ■ Could live with
 ■ Would not support

Results by respondent group

Respondents could select multiple grade levels or roles, so the group totals below overlap (a parent with children in two schools, or a staff member who is also a parent, is counted in more than one group). Percentages are the share within each group who chose each reaction.

Concept 1: Switching start times

Group	n	Would support	Could live with	Would not support
Preschool	51	29.4%	47.1%	23.5%
Elementary (K-5)	398	34.9%	30.9%	34.2%
Middle school (6-8)	423	32.9%	29.6%	37.6%
High school (9-12)	499	30.3%	30.7%	39.1%
Staff	196	21.4%	29.6%	49.0%

Staff were the most skeptical group on Concept 1, with about half not supporting it, roughly ten points higher opposition than any family group. Preschool families were the most receptive, with under a quarter opposed.

Concept 2: All school start and end times would be approximately 40 minutes later

Group	n	Would support	Could live with	Would not support
Preschool	51	31.4%	23.5%	45.1%
Elementary (K-5)	398	26.6%	26.1%	47.2%
Middle school (6-8)	423	34.8%	24.8%	40.4%
High school (9-12)	499	37.5%	23.4%	39.1%
Staff	196	24.0%	26.0%	50.0%

Concept 2 drew the strongest opposition overall, and staff and elementary families were the most opposed groups, both near or above 47%. High school families were comparatively more supportive, at 37.5%.

Concept 3: Elementary schools begin earlier and end later

Group	n	Would support	Could live with	Would not support
Preschool	51	29.4%	41.2%	29.4%
Elementary (K-5)	398	27.6%	32.9%	39.4%
Middle school (6-8)	423	30.3%	31.0%	38.8%
High school (9-12)	499	31.1%	33.1%	35.9%
Staff	196	21.4%	33.7%	44.9%

Reactions to Concept 3 were the most evenly split of the three concepts. Staff remained the most opposed group; preschool and high school families were somewhat more open to it.

Keep schedule as-is

Group	n	Would support	Could live with	Would not support
Preschool	51	45.1%	45.1%	9.8%
Elementary (K-5)	398	51.0%	39.4%	9.5%
Middle school (6-8)	423	43.3%	46.3%	10.4%
High school (9-12)	499	45.9%	41.3%	12.8%
Staff	196	56.6%	32.7%	10.7%

Every group prefers the current schedule by a wide margin over any change concept. Staff (56.6%) and elementary families (51.0%) show the strongest outright support for keeping things as they are; opposition to the status quo stays at or near 10% in every group.

Common comment themes

Open-ended comments were provided by roughly 400 to 590 respondents per concept, plus 386 general responses on other factors the board should weigh. The same handful of concerns recur across all three concepts:

Cost and transportation

The most frequently raised concern by far. Many comments cite a specific figure, a roughly \$600,000 increase to the transportation budget, and ask where that funding would come from or whether it means cuts elsewhere. Several respondents say they would support a schedule change in principle but not if it requires reductions in other areas.

Elementary day length

A major flashpoint, especially for concepts that lengthen the elementary school day to accommodate later secondary start times. Parents and staff repeatedly argue young children should not have a longer day than middle or high schoolers, citing attention span, behavior, and afternoon fatigue. Several staff commenters note this would also lengthen their own workday.

Childcare and before/after-school care

Later end times, some concepts push elementary end-of-day toward 4:00 pm, raise concerns about the cost and availability of before- and after-school care, particularly for working families. Some comments mention specific providers becoming unaffordable or overcrowded.

Sports, jobs, and activities

Later start and end times for secondary students create conflicts with athletics, coaching schedules, part-time jobs, and family logistics for households with children across multiple grade levels.

Rural bus routes and commute times

Families outside town describe children already waiting close to an hour for a bus, and worry that later end times could push some students' arrival home past 5:00 pm, cutting into dinner and homework time.

Sleep science support

On the positive side, a recurring theme is agreement with research on adolescent sleep needs, with several respondents saying the science alone justifies a later start time for teens.

Staff contract and equity concerns

Some staff and parents raise questions about whether elementary staff would be compensated for longer contracted hours, and whether it is fair for one level of staff to see workday changes while others do not.

Special needs and existing work-schedule commitments

A small number of respondents, including several from the Spanish-language responses, specifically ask the board to prioritize students with special needs when finalizing any new schedule. Others note that many parents have already built their work schedules around the current school day, so any change would mean renegotiating their own job hours as well.

Note on methodology

This summary combines two survey exports: 1,015 responses from the English-language form and 6 responses from the Spanish-language (ESP) form. Reaction choices from the Spanish form (“Mi familia apoyaría este cambio,” “mi familia podría aceptar este cambio,” and “mi familia no apoyaría este cambio”) were mapped to the same support / neutral / against categories used on the English form before combining. Concept labels above reflect the specific proposal names provided for this summary. Written comments from the Spanish-language responses are paraphrased in English below alongside the broader themes.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

August 10, 2026
District Office Board Room

1. Call to Order

School Board Vice Chair Corey Butler 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, Gonzalez-George, and Quinnell. Absent: Goerwitz, Miller, and 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 by Quinnell, seconded by Butler, the board unanimously approved the agenda.

3. Public Comment

There were no public comments.

4. Announcements and Recognitions

- The district received \$6,000 from Dakota Electric to support the Greenvale Park Community School programming. This grant will go directly to support club leaders and materials for the program.
- The Northfield Chamber of Commerce will host the 2026 Governor's Pheasant Hunting Opener in Northfield this fall. On Friday, Oct. 9, Greenvale Park Elementary will serve as a site for outreach activities in coordination with the DNR and Community Ed to have fourth grade learning stations.
- The City of Northfield anticipates they will be transitioning from the old ice arena to the new one this month and are pleased to announce that they were authorized for on-site solar after initial uncertainty. The district's first payment to the city will be issued this month. The city thanks the district for their partnership, and all parties involved are excited to start utilizing the new facility.
- Thirty-four incoming seventh grade students had a successful trip to Eagle Bluff July 20-22. While there, the Northfield students demonstrated a willingness to challenge themselves, and displayed top-tier energy and great teamwork. Community Education thanks district staff and parent chaperones for assisting with the trip. Northfield School District staff included Chris O'Neill and Paula Baragary. Volunteer chaperones included Troy Pasch, Liz Pasch and Travis Pasch.

5. Items for Discussion and Reports

- a. Leadership Introductions. New district and building leaders were introduced and briefly addressed the board. Each leader shared their professional background, what drew them to Northfield Public Schools, an early highlight or appreciation from their experience so far, and what they are most looking forward to in their work.
- b. Area Learning Center (ALC) School Improvement Showcase. ALC Director Daryl Kehler provided the board with an overview of the school's successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
- c. Permanent School Fund. Superintendent Anderson presented to the board about the Permanent School Fund, which provides a source of financial support for Minnesota's public schools generated by revenue from public lands. This November, voters will be asked to update the Minnesota Constitution by voting on an amendment to modernize how the Permanent School Fund revenue is distributed. Superintendent Anderson will provide background information, explain the proposed constitutional amendment, and outline the potential impact to Northfield Public Schools.

6. Consent Agenda

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

- a. Minutes. Minutes of the regular school board meeting held on July 13, 2026.

- b. Gift Agreements. Gift agreements included in the board packet.
- c. Overnight Field Trip Request. Northfield High School Boys Hockey Coach Charlie Cloud requested board approval to take approximately 37 students to Brainerd, MN November 20-21, 2026 for a pre-season scrimmage festival.
- d. Personnel Items.
 - i. Appointments
 1. Corey Douville, Special Ed EA/PCA for 6.75 hours/day at the Middle School beginning 8/31/2026. Step 3, \$23.18/hr.
 2. Nicole Drexler, 1.0 FTE Grade 5 Teacher at Spring Creek beginning 8/27/2026. BA, Step 2.
 3. Lily Hollerung, Assistant 9th Grade Volleyball Coach at the High School beginning 8/17/2026. \$4,614 stipend.
 4. Abigail Kemper, .90 FTE Art Specialist at the High School beginning 8/27/2026. MA, Step 10.
 5. Emmalee Knoch, Early Ventures Teacher for 40 hours/week at the NCEC beginning 8/27/2026. Step 6, \$24.09/hr.
 6. Michelle Lepper, 1.0 FTE Grade 1 Compañeros Teacher at Bridgewater beginning 8/27/2026. MA+20, Step 7.
 7. Cathy Malecha, Special Ed EA/PCA for 6.75 hours/day at the High School beginning 8/12/2026. Step 4, \$23.98/hr.
 8. Jeffrey Mueller, Assistant Boys Soccer Coach at the High School beginning 8/17/2026. \$5,191 stipend.
 9. Mallory Nystuen, Special Ed EA/PCA for 7 hours/day at Spring Creek beginning 8/15/2026. Step 4, \$23.98/hr.
 10. Heather Olson, Lunch Supervision EA for 2.25 hours/day at Greenvale Park beginning 8/31/2026. Step 1, \$22.30/hr.
 11. Christine Peterson, 1.0 FTE Administrative Support Assistant to the Principal at Bridgewater beginning 8/5/2026. Class IV - Step 5, \$28.23/hr.
 12. Rose Taylor, Special Ed EA/PCA for 6.75 hours/day at the High School beginning 8/31/2026. Step 4, \$23.98/hr.
 13. Hanna Valescu, Special Ed EA/PCA for 6.75 hours/day at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 14. Lori Bjork, 1.0 FTE Special Education Teacher at the Middle School beginning 8/27/2026. MA, Step 2.
 15. Kathy Lansing, Bridges to Kindergarten EA for 7 hours/day at Spring Creek beginning 8/17/2026-8/21/2026. Step 4, \$23.98/hr.
 16. Melissa Simmer, 1.0 FTE Special Education Teacher at Greenvale Park beginning 8/27/2026. BA+40, Step 10.
 17. Marcia Welch, KidVentures Site Assistant for up to 17.5 hours/week at Spring Creek beginning 8/31/2026. Step 4, \$21.34/hr.
 - ii. Increase/Decrease/Changes in Assignment
 1. Kirstin Anderson, Special Ed EA/PCA for 7 hours/day at Spring Creek, change to Special Ed EA/PCA for 7.25 hours/day at Greenvale Park effective 8/24/2026.
 2. Richelle Audiss, Child Nutrition Associate at the Middle School, add Assistant Middle School Girls Tennis Coach effective 8/31/2026. \$2,884 stipend.
 3. Nick Connor, Teacher at the High School, add Math Lead effective 8/27/2026-6/11/2027. \$1,000 stipend.
 4. Nicole Drexler, LTS Grade 5 Teacher at Greenvale Park, change to ongoing Grade 5 Teacher at Spring Creek effective 8/27/2026. BA, Step 2.
 5. Kelle Edwards, EA at the High School, add Concessions Stand Manager at the High School effective 8/1/2026. \$3,000 stipend.
 6. Noah Gagnon, .8 FTE Science Teacher and .2 FTE Engineering Teacher at the High School, change to 1.0 FTE Science Teacher effective 8/27/2026.
 7. Claire Gardner, Teacher at the Middle School, add Literacy Lead effective 8/27/2026-6/11/2027. \$1,000 stipend.
 8. Madison Hince, 1.0 FTE Assistant Dance Coach at the High School, change to .25 FTE effective 10/26/2026.
 9. Elena Howe Solberg, Assistant 9th Grade Volleyball Coach at the High School, change to Assistant Volleyball Coach effective 8/17/2026. \$5,191 stipend.
 10. Abby Johnson, LTS EL EA at Greenvale Park, change to ongoing EL EA at Greenvale Park effective 8/31/2026.
 11. Cindy Keogh, Kindergarten EA for 4 hrs/day at Bridgewater, extend position through 6/11/2027.
 12. Rebecca Knight, 1.0 FTE Assistant Dance Coach at the High School, change to .25 FTE effective 10/26/2026.
 13. Joanna McLees, LTS Early Childhood Teacher at the NCEC, add Bridges to Kindergarten Teacher at Bridgewater for up to 44 hours effective 8/10/2026-8/21/2026. \$40/hr.
 14. Dylon Rowe, .5 FTE Assistant Dance Coach at the High School, change to 1.0 FTE effective 10/26/2026.
 15. Heather Ryden, Grade 6 Teacher at the Middle School, change to Instructional Services Systems Specialist at the District Office effective 8/3/2026.
 16. LauraAnn Talbot Peterson, Teacher at the Middle School, add Math Lead effective 8/27/2026-6/11/2027. \$1,000 stipend.
 17. Kristin Johnson, Summer Plus Teacher at Greenvale Park, change to 1.0 FTE Long-Term Substitute Grade 5 Teacher effective 8/27/2026-1/27/2027. MA, Step 10.

18. Updated: Vicki McKay, Child Nutrition Manager II at the Middle School, add Summer Child Nutrition Lead for up to 6 hours/day at Greenvale Park effective 6/17/2026-8/20/2026. \$28.26/hr.
19. Courtney Olukiran, Special Education Teacher at Greenvale Park, change to Special Education Instruction & Inclusion Coach for the District effective 8/10/2026. Lane/step.
20. Pilar Sullivan, EA at the NCEC, add Bridges to Kindergarten EA for 7 hours/day at Bridgewater effective 8/17/2026-8/21/2026.
21. Grace Swanson, Community School Site Leader at Bridgewater, change to Community School Site Leader at the Middle School effective 8/3/2026.
- iii. Leave of Absences
 1. N/A
- iv. Retirements/Resignations/Terminations
 1. Pamela Bennewitz, EL Educational Assistant at Greenvale Park, resignation effective 7/28/2026.
 2. Christian Blanck, Teacher at the High School, resignation effective 7/15/2026.
 3. Rebekka Flickinger, Teacher at Spring Creek, resignation effective 7/15/2026.
 4. Amy Kolars, Special Education Teacher at the Middle School, resignation effective 8/3/2026.
 5. Mariah O'Donnell, Special Ed EA/PCA at the Middle School, declined position effective 7/28/2026.
 6. Faith Torgeson, Special Education EA/PCA at the Middle School, resignation effective 8/3/2026.
 7. Lillian Visaya, Assistant Girls Lacrosse Coach at the High School, resignation effective 8/3/2026.
 8. Stefany Perez, Assistant Middle School Girls Soccer Coach, resignation effective 8/5/2026.
 9. Andrea Robbins, Early Childhood Special Education Teacher at the NCEC, resignation effective 7/14/2026.

7. Items for Individual Action

- a. Resolution Relating to the Election of School Board Members and Calling the School Board Election. On a motion by Butler, seconded by Epstein, the board adopted by roll call vote the resolution regarding the school board election to be held on Tuesday, November 3, 2026. Voting "yes" were Butler, Epstein, Quinnell, and Gonzalez-George. No one voted "no." This resolution is the board authorization necessary to formally establish this year's election process. The adoption of this resolution will meet the requirements necessary to comply with the election process. Ballots for school board election will be included in the general election ballots prepared by the county auditors. The official canvass of the election results will be scheduled as an agenda item for the regular board meeting on Monday, November 9, 2026.

8. Items for Information

- a. Construction Update No. 29. Superintendent Anderson provided an update on the NHS construction project.
- b. Annual Fundraising Report. Director of Finance Val Mertesdorf reviewed the fundraising report as required by Policy 713.
- c. Staff Breakfast and Program. Northfield Public Schools will welcome back staff for the 2026-27 school year on Tuesday, September 1 from 7:30-10:00 a.m. at Northfield Middle School. The board is invited to attend.
- d. 2026-2027 e-Learning Day Plan. Superintendent Anderson shared the 2026-27 e-Learning plan. The use of the e-Learning Plan was approved by the board in unison with the 2024-25 school year calendar in December 2023. The district is required to share the plan each year with the board and post it on the district's website.

9. Future Meetings

- a. Monday, August 24, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Quinnell, seconded by Butler, the board unanimously approved to adjourn the meeting at 7:14 p.m.

Maggie Epstein
School Board Clerk

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

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

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

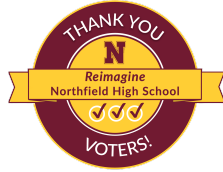
Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Maggie Epstein, Clerk

Date of the bequest, donation, or gift:	Amount:	Who the bequest, donation, or gift is from:	What the bequest, donation, or gift is for:
8/6/2026	\$500.00	Northfield Rotary Club	Community Band 2027 Season
8/10/2026	\$875.00	Veteran of Foreign Wars	Little League Baseball
8/11/2026	\$5,000.00	Northfield Automotive Inc	To be used in the Activities office for their needs
8/12/2026	\$173.62	Greenvale Park Elementary PTO	Kindergarten Field Trip 2026
8/12/2026	\$534.62	Greenvale Park Elementary PTO	5th Grade Supplies
8/12/2026	\$1,171.87	Greenvale Park Elementary PTO	Student Planners - 4th/5th Grade
8/12/2026	\$6,800.00	Greenvale Park Elementary PTO	Teacher Supply Fund
8/14/2026	\$750.00	St. John's Lutheran Church	Snack Cart Fund



Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 30 | August 24, 2026

Recent highlights

- Knutson Construction sends weekly project updates. These weekly updates are being posted to the [Reimagine Northfield High School website](#).
- Water main excavation and piping installation has continued. In order to facilitate the continued water main installation and storm sewer connections to the city sewer on the west side of the school, the entrance to the building from Raider Drive will need to be closed temporarily. The closure is tentatively scheduled for Monday, August 24 and Tuesday, August 25. Communications about the closure will be sent to families.
- The old tennis and basketball courts have been prepared for temporary asphalt paving and striping.
- Backfilling activities continue over the underground storm structure to prepare for parking lot subgrade.
- Geothermal lateral piping work with mobilizations and excavations are starting in the existing building and working their way out to the geothermal field.
- The large tree outside door 1 (main entrance) has been removed.
- Demolition activities, such as mechanical and electrical removals, have started inside the building in the auxiliary gym and PE01.
- Sidewalks are being prepared and poured to serve as walkways into the main entrance and activity entrance.
- The map below has been developed to help navigate parking during the last half of August until September 5.
 - Those attending football, volleyball, or soccer games should use Raider Drive on the southwest corner of the map below to drop off or park for entry to Memorial Field or to enter Door 10 at the high school.
 - Those attending tennis matches should enter the site using Division Street on the east side of the map to drop off or park.
 - **Please note that due to continued progress on site, there will be increased construction traffic along Raider Drive.** Only construction vehicles are to enter the construction zone through the gated fence.



Upcoming meetings and discussions

- District leadership and budget meetings are held twice a month between the district, Wold, and Knutson to keep the project on track.
- Project oversight committee meetings are held twice a month, as needed.

Community Information

- Community members can view information about the project, including images and the [video walkthrough of the reimagined Northfield High School](#), on the [district website](#).