INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, November 9, 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. Summary of Public Hearing Regarding the 2025-26 Comprehensive Achievement and Civic Readiness and Achievement and Integration Results.
    b. Policy Committee Recommendations
    c. Review of Proposed Start Times Work Session

6. Consent Agenda
    a. Minutes
    b. Gift Agreements
    c. Overnight Field Trip Request
    d. Northfield Swim Club Agreement
    e. Personnel Items

7. Items for Individual Action
    a. Resolution Canvassing the Results of the November 3, 2026 School Board Election
    b. Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Duties

8. Items for Information
    a. Enrollment Options and History Report
    b. Enrollment Report
    c. Construction Update No. 35

9. Future Meetings
    a. Monday, November 23, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
    b. Monday, December 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
    c. Monday, January 11, 2026, 6:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, November 9, 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, November 9, 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. Summary of Public Hearing Regarding the 2025-26 Comprehensive Achievement and Civic Readiness and Achievement and Integration Results. Director of Instructional Services Jenn Reichel will summarize the 2025-26 Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration results, and any community feedback received at the public hearing that will precede the regular school board meeting.

   b. Policy Committee Recommendations. Superintendent Anderson will present the policy committee's recommended updates to policies 610, 610.1, 611, 612, 614, and 722. This will be an item for individual action at the November 23 board meeting.

   c. Review of Proposed Start Times Work Session. Board Chair Claudia Gonzalez-George will provide a recap of the board's October 26, 2026 work session on the topic of proposed school start times.

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 October 26, 2026.

   b. Gift Agreements. Gift agreements to be approved are attached.

   c. Overnight Field Trip Request. Northfield Girls Hockey Head Coach Jeff LaPanta requests board approval to take 29 students to St. Cloud, MN December 18-19, 2026 to compete against the St. Cloud Crush.

   d. Northfield Swim Club Agreement. The school board is asked to approve the enclosed agreement with the Northfield Swim Club. This agreement is for the time period November 22, 2026 - November 21, 2027. Updates to the agreement include changes to dates and fees for custodial services. Both the final agreement and a copy of the agreement outlining this year's changes are included in the board packet.

   e. Personnel Items.
      i. Appointments
         1. Kimberly Seaberg, Special Ed EA/PCA at the High School, beginning 11/4/2026, Step 2, $22.75/hr.
         2. Amy Allin, Community School Licensed Teacher at All Schools, 2hrs/day M-TH beginning 11/2/2026-5/13/2027, $40/hr.
         3. John McDonough, Assistant Wrestling Coach at the Middle School, 2 hours/day, beginning 11/16/2026, stipend $3,009.
         4. Claire Berhow, Special Ed EA/PCA at Bridgewater, 6.75 FTE, beginning 11/2/2026, EA Step 4, $23.98/hr.

5. Nicholas Gerhardt, Recreation and Aquatics Assistant at the NCEC, 4 hrs/week, beginning 11/8/2026, $16.70/hr.
6. Sarah Arvan, Substitute Building Nurse, District Wide, beginning 11/9/2026, ADN/RN Step 1, $38.53/hr.
7. Niki Anderson, Softball/Basketball Official for Community Education/Recreation, beginning 11/1/2026-5/31/2027, $32/game.
8. Reed Hagberg, Softball/Basketball Official for Community Education/Recreation, beginning 11/1/2026-5/31/2027, $32/game.
9. Ann Jerdee, ABE Teacher - Conversation Class at the NCEC, 3 hours/week, beginning 10/30/2026, MA40 - Step 10.
10. Rhea Mehrkens, Special Ed EA/PCA at the NCEC, 2.75 hrs/week, beginning 11/11/2026, EA Step 4, $23.98/hr.
11. Luz Elena Santos Ruiz, Community School Site Assistant, Community School and Greenvale Park, up to 10 hours/week, beginning 11/9/2026-5/13/2027, $16.95/hr.

ii. Increase/Decrease/Changes in Assignment
1. Updated: Emileana Graupmann, Teacher at the High School, Assistant Girls Basketball Coach, stipend $5,768, change to stipend $6,118, effective 11/16/2026.
2. Updated: Susanne Schroll, Community School Site Leader for up to 30 hrs/week at Bridgewater beginning 9/3/2026, Step 2, $26.22/hr.

iii. Leave of Absences
1. N/A

iv. Retirements/Resignations/Terminations
1. Brenda Lau Toilolo, Child Nutrition Associate at the High School, retirement effective 11/9/2026.
2. Janet Amundson, Special Ed EA/PCA at the Middle School, Termination effective 10/30/2026.
3. Fabiola Valbuena, Custodian at the High School, resignation effective 10/19/2026.

*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. Resolution Canvassing the Results of the November 3, 2026 School Board Election. The board is requested to adopt the Resolution Canvassing Returns of Votes of the School District's General Election, held on November 3, 2026. At the time of publication of this board packet, canvassing documents were yet to be received. These documents will be included in the table file.

Superintendent's Recommendation: Motion to adopt the Resolution Canvassing Returns of Votes of the School District's General Election as presented.

b. Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Duties. The school board is asked to adopt the Resolution Authorizing Issuance of Certificates of Election and Directing the School District Clerk to Perform Other Election Related Duties. At the time of publication of this board packet, canvassing documents were yet to be received. These documents will be included in the table file.

Superintendent's Recommendation: Motion to adopt the Resolution Authorizing Issuance of Certificates of Election and Directing the School District Clerk to Perform Other Election Related Duties as presented.

8. Items for Information

a. Enrollment Options and History Report. Student Information Systems Specialist Christine Neset and Director of Finance Val Mertesdorf have provided the 2026-27 Enrollment Options and History Report. Director Mertesdorf will review this report with the board.

b. Enrollment Report. Superintendent Anderson will review the November 2026 enrollment report.

c. Construction Update No. 35. Superintendent Anderson will provide an update on the NHS construction project.

9. Future Meetings

a. Monday, November 23, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

b. Monday, December 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
c. Monday, January 11, 2026, 6:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

Reaching Out, Reaching Up:
THE 2027 STRATEGIC PLAN

Northfield PUBLIC SCHOOLS

VISION

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

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.

Comprehensive Achievement and Civic Readiness & Achievement and Integration

11/9/26

Northfield PUBLIC SCHOOLS

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 and Strategic Commitments serve as the foundation for all continuous improvement work.



Northfield PUBLIC SCHOOLS

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.

Plan for Tonight

- Overview of Comprehensive Achievement and Civic Readiness (CACR) & Achievement and Integration (A&I) requirements
- Comprehensive Achievement and Civic Readiness Goals and Data
- Achievement and Integration Goals and Data

Comprehensive Achievement and Civic Readiness

During the 2024 legislative session, the title and composition of the World's Best Workforce report changed.

- Name changed from World’s Best Workforce to Comprehensive Achievement and Civic Readiness
  - Presumably to better communicate a focus on student learning (rather than a focus on our current workforce)
- Elimination of the 3rd grade reading goal (this is now part of our Spring “Local Literacy” plan)
- Addition of a “Lifelong Learning” goal

Comprehensive Achievement and Civic Readiness

- The State of Minnesota requires all public school districts to develop comprehensive, long-term strategic plans that address the following five CACR goals:
  - All children are **ready for school**.
  - All racial and economic **achievement gaps** between students are closed.
  - All students are ready for **career and college**.
  - All students **graduate** from high school.
  - All students are prepared to be **lifelong learners**.
- Northfield will continue to report on early literacy within this report.

Achievement and Integration

- Achievement and Integration:
  - The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- Eligibility:
  - Racially Isolated* (Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.)
  - Adjoining
  - Racially Identifiable School
  - Voluntary

Achievement and Integration

This plan must contain three types of goals with at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students *excluding* the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

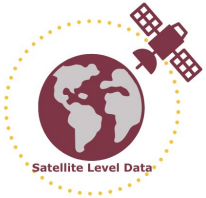
Achievement and Integration

- Our goal areas for Achievement and Integration:
  - Achievement Gap - based on earned credits
  - Achievement Gap - based on kindergarten literacy
  - Educator Equity - differentiation
  - Integration Goal - student leadership data summit

Comprehensive Achievement and Civic Readiness and Achievement & Integration

- We gather input from staff and community through the Northfield Forward Committee.
- We are expected to share a report of our goals and progress each year and post it to our website.
- What questions do you have about CACR and A&I as programs or as requirements?

Link to the report that will be added to our website.



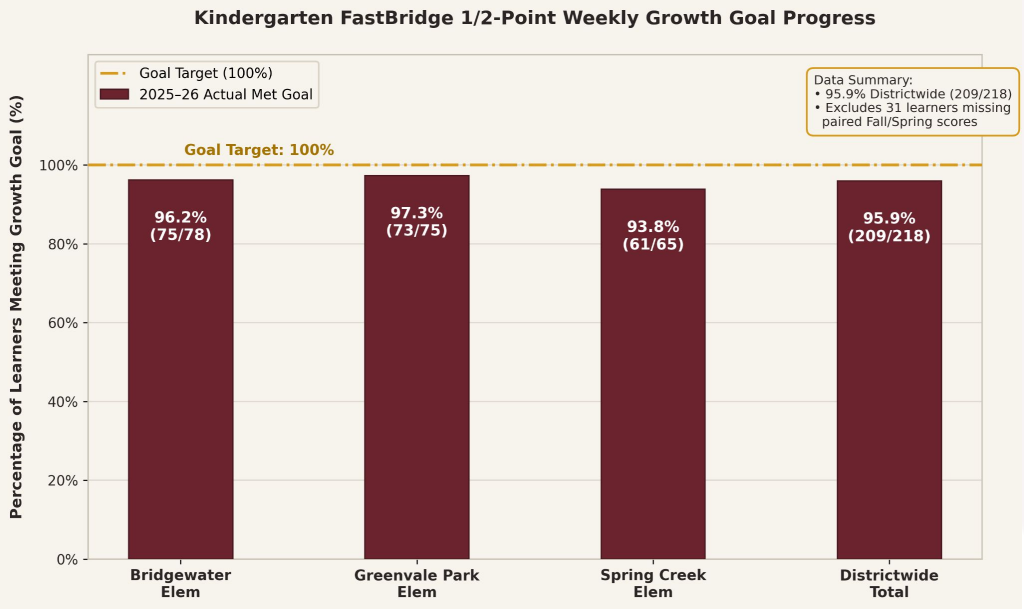




<table>
<tr><th>Satellite Level Data</th><th colspan="2">Map Level Data</th><th>Street Level Data</th></tr>
<tr><td rowspan="2">Typically one time per year</td><td colspan="2">Typically 3-4 times per year</td><td rowspan="2">Frequent - can be multiple times daily</td></tr>
<tr><td>Screening</td><td>Diagnostic</td></tr>
<tr><td>Shows district, school-wide, or grade-level patterns of achievement; points in the general direction for further investigation but often lagging and difficult to inform quick pivots in instruction</td><td>Shows grade-level, classroom, or student-group centered patterns of achievement and helps to uncover skill gaps</td><td>A targeted assessment used to identify specific strengths, needs, and skill gaps to guide instruction or intervention.</td><td>Shows real-time student-group and individual student blend of quantitative and qualitative data that invites shifts in instructional plans, but challenging to generalize</td></tr>
<tr><td>Examples: Standardized and external test scores (MCA, ACT & AP), and graduation rates</td><td colspan="2">Examples: FastBridge & STAR screening scores, Capti ReadBasix, common unit assessments, portfolios</td><td>Examples: Exit tickets, classroom discussions, feedback, surveys, progress monitoring scores, teacher observations, daily assignments</td></tr>
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Comprehensive Achievement and Civic Readiness

Kindergarten Readiness



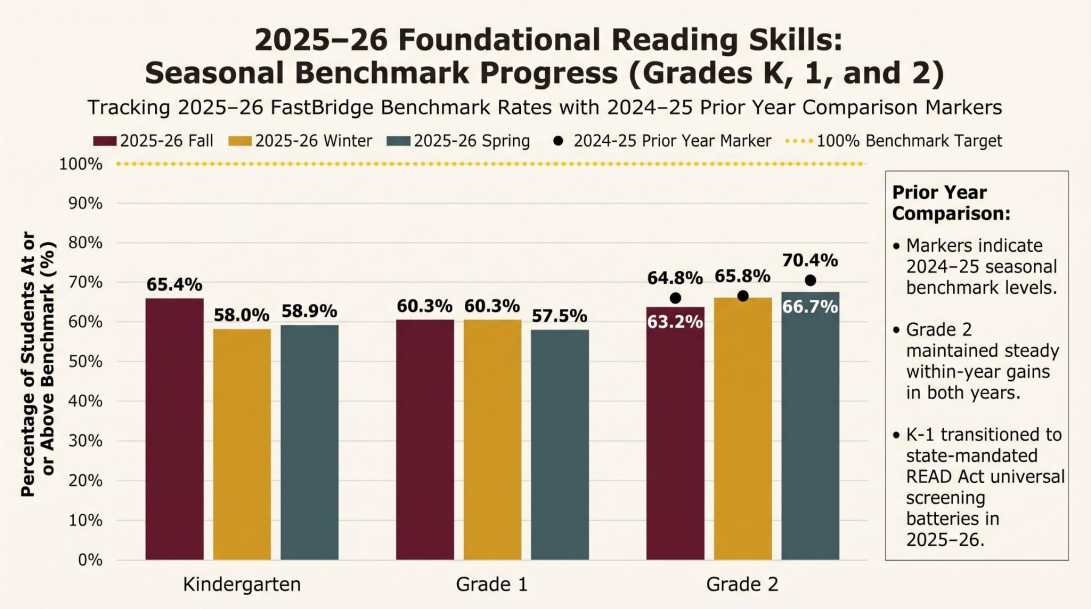
In an effort to ensure that **all children are ready for school**, our goal is: 100% of kindergarten students will make a 1/2 point growth per week from the Fall to Spring benchmark using the Fastbridge Assessment.

During the 2025–26 school year, 95.9% of kindergarten learners with valid Fall and Spring FastBridge earlyReading composite scores met or exceeded the district's goal of 0.5 points of growth per week.

Recommended Next Steps

- Revise the goal and/or benchmark
  - Raise our target to encourage stronger reading growth for every learner
  - Focus the goal on actions to support readiness (rather than increase proficiency during kindergarten)
- Engage community partners to support readiness experiences so children enter kindergarten ready to learn
- Direct targeted support where it is needed most so every student group thrives

3rd Grade Reading



In an effort to ensure that **all children master foundational reading skills**, our goals are:

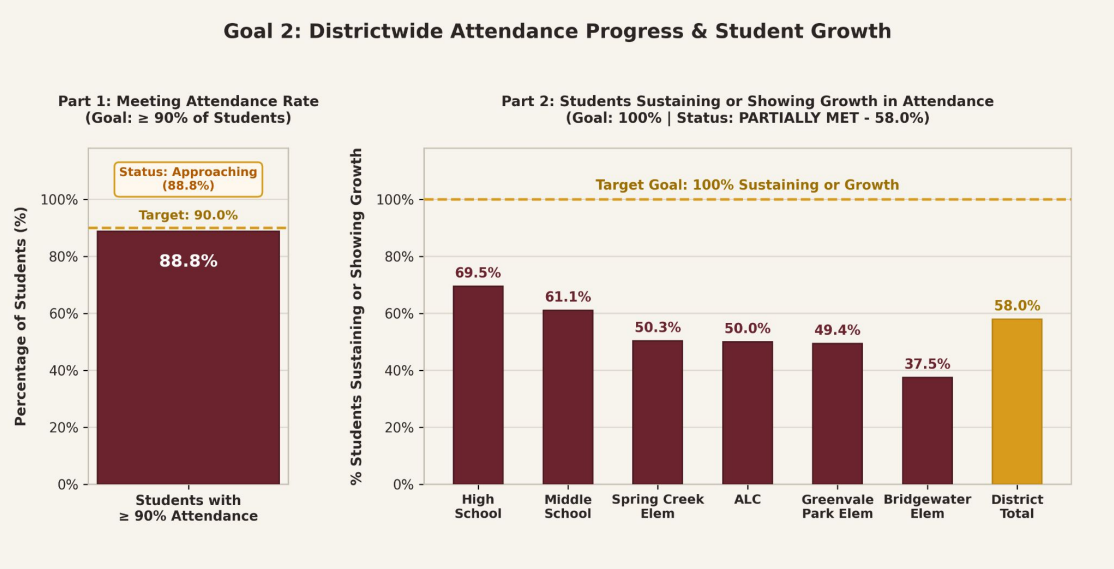
- Building literacy teams will support adult fidelity of structured phonics program instruction to 30 minutes per day by identifying roadblocks to progress and aligning just-in-time supports.
- Ensure all children meet foundational reading skills benchmarks.

Overall K–3 Proficiency: 61.8% of elementary students (599 of 969) met or exceeded foundational reading benchmark criteria by Spring 2026.

Recommended Next Steps

- Shift primary focus from educator implementation to student achievement impact data
- Revisit and revise foundational skills programming to better align with mid- and end-of-year expectations
- Continue to monitor the fidelity of Bridge2Read implementation and provide targeted support to classroom teachers
- Use elementary data days to focus on student groups needing increased intervention

Closing the Achievement Gap



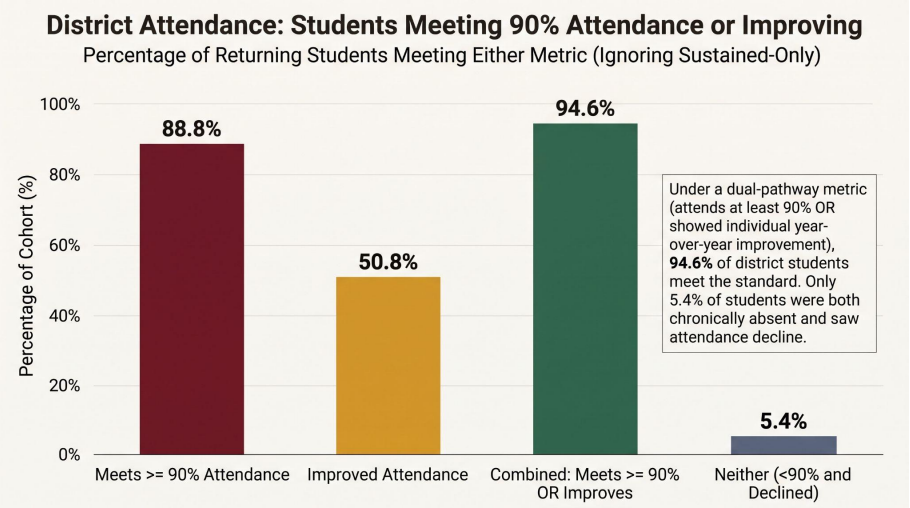
In an effort to ensure that **all racial and economic achievement gaps between students are closed**, our goal is: The attendance rate for all students will be at least 90%, and every student will improve their attendance.

District Attendance Rate ≥ 90%: 88.8% of all enrolled students individually maintain ≥ 90% attendance.

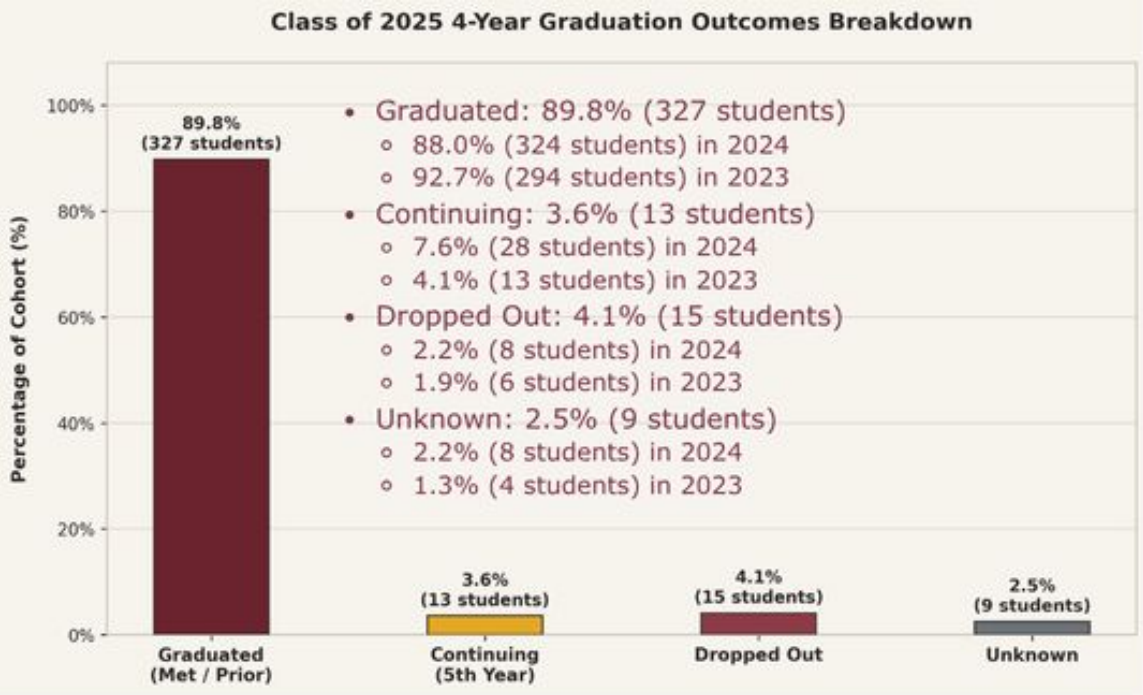
Every Student Improves Attendance: Across the district, 58.0% of returning students either improved or maintained their attendance rate. Secondary schools (High School at 69.5% and Middle School at 61.1%) demonstrated the highest rates of individual student improvement.

Recommended Next Steps

- Rewrite the goal/benchmark
  - Account for minor fluctuations in attendance data due to seasonal illness
  - Target support to the disproportionately impacted student groups (those eligible for educational benefits, receiving special education services, or who face housing/ transportation difficulties)
  - With a significant systemic improvement in attendance as a result of our Minnesota Department of Education Pilot program, choose a different area of achievement gap focus
- Continue to intervene early with personal check-ins
- Provide increased support to students during transition years
- Continue to keep students connected to school during attendance setbacks



Graduation Rates

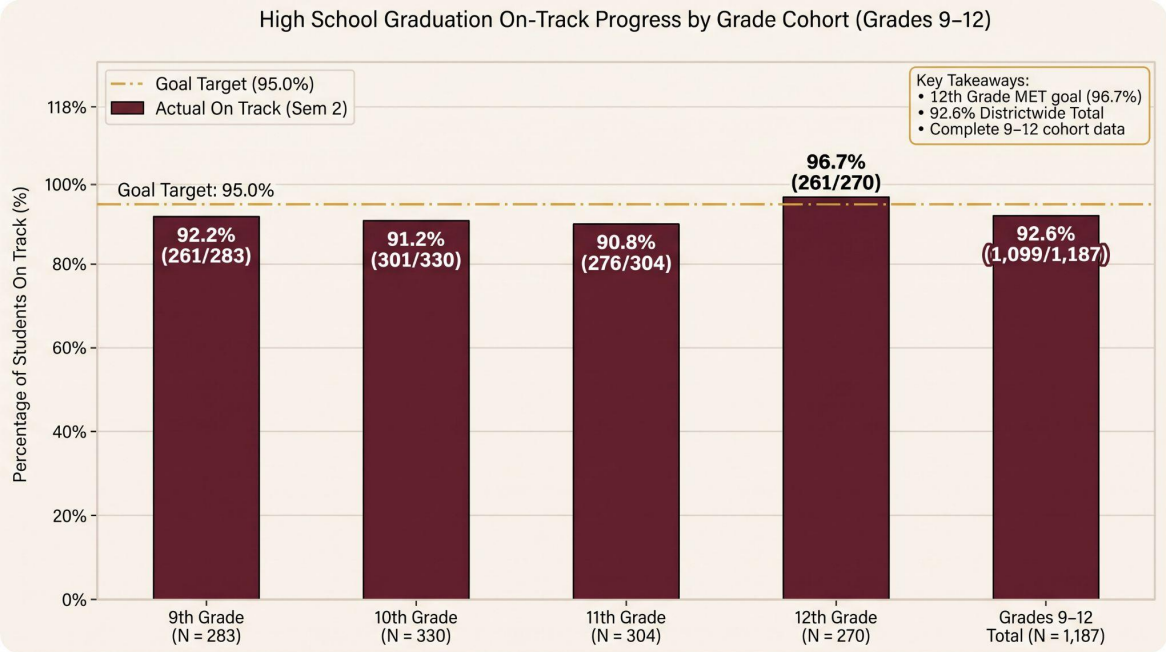


In an effort to ensure that **all students graduate from high school**, our goal is: The Northfield School District will achieve a 4-year graduation rate of at least 95%.

Recommended Next Steps

- Update our goal to count students who are graduating or continuing their education (up to age 22 for transition programming), raising our success rate to 93.4%
- Improve transfer tracking to ensure students who relocate or enroll elsewhere are not counted as "Unknown"
- Continue to support students with coursework before becoming credit deficient
- Continue to enhance the partnership between the high school and ALC to encourage students to access the various credit recovery options available

College and Career Readiness



In an effort to ensure that **all students are ready for career and college**, our goal is: 95% of each Northfield District grade level cohort (grades 9–12+) will be on track for graduation.

Overall, 92.6% of all high school students (1,099 of 1,187) are currently on track for graduation.

Recommended Next Steps

- Consider a different metric to measure readiness for college and career
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate and encourage students to participate in Burst, Night School, and Summer Credit Recovery
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits

Lifelong Learning

In an effort to **prepare all students to be lifelong learners**, our goal is: In the 2025–2026 school year, 95% of Northfield High School 11th graders will know or have some idea of their interests, goals, and a vision for the future by the end of 11th grade.

By the end of 11th grade, 82% of our students completed a Career Interest Profiler, and 97% completed the Strengths Explorer. These are two different self-discovery assessments within Naviance that students are asked to complete. The Career Interest Profiler assesses career interests based on Holland Interest Codes, and the Strengths Explorer is a Gallup strengths assessment.

Recommended Next Steps

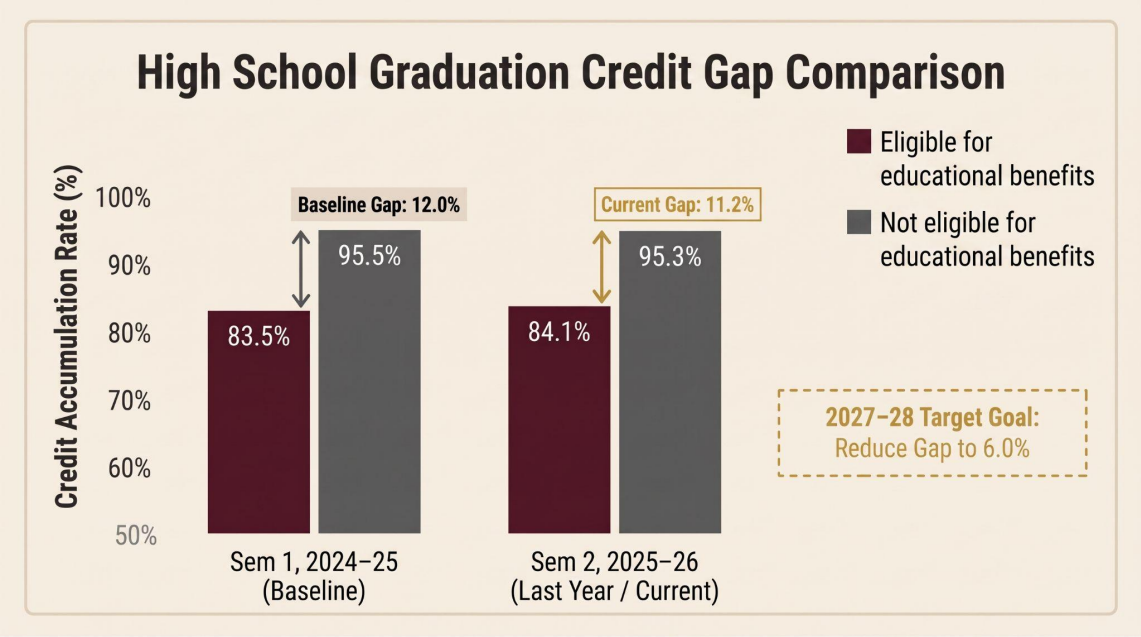
- Revise goal and/or benchmark
- Determine process to ensure that every student participates in post-secondary planning related to goals, interests, and a vision for their future

Questions about CACR

What questions do you have about the Comprehensive Achievement and Civic Readiness report?

Achievement and Integration

Achievement Gap - Credits



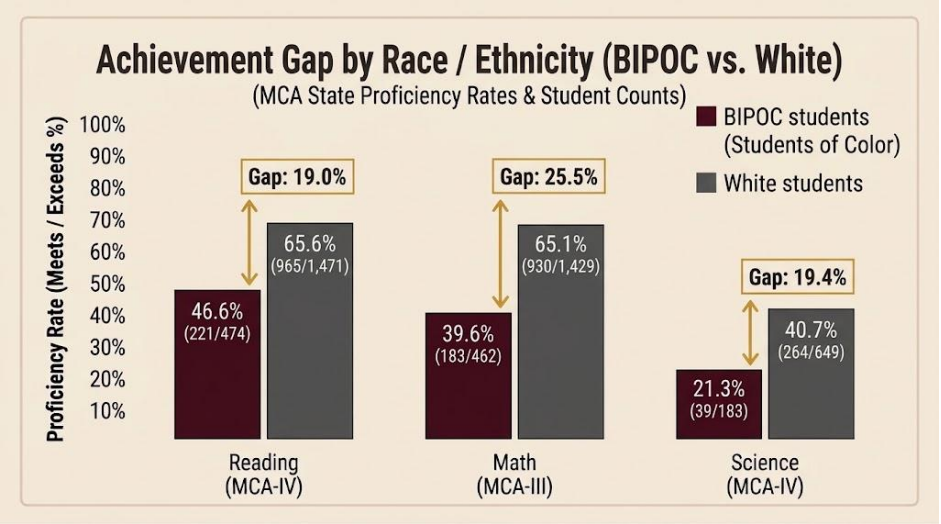
The gap in the percentage of students eligible for educational benefits and those who are not who are credit deficient will decrease from a current level of 12% at semester 1 of the 2024-2025 school year to 6% at the end of the 2027-2028 school year.

Baseline (Semester 1, 24–25): 12.0% gap

Semester 2, 25–26:11.3% gap

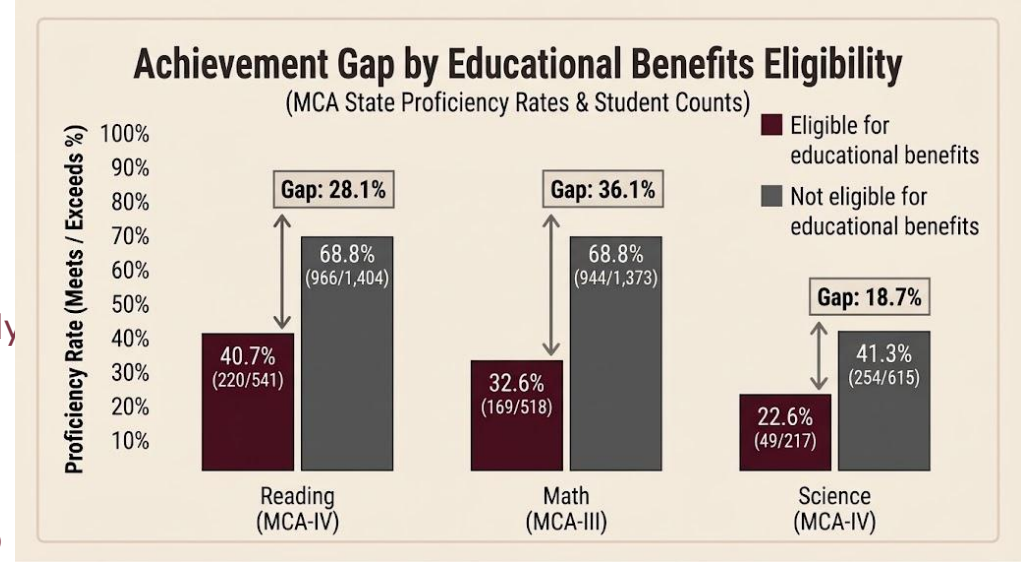
Next Steps

- Consider a different metric to measure our achievement gap
  - As part of the Comprehensive Achievement and Civic Readiness plan, we must track graduation rates
  - We have other areas of achievement gaps to address
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate
- Target academic support to close credit-earning gaps, particularly for students eligible for educational benefits
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma

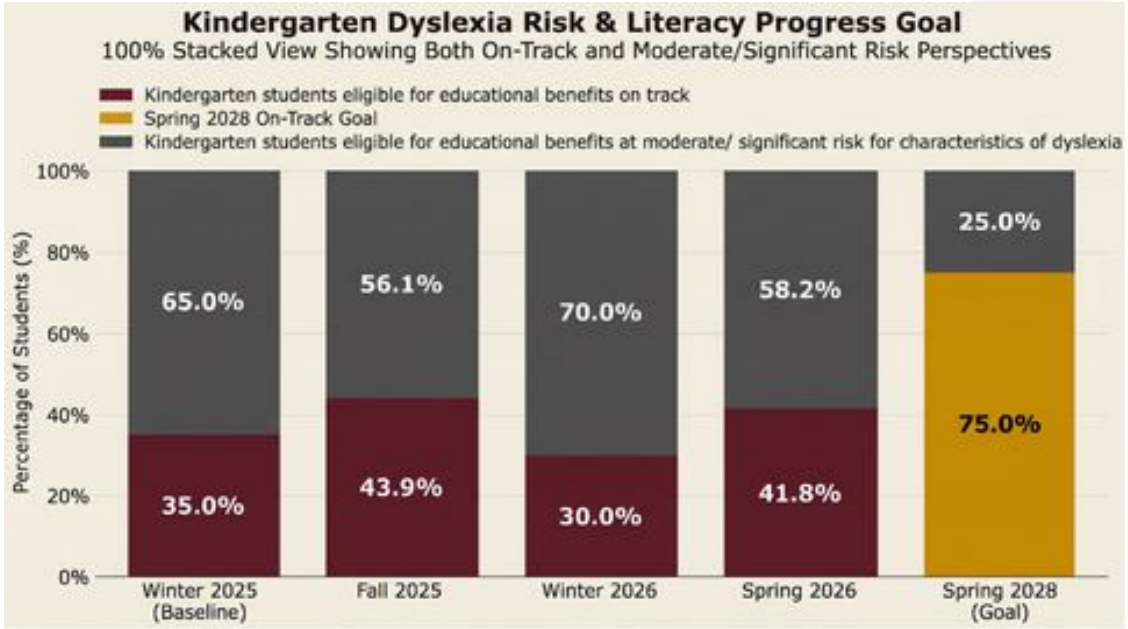


Next Steps

- Consider a different metric to measure our achievement gap
  - As part of the Comprehensive Achievement and Civic Readiness plan, we must track graduation rates
  - We have other areas of achievement gaps to address
- Continue intervening early in 9th and 10th grade to recover credits immediately before deficits accumulate
- Target academic support to close credit-earning gaps, particularly for students eligible for educational benefits
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma



Achievement Gap - Kindergarten Literacy



The percentage of Kindergarten FRP students at moderate or significant risk for characteristics of dyslexia will decrease from 65% in Winter 2025 to 25% by Spring 2028 as measured by the district's screeners.

Spring 2026 Status:

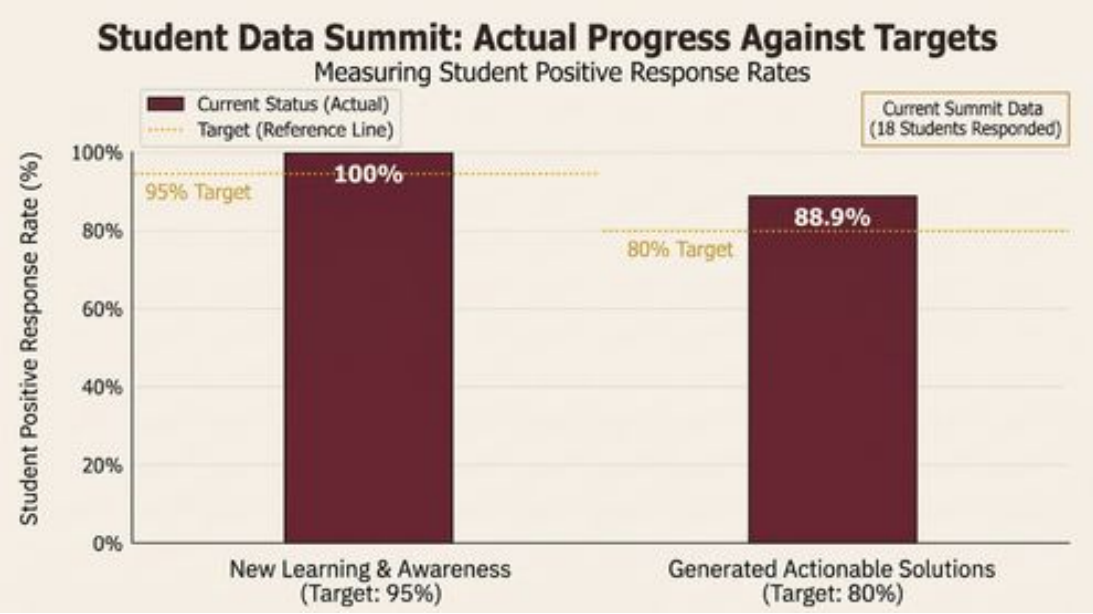
41.8% (23 out of 55 screened Kindergarten FRP students) on track.

58.2% (32 out of 55 screened Kindergarten FRP students) at moderate/ significant risk.

Next Steps

- Increase impact of intervention programming that supports foundational skills
  - Determine alignment with the Science of Reading
  - Ensure access to appropriate intervention resources
- Provide ongoing support of Bridge2Read Foundational Skills curricular resource implementation
- Improve transfer of skills from intervention to classroom practice
- Increase at-home activities to build literacy skills

Integration - Student Data Summit



Increase student awareness and understanding of district data with peers in the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about CRC districts, and at least 90% agree they generated potential solutions to reduce achievement gaps.

100% (18/18) responded positively (yes) to: Did you learn something new about the students in your district?

88.9% (16/18) responded positively (yes or somewhat) to: Do you think your district team developed clear and actionable next steps for responding to the data?

Next Steps

- If possible, increase the number of Northfield participants who attend the Data Summit
- Plan intentional activities to ensure students develop clear and actionable next steps
- Consider other, non-perception, methods of measurement

Effective and Diverse Teachers - Differentiation

Increase the percentage of high school teachers consistently implementing targeted differentiation strategies for MTSS Team-identified at-risk students, from <5% to 20% by the end of the 2027-2028 school year, as measured by Success Coach logs.

Data Assessment Note: The initial data collection methodology utilizing Success Coach logs was insufficient to fully capture consistent classroom differentiation practice across high school staff.

Next Steps & Evaluation Adjustment: Moving forward, our district will re-evaluate the approach to determine the most effective teacher equity goal structure and select a reliable measurement strategy to use in future reporting cycles.

Questions

What questions do you have about our Achievement and Integration goals and progress?

Student Success Snapshot 2025

Northfield's Comprehensive Achievement and Civic Readiness & Achievement and Integration report

Every Northfield student deserves a strong start and meaningful opportunities to thrive. This report summarizes our district's progress toward Minnesota's Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration (A&I) goals. Our goals focus on how we support student growth in readiness, literacy, achievement, graduation, and lifelong learning.

Comprehensive Achievement and Civic Readiness

- Kindergarten Readiness
- Reading Well by 3rd Grade
- Closing the Achievement Gap
- Graduation Rates
- College and Career Ready
- Lifelong Learner







Achievement and Integration

- On Track for Graduation
- Kindergarten Literacy Risk
- Differentiation for At Risk Students
- Collaborative Data Summit

Fast Fact Table (2025-2026 Data at a Glance):

Goal Area	How We Performed	Target/ Goal
Kindergarten Readiness Increase FastBridge Scores	95% of students met growth target	100%
Reading Proficiency Increasing students meeting foundational reading proficiency	61.8% of students met foundational reading proficiency	100%
Achievement Gap (Attendance) Increasing students meeting ≥ 90%	88.8% of students attended ≥ 90% school days	≥ 90%
Graduation Rate 4-year graduation rate	89.8%	at least 95%
College and Career Readiness Credits on track for graduation	92.6% on track	at least 95%
Lifelong Learning High school students having vision for their future	97% completed inventories	95%
Achievement Gap Credit attainment gap decreases based on economic status	11.3% gap	Less than 6% gap
Kindergarten Literacy Risk Literacy risk decreases focused on economic status	58.2% of students eligible for educational benefits demonstrating risk	25%
Collaborative Data Summit Students attending data summit respoding positively on feedback survey related to learning and action	100% learned something and 88.9% affirmed actionable plan	100% and 90%

Explore the next pages to learn more about our goals and progress

Comprehensive Achievement and Civic Readiness

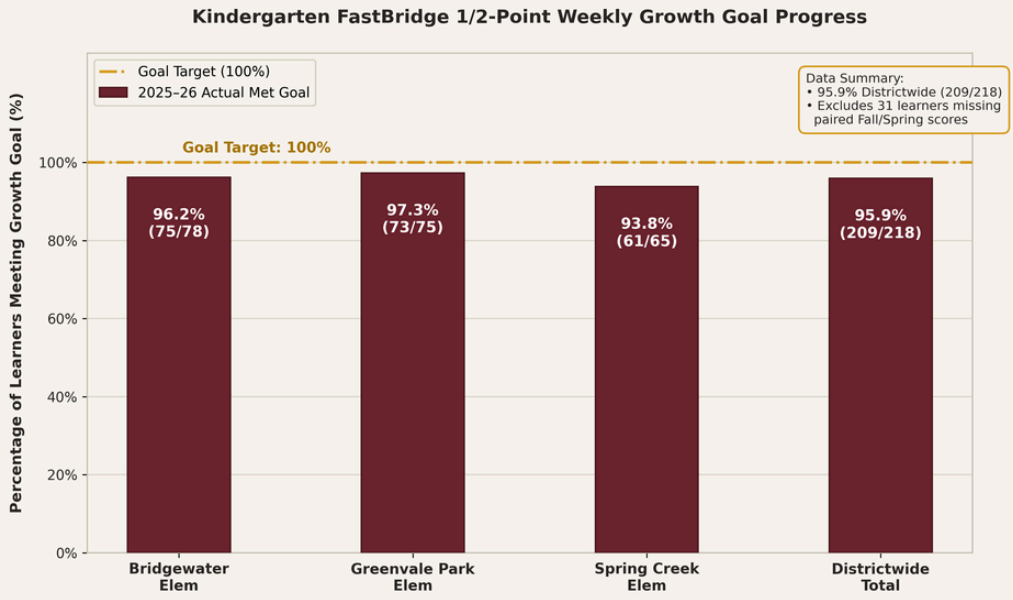
Our Kindergarten Readiness Goal:

In an effort to ensure that **all children are ready for school**, our goal is:

- 100% of kindergarten students will make a 1/2 point growth per week from the Fall to Spring benchmark using the Fastbridge Assessment.

How We Performed:

- During the 2025–26 school year, 95.9% of kindergarten learners with valid Fall and Spring FastBridge earlyReading composite scores met or exceeded the district's goal of 0.5 points of growth per week.



Next Steps:

- Raise our target to encourage stronger reading growth for every learner.
- Engage community partners to support readiness experiences so children enter kindergarten ready to learn.
- Track individual learning growth across the year, rather than just measuring a baseline.
- Direct targeted support where it is needed most so every student group thrives.

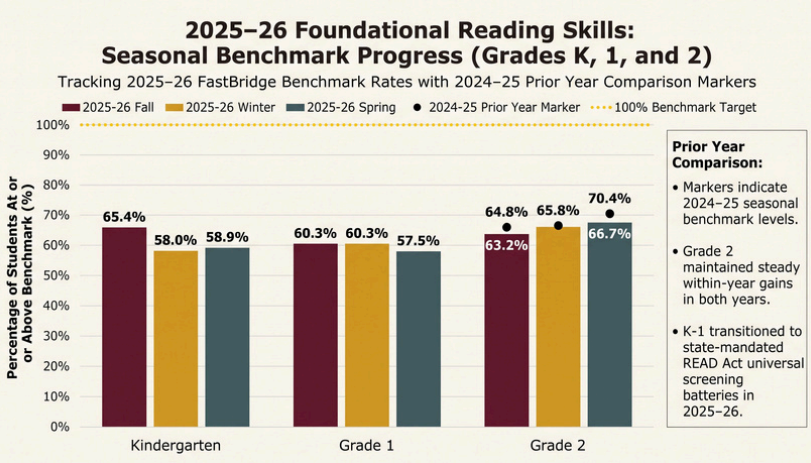
Our 3rd Grade Reading Goal:

In an effort to ensure that **all children master foundational reading skills**, our goals are:

- Building literacy teams will support adult fidelity of structured phonics program instruction to 30 minutes per day by identifying roadblocks to progress and aligning just-in-time supports.
- Ensure all children meet foundational reading skills benchmarks.

How We Performed:

- Overall K–3 Proficiency: 61.8% of elementary students (599 of 969) met or exceeded foundational reading benchmark criteria by Spring 2026.



While 3rd grade reading is no longer part of the Comprehensive Achievement and Civic Readiness reporting requirements because it has been replaced by our local literacy plan, it is important information to share with our community. Because of the READ Act legislation, The Reading Well by 3rd Grade goal is being replaced by our Local Literacy Plan. Information about the local literacy plan can be found here.

Comprehensive Achievement and Civic Readiness

Our Closing the Achievement Gap Goal:

In an effort to ensure that **all racial and economic achievement gaps between students are closed**, our goal is:

- The attendance rate for all students will be at least 90%, and every student will improve their attendance.

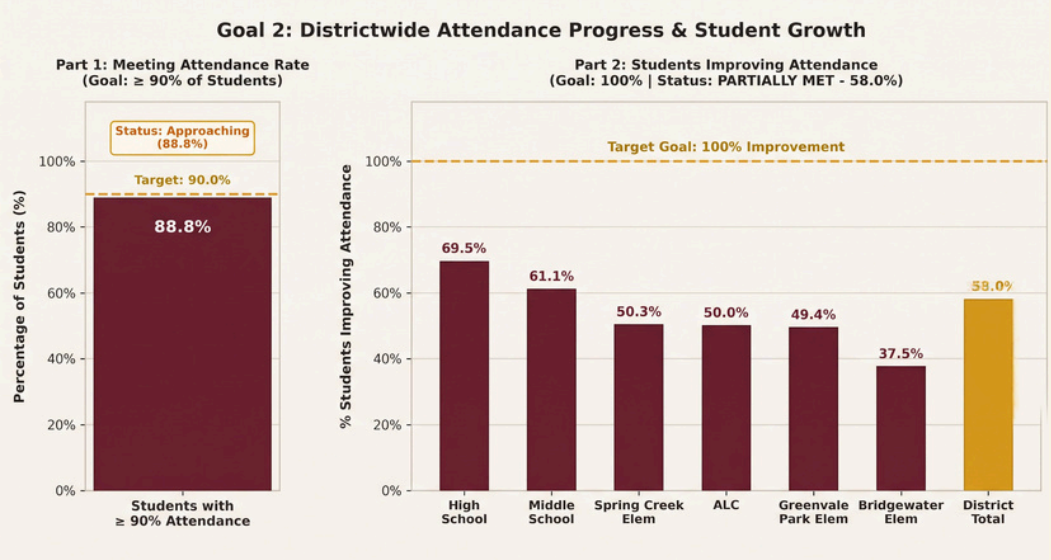
How We Performed:

District Attendance Rate ≥ 90%:

- 88.8% of all enrolled students individually maintain ≥ 90% attendance.

Every Student Improves Attendance:

- Across the district, 58.0% of returning students either improved or maintained their attendance rate. Secondary schools (High School at 69.5% and Middle School at 61.1%) demonstrated the highest rates of individual student improvement.



Next Steps:

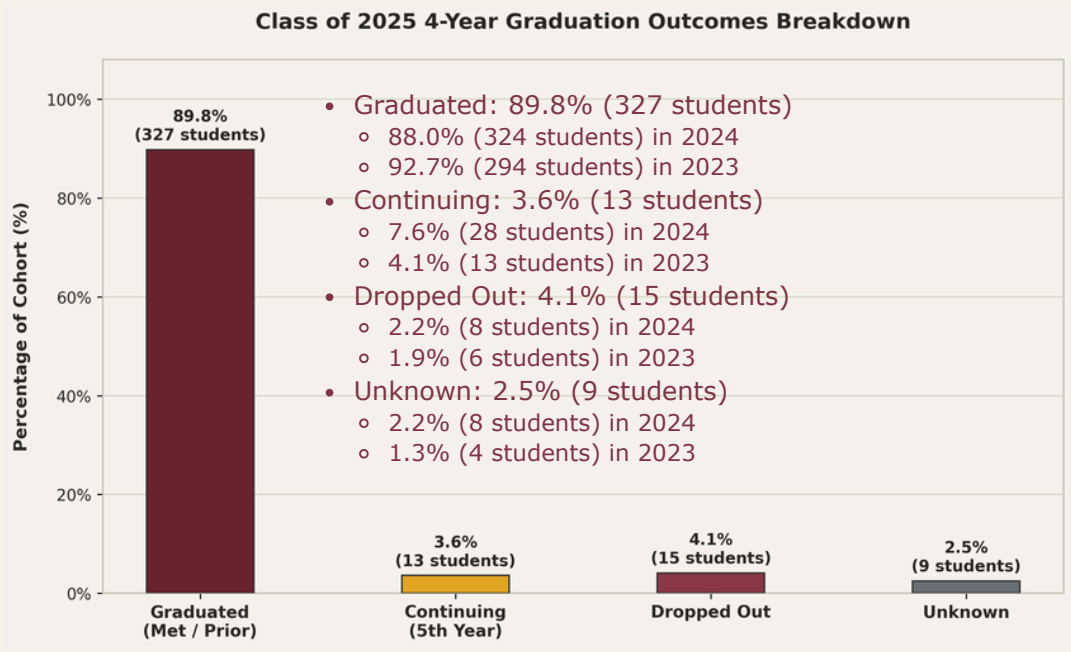
- Rewrite the goal/benchmark
  - Account for minor fluctuations in attendance data due to seasonal illness
  - Target support to the disproportionately impacted student groups (those eligible for educational benefits, receiving special education services, or who face housing/ transportation difficulties)
  - With a significant systemic improvement in attendance as a result of our Minnesota Department of Education Pilot program, choose a different area of achievement gap focus
- Continue to intervene early with personal check-ins
- Provide increased support to students during transition years
- Continue to keep students connected to school during attendance setbacks

Our Graduation Rates Goal:

In an effort to ensure that **all students graduate from high school**, our goal is:

- The Northfield School District will achieve a 4-year graduation rate of at least 95%.

How We Performed:



- Graduated: 89.8% (327 students)
  - 88.0% (324 students) in 2024
  - 92.7% (294 students) in 2023
- Continuing: 3.6% (13 students)
  - 7.6% (28 students) in 2024
  - 4.1% (13 students) in 2023
- Dropped Out: 4.1% (15 students)
  - 2.2% (8 students) in 2024
  - 1.9% (6 students) in 2023
- Unknown: 2.5% (9 students)
  - 2.2% (8 students) in 2024
  - 1.3% (4 students) in 2023

Next Steps:

- Update our goal to count students who are graduating or continuing their education (up to age 22 for transition programming), raising our success rate to 93.4%.
- Improve transfer tracking to ensure students who relocate or enroll elsewhere are not counted as "Unknown".
- Continue to support students with coursework before becoming credit deficient.

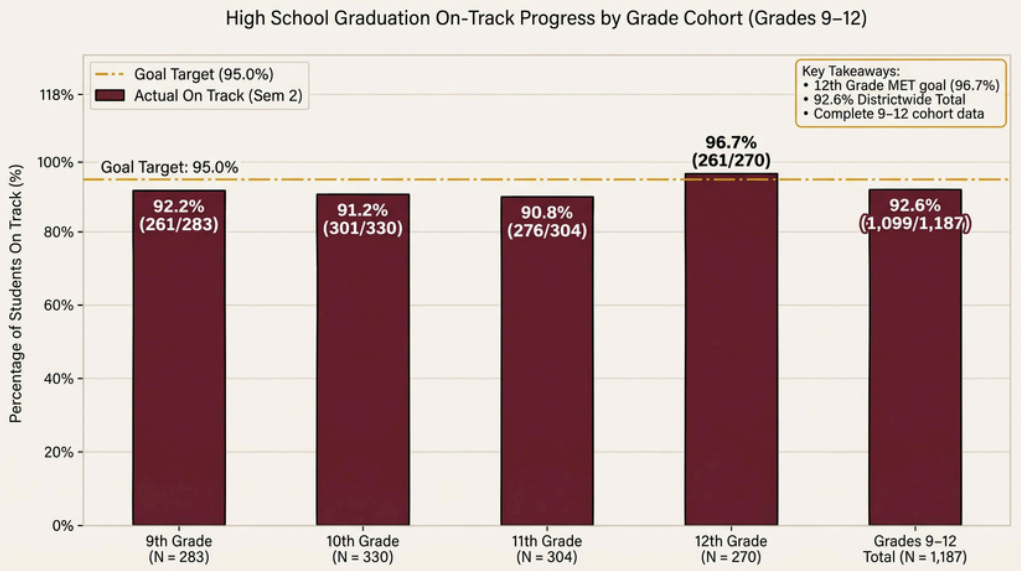
Our College and Career Readiness Goal:

In an effort to ensure that **all students are ready for career and college**, our goal is:

- 95% of each Northfield District grade level cohort (grades 9–12+) will be on track for graduation.

How We Performed:

- Overall, 92.6% of all high school students (1,099 of 1,187) are currently on track for graduation.



Next Steps:

- Consider a different metric to measure readiness for college and career
- Continue intervening early in 9th & 10th grade to recover credits immediately before deficits accumulate.
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits.
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma.









Our Lifelong Learning Goal:

In an effort to **prepare students to be lifelong learners**, our goal is:

- In the 2025–2026 school year, 95% of Northfield High School 11th graders will know or have some idea of their interests, goals, and a vision for the future by the end of 11th grade.

How We Performed:

- By the end of 11th grade, 82% of our 11th grade students completed a Career Interest Profiler and 97% of our 11th grade students completed the StrengthsExplorer. These are two different self-discovery assessments within Naviance that students are asked to complete. The Career Interest Profiler assesses career interests based on Holland Interest Codes and the StrengthsExplorer is a Gallup strengths assessment.

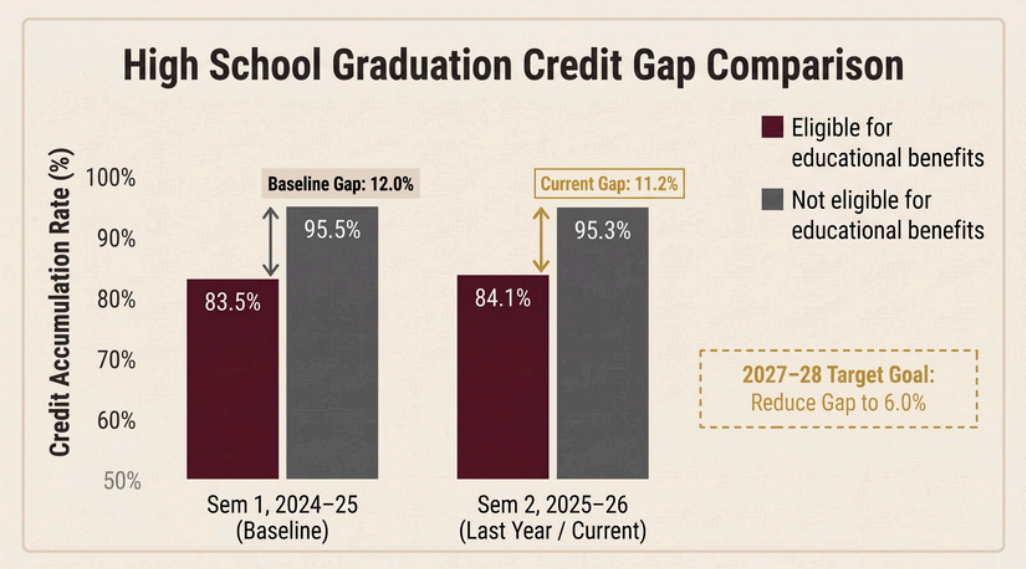
Achievement and Integration

Achievement Gap - Credits

The gap in the percentage of NFRP and FRP students who are credit deficient or who are not on track for graduation will decrease from a current level of 12% at semester 1 of the 2024-2025 school year to 6% at the end of the 2027-2028 school year.

How We Performed:

Baseline (Semester 1, 24–25): 12.0% gap
Semester 2, 25–26:11.3% gap



Next Steps:

- Consider a different metric to measure our achievement gap
- Continue intervening early in 9th & 10th grade to recover credits immediately before deficits accumulate.
- Target academic support to close credit-earning gaps particularly for students eligible for educational benefits.
- Leverage flexible pathways at the ALC to keep working or non-traditional students on track for a diploma.

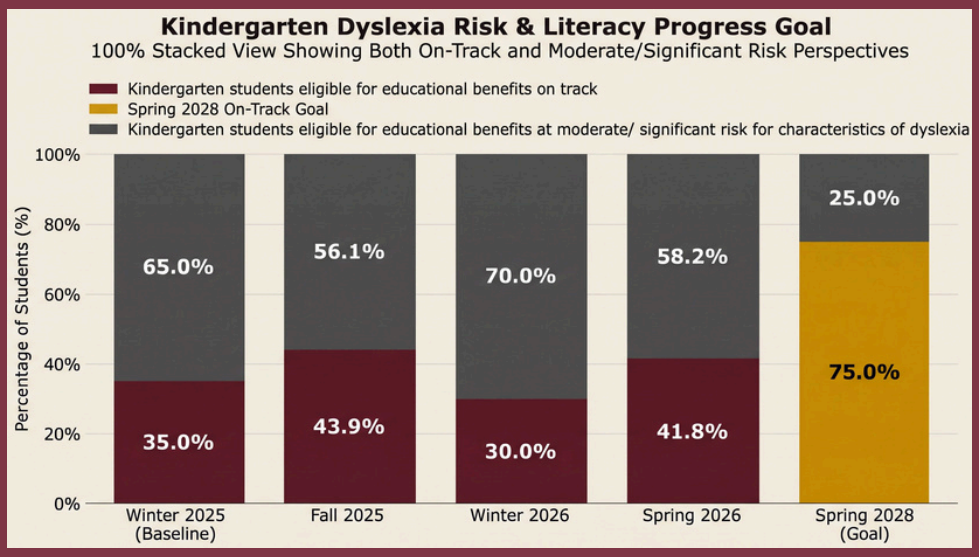
Achievement Gap - Kindergarten Literacy Risk

The percentage of Kindergarten FRP students at moderate or significant risk for characteristics of dyslexia will decrease from 65% in Winter 2025 to 25% by Spring 2028 as measured by the district's screeners.

How We Performed:

Spring 2026 Status:

- 41.8% (23 out of 55 screened Kindergarten FRP students) on track.
- 58.2% (32 out of 55 screened Kindergarten FRP students) at moderate/ significant risk.



Next Steps:

- Continue supporting Intervention Phonics groups.
- Provide ongoing support of Bridge2Read Foundational Skills curricular resource.
- Increase at-home activities to build literacy skills.

Achievement and Integration

Every Achievement and Integration plan must include a goal related to having students from collaborative districts engage in an experience. Northfield is fortunate to partner with a number of districts (the Cannon River Colalborative) to host an annual Student Data Summit.

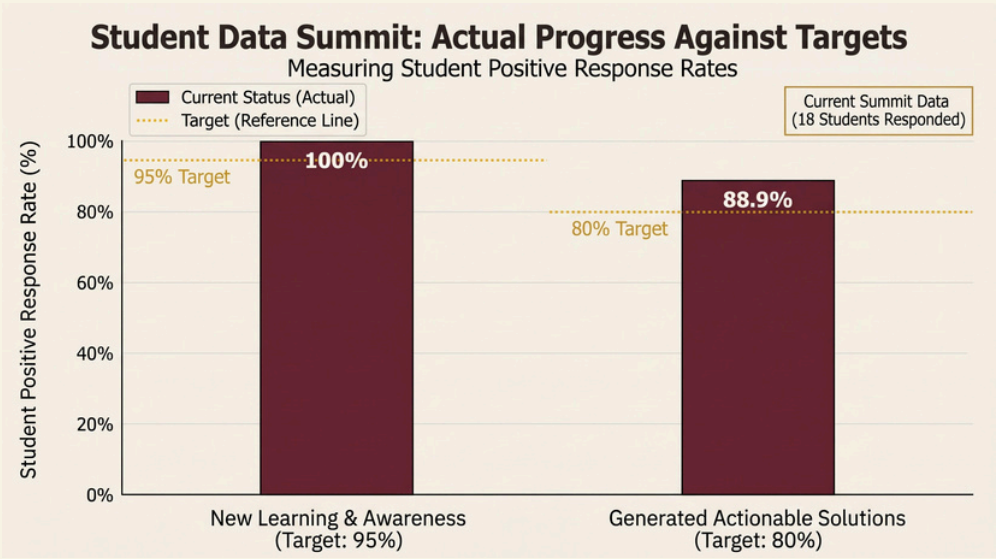


Integration - Collaborative Data Summit

Increase student awareness and understanding of district data with peers in the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about CRC districts, and at least 90% agree they generated potential solutions to reduce achievement gaps.

How We Performed:

- 100% (18/18) responded positively (yes) to: Did you learn something new about the students in your district?
- 88.9% (16/18) responded positively (yes or somewhat) to: Do you think your district team developed clear and actionable next steps for responding to the data?



Next Steps:

- If possible, increase the number of Northfield participants who attend the Data Summit
- Plan intentional activities to ensure students develop clear and actionable next steps
- Consider other, non-perception, methods of measurement

Every Achievement and Integration plan must include a goal related to increasing student's access to effective and diverse teachers.



Access to Effective and Diverse Teachers

Increase the percentage of high school teachers consistently implementing targeted differentiation strategies for MTSS Team-identified at-risk students, from <5% to 20% by the end of the 2027-2028 school year, as measured by Success Coach logs.

How We Performed:

- Data Assessment Note: The initial data collection methodology utilizing Success Coach logs was insufficient to fully capture or quantify consistent classroom differentiation practice across high school staff.
- Next Steps & Evaluation Adjustment: Moving forward, our district will re-evaluate our approach to determine the most effective teacher equity goal structure and select a reliable measurement strategy to use in future reporting cycles.

TO LEARN MORE

Comprehensive Achievement and Civic Readiness



Kindergarten Readiness



Reading Well by 3rd Grade



Closing the Achievement Gap



Graduation Rates



College and Career Ready



Lifelong Learner

Minnesota requires every school district to create a plan for how they will support student success from early learning through graduation. The plan focuses on key goal areas: kindergarten readiness, reading proficiency by third grade, closing achievement gaps, preparing students for college and careers, and graduating on time. Beginning in the 2024–25 school year, the "World's Best Workforce" plan was renamed Comprehensive Achievement and Civic Readiness (CACR) to highlight the importance of lifelong learning.

Learn more about Comprehensive Achievement and Civic Readiness Here

Achievement and Integration



On Track for Graduation



Kindergarten Literacy Risk



Differentiation for At Risk Students



Collaborative Data Summit

Achievement and Integration is Minnesota's plan to close learning gaps and give all students fair opportunities in school. The program supports racial and economic integration, helps raise student achievement, and works to reduce differences in learning across diverse groups. Northfield qualifies because we partner with a district that has racially isolated schools, so our plan must show a strong commitment to working together.

Learn more about Achievement and Integration Here

Northfield PUBLIC SCHOOLS

For more information about Northfield Public Schools' Comprehensive Achievement and Civic Readiness or Achievement and Integration goals, action steps, and data, please reach out to Dr. Jennifer Reichel at jreichel@northfieldschools.org.

Northfield Public Schools
Policy Committee Recommendations
November 9, 2026

Policy	Changes
610: Field Trips	**Change Type: Regular Review** ● Tied purpose statement to the strategic plan.
610.1: School Assembly Programs	**Change Type: Regular Review** ● Tied purpose statement to the strategic plan.
611: Home Schooling	**Change Type: Regular Review** ● Tied purpose statement to the strategic plan. ● Updated formatting. ● Linked policies.
612: Development of Parent and Family Engagement Policies for Title I Programs	**Change Type: Regular Review** ● Tied the purpose statement to the strategic plan. ● Made changes to better align this policy with the MSBA model policy. Northfield's policy still uses older wording, while MSBA's policy has been updated. ● Moved section IV.C.5 to section IV.D.7. ● Removed the word, "May" in section IV.D. ● Made corrections to parent/guardian/caregiver references. ● Corrected numbering and updated formatting.
614: School District Testing Plan and Procedure	**Change Type: Regular Review** ● Updated section III.C.1.i to state that the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form is found on the district website. ● Added Alt MCA after MTAS. ● Updated formatting. ● Linked Minnesota Statute in the last paragraph.
722: Public Data and Data Subject Requests	**Change Type: Substantive and Regular Review** ● Tied the purpose statement to the strategic plan. ● Repetitive language in Section IV.B has been removed and aligned with the MSBA model policy. ● Added Section IX: Safe at Home participant data protection provision enacted by the 2026 Minnesota Legislature. ● Updated formatting. ● Updated numerical formatting in Section VIII.

Policy 610 FIELD TRIPS

I. PURPOSE

~~The purpose of this policy is to provide guidelines for Northfield School District student trips and to identify the general process to be followed for review and approval of trip requests.~~ Student trips support the district's vision of preparing every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. They connect students to the community, and help them develop interests, goals, and a vision for the future. The purpose of this policy is to provide guidelines for Northfield School District student trips and to identify the general process to be followed for review and approval of trip requests

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.

A. Day trips are those field trips in which students voluntarily participate and which usually take place either during or outside the regular school day. Examples of trips in this category involve class field trips, student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal.

B. Overnight trips that involve one or more overnight stops must be requested well in advance of the planned activity. An Overnight Student Field Trip Request form must be completed and approved by the school board. Exceptions to the approval policy may be granted or expedited by the superintendent to accommodate emergencies or contingencies (e.g., tournament competition).

C. Financial contributions for field trip expenses by students may be requested. The school board acknowledges and supports the efforts of PTOs, booster clubs and similar organizations in providing field trip opportunities for students.

D. All district rules of conduct and discipline for students and employees shall apply to all student trip activity.

E. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

F. Transportation shall be furnished through a commercial carrier or school-owned vehicle. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from

administration. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section II.F.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances of use of a personal vehicle shall be documented by administration.

Policy 610 Field Trips
Adopted: 01.14.2008; Updated: 05.2013, 07.2013, INSERT DATE; Non-Substantive Update: 08.25.2022

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

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA ModelPolicy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy 610.1 SCHOOL ASSEMBLY PROGRAMS

I. PURPOSE

~~The purpose of this policy is to define and provide guidelines for Northfield School District school assembly programs.~~ The purpose of this policy is to define and provide guidelines for assembly programs in the Northfield School District. Assembly programs should advance the district's commitment to learner outcomes, preparing every student to be academically and socially ready to choose their preferred pathway after high school graduation

II. GENERAL STATEMENT OF POLICY

For the purposes of this policy, school assembly programs are defined as a large group presentation activity during the school day provided by an organization or individual external to the district to all classrooms at a grade level or a mix of students comprising at least 20% of the student body.

Assembly programs must have educational, cultural and/or entertainment value consistent with the district's vision, strategic commitments, and benchmarks or community values as determined by the school board.

III. APPROVAL

School assembly programs must be approved by the superintendent or their designee prior to signing a contract and committing school district resources to the activity.

Policy 610.1 School Assembly Programs
Adopted: 01.14.2008; Updated: 09.26.2022, INSERT DATE

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

Policy 611 HOME SCHOOLING

I. PURPOSE

~~The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school in the Northfield School District.~~ The purpose of this policy is to set out, in accordance with state law, the requirements for parents and guardians who choose to home school their children in the Northfield School District and the district's responsibilities to those children. Consistent with the district's strategic commitments to clear communication, responsible stewardship, and a fair opportunity for every child, the policy explains what the law requires of families and of the district.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of homeschooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the

request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by under state law. The district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

   A home school ~~which~~ that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school district retains sole discretion, control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Policy 611 Home Schooling
Adopted: 01.14.2008; Updated 07.2011, 01.13.2020, INSERT DATE; Non-Substantive Update: 04.20.2022

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

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Policy 612 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

In alignment with the district's strategic benchmark that all parents report satisfaction with their children's educational experience, ~~T~~the purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the Northfield Public Schools. The involvement of parents by the district shall be directed toward both public and private school children whose parents are district residents or whose children attend school within the boundaries of the district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.

B. The policy of the district is to fully comply with Title 20 United States Code Section 6318, which requires the district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The district will develop jointly with, agree upon with, and distribute to parents of children participating in Title I a written parent and family engagement policy that will be incorporated into the district's Title I plan, and establish the expectations for parent and family involvement and describe how the district will do the following:

A. Involve parents and family members in the joint development of the Title I plan and the process of school review and improvement.

~~B. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.~~

~~C. Build the schools' and parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents and the community to improve student academic achievement.~~

~~D. Coordinate and integrate parental involvement strategies for Title I with parental involvement strategies under other programs (such as Head Start, Even Start, the Parents as Teachers Program, Reading First program, Early Reading First program, home instruction program for preschool youngsters and state-run preschool programs).~~

~~E. Conduct, with the involvement of parents, an annual evaluation of the content and the effectiveness of the parental involvement policy in improving the academic quality of the schools served by Title I, including:~~

~~1. Identifying barriers to greater participation by parents in activities authorized by Title I, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.~~
~~2. Use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.~~

~~F. Involve parents in the activities of the schools served through Title I.~~

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians/caregivers in parental involvement activities (with particular attention to parents/guardians/caregivers who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions.

E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and

school-level family engagement policies.

F. Involve parents/guardians/caregivers in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

Each Title I target school shall jointly develop with, and distribute to, parents and family members of participating children a written parent~~al~~ and family ~~involvement~~ engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians/caregivers and the school. ~~agreeing with requirements of the district parental involvement policy. (If the target school has a parental involvement policy that applies to all parents, this policy may be amended to meet the requirements.) Parents shall be notified about the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.~~

A. The policy will describe the means by which each school with a Title I program will:

1. Convene an annual parent meeting, at a convenient time, to which all parents/guardians/caregivers of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, to explain the requirements and to inform parents/guardians/caregivers of their right to be involved.

2. Offer a flexible number of alternative meetings and funds (provided through Title I) for transportation, child care or home visits as such services relate to parental involvement.

3. Involve parents/guardians/caregivers in an organized, ongoing and timely way in the planning, review and implementation of school-based Title I programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an

adequate representation of parents/guardians/caregivers of participating children.

4. Provide parents of participating children with:

   a. Timely information about Title I programs.
   b. A description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
   c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

5. If the school-wide program plan is not satisfactory to the parents/guardians/caregivers of participating children, submit any comments on the plan when it is submitted to the district.

B. Jointly develop the school-parent compact ~~(as described in federal law)~~ that outlines how parents/guardians/caregivers, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents/guardians/caregivers will build and develop a partnership to help children achieve the state's high standards. The compact shall do the following:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students ~~the children served under this part~~ to meet ~~the~~ state~~'s~~ student academic achievement standards.

2. Describe the ways in which each parent/guardian/caregiver will be responsible for supporting their children's learning~~, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.~~

3. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

   a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement.
   b. Frequent reports to parents/guardians on their children's progress.

c. Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents/guardians/caregivers and to support a partnership among the school, parents/guardians/caregivers, and community to improve student academic achievement, the policy will describe how each school and district will:

1. Provide parents/guardians/caregivers with an understanding of such topics as the state's academic content standards, ~~and~~ state student academic achievement standards, state and local academic assessments, Title I requirements ~~the requirements of the law~~, and how to monitor a child's progress and work with educators to improve the achievement of their children.

2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

3. Educate school ~~teachers, pupil services personnel, principals and other~~ staff, with the assistance of parents/guardians/caregivers, in the value and utility of contributions of parents, and in how to reach out to, communicate and work with parents/guardians/caregivers as equal partners, implement and coordinate parent programs, and build ties between parents/guardians/caregivers and the school.

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, ~~including Head Start, Reading First, Early Reading First, Even Start, the home instruction programs for preschool youngsters, the Parents as Teachers Program, and public preschool and other programs,~~ and conduct other activities such as parent resource centers that encourage and support parents/guardians/caregivers to more fully participate in the education of their children.

~~5. Develop appropriate roles for community-based organizations and businesses in parentinvolvement activities.~~

5. Conduct other activities, such as parent resource centers and providing opportunities to learn about child development and child rearing issues (such as Community Education activities).

6. To the extent practicable, ensure information sent home is in the format and language the parent/guardian/caregiver can understand. ~~used in the home.~~

7. Ensure parents with limited English proficiency or disabilities have access to parent involvement activities.

D. The policy will also describe the process to be taken if the district and school choose to:

1. ~~May~~ ~~i~~Involve parents in the development of training for school staff ~~teachers, principals and other educators~~ to improve the effectiveness of such training.

2. ~~May~~ ~~p~~Provide necessary literacy training from Title I funds if all other reasonably available sources of funding for such training have been exhausted.

3. ~~May~~ ~~p~~Pay reasonable and necessary expenses associated with ~~local~~ parental involvement activities, including transportation and child care costs, to enable parents/guardians/caregivers to participate in school-related meetings and training sessions.

4. ~~May~~ ~~t~~Train parents/guardians/caregivers to enhance the involvement of other parents/guardians/caregivers.

5. ~~May~~ ~~a~~Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, ~~with~~ and parents/guardians who are unable to attend such conferences at school, in order to maximize parental involvement and participation in school-related activities.

6. ~~May~~ ~~a~~Adopt and implement model approaches to improving parental involvement.

7. Develop appropriate roles for community-based organizations and businesses in parent/guardian/caregiver involvement activities.

8. ~~Shall~~ ~~p~~Provide such other reasonable support for parental involvement activities under this section as parents/guardians/caregivers may request.

E. To enhance communications between the school and parents or guardians of Title I students, schools shall take the following actions:

1. Promptly notify parents or guardians of the selection of a student for Title I services and the rationale for the selection.

2. Explain to parents or guardians the specific instructional objectives for their child.
3. Report to parents or guardians on their child's progress.
4. Provide materials and suggestions to help parents and guardians promote the education of their children at home.

Policy 612 Development of Parent and Family Engagement Policies for Title I Programs
Adopted: 09.13.2004; Non-Substantive Update: 12.08.2025; Updated: 09.26.2022, INSERT DATE

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

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

Resources: U.S. Department of Education: *Parent and Family Engagement Non-Regulatory Guidance* (January 2025)

Policy 614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DUTIES OF DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent or Their Designee

1. Responsibilities before testing

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

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
l. Post on the district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

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

B. **District Assessment Coordinator**

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

establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS/Alt MCA administration online.

h. Train school assessment coordinators, test monitors, MTAS/Alt MCA test administrators, and ACCESS ~~(test for English language learners)~~ and Alternate ACCESS test administrators.
   1) Provide training on proper test administration and test security (Pearson's Training Management System).
   2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.
   1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
   2) Organize secure test materials for online administration and keep them secure.
   3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

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

3. **Responsibilities after testing**
   a. Ensure that student responses from paper accommodated test materials and MTAS/Alt MCA scores are entered.
   b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

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

C. **School Principal**

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

2. **Responsibilities on testing day(s)**
   a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
   b. Fully cooperate with MDE representatives conducting site visits or MTAS<u>/Alt MCA</u> audits.

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

D. **School Assessment Coordinator**

1. ***Responsibilities before testing***

a. Implement test administration and test security policies and procedures.

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

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS/Alt MCA administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

2) Organize secure test materials for online administration and keep them secure.

3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

4) Identify need for additional test materials to district assessment coordinator.

5) Provide MTAS/Alt MCA student data collection forms if necessary.
6) Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

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

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

E. **Technology Coordinator**

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.
3. Read and complete the Assurance of Test Security and Non-Disclosure.
4. Fully cooperate with MDE representatives conducting site visits or MTAS/Alt MCA audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/ troubleshooting during test administration and contact service provider help desks as needed.

F. **Test Monitor**

1. ***Responsibilities before testing***
   a. Read and complete the Assurance of Test Security and Non-Disclosure.
   b. Attend trainings related to test administration and security.
   c. Complete required training course(s) for tests administering.
   d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
   e. Be knowledgeable regarding student accommodations.
   f. Remove or cover any instructional posters or visual materials in the testing room.

2. ***Responsibilities on testing day(s)***
   a. **Before the test**
      1) Receive and maintain security of test materials.
      2) Verify that all test materials are received.
      3) Ensure proper number of computers/devices or paper accommodated test materials are present.
      4) Verify student testing tickets and appropriate allowable materials.
      5) Assign numbered test books to individual students.
      6) Complete information as directed.
      7) Record extra test materials.

   b. **During the test**
      1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
      2) Follow all directions and scripts exactly.

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

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

G. MTAS/Alt MCA Test Administrator

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

2. ***Responsibility on testing day(s)***
a. **Before the test**

1) Maintain security of materials.
2) Confirm appropriate MTAS/Alt MCA materials are available and prepared for student.

b. **During the test**
1) Administer each task to each student and record the score.
2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
3) Fully cooperate with MDE representatives conducting site visits or MTAS/Alt MCA audits.
4) Document and report any ~~and~~ unusual circumstances to district or school assessment coordinator.

c. **After the test**
1) Keep materials secure.
2) Return all materials.
3) Return objects and manipulatives to classroom.
4) Enter MTAS/Alt MCA scores online or return data collection forms to the district or school assessment coordinator.

H. **MARSS Coordinator**

1. ***Responsibilities before testing***
a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
b. Ensure English language and special education designations are current and correct for students testing based on those designations.
c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. ***Responsibilities after testing***
a. Ensure accurate enrollment of students in schools during the accountability windows.
b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. **Any Person with Access to Test Materials**
Read and complete the Assurance of Test Security and Non-Disclosure.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

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

C. Staff will be informed of the following:
   1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
   2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

   1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
   2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
   3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
   4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
   5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

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

Policy 614 District Testing Plan and Procedures
Adopted: 01.28.2008; Updated: 08.2013, 05.2016, 08.2017, 02.24.2025, INSERT DATE; Statutory Update: 08.08.2022, 11.25.2024

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

Legal References:
Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.~~3501.~~0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

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

Policy 722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

~~The Northfield School District recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.~~ In alignment with the Northfield School District's strategic commitments to communication and stewardship, the purpose of this policy is to establish clear procedures for the collection, maintenance, and dissemination of public data and data subject requests, ensuring transparent communication with all stakeholders while responsibly managing district records under the Minnesota Government Data Practices Act.

II. GENERAL STATEMENT OF POLICY

The district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. **Confidential Data on Individuals**
Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. **Data on Individuals**
All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. **Data Practices Compliance Officer**
The data practices compliance official is the designated employee of the district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. **Government Data**
All data collected, recorded, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. **Individual**
"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible

authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. **Inspection**
"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. **Not Public Data**
Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. **Nonpublic Data**
Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. **Private Data on Individuals**
Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. **Protected Nonpublic Data**
Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. **Public Data**
All government data collected, created, received, maintained, or disseminated by the district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. **Public Data Not on Individuals**
Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. **Public Data on Individuals**
Data accessible to the public in accordance with the provisions of Minnesota Statutes section 13.03.

N. **Responsible Authority**
The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals,

government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. **Summary Data**
Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority using the Policy 722 Public Data Request Form.

1. A request for public data must include the following information:

   a. Date the request is made.
   b. A clear description of the data requested.
   c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and
   d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

   a. The requested data does not exist.
   b. The requested data does exist but either all or a portion of the data is not accessible to the requestor.

1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. ~~The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the district will conclude that the data is no longer wanted and will consider the request closed.~~

If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

2. The district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the district does not keep the data in that form or arrangement.

5. The district is not required to respond to questions that are not about a particular data request or requests for data in general.

~~C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not~~

~~inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.~~

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made using the Policy 722 Data Request Form directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made.
b. A clear description of the data requested.
c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and
d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any.

2. The summary data requested.

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays.

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the district begins to prepare the summary data.

VI. DATA ~~BY~~ ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the district for any purposes other than those stated to the

individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner of the Minnesota Department of Administration shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must

be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the district may retain a copy of the commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian.
2. Date the request is made.
3. A clear description of the data requested.
4. Proof that the individual is the data subject or the data subject's parent or guardian.
5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and
6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 Protection and Privacy of Pupil Records addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.
b. More than one hundred (100) pages or copies of ~~on~~ other materials

are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

1) The actual cost of making copies includes employee/vendor time, the cost of the materials onto which the data is copied, and mailing costs (if any).
2) Also, if the district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems.
b. The district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data. ~~The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.~~ Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. SAFE AT HOME PARTICIPANTS AND DATA PRIVACY

A. Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

1. refuse to provide education services to an individual;
2. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
3. otherwise discriminate against an individual.

X. ANNUAL REVIEW AND POSTING

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by posting them on the district's website.

Data Practices Contacts

Responsible Authority:
Dr. Tim Anderson
201 Orchard Street South, Northfield, MN 55057
507.663.0629; tanderson@northfieldschools.org

Data Practices Compliance Official:
Val Mertesdorf
201 Orchard Street South, Northfield, MN 55057
507.663.0629; vmertesdorf@northfieldschools.org

Policy 722 Public Data and Data Subject Requests
Adopted: 07.01.2019; Non-substantive Update: 10.20.2021, 07.13.2026; Substantive Updates: 10.24.2022, 01.12.2026, INSERT DATE; Updated: 09.08.2025

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: Actual Cost
MN Department of Administration: Copy Costs
MN Department of Administration: Education Data

NORTHFIELD PUBLIC SCHOOLS
School Board Minutes

October 26, 2026
District Office Board Room

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

3. Public Comment
   There were no public comments.

4. Announcements and Recognitions
   - Congratulations to Maia Richardson for advancing to the individual state tennis tournament, and to the Raiders Girls Tennis team, who will compete in the state team tournament on Tuesday at 10:00 a.m. against Rock Ridge. Maia will compete in singles play in the individual tournament on Thursday. Maia is the first Raider girls singles player in over 20 years to make it to the state tournament as an individual.
   - Superintendent Anderson provided activities highlights from the past week: The Raider Volleyball team are Big 9 champions for the fifth year in a row, after defeating Owatonna 3-0 last Tuesday, October 20. They will host the section quarterfinals against Faribault/Shattuck-St. Mary on Wednesday. The No. 1 ranked girls cross country team finished first at the Big 9 Conference meet on Tuesday, and the boys cross country team finished sixth. They will both compete in the section meet in Faribault on Thursday. The football team defeated Two Rivers 29-7 on Wednesday and will host the section semifinal on Saturday, October 31. The girls soccer team lost to Byron on Tuesday in the section finals, completing their season. The girls swim and dive team defeated Owatonna 93-88, and will compete in the Big 9 Conference swim and dive meet this weekend. They will host on Friday evening, and compete in Rochester on Saturday.

5. Items for Discussion and Reports

   a. Activities Department Improvement Showcase. Activities Director John Mahal provided the board with an overview of the activities department successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.

   b. District Youth Council (DYC) Update. DYC Co-Chair Mae Bowers updated the board about the DYC's plans for the 2026-2027 school year.

6. Consent Agenda
   On a motion by Epstein, seconded by Goerwitz, the board unanimously approved the consent agenda.

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

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

   c. Overnight Field Trip Request. Northfield High School Alpine Ski Coach Bill Sonnega requested board approval to take approximately 22 athletes to the Trollhaugen Ski Area in Dresser, WI December 18-19, 2026 for an early season alpine ski training camp.

   d. Personnel Items.
      i. Appointments
         1. Kristy Dueffert, Special Ed EA/PCA at Spring Creek beginning 10/26/2026, Step 1, $22.30/hr.
         2. Maria Espina, Custodian at Greenvale Park, beginning 10/13/2026, Step 3, $23.33/hr.

3. Kerry Duban, Child Nutrition Associate I at Spring Creek, beginning 10/19/2026, CNA 1, $23.52/hr.
4. Betsy Peterson, Long-Term Substitute Grade 5 at Greenvale Park, beginning 11/16/2026-12/22/2026, MA40 Step 10.
5. Ruby Turna, Substitute Child Nutrition at all schools, beginning 10/21/2026, CNA Sub rate $11.41/hr.
6. Brandon Blaisdell, Human Resources Generalist Long Term Substitute at District Office, beginning 10/8/2026, Clerical IV Step 4.
7. Cooper Magnuson, Event Worker at High School, beginning 11/9/2026, $45/77 events.
8. Jaimie Moreno, Long-Term Substitute Special Ed Educational Assistant-PCA at Greenvale Park, 6.75 hrs/day, beginning 11/17/2026-12/22/2026, EA Sub Step 1.
9. Samantha Heyda, Special Ed Educational Assistant-PCA at Middle School, 6.75 hrs/day, beginning 10/26/2026, SPED EA/PCA Step 4.
10. Updated: Susanne Schroll, Community School Site Leader for up to 30 hrs/week at Bridgewater beginning 10/26/2026. Step 2, $26.22/hr.
11. Joseph Cina, Assistant Nordic Ski Coach at the High School, beginning 11/9/2026, stipend $4,614.
12. Caitlyn Laite, Assistant Dance Coach at the High School, beginning 10/26/2026, stipend $2,595.50.
13. Grant Hemmingsen, Assistant Boys Basketball Coach at the High School, beginning 11/23/2026, stipend $5,768.
14. Jonathan Anderson, .5 FTE Assistant Track Coach/Pole Vault at the High School, beginning 3/15/2027, stipend $2,884.
15. Corrected: Maria Espina Custodian at Bridgewater, beginning 10/13/2026.
16. Corrected: Ruby Turna, Substitute Child Nutrition at all schools, beginning 10/21/2026, CNA Sub rate $23.52/hr.

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

1. Debbie Foley, Retired Early Ventures Assistant Teacher, add Early Ventures Teacher Substitute at NCEC, On-call as needed, effective 10/19/2026.
2. Claire Koenig, Teacher at High School. Add Event Worker at High School, effective 10/26/2026, $45/77 event(s).
3. Tami Wunderlich, Custodian at Bridgewater, change to Greenvale Park, M-F 3-11p, effective 10/26/2026.
4. Kim Norton. EA at Middle School, M-F 7:35a-2:50p, change to EA at NCEC. M-F 8:45a-4:00p (Wed 9:45a-4:00p), effective 10/19/2026.
5. Andrea Stowe, Long-Term Substitute Kindergarten at Greenvale Park change to Long-Term Substitute Grade 1 at Greenvale Park, effective 1/27/2027-6/11/2027.
6. Ana Guerrero, Community School Club Leader at Spring Creek, change to Community School LTS - Site Lead at Greenvale Park, up to 20 hrs/week, effective 11/1/2026.
7. Brekken Modory, Teacher at the High School, add Event Worker at the High School,$45/77 event(s), effective 10/26/2026.
8. Emileana Graupmann, Teacher at the High School, add Assistant Girls Basketball Coach, stipend $5,768, effective 11/16/2026.
9. Kyle Korynta, Co-Head Boys Track and Field Coach, change to Head Boys Track and Field Coach, stipend $8,075, effective 10/26/2026.
10. Faith Torgeson, Substitute EA, change to EA at Middle School. Effective 10/19/2026.
11. Josh Paulson, EA at the Middle School, 6.75 hrs/day change to 4hrs/day, effective 10/29/2026.
12. Corrected: Kim Norton. EA at Middle School, 6.75 FTE, change to EA at NCEC, 6.75 FTE, effective 10/19/2026.
13. Corrected: Andrea Stowe, Long-Term Substitute Kindergarten at Greenvale Park change to Long-Term Substitute Grade 1 at Greenvale Park, effective 2/5/2027-6/11/2027.

iii. <u>Leaves of Absence</u>

1. Kelly Erickson, Custodian at Bridgewater, continuing leave 11/2/2026-12/4/2026.
2. Brittany Braucher, Child Nutrition Associate I, intermittent FMLA beginning 9/18/2026 on an intermittent basis for up to 60 work days.
3. Doug Davis, PE Teacher at the High School, FMLA beginning 10/12/2026 - 10/23/2026.
4. Michelle Lepper, Companeros Teacher at Bridgewater, leave of absence beginning 10/5/2026 - 12/27/2026.
5. Erik Swenson, Grade 2 Companeros Teacher at Bridgewater, FMLA beginning 10/19/2026 - 10/26/2026.
6. Tamara Wunderlich, Custodian at Greenvale Park, FMLA beginning 10/8/2026 - 10/23/2026.

iv. <u>Retirements/Resignations/Terminations</u>

1. Joshua Bisel, .5 FTE Assistant Nordic Ski Coach at High School, resignation effective 10/20/2026.
2. Natalia Trevino-Avila, Assistant Girls Lacrosse Coach at High School, resignation effective 10/14/2026.
3. Alix Nath, Assistant Speech Coach, High School, resignation effective 10/22/2026.

7. Items for Individual Action

a. <u>Total Special Education System (TSES) Plan</u>. On a motion by Miller, seconded by Epstein, the board unanimously approved the district's revision of its Total Special Education System (TSES) plan, which was

presented by Director of Special Services Caleb Davidson at the October 13 board meeting. The TSES plan outlines how Northfield Public Schools identifies, evaluates, and serves students with disabilities.

b. Policy Committee Recommendations. On a motion by Nelson, seconded by Epstein, the board unanimously approved the policy committee's recommended updates to policies 602, 603, 605, 607, 608, 609, 613, and 709.

8. Items for Information

a. Construction Update No. 34. Superintendent Anderson provided an update on the NHS construction project.

b. Comprehensive Achievement and Civic Readiness Presentation and Public Hearing. Instructional Services Director Jenn Reichel will summarize the 2026-2027 Comprehensive Achievement and Civic Readiness Plan at a public hearing scheduled for 5:15 p.m. on Monday, November 9. This public hearing will precede the regular school board meeting.

9. Future Meetings

a. Monday, November 2, 2026, 5:15 p.m., Board Work Session, MSBA New Superintendent Workshop, Northfield DO Boardroom
b. Monday, November 9, 2026, 5:15 p.m., Comprehensive Achievement and Civic Readiness Presentation and Public Hearing, Northfield DO Boardroom
c. Monday, November 9, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
d. Monday, November 23, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment
On a motion by Quinnell, seconded by Epstein, the board approved to adjourn the regular meeting at 6:53 p.m.

11. Work Session: Proposed School Start Times

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:
10/15/2026	$2,500.00	Veterans of Foreign Wars (VFW)	Girls golf sponsorship - girls golf team needs
8/27/2026	3/4 size bass, bass case, bass stand, accessories: quiver, amp cords, pick-up, mute, rock stop	Muriel Carpenter	Orchestra Program
10/26/2026	$1,000.00	National FFA Foundation	Donation/grant for FFA
10/23/2026	$500.00	NCC Builders	Robotics team sponsorship
10/23/2026	$100.00	Benjamin Bus	Robotics donation/sponsorship
10/23/2026	$200.00	Heritage Dental Care	Robotics donation/sponsorship
10/28/2026	$5.00	Kyle Roth	Scholarship
11/2/2026	$8,000.00	Cardinal Glass Industries, Inc.	Robotics Donation/Sponsorship
11/2/2026	$50.00	Kwik Trip	Spelling Bee. Will be used for reception afterwards (Cookies, treats)
10/27/2026	$70.00	Tom & Sandy Turbes-Powers	NHS Music Donations
10/25/2026	$50.00	Curt & Sara Mikkelson	NHS Music Donations
10/27/2026	1 NMS Music T-Shirt	Mike Engelmann	1 - NMS Music T-shirt Donations
10/20/2026	1 NMS Music T-Shirt	Tina Lemke	1 - NMS Music T-shirt Donations

Northfield High School
Activities Office

Extended Overnight Request Form

Staff Member(s) Responsible (Name and phone): Head Coach Jeff LaPanta

School and Program:

Date of Requested Trip:

1. What group is taking this trip?

Girls Hockey

2. Estimated # of Students: # Adult Supervisors:
   29 students (27 players and 2 managers) 3 Adult supervisors (coaches)
3. Destination:
   St. Cloud Minnesota, Hotel TBD and St. Cloud Municipal Athletic Complex (MAC)
4. Date/Time of Departure:
   Friday 12/18/26 leave Ryt-way Arena at 300 pm
5. Date/Time of Return:
   Saturday 12/19/26 Leave MAC after Varsity game - approx. 500 pm return to Ryt-Way Arena at approx. 700 pm
6. State purpose and/or educational value of trip (attach information to form if needed).
   JV/V games against the St. Cloud Crush at 100 and 300 pm

7. Name the manner of travel and the carrier.
   Northfield Bus Company

8. State housing arrangements (must include name, address and phone number of hotel).
   Quality Inn St. Cloud West, 4040 2nd St., St. Cloud, MN 56301,
   (320) 251-1500

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

NORTHFIELD

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

11. Indicate who will be in charge of supervising the trip (roles and responsibilities).
Head Coach - Jeff LaPanta

12. State the safety precautions and procedures for emergencies while on the trip.
ATCs provided by the host team

11. Give budget costs, how the trip will be funded and estimated cost per student.
Booster club is paying for hotel and player meal stipend
Bus paid by school district
12. List any proposed precautions, special needs, special concerns, student concerns, - if applicable. NONE

****

Signature of Staff Member Responsible: _____

Date field trip request was submitted to Principal: 10/26/26

Principal/Administrator Signature and Date: [signature] 10/26/26

Approved: Not Approved:

****

Superintendent Signature and Date: _____

Approved: _____ Not Approved: _____

****

School Board Review Date: _____

Approved: _____ Not Approved: _____

AGREEMENT

This Agreement is entered into this day 22nd of November 2026 by and between the Northfield Public Schools (hereinafter the School) and the Northfield Swim Club (hereinafter the NSC). It is understood between the parties hereto that the NSC wishes to utilize certain facilities belonging to the School for swim practice purposes. It is further understood that the School wishes to accommodate the NSC pursuant to the School's Policy Regarding Community Use of School Facilities.

This Agreement is a legal contract and each party understands that it may be enforced in the District Court of the County of Rice, State of Minnesota against the School or the NSC if either one of them does not comply with the terms of this Agreement.

I. Description of Premises – The premises covered by this Agreement are the Northfield Middle School swimming pool, and the adjacent girls and boys locker rooms.

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    A. Monthly NSC board meetings will be scheduled through Community Education. There will be no charge for these meetings which occur during practices.

III. Term of Agreement – This agreement shall commence on November 22nd, 2026 and shall continue until November 22nd, 2027 unless terminated prior to that date as provided herein. Early termination of this agreement by either party requires a thirty-day written notice. This Agreement may be extended for an additional term, should the parties choose to do so; however, nothing contained herein shall be construed to require the School to extend the Agreement.

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    A. Facilities – Effective November 22nd, 2026, the NSC will pay a facility fee of $22.50 per hour for use of the swimming pool and the girls and boys locker rooms, with a two (2) hour maximum charge per date of use. These fees represent a negotiated 10% reduction from established community use fees. The NSC will pay an energy fee of $12.00 per hour for every hour of use of the Pool and Locker Rooms. When the NSC shares space with the Community Education Department and SCUBA classes, the NSC will pay one-half of the agreed upon rental fee.
    B. Fee Reduction - The fee reduction is applied for facility rental costs for regular swim practices only, and not for meets or special events.
    C. Custodial – The NSC will pay $68.33 per hour to the School for custodial services related to the NSC's use of the Premises should the use fall outside the normal

hours of building operation. The NSC understands and agrees that the custodial services shall include any clean up necessary from any other event located on or about the premises which might occur during the day or evening prior to the NSC's practices. The NSC understands and agrees that custodial service is required in the building prior to, and after, the NSC's use of the premises. In addition, any use during non-school months in June, July and August, as the schedule allows, up to two hours per day of regular custodial time may be charged.

V. Payment of Expenses – The School will bill the NSC monthly for any of the aforementioned expenses. The NSC will make payment within 30 days of its receipt of any such invoice. Invoices will be sent electronically to the NSC Treasurer, email to be provided by the NSC.

VI. Limitations on NSC Use of Premises

A. School and Non-school Related Activities and Events – The NSC understands that, according to the school district facility policy, school district activities and events and other school and non-school related activities may take precedence over permit usage. In the event the NSC's use of the premises is precluded by any such activity, the School will attempt to provide two weeks' notice to the NSC that it will not be allowed to use the premises. In addition, the NSC understands there may be School or non-school activities which may require that certain pieces of equipment be left in the pool area or in locker rooms located on the premises. The NSC agrees that in such an event it will take every precaution not to disturb such equipment. Activities scheduled in school facilities can be viewed at https://northfieldschools.ce.eleyo.com/facilities/calendar. Northfield High School Swim and Dive Team meet schedules can be viewed at https://big9conference.org/public/genie/4/school/2493/?categories=74.

B. Weather Closing – The NSC understands and agrees that if the School announces that schools will close early or are canceled due to inclement weather, NSC practices for those days are also canceled.

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VII. Keys – The NSC understands and agrees that this Agreement shall entitle the NSC to possess two sets of keys to access the swimming pool, pool office, pool equipment room and locker rooms on the premises. The NSC has determined that these keys are to be issued to the current Head Coach and Lead Assistant Coach of the NSC. The assigned key holders will each sign for and be issued a key from the Facilities Scheduler at the beginning of the contract period and shall return the key at the end of the contract period, or when there is a change in key holder. In the event these keys are lost, the NSC will be charged actual costs for re-keying/re-coring as necessary.

VIII. Storage – The NSC understands and agrees that it shall be allowed to store items of a swim practice nature only on the premises with the knowledge and permission of the School's Facilities Scheduler, Activities Director and Director of Buildings and Grounds. All stored

items, plus any School items used, must be returned to their assigned location at the end of each day.

IX. Northfield Public School Access Policy – The NSC understands and agrees that the Northfield Public Schools Policy regarding Community Use of School Facilities (the Policy), including any amendments thereto, and the permit delineating dates of use and expectations of use are hereby incorporated into this Agreement. Adequate and responsible adult supervision must be present in all areas where participants in NSC activities are located. In the event any provision of this Agreement contradicts any provision of the Policy, this Agreement shall control.

X. Assignment and Delegation – The NSC hereby agrees that none of its rights contained in this Agreement may be assigned, nor may any of its duties be delegated, without the express written permission of the School. The NSC further agrees that any such permission will be at the sole discretion of the School.

XI. Default – The NSC understands that in the event the NSC violates any provision of this agreement, or any provision of the Policy, the School may, at its sole discretion, declare this Agreement void and discontinue the NSC's use of the premises.

XII. No Oral Representations – The parties hereto understand that this Agreement constitutes the complete understanding of the parties, and that neither party is relying on any oral representations made by the other party.

XIII. Insurance – During the term of this agreement, the NSC shall obtain and maintain at its expense, the following types and amounts of insurance:

A. Insurance against bodily injury and property damage which is to be in the amount of at least One Million Dollars ($1,000,000) per occurrence and naming the School as an additional insured with copies thereof to be provided by the NSC. Furthermore, insurance covering all property owned by the NSC and stored on the premises shall be the sole responsibility of the NSC.

XIV. Waiver of Subrogation – The NSC hereby waives all claims for recovery from the School for any loss or damage to any of its property regardless of the nature of how said loss or damage occurred.

Northfield Swim Club **Northfield Public Schools**

_____ _____ _____ _____

NSC President Date Val Mertesdorf, Deputy Clerk-Treasurer Date

_____ _____

NSC Treasurer Date

AGREEMENT

This Agreement is entered into this day ~~23~~22nd of November ~~2025~~2026 by and between the Northfield Public Schools (hereinafter the School) and the Northfield Swim Club (hereinafter the NSC). It is understood between the parties hereto that the NSC wishes to utilize certain facilities belonging to the School for swim practice purposes. It is further understood that the School wishes to accommodate the NSC pursuant to the School's Policy Regarding Community Use of School Facilities.

This Agreement is a legal contract and each party understands that it may be enforced in the District Court of the County of Rice, State of Minnesota against the School or the NSC if either one of them does not comply with the terms of this Agreement.

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Northfield Swim Club **Northfield Public Schools**

_____ _____ _____ _____

NSC President Date Val Mertesdorf, Deputy Clerk-Treasurer Date

_____ _____

NSC Treasurer Date

Northfield PUBLIC SCHOOLS

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

MEMO TO: Dr. Tim Anderson
Board of Education
FROM: Chris Neset
DATE: October 29, 2026
RE: 2026-2027 Enrollment Options Report

Northfield Public Schools has 469 students attending our schools from other school districts this school year compared to 489 last year. 882 Northfield students are attending school elsewhere, including other public schools (261), charter schools (264), home schools (198) and non-public schools (164). Last year 882 students attended school elsewhere.

Northfield Students Going to Non-Public Schools:

	2025-26	2026-27
Academy of Holy Angels	**1**	**1**
Academy for the Deaf/Blind	6	3
Acellus Academy	1	1
Bethlehem Academy	10	10
Breakaway Academy	1	
Chesterton Academy	2	2
Cornerstone Academy		3
Divine Mercy Catholic	4	4
Glory Academy	1	1
Good Shephard	3	3
Hikmah Academy		5
Holy Cross Catholic	4	4
Ramalynn Montessori Academy	2	3
Shattuck-St. Mary's	5	3
St. Croix Lutheran	3	6
St. Dominic's	102	105
St. Elizabeth Ann Seton Cath.	3	3
St. Paul's Lutheran	3	3
St. Thomas Academy	1	2
Universal Academy	1	
Unity Catholic	1	2
Total Non-Public	**154**	**164**

Northfield Students Going to Home School:

	2025-26	2026-27
Grade K	6	8
Grade 1	16	8
Grade 2	11	21
Grade 3	23	9
Grade 4	20	22
Grade 5	12	23
Grade 6	15	13
Grade 7	16	16
Grade 8	17	18
Grade 9	17	14
Grade 10	13	17
Grade 11	15	10
Grade 12	11	19
Total Home School	**192**	**198**
Total Families	**92**	**91**

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Public Schools	Northfield Students Out		Non-Resident Students In	
	2025-26	2026-27	2025-26	2026-27
Anoka-Hennepin		1		
Bemidji				1
Brooklyn Center	2			
Burnsville		2	4	
Byron			1	1
Cannon Falls	13	13	20	22
Cannon Valley Spec Ed	28	26		
Chaska	2			
Dakota County Spec Ed	2	1		
Eden Prairie	1	2		
Faribault	6	6	303	297
Farmington	17	17	15	17
Fergus Falls	8	6		
Hastings	1	2	4	4
Hibbing				1
Houston	2			
Intermediate 287	1			
Jordan		1		
Kenyon-Wanamingo	2	2	28	27
Lakeville	20	21	7	9
Medford	1	1	3	2
Melrose			1	
Menahga		3		
Milaca	1			
Minneapolis			1	
Minnetonka	2	1		
NE Metro	2			
New Dominion	2			
New Prague	31	30	16	11
Northern Lights Coop		1		
Owatonna	3	4	3	
Plainview-Elgin-Millville				
Prior Lake	3	1		
Randolph	112	98	20	18
Red Rock Central		3		
Richfield	1			
Rosemount-Apple Valley-Eagan	9	8	5	6
Roseville	3	1		

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Shakopee			1	1
St. Cloud				1
St. Francis	1			
St. Louis Park			1	
St. Peter	1			
Stillwater		1		
SW Metro Intermediate	1			
SW Metro Sped Coop	1	1		
Tri City United	8	9	35	37
Triton			1	
Waseca			1	1
Waterville-Elysian-Morristown			10	10
West St Paul-Mendota Heights	1	1		
Win-E-Mac				1
Zumbrota-Mazeppa				2
Totals	**288**	**263**	**480**	**469**

Northfield Students Going to Charter Schools:	**2025-26**	**2026-27**
Arcadia	92	96
Aspen Academy	1	1
Bluesky	1	1
Edvisions Off Campus	4	4
Falcon Academy		2
Fit Academy	2	1
Great Oaks Academy	1	5
MTCS Connections	16	16
Nerstrand Charter	3	5
Perpich Center	1	1
Prairie Creek	126	126
Universal Academy		1
Yinghua Academy	1	2
Total Charter Schools	**248**	**261**

						2026-27							
School and Grade Level	**September 8th**	**September 11th**	**September 18th**	**September 25th**	**October 1st**	**November 2nd**	**December 1st**	**January 4th**	**February 1st**	**March 1st**	**April 5th**	**May 3rd**	**End of Year 6/11/2027**
NCEC													
Early Childhood	80	81	82	80	81	97							
Total	**80**	**81**	**82**	**80**	**81**	**97**							
Big 9 Online													
Grade K-2039	0	0	0	0	0								
Grade 1-2038	0	0	0	0	0								
Grade 2-2037	0	0	0	0	0								
Grade 3-2036	0	0	0	0	0								
Grade 4-2035	1	1	1	1	1	1							
Grade 5-2034	3	3	3	2	2	2							
Grade 6-2033	0	0	0	0	0	0							
Grade 7-2032	5	5	6	6	3	7							
Grade 8-2031	3	3	3	3	6	4							
Grade 9-2030	1	1	1	1	0	1							
Grade 10-2029	5	5	6	6	6	7							
Grade 11-2028	15	16	16	18	20	21							
Grade 12-2027	26	26	25	24	24	24							
Total	**59**	**60**	**61**	**61**	**62**	**67**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Greenvale Park													
Grade K-2039	60	60	60	59	59	59							
Grade 1-2038	79	79	79	79	77	77							
Grade 2-2037	79	79	79	79	79	79							
Grade 3-2036	65	65	65	65	65	65							
Grade 4-2035	101	101	101	102	102	102							
Grade 5-2034	81	81	81	81	81	80							
Total	**465**	**465**	**465**	**465**	**463**	**462**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Spring Creek													
Grade K-2039	56	56	56	56	56	56							
Grade 1-2038	64	64	64	64	66	66							
Grade 2-2037	66	66	66	66	66	66							
Grade 3-2036	70	70	70	70	70	70							
Grade 4-2035	75	75	75	75	75	76							
Grade 5-2034	88	88	88	88	88	88							
Total	**419**	**419**	**419**	**419**	**421**	**422**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Bridgewater													
Grade K-2039	70	70	70	70	70	69							
Grade 1-2038	83	83	83	83	83	83							
Grade 2-2037	69	69	69	69	69	68							
Grade 3-2036	109	109	109	108	108	109							
Grade 4-2035	98	98	98	98	98	99							
Grade 5-2034	93	93	93	93	93	93							
Total	**522**	**522**	**522**	**521**	**521**	**521**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Middle School													
Grade 6-2033	297	298	297	297	297	297							
Grade 7-2032	308	308	307	307	307	307							
Grade 8-2031	304	305	305	304	304	303							
Total	**909**	**911**	**909**	**908**	**908**	**907**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
High School													
Grade 9-2030	306	306	306	309	309	310							
Grade 10-2029	289	290	288	289	289	286							
Grade 11-2028	317	318	316	316	316	310							
Grade 12-2027	287	287	288	289	289	288							
Total	**1199**	**1201**	**1198**	**1203**	**1203**	**1194**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ALC													
Grade 9-2030	0	0	0	0	0	0							
Grade 10-2029	4	4	3	3	4	4							
Grade 11-2028	10	10	13	13	13	14							
Grade 12-2027	37	36	50	53	63	64							
Total	**51**	**50**	**66**	**69**	**80**	**82**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grand Total	**3704**	**3709**	**3722**	**3726**	**3739**	**3752**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Full Time only (excluding EC and Part-time/Independent Study ALC)	**3577**	**3582**	**3615**	**3618**	**3617**	**3611**							
Budget Projection (excluding EC and Part-time/Independent Study ALC)	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**	**3673**
Difference [negative numbers in parentheses)	**-96**	**-91**	**-58**	**-55**	**-56**	**-62**	**-3673**	**-3673**	**-3673**	**-3673**	**-3673**	**-3673**	**-3673**

11/2/2026 **Northfield Public Schools Enrollment Report**

Greenvale Park

Grade	Teacher		
K	Kortbein	19	
K	Stowe (Feldman)	21	
K	Swenson	19	
1	Borgerding	16	
1	Landry	18	
1	Nivala	17	
1	Ziemann	26	C
2	Amundson	26	C
2	Grundman	26	
2	Jentink	27	
3	Bell	21	
3	Dimick	23	
3	Johnson	21	C
4	Carlson	26	
4	Garcia	24	C
4	Hetzel	26	
4	McLaughlin	26	
5	Johnson (Bloom)	19	
5	Kelly	19	
5	Sickler	20	
5	Tacheny	22	C
	TOTAL	**462**	

Spring Creek

Grade	Teacher		
K	Berkvam Peter	21	
K	Heil, G	18	
K	Matson	17	
1	Bevans	19	
1	Born	28	C
1	Craft	19	
2	Russell	23	C
2	Soderlund	21	
2	Spitzack	22	
3	Healy	25	
3	Sasse	20	C
3	Stulken	25	
4	Fox	27	
4	McManus	22	C
4	Rud	27	
5	Baragary	24	
5	Drexl	23	
5	Malecha	23	
5	Ostermann	18	C
	TOTAL	**422**	

Bridgewater

Grade	Teacher		
K	Cade	17	
K	Danielson	17	
K	Rodgers	18	
K	Tran	17	
1	Carter	23	
1	Lavoy	21	
1	Lepper	20	C
1	Stuemke	19	
2	Hall	24	
2	Schwaab	24	
2	Swenson	20	C
3	Larson	25	C
3	Lofquist	28	
3	Sickler	28	
3	Truman	28	
4	Hehr	28	
4	Rodriguez	17	C
4	Ryan	27	
4	Underdahl (Foley)	27	
5	Bischoff	25	
5	Blatti	25	
5	DeVries/Rubin	17	C
5	Holden	26	
	TOTAL	**521**	

Middle School	Total
Grade 6-2033	297
Grade 7-2032	307
Grade 8-2031	303
TOTAL	**907**

High School	Total
Grade 9-2030	310
Grade 10-2029	286
Grade 11-2028	310
Grade 12-2027	288
TOTAL	**1194**

ALC	F/T	**P/T	**I/S	Total
Grade 9-2030	0	0	0	0
Grade 10-2029	3	0	1	4
Grade 11-2028	11	0	3	14
Grade 12-2027	24	0	40	64
TOTAL	**38**	**0**	**44**	**82**

	Regular	Big 9	Total
Early Childhood**	97		97
Grade K-2039	184	0	184
Grade 1-2038	226	0	226
Grade 2-2037	213	0	213
Grade 3-2036	244	0	244
Grade 4-2035	277	1	278
Grade 5-2034	261	2	263
Total K-5	**1502**	**3**	**1505**
Total Middle Sch	**907**	**11**	**918**
Total High Schoo	**1194**	**53**	**1247**
GRAND TOTAL	**3603**	**67**	**3670**
ALC 9-12			**82**
GRAND TOTAL w/ALC and Big 9			**3752**
Full Time			**3611**

Early Childhood**

Christensen	6
Dorey	13
Karsky	8
Kruse	8
Ludwig	18
O'Connor	8
Pudas	1
Roth	14
Sanders	14
Webster	7
TOTAL	**97**

Big 9 Online

Grade	Teacher	
Grade K-2039	Kehler	0
Grade 1-2038	Kehler	0
Grade 2-2037	Kehler	0
Grade 3-2036	Kehler	0
Grade 4-2035	Kehler	1
Grade 5-2034	Kehler	2
Grade 6-2033	Kehler	0
Grade 7-2032	Kehler	7
Grade 8-2031	Kehler	4
Grade 9-2030	Kehler	1
Grade 10-2029	Kehler	7
Grade 11-2028	Kehler	21
Grade 12-2027	Kehler	24
TOTAL		**67**

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Recent highlights

- Knutson Construction sends weekly project updates. These updates are being posted to the Reimagine Northfield High School website.
- Concrete footings and foundation work continues. The footings and foundation now surround the entire perimeter of the classroom addition on the east side, and should connect to the existing building later this week or early next week. Footings and foundation work began last week on the music/storm shelter addition.
- Submittal reviews between contractors and the design team are in process.
- Precast panels are scheduled to arrive on site the week of Thanksgiving through early December, with structural steel to follow in December. Walls will begin to be installed at that point, and the building will begin to look more vertical. Construction traffic will also increase during this time, and pre-installation meetings will discuss how vehicles will safely enter and exit the site.
- The buildings and grounds department plans to add a jersey barrier to help control traffic at the Raider Drive intersection. Additional signage will also be added, and removable speed bumps have been installed.
- Value engineering conversations with user groups continue, and Wold and Knutson continue to review and track the costs of the project as it moves forward.
- Wold and Knutson will be presenting to the board at the November 23, 2026 school board meeting.

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 on the district website.