

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, May 13, 2013, 7:00 PM
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
This is an opportunity for members of the school district to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify himself/herself and the group represented, if any. He/She will then state the reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. Please know that this is not a time to debate an issue, but for you to make your comments.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Items for Discussion and /or Reports.
 - 1. Proposed 2013-2014 Budgets.
 - 2. Community Services Preliminary FY 14 Budget.
 - 3. Evaluation Process Update.
 - 4. Results of Calendar Discussion and Next Steps.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. School Bus Transportation Contract with Benjamin Bus Inc. 2013-2017.
 - B. Items for Consent Grouping
 - 1. Student Activity Account Transfers.
 - 2. Financial Reports – January, February and March 2013.
 - 3. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Report – May 2013.
- IX. Future Meetings
Tuesday, May 28, 2013, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, June 10, 2013, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, May 13, 2013, 7:00 PM
Northfield High School Media Center

TO: Members of the Board of Education
FROM: L. Chris Richardson, Ph. D., Superintendent
RE: Explanation of Agenda Items for the May 13, 2013, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of the Regular School Board meetings held on April 22, 2013, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. Proposed 2013-14 Budgets.
The following proposed budgets for 2013-14 will be presented by Val Mertesdorf, Director of Finance:
 - Internal Service Fund accounts for the School District's self-funded Health and Dental Programs. Revenues represent premiums paid by the District and employees. Expenditures represent actual claims cost and administrative expenses to run the program.
 - Capital Budget is used to account for the revenue and expenditures of the District's Operating Capital, Health & Safety, Lease Levy, Capital Projects Levy and Deferred Maintenance projects. The Capital Budget is a portion of the General Fund budget that will be presented at the next Board Meeting.

No action is required by the Board at this meeting.
 2. Community Services Preliminary FY 14 Budget.
The FY 14 proposed preliminary budget has been developed with the input from each program coordinator. The Community Services Advisory Council approved the preliminary budget at their April 30th meeting and recommends this budget to the School Board. The budget reflects revenues of \$1,892,965 and expenditures of \$1,872,468.
 3. Evaluation Process Update.
Director of Administrative Services Matt Hillmann will update the Board about the District's participation in the Minnesota Department of Education pilot principal evaluation project and the District's progress toward meeting the requirements for the State's teacher evaluation system that goes into effect beginning with the 2014-15 school year.
 4. Results of Calendar Discussion and Next Steps.
Mary Hanson, Director of Teaching and Learning, and Superintendent Richardson will review the Calendar Conversation process conducted in three sessions held in March and April. They will provide information about the agenda and results of each meeting and copies of documents created as part of each evening's small group activities with community participants. They will also share any other available data gathered about the calendar options. Board Chair Ellen Iverson will then lead a discussion with the Board about the information gathered and what direction or next steps the Board should take in response to the Calendar Conversations. Based on the discussion the Board will determine if proposed directives will be added to the agenda under "Items for Individual Action".

VII. Superintendent's Report

A. Items for Individual Action

1. School Bus Transportation Contract with Benjamin Bus Inc. 2013-2017.

The District has reached an agreement with Benjamin Bus to continue as the District's transportation contractor for the next four years. The agreement includes no increase to regular routes or field trips for the first three years and a three percent increase to regular routes and field trips for the last year of the agreement. Rates for other transportation, such as special education routes, will increase two percent in each of the first three years of the agreement with a three percent increase in the final year of the agreement.

District administration feels this agreement is a very favorable agreement with a local contractor who has been an excellent asset to our community. District administration recommends approval of the agreement.

Superintendent's Recommendation: Motion to approve the School Bus Transportation Contract with Benjamin Bus Inc for 2013-2017 as presented.

B. Items for Consent Grouping

Superintendent's Recommendation: Motion to approve the following items listed under the Consent Grouping.

1. Student Activity Account Transfers.

Activities Director Tom Graupmann is requesting Board approval to:

- Designate up to \$1,000 from the Girls Golf Team's student activity account to pay for an additional golf coach. The rate of pay will be \$14 per hour. The Girls Golf Team intentionally fundraised so that this coach could be secured. This would be for the 2012-2013 school year only.
- Designate \$2000 from the Robotics Team's student activity account to pay for Steve Taggart's work with the participants. The Robotics team intentionally fundraised so that Steve Taggart could receive a stipend.

2. Financial Reports – January, February and March 2013.

Val Mertesdorf requests that the Board approve the following:

- Paid bills totaling \$1,515,268.02, payroll checks totaling \$2,293,913.74, debt service payments totaling \$4,866,512.13 and the financial reports for January 2013
- Paid bills totaling \$1,142,897.07, payroll checks totaling \$2,307,818.99, debt service payments totaling \$15,000 and the financial reports for February 2013.
- Paid bills totaling \$1,489,740.85, payroll checks totaling \$2,278,976.21, debt service payments totaling \$4,055.00 and the financial reports for March 2013.

3. Personnel Items.

a. Appointments*

1. Laura McManus, 1.0 FTE Elementary Teacher-Companeros Program at Sibley Elementary beginning 8/26/2013, MA-7.
2. Melissa Taucher, 1.0 FTE Early Childhood Special Education Teacher at Longfellow beginning 7/1/2013, MA-30, Step 6.
3. William Kaul, Summer Grounds/Maintenance Technician for the district beginning 5/1/2013 through 10/31/2013, \$12.25/hour.
4. Anne Jerdee, 1.0 FTE English-8 Teacher at the Middle School beginning 8/26/2013, MA6.
5. Geoffrey Staab, 1.0 FTE Mathematics Instructor at Longfellow/ALC beginning 8/26/2013, MA-45, Step 10.
6. Anita Sasse, 1.0 FTE First Grade Teacher-Companeros Program at Sibley Elementary beginning 8/26/2013, BA-0.

b. Increase/Decrease/Change in Assignment

1. Sheila Bird, Office Specialist III at Longfellow/ALC (202 days) change to Administrative Support Assistant – Class IV (220 days) at Longfellow/ALC beginning 7/1/2013.

2. Jacque Meyer, Special Ed PCA at the High School for 8.0 hours/day, change to Special Ed PCA at EPIC for 6.75 hours/day.
 3. Angie Timperley, Special Education Educational Assistant at Bridgewater for 4 hours/day, change to Special Education Educational Assistant at Bridgewater for 5 hours/day beginning 4/29/2013 through 6/4/2013.
 4. Steve Taggart, 1.0 FTE Industrial Technology Teacher at the High School change to .8 FTE Industrial Technology Teacher at the Middle School beginning 8/26/2013.
 5. Amanda Tracy, .8 FTE Spanish teacher at the high school, voluntary reduction to .2 FTE Spanish teacher at the high school beginning September 1, 2013.
 6. Katherine Norrie, 1.0 FTE Visual Art Teacher at the high school, voluntary reduction to .8 FTE Visual Art teacher beginning 8/26/2013.
 7. *Correction* - Kevin Dahle – .8 FTE Long Term Substitute Social Studies Teacher at the High School beginning 5/21/2013 through 6/4/2013, MA-14.
 8. *Correction* - Karl Tise – .8 FTE Long Term Substitute Social Studies Teacher at the High School beginning 5/1/2013 through 5/20/2013.
- c. Leaves of Absence
1. Katie Parks, 1.0 FTE leave of absence for the 2013-2014 school year.
 2. Jennifer Josephson, 1.0 FTE leave of absence for the 2013-2014 school year.
 3. Amanda Heinritz, 1.0 FTE leave of absence from the HS FACS for the 2013-2014 school year
 4. Rebecca Glassing, .3 FTE leave of absence for the 2013-2014 school year.
 5. Kevin Dahle, leave of absence beginning February 1, 2014 through the end of the 2013-14 school year.
- d. Resignation
1. Lee Thorson, High School Guidance Office Specialist, resignation effective June 5, 2013.

*Conditional offers of employment are subject to successful completion of a criminal background check.

VIII. Items for Information

1. Enrollment Report – May 2013.

IX. Future Meetings

Please Note Change in Day: Tuesday, May 28, 2013, Regular School Board Meeting, Northfield High School Media Center
Monday, June 10, 2013, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

School Board Minutes

School Board Minutes

April 22, 2013

Northfield High School Media Center

- I. Call to Order.
Board Chair Ellen Iverson called the Regular meeting of the Northfield Board of Education to order at 7:00 PM. No one was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was no one.
- IV. Approval of Minutes
On a motion by Nelson, seconded by Maple, the minutes of the Regular School Board meeting held on April 8, 2013, were unanimously approved.
- V. Announcements and Recognitions
 - Good news from Greenvale Park:
 1. Audrey Green and Physical Education Teacher Mary Wojick wrote a grant for Adventure Capital through Fuel Up To Play 60 to design a new breakfast/lunch tray with pictures of healthy fruits/veggies, activity information and fun facts. Audrey was one of 8 finalists across the nation for this competition. What a great feat for a fourth grader!
 2. Greenvale Park was once again invited to attend the Fuel Up To Play 60 Training Camp at the Mall of America Field on April 30. Five students will attend along with the Program Advisor, Mary Wojick, and the Nutrition Specialist, Cece Green. Students and advisors will spend the day learning about nutrition, participating in physical activities and get a behind the scenes look at the Vikings locker room. Bridgewater was also invited to attend. Greenvale Park has been invited because of the hard work and effort they have put forth in fostering good healthy eating habits along with creative physical activity programs!
 - Northfield High School Activities Director Tom Graupmann was elected to serve on the Minnesota State High School League Board of Directors. This is a four year term, beginning this August.
- VI. Items for Discussion and / or Reports
 1. Professional Learning Communities Presentation – Bridgewater Elementary School.
Bridgewater Elementary School Principal Nancy Antoine introduced Sherry Schwaab, Darren Lofquist, Lindsey Downs and Mairin Born, second grade teachers at Bridgewater. The second grade team's PLC presentation focused on how they used data about reading fluency to provide instruction tailored to meet student's individual needs, from those who would benefit from enrichment to those needing individual or small group interventions. The School Board was able to hear and see how PLCs work in conjunction with RtI, flexible groupings and volunteerism at Bridgewater.
 2. Proposed 2013-2014 Child Nutrition Budget.
Child Nutrition Director, Pam Haupt, presented the 2013-14 proposed budget. This fund is used to record financial activities of the District's food service activity, which include preparation and service of the milk, meals, and snacks in connection with school and Community Services activities.
Highlights of the presentation included:
 - Healthy snack carts have been launched at Bridgewater and Sibley this year.
 - All three elementary schools received Healthy US Challenge Silver Awards.
 - The High School kitchen area will be remodeled for the 2013-2014 school year.
 - There is a proposed meal price increase of \$.15 for all lunch meal price categories except "reduced", which is part of the federally-mandated 3 year plan that began in 2011-2012. A southern Minnesota meal price comparison survey was shared with the Board.No Board action was required at this meeting.

3. Proposed 2013-2014 Non-Operating Fund Budgets.
The following proposed budgets for 2013-14 were presented by Val Mertesdorf, Director of Finance:
 - Debt Service Fund accounts for the School District's outstanding bonded indebtedness for past building construction and major capital projects. Revenues represent property tax levies, state credits, and a minor amount of interest. Expenditures represent principal and interest payments on bonds previously sold.
 - Fiduciary or Trust Fund is used to record revenues and expenditures for trust agreements where the school board has accepted responsibility to serve as trustee. The majority of activity within this fund is for student scholarships.No action was required by the Board at this meeting.

4. Follow-up on Possible Student Voice on School Board Topics.
Board Chair Ellen Iverson and Board member Julie Pritchard led a discussion with the Board on potential approaches for involving a High School student(s) in considering topics being addressed by the Board of Education. Several Board members asked what the goal of a non-voting student representative would be and whether having a student on the Board would be the best way to achieve that goal. Board members could see the value of a student representative, but also the limitations. The Board Chair asked the Board to give more thought to how the Board could be more intentional about reaching out to students for their input, and will revisit this issue at a later date.

VII. Superintendent's Report

A. Items for Individual Action

1. Resolution for Termination and Non-Renewal of Probationary Licensed Staff.
On a motion by Pritchard, seconded by Stratmoen, the Board unanimously adopted the Resolution related to the termination and non-renewal of the teaching contract of the probationary licensed teachers listed below effective at the end of the 2012-2013 school year. Voting 'yes' was Fossum, Maple, Nelson, Pritchard, Hardy, Stratmoen and Iverson. No one voted 'no.'

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rene Demel	Middle School Science	1.0
Kathryn Linkous	Sibley – Grade 1	1.0
Andrew Lum	Greenvale Park - Grade 3	1.0
Kathryn Morris	Sibley – Grade 3	1.0
Diane Nagy	Bridgewater - Reading and Math Support	1.0
Scott Stanina	High School English	1.0
Joni Karl	High School Math	0.4
Lori Rosmiller	High School Spanish	0.2
Lisa Schunk	Middle School Science	0.2

2. FY 2013 Audit Engagement Letter.
On a motion by Nelson, seconded by Maple, the Board unanimously voted to accept the 2012-13 Engagement Letter from CliftonLarsonAllen, LLP as presented.

B. Items for Consent Grouping

On a motion by Maple, seconded by Nelson, the Board unanimously approved the following items listed under the Consent Grouping.

1. Personnel Items.
 - a. Appointments*
 1. Andy Berkvam, High School Head Boys Basketball Coach beginning 11/11/2013 through 03/15/2014, Schedule C, Level A-Step 6.
 2. Jamie Wiebe, Long Term Substitute School Social Worker at site TBD beginning 8/26/2013 through 6/6/2014, MA-Step 2.
 3. Michael Berger, Summer Ventures Site Instructor at Greenvale Park for 8 hours/day (Mon-Thurs.) beginning 6/5/2013 through 8/23/2013, Step 2, \$12.80/hour.

4. Erik Burton, Summer Ventures Site Instructor at Greenvale Park for 7.5 hours/day (Mon-Thurs.) beginning 6/5/2013 through 8/23/2013, Step 1, \$12.51/hour.
 5. Emily Torbenson, Summer Ventures Site Assistant at Greenvale Park for 5.5 hours/day (Mon-Thurs.) beginning 6/5/2013 through 8/23/2013, Step 1, \$11.14/hour.
 6. Brooke Harding, Summer Ventures Site Instructor at Greenvale Park for 7.5 hours/day (Mon-Thurs.) beginning 6/5/2013 through 8/23/2013, Step 2, \$12.80/hour.
 7. Anna Malecha, Summer Ventures Site Instructor at Greenvale Park for 5.5 hours/day (Mon-Thurs.) beginning 6/5/2013 through 8/23/2013, Step 1, \$12.51/hour.
 8. Kelsey Brown, Community Services WSI, Lifeguard beginning 4/8/2013 through 4/25/2013, \$10.50/hour.
 9. Emily Anderson, Community Services WSI, Lifeguard beginning 4/8/2013 through 4/25/2013, \$10.00/hour.
 10. Allison Clark, Community Services WSI, Lifeguard beginning 4/8/2013 through 4/25/2013, \$10.00/hour.
 11. Cody Crowley, Community Services WSI, Lifeguard beginning 4/8/2013 through 4/25/2013, \$10.00/hour.
 12. Karl Tise – .8 FTE Long Term Substitute Social Studies Teacher at the High School beginning 5/1/2013 through 5/14/2013, Daily Sub Rate.
 13. Kevin Dahle – .8 FTE Long Term Substitute Social Studies Teacher at the High School beginning 5/15/2013 through 6/5/2013, MA-14.
 14. Joni Karl – .4 FTE Math Teacher at the High School beginning 8/26/2013 through 6/6/2014, MA-1.
 15. Karna Hauck – .8 FTE Art Teacher at the High School beginning 8/26/2013, MA-13.
 16. Shari Karlsrud – 1.0 FTE Long Term Substitute FACS Teacher at the High School beginning 8/26/2013 through 6/6/2014, MA-3.
- b. Increase/Decrease/Change in Assignment
1. Amanda Story, Special Ed Educ. Assistant PCA at Longfellow for 10.25 hours/week, increase to 10.5 hours/week, beginning 4/9/2013 through 6/4/2013.
 2. Christopher Holmquist, HS Art Teacher from .8 FTE to 1.0 FTE, beginning 8/26/2013.
 3. Angie Callahan, KidVentures Site Leader at Greenvale Park for 29 hours/week, change to Summer Ventures Site Leader at Greenvale Park for 40 hours/week beginning 6/5/2013 through 8/29/2013.
 4. Elliot Courchaine, KidVentures Site Assistant at Sibley for 15 hours/week, change to Summer Ventures Site Assistant at Greenvale Park for 27.5 hours/week beginning 6/5/2013 through 8/29/2013.
 5. Jennifer Quinnell, KidVentures Site Assistant at Greenvale Park for 12.5 hours/week, change to Summer Ventures Site Assistant for 16.5 hours/week beginning 6/5/2013 through 8/29/2013.
 6. Lacey Neuman Bissonnette, KidVentures Site Leader at Sibley for 30 hours/week, increase to 32 hours/week beginning 4/10/13 through 6/4/2013.
 7. Lacey Neuman Bissonnette, KidVentures Site Leader at Sibley for 32 hours/week, change to Summer Ventures Site Leader at Greenvale Park for 40 hours/week beginning 6/5/2013 through 8/29/2013.
 8. Nicole Miner, KidVentures Site Assistant at Bridgewater/Sibley for 18.5 hours/week, increase to 37.5 hours/week beginning 6/5/2013 through 8/29/2013.
 9. Rachel Hughitt, KidVentures Student Site Assistant at Sibley for 12.5 hours/week, change to Summer Ventures Site Assistant Greenvale Park for 27.5 hours/week, beginning 6/5/2013 through 8/29/2013, Step 2, \$11.43/hour.
 10. Reece Line, KidVentures Student Site Assistant at Sibley for 12 hours/week, change to Summer Ventures Student Site Assistant at Greenvale Park for 27.5 hours/week beginning 6/5/2013 through 8/29/2013.

11. Tyler Grave, KidVentures Student Site Assistant at Sibley for 2 hours/week, change to SummerVentures Student Site Assistant at Greenvale Park for 16.5 hours/week, beginning 6/5/2013 through 8/29/2013.
12. Vanessa Grave, KidVentures Site Leader at Bridgewater for 29 hours/week, change to SummerVentures Site Leader at Greenvale Park for 40 hours/week, beginning 6/5/2013 through 8/29/2013.
13. Tammie Warner, EarlyVentures Site Assistant at Longfellow for 40 hours/week, decrease to 30 hours/week, beginning 6/5/2013 through 8/23/2013.
14. Angie Frawley, EarlyVentures Site Assistant at Longfellow for 38 hours/week, decrease to 32 hours/week beginning 6/5/2013 through 8/23/2013.
15. Anita Corwin, EarlyVentures Site Assistant at Longfellow for 40 hours/week, decrease to 30.5 hours/week beginning 6/5/2013 through 8/23/2013.
16. Anna Kelly, EarlyVentures Site Assistant at Longfellow for 40 hours/week, decrease to 29.5 hours/week beginning 6/5/2013 through 8/23/2013.
17. Brianna Spittle, EarlyVentures Site Assistant at Longfellow for 40 hours/week, change to SummerVentures Site Assistant at Greenvale Park for 29 hours/week beginning 6/5/2013 through 8/23/2013.
18. Debbie Foley, EarlyVentures Site Assistant at Longfellow for 25 hours/week, increase to 30.5 hours/week beginning 6/5/2013 through 8/23/2013.
19. Jane Morrison, EarlyVentures Site Assistant at Longfellow for 40 hours/week, decrease to 30 hours/week beginning 6/5/2013 through 8/23/2013.
20. Julie Erickson, EarlyVentures Site Assistant at Longfellow for 40 hours/week, change to SummerVentures Site Assistant at Greenvale Park for 29 hours/week beginning 6/5/2013 through 8/23/2013.

c. Leaves of Absence

1. Dr. Gary Lewis, FMLA Leave of Absence beginning on 6/10/2013 through 6/17/2013.
2. Cindy Samuelson, FMLA Leave of Absence beginning on 4/30/2013 through 5/7/2013.
3. Bridgette Tisdale, Leave of Absence beginning 4/11/2013 through April 22, 2013 with the possibility of additional intermittent days being needed upon her return.

*Conditional offers of employment are subject to successful completion of a criminal background check.

VIII. Items for Information

1. Final Calendar Community Conversation, Tuesday, April 30, 7 to 9 PM, High School Upper Cafeteria.

Information on the proposed agenda, process, and desired outcomes of this final conversation were shared with the Board. The evening will begin with a review of the results of the straw poll and then focus on seven “concept” calendars based on the discussion at the previous conversations and the key calendar elements identified and valued by participants. Participants will be asked to develop the benefits and concerns for each concept calendar and then indicate with a yes/no vote their individual interest in having one or more of the concept calendars move forward for further consideration and development with specific detail and actual days. Feedback from all of the calendar conversations will be shared with the Board at its May 13th meeting to determine if any further actions are appropriate.

IX. Future Meetings

Monday, May 13, 2013, Regular School Board Meeting, Northfield High School Media Center
Tuesday, May 28, 2013, Regular School Board Meeting, Northfield High School Media Center

- X. On a motion by Stratmoen, seconded by Fossum, the Board adjourned at 8:55PM.

Noel Stratmoen
School Board Clerk

2013-14 PROPOSED BUDGET SUMMARY

Internal Service Fund

Internal Service Fund - Insurance

- Fund that accounts for our self-insured health and dental plans
- Dental was established in FY06 and Health was added in FY12
- Revenue is from the premiums paid by the District, Employees and Retirees
- Expenditures reflect actual claims paid and the administration of the plan
- Currently using Delta Dental and Medica as our providers
- Stand alone fund that is presented separately on our financial statements

Dental Participation

- Enrollment = 461

- Active = 370
 - Retiree = 91

- Premiums

Plan	Current	Proposed
Single	\$38.07	\$19.04
Family	\$112.21	\$56.11

- Proposed 50% reduction to offset a portion of the increase in Health.

Health Participation

- Enrollment = 396

- Active = 357
 - Retiree = 39

- Premiums

Plan	Current	Proposed
HRA – Single	\$554.56	\$598.92
HRA – Family	\$1,497.13	\$1,616.90
CMM – Single	\$558.06	\$602.70
CMM – Family	\$1,508.63	\$1629.32

- The Benefits Advisory Committee is recommending an 8% increase based on the projected health cost increases and new fees associated with the ACA.

Financial Summary

	2011-12	2012-13	2013-14
	<u>Actual</u>	<u>Budget</u>	<u>Proposed</u>
Beginning Balance	\$ 447,235	\$ 1,165,124	\$ 1,542,444
Charges for Services	5,662,336	5,736,146	5,795,649
Interest Income	560	13,000	800
Total Sources	<u>6,110,131</u>	<u>6,914,270</u>	<u>7,338,893</u>
Expenditures	<u>4,945,007</u>	<u>5,371,826</u>	<u>5,768,822</u>
Ending Fund Balance	<u>\$ 1,165,124</u>	<u>\$ 1,542,444</u>	<u>\$ 1,570,071</u>

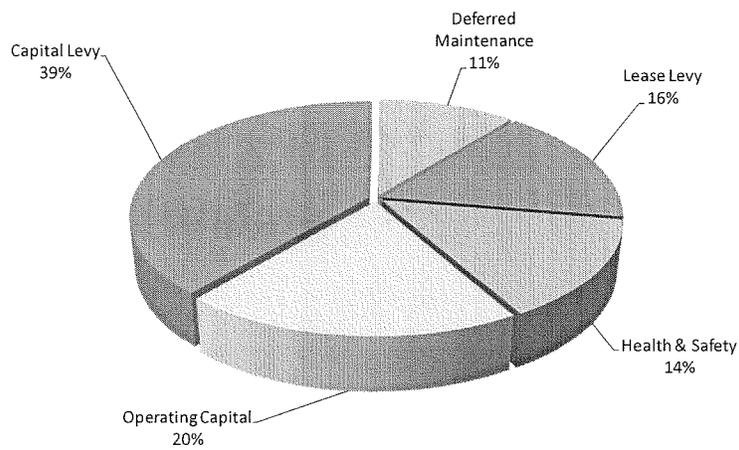
Questions?

Thanks for your time!!

2013-14 PROPOSED BUDGET SUMMARY

Capital Budget

Capital Funding



Projected Revenue

Formula Revenue	
Operating Capital Aid	\$386,978
Operating Capital Levy	446,911
Deferred Maintenance Levy	210,706
Non-Formula Revenue	
Capital Projects Levy	750,000
Health and Safety Levy	270,452
Lease Levy	311,249
Capital Facility Bond Adjustment**	(441,737)
Total Revenue	\$1,934,559

**Final annual payment of \$171K for '04 debt occurs in 13-14

**Final annual payment of \$275K for '06 debt occurs in 15-16

Projected Expenditures

Required Commitments	
Leased Facility Space/Assessments	\$332,819
Health and Safety Projects	270,452
Deferred Maintenance Projects	210,706
Lease Purchase (Sibley)	142,758
Prioritized Allocations	
Schools and Programs	107,836
Textbooks/Digital Curriculum	134,000
Facilities	338,500
Technology	397,488
Total Expenditures	\$1,934,559

Financial Summary

	2011-12 Actual	2012-13 Budget	2013-14 Proposed
Beginning Balance	\$1,121,588	\$1,573,882	\$660,204
Revenue	2,497,516	2,026,384	1,934,559
Expenditures	2,045,222	2,940,062	1,934,559
Ending Balance	\$1,573,882	\$660,204	\$660,204
Fund Balance Detail			
Health & Safety	(121,952)	(121,952)	(121,952)
Deferred Maintenance	158,987	162,396	162,396
Operating Capital	1,536,847	619,760	619,760
Ending Balance	\$1,573,882	\$660,204	\$660,204

Questions?

- Thanks for your time!



Northfield

PUBLIC SCHOOLS



COMMUNITY SERVICES
2013-2014 PRELIMINARY
BUDGET PRESENTATION
May 13, 2013

GL

2/3/11



Principles of Community Education



- Lifelong Learning
- Maximizing Community & School Resources
- Maximizing Community & School Facilities
- Promoting Collaboration & Partnerships
- Citizen Involvement



Community Services Program Components



Adult Learning

- Adult Lifelong Learning
- Adult Basic Education/EL
- Driver Education
- Project ABLE
- Recreation

Youth Programs

- Middle School Youth Center
- Ventures Programs
- Youth Development/Service Learning
- Connected Kids Mentoring
- Recreation



Community Services Program Components



Early Childhood

- Early Childhood & Family Education
- Early Childhood Screening
- Hand in Hand Preschool/Bridges to K
- Early Childhood Initiative Coalition
- Early Ventures Child Care Center
- Recreation

Community Programs

- Facility Use
- Community Relations



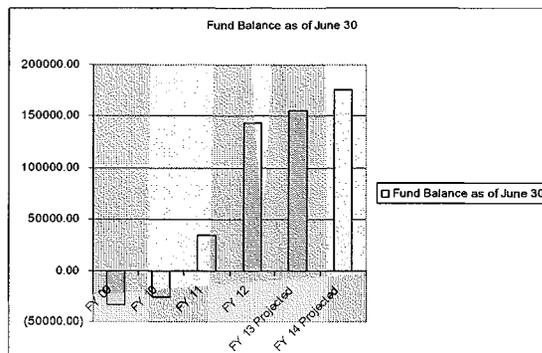
Community Services Budget Goal



• To work toward an overall fund balance that equals two months of the Community Services Division's operating expenses, without any of the four fund balances exceeding 25%. This is approximately \$315,000.



Community Services Fund Balance History





Community Services FY 14 Budget Assumptions

Revenues

- 29% decrease in the School Age Childcare Special Needs Levy. This levy is calculated in three year adjustments.
- Maintaining revenue for fees based on the activity in FY 13.
- The Recreation Program is seeing a large increase in revenues due to the addition of several programs.
- Several grant applications

Expenditures

- Appropriate increases in salaries, wages and insurance.
- Continuation of the \$2,000 increase in the school district funding for Healthy Community Initiative bringing the total partner funding obligation to \$10,000.
- Continuation of the \$10,000 chargeback to the school district general operation budget for the Community Services use of facility beyond the regular facilities operational schedule.

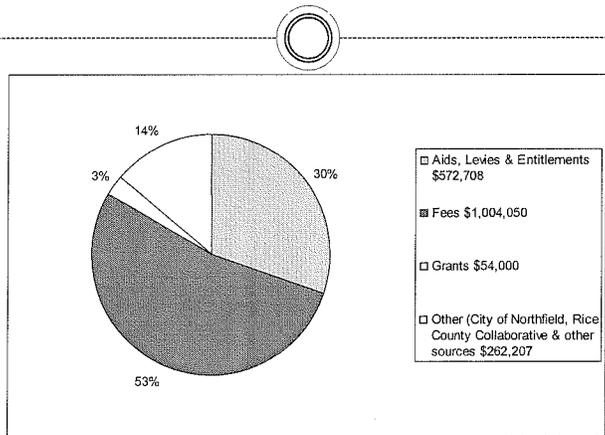


2013 – 2014 Revenue Sources

- State aid and local levy dollars based on a funding formula established by the Minnesota State Legislature \$572,708 (31%)
- Participant fees (enrichment, recreation, early childhood family education (ECFE), driver education, special events, child care and preschool) \$1,004,050 (53%)
- Grants submitted \$54,000 (3%)
- Other local sources \$262,207 (14%)



2013 – 2014 Revenue Sources



• Projected Fund Balance as of June 30, 2013	\$ 155,483
• Revenues	1,892,965
• Expenditures	<u>1,872,468</u>
• Revenue over expenditures for FY 14	\$ 20,497
• Projected total fund balance as of June 30, 2014	\$ 175,980



Community Services Expenditures that directly benefit K-12 & district operations

Facilities Coordination	\$ 27,951
Community Relations Coordination	50,000
Healthy Community Initiative (HCI)	10,000
Hand in Hand Preschool	108,969
Early Childhood Screening	19,973
Early Ventures child care site at Longfellow accessible to ALC teen parents	210,000
Bridges to Kindergarten	9,000
Connected Kids Mentoring Project	53,862
Middle School Youth Center	17,195
United Way grant to partner with Targeted Services for PLUS	26,000
Youth Service Learning support (40% of Youth Dev./Youth Services Coord.)	15,991
Early Childhood Outreach	9,509
Family School	46,019
Total	\$ 604,469 (32% of total CSD budget)



Variables

- Actual program enrollments
- Fee Collection
- Grant Funding

Community Services Proposed Preliminary Budget FY 14			W/ Wksht. # 2		5/17/2013	Fund Balance
Program	Projected Beg. Balance	Code	Total Revenues	Total Expenditures	Prog. Balance	
Gen. Comm. Ed.		505-000	\$ 160,856.00	\$ 183,128.00	\$ (22,272.00)	
Recreation		505-106	377,446.00	374,173.00	3,273.00	
Volunteer		505-107		300.00	(300.00)	
Driver Ed.		505-108	96,188.00	79,856.00	16,332.00	
RCFS Collaborative		505-110	113,709.00	113,709.00	-	
Adult Enr.		505-113	20,200.00	19,510.00	690.00	
ABLE		505-510	15,000.00	15,000.00	-	
School Age Care		570-000	362,979.00	367,276.00	(4,297.00)	
EV Child Care		590 -195	241,730.00	242,630.00	(900.00)	
Youth Prog.in CE		585-000 -332	56,754.00	60,010.00	(3,256.00)	
Youth Dev./Serv.		585-000-362	27,800.00	31,268.00	(3,468.00)	
Included in Youth areas					-	
PLUS		585-189	26,000.00	26,000.00	-	
Total Gen. CE Bal	\$ 157,834.00		\$ 1,498,662.00	\$ 1,512,860.00	\$ (14,198.00)	\$ 143,636.00
					-1%	9%
ECFE		580-325	224,320.00	197,442.00	\$ 26,878.00	
Home Visits		580-000-328	2,776.00	\$ 2,776.00		
Total ECFE	\$ 7,512.00		\$ 227,096.00	\$ 200,218.00	\$ 26,878.00	\$ 34,390.00
					12%	17%
Bridges to K		582-199	9,000.00	9,000.00	-	
Presch.(S.R)		582-193	123,308.00	115,053.00	8,255.00	
Total School Readiness	\$ (12,635.00)		\$ 132,308.00	\$ 124,053.00	\$ 8,255.00	\$ (4,380.00)
					6%	-4%
ECIC (fiscal agent)		590-115	6,475.00	6,475.00	-	
EC Screening		583-000-354	18,915.00	19,353.00	(438.00)	
Total Unreserved	\$ 2,772.00		\$ 25,390.00	\$ 25,828.00	\$ (438.00)	\$ 2,334.00
					-2%	9%
SMIF Grant ECFE on the Go		580-464-325	9,509.00	9,509.00		
Total All Funds	\$ 155,483.00		\$ 1,892,965.00	\$ 1,872,468.00	\$ 20,497.00	\$ 175,980.00
					1%	9%

Principal and Teacher Evaluation Highlights
By Matt Hillmann, Director of Administrative Services

The Northfield Public Schools has been working through strategies to meet the requirements of legislation to implement changes to our principal and teacher evaluation system. In Northfield, the practice has been to conduct formal evaluations of all employees every fifth year of their employment. Probationary staff is evaluated in a manner consistent with law (teachers) or their employee agreement. All District standards and evaluation forms are available on the Human Resources department web site at:
<http://nfld.k12.mn.us/departments/hr/internal-human-resources-documents/>

Principal Evaluation

Our approach

The goal of our principal evaluation system is professional growth and development. As an educational institution, our goal is to help our administrators hone their skills. However, when it becomes apparent that a principal is struggling, the evaluation system should include a vehicle for the individual to improve their skills to proficiency (performance improvement plan) and provide a dignified exit from the profession for those who cannot meet the District's standards.

The law

The Principal evaluation law, enacted by the 2011 legislature, requires annual evaluations of every school principal beginning with the 2013-14 school year. The law requires that evaluations include eight components as outlined in Minnesota statute §123B.147 Section 22, Subdivision 3:

- (1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;
- (2) include formative and summative evaluations;
- (3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;
- (4) include on-the-job observations and previous evaluations;
- (5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;
- (6) use longitudinal data on student academic growth as an evaluation component and incorporate district achievement goals and targets;
- (7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and
- (8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

Northfield's participation in Minnesota Department of Education (MDE) pilot evaluation

The Northfield Public Schools volunteered in 2012 to participate in the Minnesota Department of Education's (MDE) pilot project to test the State's example model. As a result, the District received training and support from MDE. The example model that we piloted included:

- Principal planning meetings included review of a self-assessment, professional growth and school academic goals for the school year, as well as discussion of professional development the principal felt would be helpful in order to accomplish these goals.
- Mid-year, formative conversations that reviewed the goals set at the beginning of the year. This provided an opportunity to celebrate success or to assist principals with issues that may have been hampering the progress toward their goals.
- Staff and parent surveys were conducted in the late winter and early spring. Principals are reviewing the data from these surveys and using a District-created document to formally reflect on the survey data.
- Summative evaluation meetings are being planned for mid-June for the Superintendent to evaluate the principals'

performance based on the same standards that were used in their fall self-evaluation. During this summative meeting, principals will share their reflections on the survey data with the Superintendent as well as review the results of the principal's growth goals for the school year. Due to the requirement for the District to use MCA data for student achievement goals, some goals may not be able to be assessed due to a lack of data available in June.

- The principal evaluation requires a summative rating. The District's rating is based on a four point rubric. Each of the three areas of evaluation will be rated on a similar numerical scale, but with criteria appropriate for each area. These areas will then be adjusted based on the percentage assigned to them. The District has chosen the following weights: Superintendent's performance evaluation (50%), student achievement and professional growth goals (35%*), and the survey reflection (15%).

* The 35% weight for the student achievement requirement has been mandated by the legislature. The District has the ability to change either of the other percentages to meet our own local needs.

Teacher Evaluation

Our approach

The goal of our teacher evaluation system is professional growth and development. As an educational institution, our goal is to help our professional educators hone their skills. However, when it becomes apparent that a teacher is struggling, the evaluation system should include a vehicle for the individual to improve their skills to proficiency (performance improvement plan) and provide a dignified exit from the profession for those who cannot meet the District's standards.

The law

Minnesota's teacher evaluation law is scheduled to go into effect beginning with the 2014-15 school year. The District has participated in a series of regional meetings with MDE to prepare for the implementation. Board member Anne Maple has attended these meetings with our team. The law requires a District and the local teacher's Association to come to a joint agreement about how to implement the law or use the MDE developed example model if the District and Association cannot come to an agreement. The law, found in Minnesota statute §122A.40 Subdivision 8, includes:

Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers.

- (a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a school board and the exclusive representative of the teachers do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).
- (b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:
 - (1) must, for probationary teachers, provide for all evaluations required under subdivision 5;
 - (2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;
 - (3) must be based on professional teaching standards established in rule;
 - (4) must coordinate staff development activities under sections 122A.60 and 122A.61 with this evaluation process and teachers' evaluation outcomes;
 - (5) may provide time during the school day and school year for peer coaching and teacher collaboration;
 - (6) may include mentoring and induction programs;
 - (7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section 122A.18, subdivision 4, paragraph (b), and include teachers' own performance

assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

- (8) must use an agreed upon teacher value-added assessment model for the grade levels and subject areas for which value-added data are available and establish state or local measures of student growth for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results;
- (9) must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;
- (10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;
- (11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and
- (12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section 13.43.

- (c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 5.

District workgroup

The District has established a workgroup that has now met four times to analyze the law and begin grappling with potential ways to implement a model that would meet the law's requirements. The workgroup, made up of approximately 15 individuals from across the District, includes teachers and administrators. Topics discussed to this point:

- a. April 8: reviewed State draft model
- b. April 15: reviewed teacher standards systems (Danielson, Marzano, Marshall) and student achievement requirement
- c. April 22: preliminarily selected a standards system (Marshall) and discussed format of feedback documentation
- d. April 29 – discussed strategies for including Value Added Measurements as part of the evaluation
- e. May 6 - discussed coaching requirement and strategies to collect data about student engagement and connectedness

The group has decided not to meet during the rest of this school year. There are a number of special events associated with the end of the school year and there has been discussion at the legislature about delaying implementation of the law for one year. If the legislature decides to delay the implementation of the law by one year, the workgroup will begin meeting again in the fall. If it does not delay the implementation, we will meet during the summer to continue preparing our local model.

The goal is to run our own local pilot project with a locally created evaluation system during the third quarter of the 2013-14 school year. If the legislature delays the implementation, we will most likely push this pilot project back as well. Our goal is to test the system prior to it being used for high stakes evaluation.

Summary

We believe these evaluation models will strengthen the professional development provided to our teaching staff and principals. We will continue to work to create and maintain models that provide specific feedback through informal coaching and formal evaluative processes. We do have a concern that the legislature has mandated these systems without funding to implement them. There is a significant cost to the District as we move forward in training and other professional development needed to effectively implement the systems. We are hopeful the legislature will address this oversight by the end of the session later this month.

Community Calendar Conversations

First Meeting: 3/7/2013

- › Calendar Meeting
- › Thursday, March 7, 2013
- › High School Upper Cafeteria
- › 7:00–9:00 pm

- › 7:00 Welcome and Introductions: Ellen Iverson
- › 7:05 Agenda and Brief Overview: Mary Hanson
- › 7:10 History and World View of School Calendars: Dr. Richardson
- › 7:40 Instruction and Guidelines for Small Group Work: Mary Hanson
- › 8:25 Large Group: Review and Share Results from Small Groups: Mary Hanson
- › 8:50 Plan for next meeting: Tuesday, 4/2/2013; High School Upper Cafe; 7:00–9:00

- ▶ Small Group Task: Brainstorm key components of a quality calendar that reflect what is best for student learning
- ▶ Results: 111 key components were listed and shared

Second Meeting: 4/1/2013

- ▶ Calendar Meeting
- ▶ Tuesday, April 2, 2013
- ▶ High School Upper Cafeteria
- ▶ 7:00–9:00

- ▶ 7:00 Welcome: Ellen Iverson
- ▶ 7:01 Straw Poll Results: Griff Wigley
- ▶ 7:08 Agenda and Remarks: Mary Hanson
- ▶ 7:13 Presentation: Dr. Richardson
- ▶ 7:50 Group Work
- ▶ 8:25 Gallery Walk
- ▶ 8:30 Vote with Dots
- ▶ 8:55 Prepare for next meeting: Tuesday, April 30; Upper Cafeteria; 7:00–9:00

- ▶ **Small Group Task: Place the 111 key components into nine categories**

(Length and alignment of breaks; length of school year; length of school day; impact on academics and assessments; impact on family; impact on co-curricular events; impact on local and regional events; maintain current calendar; other)

- ▶ **Results: All components were listed in categories; participants were given 10 colored dots to place on their priority choices. The results are posted on the website.**

Third Meeting: 4/30/2013

- ▶ Calendar Meeting
- ▶ Tuesday, April 30, 2013
- ▶ High School Upper Cafeteria
- ▶ 7:00–9:00

- ▶ 7:00 Welcome: Ellen Iverson
- ▶ 7:01 Straw Poll Results: Griff Wigley
- ▶ 7:11 Agenda and Introduction: Mary Hanson
- ▶ 7:16 Presentation: Dr. Richardson
- ▶ 7:225 Small Group Work: Mary Hanson
- ▶ 8:15 Large Group Work: Mary Hanson
- ▶ 8:50 Show of Hands Vote on each calendar type: Mary Hanson
- ▶ 8:57 Thanks and comment sheet: Mary Hanson
- ▶ 8:59 Closing remarks: Ellen Iverson

- ▶ Small Group Tasks: Participants were asked to create a chart listing the benefits and concerns for each skeleton calendar
- ▶ Results: Show of hands vote to the question: “Does this calendar type have enough merit to move it forward for more consideration and fleshing out with specific detail and actual days?”

Calendar Types and Vote Results

- ▶ Traditional Yes: 34 No: 0
- ▶ Traditional with Shorter Breaks Yes: 19 No: 16
- ▶ Traditional with Longer Breaks Yes: 19 No: 16
- ▶ Aligned Breaks Yes: 4 No: 32
- ▶ 45-15 Yes: 6 No: 28
- ▶ More Days; Same length of day Yes: 1 No: 32
- ▶ More Days; Shorter length of day Yes: 11 No: 20

Calendar Meeting
Thursday, March 7, 2013
High School Upper Cafeteria
7:00-9:00 pm

7:00 Welcome and Introductions: Ellen Iverson

7:05 Agenda and Brief Overview; Introduce Dr. Richardson: Mary Hanson

7:10 History and World View of School Calendars: Dr. Richardson

7:40 Instruction and Guidelines for Small Group Work: Mary Hanson

7:45 Small Group Work

8:25 Large Group: Review and Share Results from Small Groups: Mary Hanson

8:50 Plan for next meeting: Tuesday, April 2, 2013; High School Upper Cafe; 7:00-9:00

Comparing Calendars and Schedules

Organizing the School Year and School Day Around the World and in the United States

Providing Additional Instructional Time

- Not just a recent concern
- *A Nation at Risk* – 1983 (Cooper, Nye, Charlton & Lindsey, 1996; Gewerts, 2008)
- *Prisoners of Time* – 1994; *Tough Choices, Tough Times* – 2007
- Response to Reports – Reorganizing time in classrooms (Anderson, 1994; Cuban, 2008)
- Almost 300 initiatives to extend learning time (Gewertz, 2008)

Providing Additional Instructional Time

- Initiatives included (Neal, 2008):
 - Lengthening the school day
 - Increasing the number of school days
 - Various forms of year-round school
- Majority of American public schools unchanged over last 100 years (Pennington, 2006)
- A number of other countries have moved away from traditional calendar (Pennington, 2006)

Studying the Impact of Time on Student Learning

- Studies of the impact of time on student learning began in the early 1900s
- Summer fade or summer loss studies have examined the loss of academic gains over the summer for all students and especially for those in poverty
- Time on task studies have looked at the impact of on task behavior on student learning

Studying the Impact of Time on Student Learning

- Student engagement studies have looked at learning outside of class through variation in day length, blocks of classes and breaks or recess time between classes
- Recent studies have looked at the impact of the loss of instructional days prior to high stakes assessment on student proficiency

Organization of the School Year Around the World

- School year calendars around the world vary significantly
- Some countries set school years at the national level while others set them at state or local level
- Countries use semester (14-20 weeks), trimester (8-16 weeks), or quadmester (up to 12 week) systems

Organization of the School Year Around the World

- Number of school days varies from 170 to 251 days – Majority of countries have more days than U.S.
- School weeks are generally 5 days although a number of countries have six-day model (including Saturday morning)
- The major break (summer or winter) ranges from 5 to 13 weeks

Organization of the School Year Around the World

- Many countries have breaks of 2 or more weeks in each of the other 3 seasons
- Several studies have reported that nations with more than 180 days or year-round calendars outperform American schools (Farbman & Kaplan, 2005)

Organization of the School Year Around the World

- Average number of instructional minutes ranges from 223 to 370 minutes – U.S. 338 minutes – Few countries have longer days
- Average number of hours of instruction per school year ranges from 658 hours to 1,276 hours – U.S. 1003 hours – Because of longer day, U.S. has more instructional hours per year than many countries

Organization of the School Year Around the World

- Daily Schedule also varies greatly. The following are examples:
 - Australia – 9:00 to 3:30
 - Brazil – 7:00 to 12:00
 - China – 7:30 to 5:00 with 2 hour lunch break
 - France – 8:00 to 4:00 with 2 hour lunch break
 - Russia – 8:30 to 3:00
 - Korea – 8:00 to 4:00 with evening study sessions

Organization of the School Year in the United States

- Since 1980, 14 state have increased minimum number of school days, 9 states have reduced minimum number of days and a number of states have opted to permit districts to measure student contact time in either hours or days

Organization of the School Year in the United States

- States vary widely on the number of days:
 - Two states mandate 181 days
 - A majority (30 states) set bar at 180 days
 - Three states range for 179 to 176 required days
 - Five states set it at 175 days
 - Two states mandate 174 to 171 days
 - One state is at 170 days
 - Nine states, including Minnesota, require a minimum number of hours not days

Organization of the School Year in the United States

- Minnesota had neither minimum days or hours until 2011 – Now:
 - Half-day Kindergarten minimum is 425 hours per year (131 days of 3.25 hours per day)
 - Grades 1-6 minimum is 935 hours per year (144 days of 6.5 hours)
 - Grades 7-12 minimum is 1,020 hours per year (157 days of 6.5 hours)
 - Northfield has 1,095 hours per year for Grades 1-12
 - 4 day weeks and before Labor Day starts require Commissioner approval

Organization of the School Year in the United States

- Only three states require starting on a certain date – remainder leave that decision to local districts.
- Approximately 75% of students in United States start school before Labor Day including 98% of Iowa schools and 59 school districts in Minnesota who requested and were granted a before Labor Day start waiver.

History of Summer Vacation

- In the 1800's:
 - Many rural students went to school 6 months a year – December to March and June to August.
 - Many urban students went to school 11 months a year (251-260 days) while parents worked in factories and immigrant students learned English and other subjects.

History of Summer Vacation

- In the 1800's:
 - One measurement of a good school was the number of days it was open – Longer calendars perceived to be more effective. (Weiss & Brown, 2005)
 - Districts operated on calendars that varied from region to region based on unique calendar needs of the community.

History of Summer Vacation

- In the 1900's:
 - The nine month/three month calendar was never intended to be the standard calendar for schools. (Ballinger & Kneese, 2006)
 - Educational reforms in the 1900s sought to unify rural and town/urban systems.
 - Larger K-12 buildings required K-12 calendars and limited schools being in session in summer heat.

History of Summer Vacation

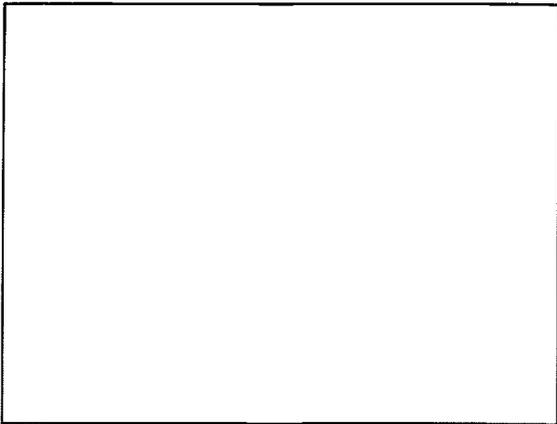
- In the 1900's:
 - Revenues of seasonal industries became dependent on the openings and closings of the school calendar.
 - Year-round programs were implemented in some school districts in Indiana, New Jersey, Pennsylvania, Tennessee, Nebraska and North Dakota as far back as 1920s. (Glines, 1997)

History of Summer Vacation

- In the 2000's:
 - The traditional 9 month calendar with 3 month summer vacation still the most common in the United States.
 - In 2005, approximately 2,300 public schools and about 2.3 million students followed some form of modified schedule. (St. Gerard, 2007)

History of Summer Vacation

- In the 2000's:
 - Modified calendars include year-round, after school or Saturday classes, extended school year and other modifications.
 - These modifications have been implemented with the goal of increasing time on task and improving student achievement. (Cooper et al., 1996)



Brainstormed List (by table groups) from the March 30 Calendar Conversation Meeting

Question: What are the key components of a quality calendar for student learning?

Group A

- Breaks aligned with semesters.
- Avoid testing immediately after a break.
- A longer school year with more breaks.
- Minimize summer slump.
- Break for state fair.
- Plenty of time off during the brief period the weather is nice.
- Prefer to go later into June rather than earlier into August. (b/c weather, state fair, 4H, FFA, etc.)
- Maximize unbroken (or un-slumped) days before the high-stakes test.
- (Some of the conflicts would be resolved by moving the testing date later, but we know that decision happens at the state.)
- Align school calendar with sports calendars.
- More shorter breaks.
- More instructional days.
- Support working parents (not necessarily bound to instructional hours).
- Mandatory all-day kindergarten.
- Shorter days – or more efficient busing – so kids can get some time at home. (Especially on issue for kids with long rides.)
- More recess or wiggle time.
- A few days before Labor Day – for orientation.

Group B

- Have some coordination with enrichment programs outside Northfield (camps, museum programs, etc.).
- Minimize summer fade by having breaks of 4 weeks or less.
- Save August (no school in August because of weather, etc.).
- Move MCA tests later (so kids don't "check out" so early).
- Deliberately allow time in the calendar to take advantage of local resources – align the calendar with opportunities available (the colleges, SCOPE, Sr. Honors, college tutors).
- Maximize time on task, time in class, days per year (to prepare our kids for their future competing on the world scene).
- Don't worry about placing Fall finals before Christmas break.
- Include teacher input.
- Include feedback from teachers in other areas that have different calendars regarding how the calendar affects student outcomes.
- Avoid using the Asian calendar model.
- Extend the "calendar" to include Pre-K.

- Ensure time in the calendar for professional development (not the kind where you need a sub. Peer observations, guest speakers, conference attendance built into the year).
- Consider modular, block scheduling – some classes double periods, some alternative learning opportunities.
- Don't lose sight of how enrichment activities contribute to the education of the “global student of tomorrow.”
- It's not all about the test, the academic piece. Be sure the calendar allows for social learning, learning how to work as a team.

Group C

- Proper breaks built-in to calendar.
- Guiding question – what's best for students.
- Uniformity in segments of instructional terms.
- What can help eliminate summers slide/fade.
- Minimize vacations during instructional terms.
- Build calendar around “natural breaks.”
- Intrigued by more, but shorter days.
- Balance calendar and school day length to maximize measurable and non-measurable academics.
- Support play and other “down” time.
- Expansion of teacher prep time.
- Remember there are a lot of families who work year round.
- Keep in mind not everyone can take an educational vacation.
- Keep in mind different expectations of what education needs to deliver ...
- Support families with less resources.
- Offer different opportunities during different terms (learn differently/J-term).
- Potential to use “summer school” differently – enrichment and remediation.
- Avoid breaks during traditional college spring breaks.
- Evolve toward movement of students based on both academic ability and achievement.
- Doesn't forget co-curricular but not driven by co-curricular.
- Supports teachers' professional growth.
- Consider blurring of K-12 to K-16.
- Does K-5 and secondary calendar need to be the same.
- Respect the value of vocational and work place based learning (formal and informal).
- Completes required state tests but not hyper focused.

Group D

- Balance between school/non-school events.
- Need to consider year-round calendar, including August.
- Need to get rid of big/long summer vacation; more smaller chunk vacations.
- Need to harmonize Northfield school calendars with St. Olaf and Carleton calendars.
- Leave July and August alone.

- DJJD impacts calendar.
- Need to consider AP class needs/high stakes finals.
- Calendars (optimum) for elementary vs. secondary would be different.
- Length of days would differ between ages also.
- Learning occurs in all environments, not just classroom.
- If have big summer/other breaks, offer more experiential opportunities.
- Best calendars would be ones students are engaged in.
- Need to consider need for maintenance to the schools (need longer break).

Group E

- Move standardized testing later – relationship to calendar?
- Shorter days – more throughout year (180).
- Longer recess and lunch for elementary.
- More instructional days.
- Strategically placed breaks.
- Shorter summer – longer breaks/terms.
- Breaks align with natural seasonal breaks (academic).
- Sensitive to two college calendars.
- Sensitive to individual circumstances/learner needs.
- Working age young adults should be able to work \$(summer).
- Version of year round calendar idea: summer like a J-term.
- Testing strategy period built into calendar.
- Use what we have more effectively (post AP test time).
- Respect state fair, FFA events in calendar.
- Better define “maximize student learning.”

Group F

- Semester breaks timed with calendar breaks.
 - Finals before breaks.
 - Christmas break/finals after break.
 - Some will use extra study time.
 - Some do not have a clear end of unit and will not have actual time off.
- Differentiate calendars and/or school day for different learners.
 - Not all students.
 - IE those meeting standards on State tests might be done early.
 - Other students that need to meet standards need to continue study to meet minimum.
 - All students still meet required days.
 - Possible summer session for other students.
- Shorter summer break.
 - Decrease loss of skills/learning (summer slide).
 - Expectation of continued practice.

- Stress/worry of completing studies through summer.
- Mastery of subject matter to continue onto next unit of study.
 - If unable to pass testing of subject, possible summer school.
- Modify summer school sessions.
 - Time in June/Break/August sessions.
- Later start/Shorter day.
 - More time to complete studies at home.
 - Time spent with activities – studies completed around 11 pm with 6 am wakeup.
- Parent involvement throughout summer break.
- Student safety.
 - Indoor recess during summer for heat.
 - Following same reasoning as winter.
 - Attention span/learning when students would be uncomfortable.

Group G

- Minimizing summer vacation (shorter).
- No justification on changing the calendar.
- Leave August alone.
- Quality of life – balance of academics/athletics/family.
- Shorter school day will improve quality of life?
- Need to consider 4H/FAA education benefits.
- No 3 month break from school – unproductive.
- Students without resources (time, \$, etc.) do not have the opportunities for summer enrichment.
- Strengthen summer learning opportunities.
- Year round calendar – moving to would benefit learning opportunities.
- Would a modified calendar affect ability to retain or attract quality teachers.
- How does changing our calendar when surrounding communities are not on the same calendar affect activities?
- Longer day affects student stamina.
- 4 day week if we go to school in August.
- 2 or 3 week breaks at different times throughout the year.
- Current calendar does not work for everyone.
- School day starts too early.
- All schools within community (colleges/public) align for
 - College volunteers/classroom assistance.
 - Families (professors/employees/etc.).
 - Seniors taking classes at college.
- More instructional days with shorter days.

Calendar Meeting

Tuesday, April 2, 2013

High School Upper Cafeteria

7:00-9:00

7:00 Welcome: Ellen Iverson

7:01 Straw Poll Results: Griff Wigley

7:08 Agenda and Remarks: Mary Hanson

7:13 Presentation: Dr. Richardson

7:50 Group Work

8:25 Gallery Walk—walk around and look at the placement of ideas

8:30 Vote with Dots

8:55 Prepare for next meeting: Tuesday, April 30; Upper Cafeteria; 7:00-9:00

Time and Learning

State Statutes, Contractual Parameters, and Research on the Impact of Calendars and Schedules on Learning

Providing Additional Instructional Time

- Not just a recent concern
- Multiple national reports including
 - *A Nation at Risk* – 1983;
 - *Prisoners of Time* – 1994;
 - *Tough Choices, Tough Times* – 2007

Providing Additional Instructional Time

- Almost 300 initiatives to extend learning time including lengthening the school day, increasing the number of school day, various forms of year-round school. Gewertz, 2008; Neal, 2008
- National, state and local concern about student achievement and the achievement gap
- Belief that academic proficiency predicts future student success in school and life

Providing Additional Instructional Time

- Northfield's Proficiency Gap between Caucasian students and students of color, students in poverty and English learners:
 - Reading proficiency - up to a 54% gap
 - Math proficiency- up to a 47% gap
 - Science – up to a 62% gap

Legal Requirements

- M.S. 124A.41 – Length of School Year, Hours of Instruction

A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. Nothing in this section permits a school district to adopt a four-day week schedule unless approved by the commissioner under section 124D.126.

Legal Requirements

- Minnesota had neither minimum days or hours until 2011 – Now they have minimum hours:
 - ½ day Kindergarten minimum = 425 hours per year (131 days of 3.25 hours per day)
 - Grades 1-6 = 935 hours per year (144 days of 6.5 hours)
 - Grades 7-12 = 1,020 hours per year (157 days of 6.5 hours)

Legal Requirements

- Minnesota had neither minimum days or hours until 2011 – Now they have minimum hours:
 - Northfield is at 1,095 hours per year exclusive of PLC time for Grades 1-12
 - A 4 day school week and school year start before Labor Day requires Commissioner approval

Legal Requirements

- M.S. 120A.40 – School Calendar
 - a) Except for learning programs during summer, flexible learning year programs authorized under sections 124D.12 to 124D.127, and learning year programs under section 123D.128, a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.

Legal Requirements

- M.S. 120A.40 – School Calendar
 - (b) A district may begin the school year on any day before Labor Day:
 - (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility;
 - (2) if the district has an agreement under section 123A.30, 123A.32 or 123A.35 with a district that qualifies under clause (1); or
 - (3) if the district agrees to the same schedule with a school district in an adjoining state.

Legal Requirements

- M.S. 124D.12 – Purpose of Flexible Learning Year Programs
 - Sections 124D.12 to 124D.127 authorize districts to evaluate, plan and employ the use of flexible learning year programs. It is anticipated that the open selection of the type of flexible learning year operation from a variety of alternatives will allow each district seeking to utilize this concept to suitably fulfill the educational needs of its pupils. . . .

Legal Requirements

- M.S. 124D.12 – Purpose of Flexible Learning Year Programs
 - These alternatives must include, but not be limited to, various 45-15 plans, four-quarter plans, quinsemester plans, extended learning year plans, flexible all-year plans, and four-day week plans.

Potential Legal Requirements

- MN Legislature is currently considering two bills:
 - Elimination of the before Labor Day start prohibition
 - Restoring a minimum number of 165 student days in addition to the current minimum hour requirements

Contract Parameters

- Article X – Length of School Year
 - Section 1. Teacher Duty Days.

Pursuant to M.S. 120A.40, the School Board shall, prior to April 1 of each school year, determine the number of school days and teacher duty days for the next school year... The school year shall include not more than 187 teacher duty days (exclusive of holidays and Education Minnesota Professional Conference Days).

Contract Parameters

- Article IX – Hours of Service
 - Section 1. Basic Duty Day.

Except as modified pursuant to Article X, Section 2, the basic teacher's day, inclusive of a 25 minute "duty free" lunch, shall be eight hours. Part-time teachers shall have responsibilities in proportion to their contracts: e.g., a teacher with a 3/5 contract is responsible for up to 24 hours of service per week. Part-time teachers will receive a 25 minute duty free lunch period and pro-rated prep time and non-instruction time within their duty time calculation.

The Impact of Instructional Time on Student Achievement

- Modified calendars including year-round, after school or Saturday classes, extended school year and other modifications have been implemented with the goal of increasing time on task and improving student achievement

Cooper et al., 1996

The Impact of Instructional Time on Student Achievement

- Research was reviewed in four areas:
 - Time on task
 - Summer loss or slide
 - Loss of instructional days before testing
 - Modified instructional day

Time on Task

- More than 130 studies support the idea that the more students study, the more they learn. It is one of the most consistent findings in all educational research.

Anderson & Walberg, 1994; Fredrick, 1980
Fredrick & Walberg, 1980; Stigler, Lee & Stevenson, 1987
Walberg & Fredrick, 1991; Walberg & Haertel, 1997
Walberg & Paik, 1997; Waxman & Walberg, 1999

Time on Task

- The relationship between time and learning is complicated. Current research suggests that improving the quality of instructional time is at least as important as increasing the quantity of time in school.

Silva, 2007

Summer Fade (or Slide)

- The most comprehensive study on the research of summer loss was completed by Cooper et al., in 1996
 - This meta-analysis reviewed the major studies conducted for the last 100 years on this subject
 - The researchers found that 39 studies reviewed suggested achievement declines over the summer months

Summer Fade (or Slide)

- Since 1904, studies have shown that summer loss caused setbacks in student's math skills
Shulte, 2009
- The detrimental effects of summer loss affects low performing students the most.
Cooper, 1996

Summer Fade (or Slide)

- Researchers describe summer fade or loss as the lack of student growth and sometimes academic regression that students face after returning from summer vacation
Cash, 2009;
Mraz & Rasinski, 2007

Summer Fade (or Slide)

- Summer learning loss is estimated to be equal to one month's worth of school-year learning.
Cooper, 1996
- In mathematics, the loss is closer to 2.6 months of grade-level equivalency.

Summer Fade (or Slide)

- Reading scores tend to decrease and students lose academic gains during summer break.
Burkham et al., 2004
- Students cannot maintain achievement levels from the regular levels from the regular school year over the summer break.
Stenvall, 2001

Summer Fade (or Slide)

- Summer is also a time when the learning gap grows, especially in reading.
- Two-thirds of the high school achievement gap in reading and language arts has been attributed to the learning loss during summer months of the primary school years.
Entwisle, Alexander, and Olson, 2000

Summer Fade (or Slide)

- Children from all socioeconomic groups may make similar gains during the school year
- However, children from low socio-economic backgrounds regress academically during the summer months.

Cooper et al., 1996; Edmonds
O'Donoghue, Spano & Algozzine, 2008
Zuckerbrod, 2007

Summer Fade (or Slide)

- Summer fade is a national phenomenon for many children in America.
Bracey, 2002
- There is no research demonstrating that summer vacations improves student achievement, is necessary for child or adolescent development, and/or benefits educational institutions.

Loss of Instructional Days Before Testing

- Research in Maryland and Colorado schools compared state assessment results in years with frequent weather cancellations versus mild winters.
Marcotte & Hemelt, 2008
- An additional 10 days of instruction results in an increase of almost 0.2 standard deviation in student math assessment performance
- This effect exceeds that of repeating a grade, having a better teacher or reducing class size

Loss of Instructional Days Before Testing

- Research in Minnesota utilized the modifications in testing dates over six years.
 - Overall, scale scores increased by 0.4 standard deviations during that time
 - When scores were adjusted for the increases in the number of instructional days prior to the assessments, the actual increases were nearly 40% lower than the reported gains

Hansen, 2008

Modified Instructional Day

- Block schedules organize the day into fewer but longer class periods to allow greater flexibility for instructional activities.
- Block schedule options include:
 - Four 90 minute classes each semester
 - Four 90 minute classes on alternate days
 - Two or three classes over 60 days
 - Three classes for two 75 day terms followed by 30 day enrichment course
 - Large blocks over 30, 45, 60, or 90 days

Modified Instructional Day

- Block schedule strengths:
 - In-depth study
 - Less transition time/different pace
 - More course offerings
 - More interaction with teachers and between teachers
 - Potential for higher grades/fewer failures
 - Increased student self-efficacy/positive teacher attitudes

Modified Instructional Day

- Block schedule challenges:
 - Difficulty in scheduling consecutive classes such as Advanced Placement (AP), music and languages
 - Lack of content retention when subjects not taken sequentially
 - Traditional lecture may be overused
 - Total class time may be less
 - Student or teacher absence has greater impact
 - Transferring between districts more difficult

Modified Instructional Day

- In 59 empirical studies, most consistent findings were: *Zepeda and Mayers, 2006*
 - Higher grades and GPAs which might be attributed to reduced content and shorter term assignments
 - Students and teachers like it but reasons are unclear
- Inconsistent findings were:
 - Student learning increased, decreased, no effect, or no attributable effect
 - Unclear changes in teacher instructional practices
 - Student discipline/attendance show mixed results

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 1: Length and Alignment of Breaks

- Breaks spread out and balanced through year. (5)
- A longer school year with more breaks. (4)
- MEA; is it needed? (3)
- More instructional days. Strategically placed breaks. Shorter summer – longer breaks/terms. (2)
- Breaks aligned with semesters. (1)
- Calendars (optimum) for elementary vs. secondary would be different. (1)
- Breaks align with natural seasonal breaks (academic).
- Minimize summer fade by having breaks of 4 weeks or less.
- Don't worry about placing Fall finals before Christmas break.
- No 3 month break from school – unproductive.
- Minimize vacations during instructional terms.
- 2 or 3 week breaks at different times throughout the year.
- More shorter breaks.
- Minimizing summer vacation (shorter).
- Break for state fair.
- Families (professors/employees/etc.) Seniors taking classes at college.
- Need to get rid of big/long summer vacation; more small chunk vacations.
- All schools within community (colleges/public) align for college volunteers/classroom assistance.
- Shorter summer break. Decrease loss of skills/learning (summer slide). Expectation of continued practice.
- Modify summer school sessions. Time in June/break/August sessions.
- Semester breaks timed with calendar breaks. Finals before breaks. Christmas break/finals after break.
- Build calendar around “natural breaks.”
- Current calendar does not work for everyone.
- Plenty of time during the brief period the weather is nice.
- Uniformity in segments of instructional terms.
- What can help eliminate summer slide/fade?
- Proper breaks built-in to calendar.
- Avoid breaks during traditional college spring breaks.

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 2: Length of School Year

- Keep calendar after Labor Day and end 1st week of June. (30)
- Need to consider year-round calendar, including August. (20)
- Prefer to go later into June than earlier into August (b/c weather, state fair, 4H, FFA, etc.) (16)
- More instructional days with shorter days. (9)
- Version of year round calendar idea: summer like a J-term.
- More instructional days.
- Shorter days – more throughout year (180).
- A few days before Labor Day – for orientation.
- Having year round school – with longer breaks throughout year – break at Christmas.
- A longer school year with more breaks.
- Attention span/learning when students would be uncomfortable.
- 4 day week if we go to school in August

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 3: Length and Organization of School Day

- Differentiate calendars and/or school day for different learners. Not all students, i.e., those meeting standards on State tests, might be done early. (14)
- Maximize time on task, time in class, days per year (to prepare our kids for their future competing on the world scene). (8)
- More recess or wiggle time. (5)
- Later start/shorter day. More time to complete studies at home. Time spent with activities – studies completed around 11 p.m. with 6 a.m. wakeup. (3)
- Longer recess and lunch for elementary. (2)
- Expansion of teacher prep time. (2)
- Does K-5 and secondary calendar need to be the same? (2)
- More efficient busing. (1)
- Keep in mind different expectations of what education needs to deliver ...
- Longer day affects student stamina.
- Shorter days – more throughout year 180.
- Shorter days – or more efficient busing – so kids can get some time at home (especially an issue for kids with long rides).
- Mandating all-day kindergarten.
- School day starts too early.
- Shorter school day will improve quality of life?
- Avoid using the Asian calendar model.
- Consider modular, block scheduling – same classes, double periods, some alternative learning opportunities.
- Evaluate PLC time when considering the extension of learning hours in the district.
- Length of days would differ between ages also.
- Other different opportunities during different terms (learn differently/J-term).
- Support play and other “down” time.
- Intrigued by more, but shorter days.

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 4: Impact on Academics and Assessment

- Mandatory all-day kindergarten. (6)
- Some of the conflicts would be resolved by moving the testing date later, but we know that decision happens at the state. (6)
- Beef up Targeted Summer services. (3)
- Move standardized testing later – relationship to calendar? (2)
- Minimize summer slump. (2)
- What is the data related to PLUS and Targeted Services? (1)
- Move MCA tests later (so kids don't check out" so early). (1)
- Would a modified calendar affect ability to retain or attract quality teachers? (1)
- It's not all about the test, the academic piece. Be sure the calendar allows for social learning, learning how to work as a team. (1)
- Promote learning activities during breaks.
- Testing strategy period built into calendar.
- Get Targeted Services data before decision is made.
- College volunteers, the impact it would have in the elementary, middle school, and high school classrooms. Start and end dates would not correlate.
- Avoid testing immediately after break.
- Need to consider AP class needs/high stakes finals.
- Sensitive to individual circumstances/learner needs.
- More grouping by readiness to learn instead of chronological age.
- Include feedback from teachers in other areas that have different calendars regarding how the calendar affects student outcomes.
- Extend the "calendar" to include Pre-K.
- Class size reduction.
- Completes required state tests but not hyper focused.
- Mastery of subject matter to continue onto next unit of study. If unable to pass testing of subject, possible summer school.
- Best calendars would be ones students are engaged in.
- Year round calendar – moving to would benefit learning opportunities.
- Student safety. Indoor recess during summer for heat.
- Is study hall included as instructional time?
- Ensure time in the calendar for professional development (not the kind where you need a sub. Peer observations, guest speakers, conference attendance built into the year).
- Modify summer school sessions. Time in June/Break/August sessions.
- Standardized testing to be at end of school year (June).
- Evolve toward movement of students based on both academic ability and achievement.
- Balance calendar and school day length to maximize measurable and non-measurable academics.

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 5: Impact on Family

- What is best for kids? Kids need to be outdoors not indoors. (5)
- Quality of life – balance of academics/athletics/family. (3)
- If have big summer/other breaks, offer more experiential opportunities. (2)
- Sensitive to two college calendars.
- Support working parents (not necessarily bound to instructional hours)
- Shorter days – or more efficient busing – so kids can get some time at home. (Especially an issue for kids with long rides.)
- 4-Day week in August.
- Plenty of time off during the brief period the weather is nice.
- Minimize summer vacation (shorter).
- Shorter school day will improve quality of life.
- Does K-5 and secondary calendar need to be the same?
- Remember there are a lot of families who work year round.
- Balance between school/non-school events.
- Parent involvement throughout summer break.

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 6: Impact on Co-Curricular (school related) Events

- Don't forget co-curricular but not driven by co-curricular. (4)
- Don't lose sight of how enrichment activities contribute to the education of the "global student of tomorrow." (2)
- Align school calendar with sports calendar.

Category 7: Impact on Local and Regional (non school related) Events

- Respect state fair, FFA events in calendar. (5)
- Sensitive to two college calendars. (4)
- Deliberately allow time in the calendar to take advantage of local resources – align calendar with opportunities available (the colleges, SCOPE, Sr. Honors, college tutors). (4)
- Learning occurs in all environments, not just classroom. (4)
- Have some coordination with enrichment programs outside Northfield (camps, museum programs, etc.). (2)
- How does changing our calendar when surrounding communities are not on the same calendar affect activities?
- A calendar that takes advantage of local resources, including available college students.
- Need to consider 4H/FAA education benefits.
- Need to harmonize Northfield school calendars with St. Olaf and Carleton calendars.
- Leave July and August alone. DJJD impacts calendar.

Northfield Public Schools Calendar Discussion 2
Category Summaries
April 2, 2013

Category 8: Maintain current calendar structure (number of days, length of days, and breaks)

- Leave August alone. (4)
- Working age young adults should be able to work \$(summer). (3)
- No justification on changing the calendar. (2)
- Potential to use ‘summer school’ differently – enrichment and remediation. (1)
- Plenty of time off during the brief period when weather is nice.
- Need to consider need for maintenance to the schools (need longer break).

Category 9: Other Components

- Include teacher input. (10)
- Students without resources (time, \$, etc.) do not have the opportunities for summer enrichment. (8)
- Support families with less resources. (5)
- What is best for Northfield? Not the U.S. /Not the Cities, but Northfield. What does the community want?
- Financially, longer school calendars will require more resources – is the state going to give us more resources? (2)
- Supports teachers’ professional growth. (2)
- Guiding question – what’s best for students. (1)
- Keep in mind not everyone can take an educational vacation. (1)
- Maximize unbroken (or un-slumped) days before the high stakes test.
- Still to be determined: impact of iPads on time on task, instruction.
- Consider blurring of K-12 to K-16.
- Better define “maximize student learning.”
- Respect the value of vocational and work place based learning (formal and informal).
- We must help our students prepare the future for themselves.
- Strengthen summer learning opportunities.

Calendar Meeting
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High School Upper Cafeteria
7:00-9:00

7:00 Welcome: Ellen Iverson

7:01 Straw Poll Results: Griff Wigley

7:11 Agenda and Introduction: Mary Hanson

7:16 Presentation: Dr. Richardson

7:25 Small Group Work: Mary Hanson

8:15 Large Group Work: Mary Hanson

8:50 Show of Hands Vote on each calendar type: Mary Hanson

8:57 Thanks and comment sheet: Mary Hanson

8:59 Closing remarks: Ellen Iverson

Presentation Summary

Organizing the School Year and Day, State Statutes, Contractual Parameters, and Research on the Impact of Calendars and Schedules on Learning

Organizing the School Year and Day

- In 1800s, rural students 6 months a year, urban students 11 months of school
- In 1900s, American schools adopted 9 month/3 month calendar - unchanged for 100 years
- Other countries modified calendars
- Use semester (14-20 weeks), trimester (8-16 weeks) or quadmester (up to 12 week) systems

Organizing the School Year and Day

- Number of school days 170 to 251 – Majority of countries have more days than U.S.
- School weeks generally 5 days - number of countries have six-day model (including Saturday morning)
- The major break (summer or winter) 5 to 13 weeks with 2 week breaks or longer in other 3 seasons

Organizing the School Year/Day

- Studies report that nations with 180+ days or year-round calendars outperform American schools
- Instructional minutes per day from 223 to 370 minutes –Hours of instruction per school year from 658 to 1,276 hours
- At 338 minutes per day/1003 hours per year average, U.S. has longer day, more instructional hours per year than most countries

Organizing the School Year/Day in the U.S.

- States vary widely on the number of days:
 - 41 states mandate number of school days
 - Mandated days range from 170 to 181 days per year
 - A majority (30 states) have 180 days per year
 - Nine states, including Minnesota, require a minimum number of hours not days

Organizing the School Year/Day in the U.S.

- Only three states require starting on a certain date – remainder local district decision.
- Approximately 75% of students in United States start school before Labor Day including 59 school districts in Minnesota who requested a before Labor Day start waiver.

Providing Additional Instructional Time

- Multiple national reports since 1983 favored additional instructional time
- 300 initiatives to extend learning time - lengthening the school day, increasing the number of school days, year-round school.

Providing Additional Instructional Time

- National and state concern about student achievement/proficiency gap - based on belief that academic proficiency predicts future student success in school and life
- Northfield's proficiency gap between Caucasian students and students of color, students in poverty and English learners from 47% in Math to 62% in Science

Legal Requirements

- M.S. 124A.41 – Length of School Year, Hours of Instruction - 425 hours of instruction for a kindergarten, 935 hours of instruction grades 1 through 6, and 1,020 hours of instruction grades 7 through 12, not including summer school.
- Northfield is at 1,095 hours per year exclusive of PLC time for Grades 1-12

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 - Sections 124D.12 to 124D.127 authorize districts to evaluate, plan and employ the use of flexible learning year programs.
 - Alternatives include various 45-15 plans, four-quarter plans, trimester plans, extended learning year plans, flexible all-year plans, and four-day week plans.

Potential Legal Requirements

- MN Legislature is currently considering:
 - Restoring a minimum number of 165 student days in addition to the current minimum hour requirements
 - ~~Elimination of before Labor Day start prohibition~~

Contract Parameters

- Article X – Length of School Year
 - Section 1. Teacher Duty Days. The school year shall include not more than 187 teacher duty days (exclusive of holidays and Education Minnesota Professional Conference Days).
- Article IX – Hours of Service
 - Section 1. Basic Duty Day. The basic teacher's day, inclusive of a 25 minute "duty free" lunch, shall be eight hours.

The Impact of Instructional Time on Student Achievement

- Modified calendars including year-round, after school or Saturday classes, extended school year and other modifications have been implemented with the goal of increasing time on task and improving student achievement

The Impact of Instructional Time on Student Achievement

- Research was reviewed in four areas:
 - Time on task
 - Summer loss or slide
 - Loss of instructional days before testing
 - Modified instructional day

Time on Task

- 130+ studies support the more students study, the more they learn.
- The relationship between time and learning is complicated. Current research suggests that improving the quality of instructional time is at least as important as increasing the quantity.

Summer Loss (or Slide)

- The most comprehensive study on the research about summer loss was completed in 1996
 - This meta-analysis reviewed the major studies conducted for the last 100 years
 - 39 studies reviewed suggested achievement declines occur over the summer months

Summer Loss (or Slide)

- Since 1904, researchers described summer loss or slide as the lack of student growth and sometimes academic regression that students face after returning from summer vacation
- The detrimental effects of summer loss affects low performing students the most causing the learning or achievement gap to grow.

Summer Loss (or Slide)

- In reading, summer learning loss is estimated to be equal to 1 month's worth of school-year learning.
- In mathematics, the loss is closer to 2.6 months of grade-level equivalency.
- Most students can't maintain achievement levels from regular school year over summer break.

Summer Loss (or Slide)

- Two-thirds of the high school achievement gap in reading and language arts attributed to the learning loss during summers in the primary school years.
- All socioeconomic groups may make similar gains during the school year, however, children from low socio-economic backgrounds regress the most academically during the summer months.

Loss of Instructional Days Before Testing

- Research compared state assessment results in years with frequent weather cancellations versus mild winters.
 - An additional 10 days of instruction results in an increase of almost 0.2 standard deviation in student math assessment performance
 - Effect of 10 additional days exceeds repeating a grade, having a better teacher or reducing class size

Modified Instructional Day

- Block schedules organize the day into fewer but longer classes to allow greater instructional flexibility.
- Block schedule options include:
 - Four 90 minute classes each semester/alternate days
 - Two or three classes over 60 days
 - Three classes for two 75 day terms followed by 30 day enrichment course
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Modified Instructional Day

- Block schedule strengths:
 - In-depth study with less transition time/different pace
 - More courses/interaction with/between teachers
 - Potential for higher grades/fewer failures
 - Increased student self-efficacy/positive teacher attitudes
- Block schedule challenges:
 - Difficulty in scheduling consecutive classes with lack of retention when subjects not taken sequentially
 - Total class time may be less, student/teacher absence has greater impact, transferring districts more difficult

Modified Instructional Day

- In 59 empirical studies, most consistent findings were:
 - Higher grades and GPAs
 - Students and teachers like it
- Inconsistent findings were:
 - Student learning increased, decreased, no effect, or no attributable effect
 - Unclear changes in teacher instructional practices
 - Student discipline/attendance mixed results

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar One: Traditional

The first calendar is the traditional calendar—it leaves the calendar for 2014-15 and beyond as it was for this year and will be for next year.

(174 student days; after Labor Day start; end in early June; no contract or Minnesota Department of Education waiver issues)

Vote: Yes (34); No (0)

Benefits:

- Teachers work in summer
- Summer jobs
- Preserves August
- Other summer activities preserved
- Co-curricular/athletic commitments honored
- In-state transfers simpler
- Maximizes college student tutor availability
- Aligns with neighboring school districts
- Systems in place (contract, buses, daycare)
- No more meetings necessary

Concerns:

- Summer slide
- Limited mid-year breaks/travel opportunities or community events
- Transfer students can move in at inopportune times (semester ending in mid-late January)
- Finals after winter break can be stressful/busy for students

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar Two: Traditional with Shorter Breaks

The second calendar is a traditional calendar with shorter breaks throughout the school year and an earlier end date.

(174 student days; after Labor Day start; end in late May; if MEA/EM changed, contract issues; no Minnesota Department of Education waiver issue)

Vote: Yes (19); No (16)

Benefits:

- No impact to 4H, State Fair, FFA
- Free up time for extracurricular activities during long summer
- Kids already “checked out” in May
- No changes to June/July/August break
- Shorter (spring) breaks could alleviate stress before testing
- More time to enjoy outdoor education
- More time for summer jobs (earning and saving money) – important resume piece
- Use MEA days in Spring instead – break up time/allow college visits
- Break when Minnesota has beautiful, warm weather
- Looking at what is best for Northfield (working with colleges)

Concerns:

- More time for possible “summer slide” with earlier release date
- Possible increase in missed school days for family trips
- Finals too close to MCA testing

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

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Calendar Three: Traditional with Longer Breaks

The third calendar is a traditional calendar with longer breaks throughout the year and a later end date.

(174 student days; after Labor Day start; end in mid June; no contract or Minnesota Department of Education waiver issues)

Vote: Yes (19); No (16)

Benefits:

- Break up cabin fever
- Longer break allows for more travel
- Takes the “grind” out of school
- After Labor Day start

Concerns:

- Runs into June when weather is nice and pool is open
- Slide over Christmas and spring breaks?
- Fewer weeks before testing
- Minimal impact on summer slide/achievement gap
- Might not align with neighboring districts (for friends, activities)
- Longer breaks would be tough for families where both parents work full time

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar Four: Aligned Breaks

The fourth calendar is named “Aligned Breaks” which means first semester would end at Winter Break, and any spring or fall breaks would be aligned with the end of quarters. This calendar allows for having a June term depending on how the 174 school days are arranged.

(174 student days; before Labor Day start; end in mid May; possible June term; no contract issues; Minnesota Department of Education waiver required)

Vote: Yes (4); No (32)

Benefits:

- Finals and big projects allow for real breaks (no having to study or do a big project over break)
- June term – opportunities for in-depth area exploration
- June term – optional mode for fulfilling requirements
- 12 week summer, shifted to June
- Possible time between quarters (one week to take a break)
- Possible shorter day option
- More instructional time before high states testing
- Possible J-term scheduling, perhaps in January (and in June?)

Concerns:

- Randolph alignment for FFA
- How do you engage A/P students in June?
- June term – logistics, engagement, how would it affect students transferring in/out – is it needed?
- Before Labor Day start
- Full semester before Christmas is hard to fit in
- Without June term, the summer is still 3 months (won't decrease summer slide)
- J-term in January/May is curriculum concern
- Finishing finals/projects in December is very busy time of year
- June term impacts summer jobs for students/teachers

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar Five: 45-15

The fifth calendar is named “45-15” which means 45 days of school (which would actually be 42-43 to add up to 174) followed by 10-15 days of break at the end of the first three quarters and a 6 week summer break.

(174 students days; before Labor Day start; end in late June; no contract issues; Minnesota Department of Education waiver required)

Vote: Yes (6); No (28)

Benefits:

- Tests (maybe) have better scores by having more instructional time
- More breaks
- Lunches provided at school (FRL)
- Kids may be less bored in summer
- Teacher workshops during breaks
- Less summer slide

Concerns:

- Does not synch with other communities/schools
- Busing costs
- School sports/competitive teams schedules
- No summer job transition time
- Still a 6 week break
- Retaining quality teachers – people to community
- Homework would not stop over 2 week breaks (paper) research
- Shared bus issues – A/C issues
- Agriculture concerns – farm, harvest, 4H
- Affects college programs – PSEO
- Summer learning opportunities
- Summer construction of schools

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar Six: More School Days – Same Length of Day

The sixth calendar adds days to the calendar, but keeps the same length day as currently in place. This calendar allows for having a June term depending on how the 174+? school days are arranged.

(??? number of days; start and end dates depend; possible June term; contact and Minnesota Department of Education waiver issues)

Vote: Yes (1); No (32)

Benefits:

- Increased learning via increased (quality) contact
- More supervision, less daycare

Concerns:

- Conflicts with August events (FFA, 4H, Fair)
- Student summer employment (and teachers)
- Lost summer enrichment
- Lack of data to support
- Busing, facilities, staffing costs
- Teacher contracts

Northfield Public Schools Calendar Discussion 3
Calendar Summary Comments
April 30, 2013

Calendar Seven: More School Days – Shorter Length of Day

The seventh calendar adds days to the calendar, but shortens the hours spent in school. This calendar allows for having a June term depending on how the 174+? school days are arranged.

(??? number of days; start and end dates depend; possible June term; contact and Minnesota Department of Education waiver issues)

Vote: Yes (11); No (20)

Benefits:

- Lessen summer slide (and achievement gap)
- Longer breaks between classes?
- Could allow school day to start later to better align with the (teenager) biological clock
- Younger kids have shorter attention spans – this would be a better fit; the kids might focus better
- More opportunities (days) for faculty to be creative
- Will help English-language learners keep and learn their English (What % of students would this be? Are there better ways to do this?)
- What about faculty : student ratio?

Concerns:

- Longer after-school care or before school care
- How will additional free-time be used
- Fewer full-day, family days
- Fewer classes may lead to shortened number of topics taught
- Less periods for specialists or enrichment opportunity
- Proportion of breaks during the day
- Increase bus costs – Charter school days even shorter and St. Dominic

Independent School District 659

**SCHOOL BUS TRANSPORTATION CONTRACT
WITH BENJAMIN BUS INC. 2013-2017**

This agreement made and entered into this **13th day of May, 2013**, by and between Independent School District No. 659 (Northfield Public Schools) of Rice County, Minnesota, hereinafter referred to as "School District" and Benjamin Bus, Inc., 32611 Northfield Blvd., Northfield, MN 55057, hereinafter referred to as "Contractor".

For the consideration herein expressed, contractor agrees with the School District:

1. To transport all public, nonpublic and disabled school pupils as designated by the school board over school bus routes listed below or as specified by the school board to and from schools as designated by the school board.
2. To provide transportation equipment which at all times will conform to all standards for conventional school transportation as established by the State of Minnesota Department of Public Safety and all legal requirements of the State of Minnesota, this equipment initially as listed below.
3. To comply with all statutes, policies, rules and regulations relating to school transportation adopted by the State of Minnesota and the Northfield Board of Education.
4. To provide currently legally licensed and qualified drivers. All alternative drivers must meet the same qualifications as required for regular drivers. All drivers shall meet the competencies specified by the Minnesota Department of Public Safety.
5. Contractor agrees to evaluate all school bus drivers annually and to comply with all duties and responsibilities as detailed in the district Student Transportation Safety Policy.
6. Contractor agrees to provide and keep in force during term of contract liability and workmen's compensation insurance protecting pupils, public and employees, and naming school district as "additional insured", and to furnish Certificates of Insurance for Workers' Compensation Insurance and for Liability Insurance to the School District. Contractor agrees to provide adequate insurance coverage including auto liability of \$1,000,000. Copies of insurance policies showing issuance and in force are to be furnished school board.
7. Contractor cannot assign or transfer any part or all of their interest in this contract without the written approval of the school board from action taken at a regular school board meeting.
8. Contractor must provide for additions or subtractions in pupils by adjusting with other bus routes so that the rated capacity of each bus is not exceeded.
9. Approval by the Director of Special Education will be necessary for any use of adult monitors for specific situations. If the Director of Special Education approves the use of an adult monitor, the contractor may be required hire and supervise the monitor. The district will reimburse the contractor a negotiated amount for the cost of the monitor.
10. Contractor agrees to operate the buses each day that school is in session and the roads are passable. The Superintendent and the bus operator will decide whether the roads and weather permit operation. If routes do not run due to weather, the district will still pay the contacted amount less \$500.00 per day.

11. It is mutually agreed that the term of this contract shall be for a period of four school years, commencing on the **15th day of August 2013**, and ending on the **14th day of August 2017**. The School District has the right to renew this contract using the CPI (CPI-U) or direct negotiations to determine costs. This contract supersedes any and all previous contracts.
12. Contractor agrees to file necessary refund applications for any federal excise taxes paid by contractor for fuel. School district agrees to reimburse contractor for wholesale fuel costs above \$2.75 per gallon, exclusive of federal excise taxes, upon receipt of copies of actual invoices for fuel purchases.
13. Contractor agrees to provide Student Transportation Safety training that complies with all statutes, policies, rules and regulations relating to safety education as adopted by the State of Minnesota and the Northfield Board of Education. Payment for Student Transportation Safety Training is included in the rate of compensation included in section 15 of this contract.
14. Contractor may be required to provide a written report to the Board of Education in July each year to document the quality of service and customer satisfaction with student transportation programs. Such report shall include evidence of input from building principals and assistant principals and from parents. Such report would include data on bus safety, on-time performance, actual ridership, and incidents of student discipline.
15. All necessary Regular, Kindergarten, 1-2 Mile Secondary bus transportation to and from school and all Noon Kindergarten routes will be provided for all instructional days during the **2013-2014** school year for a total cost of **\$1,415,044** based on **174** school days. Payment will be made in nine (9) equal monthly payments.
16. Contractor agrees to provide buses for all other requested trips which do not interfere with the operation of the regular bus routes. Payment for other trips for the **2013-2014** school years is as follows:

2013-2014

School Shuttle-attached to an existing route per ½ hour	\$25.50 per trip
School Shuttle/Activity route-Peak - stand alone (2:30pm – 4:00pm)	\$102.98 per trip
Physical Education Bus With driver	\$51.00 per hour
Activity and Field Trips	\$49.73 per hour
Special Education Base Rate per Route (Calculated on actual route time)	\$65.92 per hour

17. Rates for the remaining 3 years of the contract will increase by the following percentages. (2014-2015) 2.0%, (2015-2016) 2.0%, (2016-2017) 3.0%. (Except "Activity and Field Trip", "Regular to and From", which will be 0% for 2014-2015, 2015-2016, but will then increase by 3.0% for 2016-2017).
18. This agreement may be modified only in writing signed by both parties. Examples of situations under which this contract may be re-opened for negotiation include major changes in enrollment and number of students transported which may necessitate additional or fewer routes, major changes in the school calendar, major changes in reporting requirements and systems, major changes in state funding or major changes in federal, state or local statutes, laws ordinances or regulations newly enacted which would affect the operations under this agreement.
19. In the event the district deems it necessary to hire a consultant, for the purpose of affecting student transportation, that the person selected be mutually agreed upon by the district and the transportation contractor, and that the cost be split 50/50 between the district and the transportation contractor.

IN WITNESS WHEREOF we have signed this agreement on the **13th Day of May 2013**.

Executed Pursuant to Resolution of
School Board **13th Day of May 2013**.

Independent School District No. 659

_____ (Chairperson)

_____ (Clerk)

Accepted this **13th Day of May 2013**.

Benjamin Bus Inc.

_____ (Owner)

John C. Benjamin

To: L. Chris Richardson, Ph.D.
Superintendent of Schools

From: Tom Graupmann
Activities Director
Northfield High School
507.663.0632

Re: Student Activity Account/ Girls Golf Team

Date: May 1, 2013

This memo explains the procedure of transferring Student Activity Funds into a payroll account to help pay for a stipend for volunteer coaches/advisors. This procedure was explained to Marian Tise and me by an auditor in July, 2003. The auditor said that it is appropriate to allocate and disperse from student activity accounts monies to individuals who perform a necessary service to our students/school district. The items necessary for such action are: 1.) Fundraising monies need to be designated for a stipend(s); students in the activity/sport need to understand and agree to the spending of student activity monies for salary. 2.) Upon school board approval (it was noted by the auditor that approval should occur before the work performed, but approval could also occur during or after the service) the designated monies should be transferred to a payroll account and dispersed in that manner. 3.) The coach/advisor should fill out a payroll claim form to receive payment.

I have a request from the Girls Golf Team to designate up to \$1,000.00 from their Girls Golf Team student activity account to pay for an additional golf coach. The rate of pay will be \$14 per hour. The Girls Golf team intentionally fundraised so that this coach could be secured. This would be for School-year 2012-13.

If you have any questions, please contact me.

Thanks!

Northfield

Public Schools 1.S.D. 659 MINNESOTA

Northfield High School
1400 Division St. South
Northfield, MN, 55057
507-663-0632 507-645-3455 (fax)

Tom Graupmann, Activities Director

To: Dr. Chris Richardson
From: Tom Graupmann
RE: Student Activity Account/ Robotics
Date: May 7, 2013

This memo explains the procedure of transferring Student Activity Funds into a payroll account to help pay for a stipend for volunteer coaches/advisors. This procedure was explained to Marian Tise and me by an auditor in July, 2003. The auditor said that it is appropriate to allocate and disperse from student activity accounts monies to individuals who perform a necessary service to our students/school district. The items necessary for such action are: 1.) Fundraising monies need to be designated for a stipend(s); students in the activity/sport need to understand and agree to the spending of student activity monies for salary. 2.) Upon school board approval (it was noted by the auditor that approval should occur before the work performed, but approval could also occur during or after the service) the designated monies should be transferred to a payroll account and dispersed in that manner. 3.) The coach/advisor should fill out a payroll claim form to receive payment.

I have a request from the Robotics Team to designate \$2,000 from their Robotics student activity account to pay for Steve Taggart's work with our participants. The Robotics team intentionally fundraised so that Steve Taggart could receive a stipend.

If you have any questions, please contact me.

Thanks!

TO: L. Chris Richardson, Superintendent

FROM: Val Mertesdorf, Director of Finance *VM*

DATE: May 13, 2013

RE: Board Approval of Financial Reports – January 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of January 2013.

Bills totaling \$1,515,268.02 were paid in January 2013.

Payroll checks totaling \$2,293,913.74 were issued in January 2013.

Debt service payments totaling \$4,866,512.13 were paid in January 2013.

At the end of January 2013 Total Cash and Investments amounted to \$17,495,968.25.

All funds ended January with positive cash balances.

There were no wire transfers initiated by the district during January 2013.

The following financial reports for January 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

Disbursement Report

ISD 659 - Northfield

January 2013

Disbursements:

Bills Paid:

General Fund	\$ 764,501.32	
Food Service Fund	79,001.07	
Community Services Fund	26,001.52	
Trust & Agency Fund	500.00	
Self Insurance Fund	<u>645,264.11</u>	
Total Bills Paid		1,515,268.02

Payroll:

General Fund	2,085,336.08	
Food Service Fund	65,598.68	
Community Services Fund	142,978.98	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		2,293,913.74

Bond Payments:

Debt Redemption Fund	<u>4,866,512.13</u>	
Total Bond Payments		<u>4,866,512.13</u>
Total Disbursements		<u><u>\$8,675,693.89</u></u>

January 2013 Treasurer's Report					
	BALANCE				BALANCE
	BEGINNING			JOURNAL	END OF
FUNDS	OF MONTH	RECEIPTS	DISBURSEMENTS	ENTRIES	MONTH
GENERAL FUND	9,480,296.56	3,545,186.89	(2,849,837.40)	(1,479,319.24)	8,696,326.81
FOOD SERVICE	764,348.85	174,133.44	(144,599.75)	2,173.87	796,056.41
COMMUNITY ED	306,053.58	272,263.61	(168,980.50)	(3,135.94)	406,200.75
DEBT SERVICE	5,868,060.73	105,393.96	(4,866,512.13)	-	1,106,942.56
TRUST	107,566.60	500.00	(500.00)	-	107,566.60
SELF INSURANCE	1,545,840.60	13.02	(645,264.11)	485,153.25	1,385,742.76
TOTALS	18,072,166.92	4,097,490.92	(8,675,693.89)	(995,128.06)	12,498,835.89
CERTIFICATE OF DEPOSIT	3,995,424.00	-	-	1,001,708.36	4,997,132.36
GRAND TOTALS	22,067,590.92	4,097,490.92	(8,675,693.89)	6,580.30	17,495,968.25

TO: L. Chris Richardson, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: May 13, 2013
RE: Board Approval of Financial Reports – February 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of February 2013.

Bills totaling \$1,142,897.07 were paid in February 2013.

Payroll checks totaling \$2,307,818.99 were issued in February 2013.

Debt service payments totaling \$15,000 were paid in February 2013.

At the end of February 2013 Total Cash and Investments amounted to \$17,439,269.34.

All funds ended February with positive cash balances.

There were no wire transfers initiated by the district during February 2013.

The following financial reports for February 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

Disbursement Report

ISD 659 - Northfield

February 2013

Disbursements:

Bills Paid:

General Fund	\$ 648,157.58	
Food Service Fund	102,130.75	
Community Services Fund	18,817.00	
Trust & Agency Fund	-	
Self Insurance Fund	<u>373,791.74</u>	
Total Bills Paid		1,142,897.07

Payroll:

General Fund	2,096,190.09	
Food Service Fund	80,778.71	
Community Services Fund	130,850.19	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		2,307,818.99

Bond Payments:

Debt Redemption Fund	<u>15,000.00</u>	
Total Bond Payments		<u>15,000.00</u>
Total Disbursements		<u><u>\$3,465,716.06</u></u>

February 2013 Treasurer's Report					
	BALANCE				BALANCE
FUNDS	BEGINNING	RECEIPTS	DISBURSEMENTS	JOURNAL	END OF
	OF MONTH			ENTRIES	MONTH
GENERAL FUND	8,696,326.81	3,077,092.04	(2,744,347.67)	(488,826.55)	8,540,244.63
FOOD SERVICE	796,056.41	187,487.01	(182,909.46)	2,339.29	802,973.25
COMMUNITY ED	406,200.75	136,505.68	(149,667.19)	(1,577.58)	391,461.66
DEBT SERVICE	1,106,942.56	7,710.92	(15,000.00)	-	1,099,653.48
TRUST	107,566.60	1,000.00	-	-	108,566.60
SELF INSURANCE	1,385,742.76	11.76	(373,791.74)	487,274.58	1,499,237.36
TOTALS	12,498,835.89	3,409,807.41	(3,465,716.06)	(790.26)	12,442,136.98
CERTIFICATE OF DEPOSIT	4,997,132.36	-	-	-	4,997,132.36
GRAND TOTALS	17,495,968.25	3,409,807.41	(3,465,716.06)	(790.26)	17,439,269.34

TO: L. Chris Richardson, Superintendent

FROM: Val Mertesdorf, Director of Finance *VM*

DATE: May 13, 2013

RE: Board Approval of Financial Reports – March 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of March 2013.

Bills totaling \$1,489,740.85 were paid in March 2013.

Payroll checks totaling \$2,278,976.21 were issued in March 2013.

Debt Service payments totaling \$4,055.00 were paid in March 2013.

At the end of March 2013 Total Cash and Investments amounted to \$18,667,116.91

All funds ended March with positive cash balances.

Wire transfers initiated by the district during March 2013:

3/7/2013	\$100,000	From MN Trust to Wells Fargo
3/8/2013	\$1,000,000	From MSDLAF Max to MSDLAF Liquid

The following financial reports for March 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

Disbursement Report

ISD 659 - Northfield

March 2013

Disbursements:

Bills Paid:

General Fund	\$ 953,858.74	
Food Service Fund	93,412.70	
Community Services Fund	60,802.45	
Trust & Agency Fund	-	
Self Insurance Fund	381,666.96	
Total Bills Paid	<u>1,489,740.85</u>	1,489,740.85

Payroll:

General Fund	2,080,501.46	
Food Service Fund	76,477.92	
Community Services Fund	121,996.83	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>2,278,976.21</u>	2,278,976.21

Bond Payments:

Debt Redemption Fund	<u>4,055.00</u>	
Total Bond Payments		<u>4,055.00</u>
Total Disbursements		<u><u>\$3,772,772.06</u></u>

March 2013 Treasurer's Report					
	BALANCE				BALANCE
	BEGINNING			JOURNAL	END OF
FUNDS	OF MONTH	RECEIPTS	DISBURSEMENTS	ENTRIES	MONTH
GENERAL FUND	8,540,244.63	4,604,055.16	(3,034,360.20)	(2,473,348.06)	7,636,591.53
FOOD SERVICE	802,973.25	166,516.83	(169,890.62)	1,146.21	800,745.67
COMMUNITY ED	391,461.66	177,839.14	(182,799.28)	(2,014.43)	384,487.09
DEBT SERVICE	1,099,653.48	5,495.53	(4,055.00)	37,473.56	1,138,567.57
TRUST	108,566.60	5,735.78	-	-	114,302.38
SELF INSURANCE	1,499,237.36	13.02	(381,666.96)	483,406.89	1,600,990.31
TOTALS	12,442,136.98	4,959,655.46	(3,772,772.06)	(1,953,335.83)	11,675,684.55
CERTIFICATE OF DEPOSIT	4,997,132.36	-	-	1,994,300.00	6,991,432.36
GRAND TOTALS	17,439,269.34	4,959,655.46	(3,772,772.06)	40,964.17	18,667,116.91

5/1/2013

Northfield Public Schools Enrollment Report

Longfellow

Early Childhood

Auge	8
Duba	0
Dybvik	7
Goldade	18
James	14
Oftedahl	19
Schnorr	13
Sorenson	20
Webster	5
** TOTAL	104

Greenvale Park

K	Flicek	21	
K	Hagberg	21	
K	Jessen AM	20	
K	Jessen PM	11	
K	Ziemann/Morales	16	C
1	Bakke	25	C
1	Morrissey	21	
1	Youngblut	17	
1	Zach	21	
2	Amundson	26	C
2	Dueffert	24	
2	Larson	23	
3	Lum	20	
3	Nelson	19	
3	Swenson	20	C
3	Trelstad	23	
4	Bulfer	23	
4	Garcia	18	C
4	Johnson	24	
4	Seidl	17	C
5	Harding	19	
5	Sickler	18	
5	Swanson	19	
5	Tacheny	25	C
TOTAL		491	

Early Childhood**	104
Kindergarten-2025	277
Grade 1-2024	265
Grade 2-2023	246
Grade 3-2022	279
Grade 4-2021	266
Grade 5-2020	267
Total K-5	1704
Total Middle School	930.5
Total High School	1191
GRAND TOTAL	3825.5
ALC 9-12**	78
GRAND TOTAL with ALC	3903.5

F/T=58 P/T=3 I/S=17

Sibley

Grade	Teacher	
K	Erickson	24
K	Otte AM	24
K	Otte AM	23
K	Pfefferle	21
1	Heil	24
1	Linkous	25
1	Sieger	22
1	Vitito	24
2	Beck	23
2	Schuerman	17
2	Seeberg	20
2	Witt	21
3	Guggisberg	25
3	Jandro	25
3	Morris	26
3	Spitzack	26
4	Fox	27
4	Haar	27
4	Johnson	25
4	Pemrick	26
5	Baragary	27
5	Day	28
5	Foley	28
5	Ostermann	19
TOTAL		577

Bridgewater

K	Cade-AM	19
K	Cade-PM	11
K	Danielson	22
K	Tran	22
K	Wisdorf AM	10
K	Wisdorf Full	12
1	Charlton	19
1	Day Treatment	1
1	Lane	19
1	Rathbun	21
1	Seifert	26
2	Born	27
2	Downs	22
2	Lofquist	22
2	Schwaab	21
3	Larson	27
3	Sickler	24
3	Temple	22
3	Truman	22
4	Danielson	23
4	Holden	24
4	Rockne	14
4	Schuster	18
5	Duchene	24
5	Kohl	19
5	Rauk	25
5	Swenson	16
TOTAL		532

Middle School

Grade 6 -2019	341
Grade 7 (*inc. 13 - 1/2 day)-2018	276.5
Grade 8 (*inc. 10 - 1/2 day)-2017	313
TOTAL	930.5

*23 (11.5) St. Dominic's students attend 1/2 day

High School

Grade 9-2016	308
Grade 10-2015	299
Grade 11-2014	277
Grade 12-2013	307
TOTAL	1191

Enrollments represent 100% enrolled except where indicated by **
Half day St. Dominic's students are represented by *

														2012-2013
School and Grade Level	September 4th	September 7th	September 14th	September 21st	October 1st	November 1st	December 1st	January 2nd	February 1st	March 1st	April 1st	May 1st	End of Year 6/4/2013	
Longfellow														
Early Childhood	74	75	81	81	84	96	93	94	93	98	100	104		
Total	74	75	81	81	84	96	93	94	93	98	100	104	0	
Greenvale Park														
Grade K-2025	95	93	93	93	92	90	91	92	93	90	88	89		
Grade 1-2024	87	86	87	88	88	87	87	86	86	85	84	84		
Grade 2-2023	78	80	80	80	78	78	77	77	76	74	75	73		
Grade 3-2022	87	82	81	81	81	83	82	82	82	81	82	82		
Grade 4-2021	82	81	81	81	81	80	80	80	78	79	80	82		
Grade 5-2020	80	81	82	82	82	81	81	80	80	80	80	81		
Total	509	503	504	505	502	499	498	497	495	489	489	491	0	
Sibley														
Grade K-2025	90	91	91	90	90	90	90	90	90	90	90	92		
Grade 1-2024	93	92	92	92	91	93	93	94	94	94	95	95		
Grade 2-2023	81	80	81	81	81	81	82	82	81	80	79	81		
Grade 3-2022	98	96	97	97	97	99	99	99	99	100	100	102		
Grade 4-2021	109	107	107	107	107	107	106	106	105	105	104	105		
Grade 5-2020	101	101	100	100	100	100	99	99	99	100	101	102		
Total	572	567	568	567	566	570	569	570	568	569	569	577	0	
Bridgewater														
Grade K-2025	100	98	99	99	99	98	97	98	98	99	99	96		
Grade 1-2024	92	91	90	90	90	91	91	89	87	89	87	86		
Grade 2-2023	92	93	93	93	92	91	92	93	92	92	92	92		
Grade 3-2022	97	98	98	98	98	98	96	94	94	95	94	95		
Grade 4-2021	83	83	84	83	82	81	81	80	80	81	79	79		
Grade 5-2020	87	87	88	88	87	85	85	84	84	85	84	84		
Total	551	550	552	551	548	544	542	538	535	541	535	532	0	
Middle School														
Grade 6-2019	337	339	339	339	339	342	346	346	345	343	342	341		
Grade 7-2018	269	268	268	268	269	270	271	269	269	269	267	270		
Grade 8-2017	315	314	316	315	314	311	308	306	308	306	307	308		
St. Dominics	12	12	12	12	12	12	11.5	11.5	11.5	11.5	11.5	11.5		
Total	933	933	935	934	934	935	936.5	932.5	933.5	929.5	927.5	930.5	0	
High School														
Grade 9-2016	328	321	320	319	319	323	320	320	315	313	310	308		
Grade 10-2015	314	310	308	308	307	319	306	303	301	301	300	299		
Grade 11-2014	293	294	291	293	292	296	286	286	284	282	280	277		
Grade 12-2013	319	324	323	325	326	323	320	319	314	313	313	307		
Total	1254	1249	1242	1245	1244	1261	1232	1228	1214	1209	1203	1191	0	
ALC														
Grade 9-2016									2	3	3	5		
Grade 10-2015	2	2	2	4	4	4	4	5	6	7	7	8		
Grade 11-2014	6	8	10	10	10	12	14	15	17	17	16	20		
Grade 12-2013	13	29	29	28	28	31	41	40	35	45	45	45		
Grand Total	3914	3916	3923	3925	3920	3952	3929.5	3919.5	3898.5	3907.5	3894.5	3903.5	0	

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for May 13, 2013, Regular School Board Meeting

VI. Items for Discussion and / or Reports

4. Results of Calendar Discussion and Next Steps.

Enclosed in the Table File is a letter from Northfield High School TORCH Coordinator Beth Berry and results of the Seven Calendar Concepts Online Straw Poll.

VII. Superintendent's Report

B. Items for Consent Grouping

3. Personnel Items.

a. Appointments *

7. Matthew Bettinger, Summer Maintenance Worker for Building & Grounds beginning 5/13/2013, \$9.75/hour.
8. Jeffrey Fowler, Summer Maintenance Worker for Building & Grounds beginning 5/13/2013, \$9.75/hour.
9. Nikole Webster, Summer Maintenance Worker for Building & Grounds beginning 5/13/2013, \$9.00/hour.
10. Maren Wacholz, 1.0 FTE Elementary Teacher-Kindergarten at Sibley Elementary beginning 8/26/2013, BA-4
11. Stefanie Berkopec, 1.0 FTE Instrumental Teacher at the Middle School and Sibley Elementary beginning 8/26/2013, BA-0.
12. Jared Stowe, Summer Maintenance Worker for Building & Grounds beginning 5/14/2013, \$12.00/hour.
13. Megan Christophersen, Summer Maintenance Worker for Building & Grounds beginning 6/3/2013, \$9.00/hour.

b. Increase/Decrease/Change in Assignment

9. Janet Larimore-Rockne, 1.0 FTE 4th Grade Companeros at Bridgewater, voluntary reduction to .75 FTE Title Teacher at Bridgewater beginning 8/26/2013.
10. Rustianna Mechura, Middle School Youth Center (MSYC) Site Assistant at the Middle School extended hours 10 hours/week through 5/23/2013.

c. Leaves of Absence

3. *Addition:* Amanda Heinritz, 1.0 FTE leave of absence from the HS FACS for the 2013-2014 school year (add) to serve as a 1.0 FTE Media Specialist at Greenvale Park Elementary School.
6. James Murray, FMLA Leave of Absence beginning 5/29/2013 through 8/20/2013.
7. Rebecca Glassing, Medical Leave of Absence beginning 5/13/2013 to the end of the 2012-13 school year.

*Conditional offers of employment are subject to successful completion of a criminal background check.



Tackling Obstacles and Raising College Hopes

1400 S. Division St.
Northfield, MN 55057

Phone: 507-663-0600
Fax: 507-663-0611

May 10, 2013

Marnie Thompson
TORCH District Project Director
1400 S. Division St. 55057
612-221-9385

Dear

Advisory Board Members

Mary Carlson
Vicki Dilley
Mary Dunnewold
Charlie Kyte
Beth McKinsey
Suzie Nakasian
Julie Pritchard
Noemi Trevino
Molly Woehrlin

I know that you have a difficult decision ahead of you, and from reading the Northfield News it appears that there is very little support for an alternative calendar. I am writing to share with you a voice that I feel was not adequately present in the discussion, that of our low-income and minority children. For many of these students, school is the place of stability and safety in their lives. There are a multitude of studies showing the academic regression over the summer, and the greatest regression is found with our low-income students. Our local mobile home park owner is a great supporter of our summer PLUS program, citing that the vandalism decreases when the students are busy. Because of finances, some of these children are left at home to fend for themselves while their parents work during the day and/or evening.

Most of the negative responses I have heard and read from families have to do with vacations and personal plans. I would guess that not many of them have thought about the cost to their child's education when it takes up to six weeks to catch up what is lost over the summer. I also know that teachers are divided in their opinions, some of the high school teachers think it would be great to have the semester end prior to winter break, but many do not want to give up their summer plans. Reality is that once a decision is made, there would be complaining for a while but people would adjust, just like they have in so many other states. Missouri, my home state, has much hotter weather, but traditionally starts in mid-August.

I am reminded of Paul Wellstone's statement that "We all do better, when we all do better." I would encourage you to think of the responsibility that we all owe to our students who have the most to lose or gain. Thank you for your consideration.

Sincerely

Beth Berry
Northfield High School TORCH Coordinator

Beth Berry
High School TORCH Coordinator
1400 S. Division St. 55057
651-216-4047

Susan Sanderson
Middle School TORCH Coordinator
2200 S. Division St 55057
507-581-0310

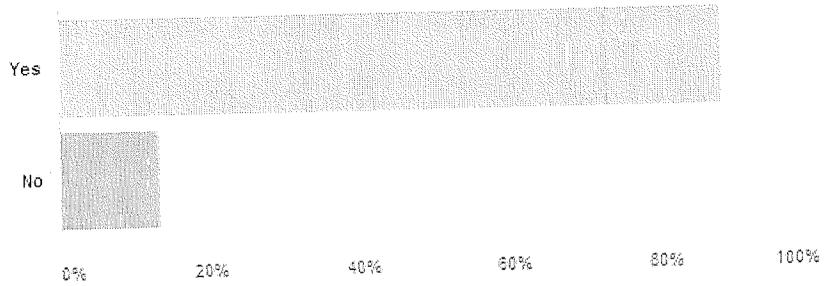
Northfield School District - Seven Calendar Concepts

Online straw poll results, May 8-13, 2013

Q1

Calendar One Description: Traditional

Answered: 461 Skipped: 13

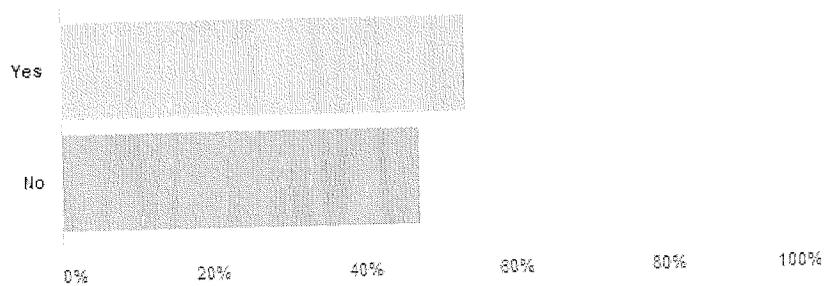


Answer Choices	Responses	Count
Yes	87.20%	402
No	12.80%	59
Total		461

Q2

Calendar Two Description: Traditional with Shorter Breaks

Answered: 446 Skipped: 26

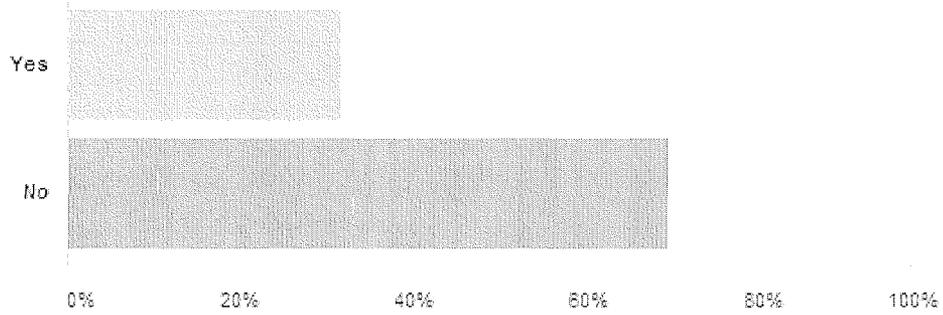


Answer Choices	Responses	Count
Yes	53.13%	238
No	46.88%	210
Total		446

Q3

Calendar Three Description: Traditional with Longer Breaks

Answered: 448 Skipped: 26

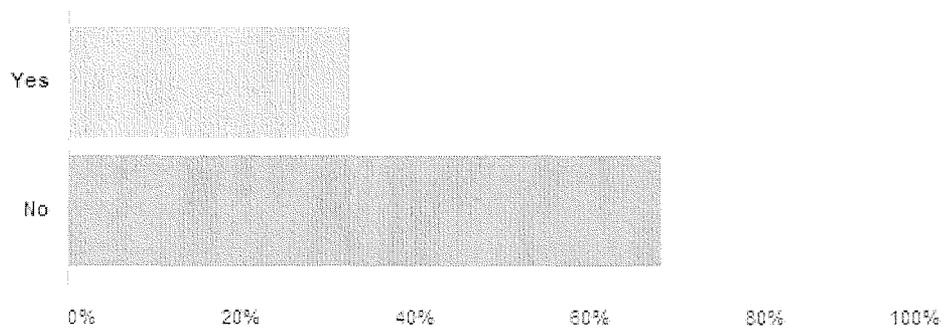


Answer Choices	Responses
Yes	31.25% 140
No	68.75% 308
Total	448

Q4

Calendar Four Description: Aligned Breaks

Answered: 448 Skipped: 28

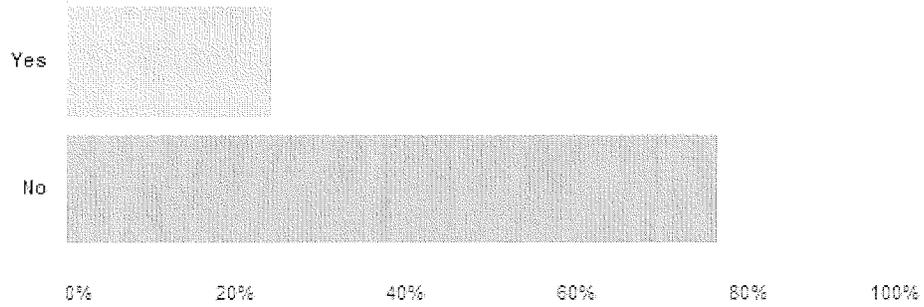


Answer Choices	Responses
Yes	32.06% 143
No	67.94% 303
Total	448

Q5

Calendar Five Description: 45-15

Answered: 447 Skipped: 27

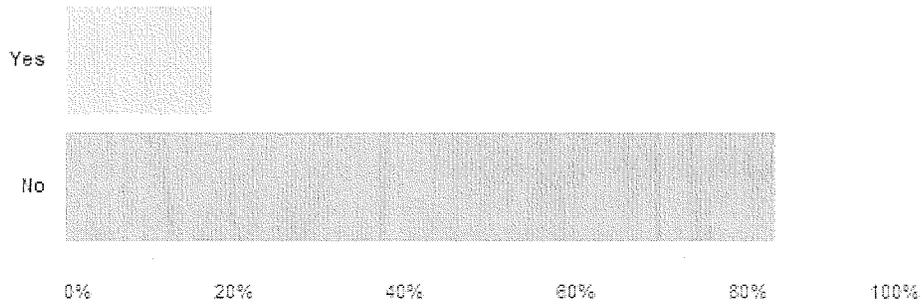


Answer Choices	Responses	
Yes	23.94%	107
No	76.06%	340
Total		447

Q6

Calendar Six Description: More School Days – Same Length of Day

Answered: 442 Skipped: 32

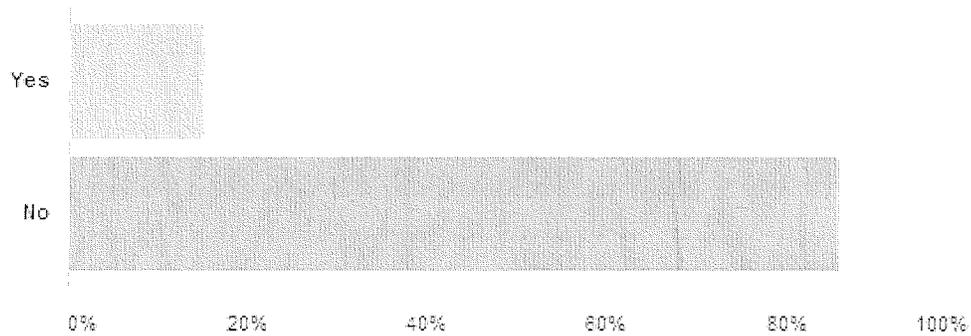


Answer Choices	Responses	
Yes	17.19%	76
No	82.81%	368
Total		442

Q7

Calendar Seven Description: More School Days – Shorter Length of Day

Answered: 443 Skipped: 31



Answer Choices	Responses
Yes	14.67% 65
No	85.33% 378
Total	443

Q8

Your first and last name

Answered: 361 Skipped: 113

Answer Choices	Responses
First name	358
Last name	354
Comments	78
Total Respondents: 361	

Steph Aman
Danielle amundson
Diane Angell
Karla Ballman
Toby Barksdale
Erin Barnett
Tracy Barron
Rachel Bath
Alyssa Bauer
Roger Bechtel
Julie Becker
Beth Beckwith
David Beimers
Doug Bengtson
Darla Benjamin
Cathy Bennetts
Kelly Bergman
Anne Berry
Beth Berry
Mike Berthelsen
Melissa Blaisdell-Storlie
Greg Blandin
Melissa Blandin
Diane [blank]
Jean [blank]
Kimberly Bobert
Vanessa Bodrie
Judy Boehme
Carly Born
Todd Bornhauser
Theresa Brake
Sue Brockman
Mark Bromley
Barb Brunette
Cheryl Buck
Robert Bulfer
Brooke Bulfer
Trishana Burbank
Sherry Burke
Melinda Burnett
Angela Busch
Stephen Cade
Kirsten Cahoon
Stacy Callstrom
Kristy Campbell
Kerstin Cardenad
Lisa Carey
Carrie Carroll

Marisela Casper Sanchez
Ben Cass
David Castro
Kari Christensen
Nelson Christensen
Holly Ciffra
Dawn Claflin
C Clarke
Gina Coffing
Amy Collette
Yvonne Corwin
Katie Coudron
Alysia Croy
John Cruz
Karianne Cupersmith
Doug Davis
Teresa Delp
Karen Dempsey
Meghan Dimick
kevin docken
nada docken
Scott Dornbusch
Julie Dornbusch
Carrie Duba
sarah duchene
Cheryl Dueffert
Jennifer Dwyer
Melissa Eblen-Zayas
kathy edwards
Stephanie Ennis
Shari Erickson
Anne Erickson
Kelley Erickson
Laura Eschen
Lori Farmer
Melanie Feldhake
Tricia Ferrett
Jen Fischer
J Fischer
Anita Fisher Egge
Kirsten Fjeld Zillmer
Sindy Fleming
Jamie Forbord
Sarah Forster
beth foss
Tracy Fossum
Sherry Foster
mike fox

Sharon Fox
Amy Frank
Ethan Freier
Sara French
Edward French
Kathie Galotti
Juan Garcia
Frances Garvey
Christine Gilberts
Patty Gill
gregg giza
Kathy Glampe
Christina Godfrey
Amy Goldsworthy
Deb Graber
Cindy Graff
Nathan Grawe
Deonne Gray
Daniel Groll
Micah Guimbellot
Jeff Gunn
Becki Haar
Mary Hahn
Timothy Hansen
Jacalyn Harding
Joe Hargis
Kristin Harner
Jacie Haroldson
Elaine Harries
Susan Harris
Don Hasseltine
Gretchen Heil
Laura Heiman
Mark Heiman
George & Dannette
Hensersky
Mary Hillmann
Katie Hinderscheid-Nelson
Ruth Hoekstra
Jen Hoernke
Andrea Hoff
Rachel Hoffelt
Kristin Hofstad
Dianne Hohrman
Amy Hollerung
David Holman
Chris Holmquist
Karen Holz

Kristin Holz
Evelyn Hoover
John Hosterman
Laurie Hougen-Eitzman
Cathy Hubers
Curtis Hulett
Joseph Hunter
Susy Immel
Paul Jacobson
Dawn Jandro
Anne Jarvis
Marvel Jasnoch
Tasha Jasper
Jessica Jasper
Andrew Jaynes
Heidi Jaynes
Karen Jensen
Margit Johnson
David Johnson
Faye Johnson
Cheryl Jonas
Alissa Jorgensen
Stephanie Juno
Beth Kallestad
Phil Kasten
Nikk Kelly
Chris Kennelly
Michael Kidd
margaret kiley
Kristin Kivell
Tonya Kjerland
Jennifer Kluzak
Brad Kmoch
MICHELE KOCH
David Koenig
Dolores Kornkven
Andy Kornkven
heidi kram
Ryan Krominga
Lisa Krueger Robb
dan kust
Mark Labenski
mary langan
A Larsen
Jeff Larson
Bob Larson
Michelle Lasswell
Elizabeth Lathrop

Guy Lawrence
Julie Lawrence
Rosemarie Lewis
Dan Lideen
Sara Lippert
Kristen Loucks
Andrew Lum
Elizabeth Lundstrom
sarah lyman
Pam Mackenthun
Terry Mackenthun
Mary Madison
John Mahal
Jill Mahr
Timothy Mahr
Shari Malecha
Jessica Markley
Renee Marlenee
Sarah Martens
steve martin
Randy Matheson
Dave Mathews
Cheryl Mathison
Rachel Matney
Lisa McDermott
Eric McDonald
Jaclyn McKay
Katrina Meehan
Gabe Meerts
Carolyn Melby
Kathleen Mellstrom
Justin Merritt
Dan Meyers
Jessica & Chris Miller
Catherine Miller
Rae Miller
Debra Miller
Benjamin Miller
Peter Millin
Amy Moeller
Manoroth Mohlke
Anna Moltchanova
Darcy Monroe
Doug Morris
Lori Muhlenbruck
Elizabeth Musicant
Dave Musicant
suzie nakasian

Lisa Neitge
Juellia Nelson
arlette nelson
Erik Nelson
Jackie Nelson
Nikki Nelson
Tracy Nelson
Beth Ness
Jeri Neumann
Sara Newberg
Stacy Nguyen
Brenda Niebuhr
Miss Northfield
Clark Ohnesorge
Heather Olivier
chad olson
Christopher O'Neill
Nancy Ordahl Kmoch
April Ostermann
Linda Oto
Rebecca Otten
Karin Pahs
Dawn Patterson
Brandon Paulson
Jennifer Pepel
Sherri Pesta
Lorti Peterson
Laura Peterson
Kelly Phillips
Jennifer Pike
Brian Ponder
Rhonda Pownell
Heather Prokes
Zach Pruitt
Rebecca Pryor
Susan Quinnell
Valerie Quiring
Fred Rahier
Melissa Reeder
Brett Reese
Stephanie Rezac
Carrie Rice
Donna Ricks
J Riehm
Dan Riesgraf
Patrick Riley
Jenny Riley
Lindsay Rimpila

Nancy Rinn
Jason Ripley
Sara Robinson-Coolidge
David Rod
Skip & Marietta Ruppe
Heather Ryden
John Sand
Leah Sand
Stacey Sandler
Tony Schmidtke
Amanda Schrader
Shannon Schulz
Kenna Schulz
Rena Schuster
Paula Seeberg
andrea seifert
Christina Severson
Ann Simon
Wendy Sivanich
Jennifer Skluzacek
Dave Skroch
Krista Sorenson
JAMIE STANLEY
kelly stanton-nutt

Elizabeth Stapek
rebecca storlie
Cindy Streitz
Bubba Sullivan
Sarah Swan McDonald
Abby Swanson
Merri Swanson
Gina Swenson
Amy Tacheny
Angie Tanghe
Shannon Tassava
Debra Thomforde
J Thompson
Kirsten Thompson
Kim Thompson
Caroline Ticarro-Parker
Kristi Tjaden
Kari Torstenson
Sue Traxler
Melissa Tschann
Rose Turnacliff
Jeremy Updike
Molly Viesselman
Karl Viesselman

Dave Wager
Deborah Wagner
anthony waynegrow
Chris Weber
Holly Webster
Sarah Weeks
Laura Wefel
Tiffany Wendt
Todd Westall
Phil White
Darcy White
Diane Wiese
Jessica Wiessmann
Griff Wigley
Kathy Wise
Mary Wojick
Denise Wondra
Serena Zabin
Katie Ziegler-Graham
Ron Zoromski
Erica Zweifel

Comments

[blank]

5/13/2013 8:26 AM

I do not feel comfortable giving my name at this time. Thank you.

5/13/2013 8:05 AM

thank you for all of your work

5/13/2013 7:23 AM

Don't fix what is not broken

5/12/2013 10:52 PM

Whether we proceed with a different calendar or not, we owe it to our children's education to continue the conversation. Personally, My kids were in a year-around elementary school in St. Paul based on the 45-15 concept. I found that both the kids and the teachers were more fresh and engaged. I understand the difficulty that this would bring for high school kids if Northfield were to do this but other schools did not (aligning with sports). The things that families enjoy about summer could now be enjoyed throughout the year with time off in fall, winter, spring and summer as well.

5/12/2013 10:05 PM

Not convinced of any benefits of any changes. Not opposed to changes with clear benefits, but there is a lot of ambiguity in these. I am opposed to change for changes sake.

5/12/2013 9:59 PM

keep summer dates the same, switch ipads for fewer laptop carts for High School

5/12/2013 9:50 PM

This is a poll not petition! When it is a petition I will give my name and address. Until that time you will just have to count my straw vote as is.

5/12/2013 9:09 PM

This is a straw poll. You should not be asking for names. Feels small townish, instead of professional.

5/12/2013 8:56 PM

Thanks for the opportunity to participate by indicating our preferences at this point.

5/12/2013 8:13 PM

The students, teachers, and staff that I have discussed this issue with are in favor of leaving the calendar as-is. Many teachers, including myself, have summer plans which include professional development opportunities that we would be unable to pursue if this change were to be implemented. Similarly, students have many personal growth opportunities they would no longer be able to take advantage of or would have to significantly abbreviate. One final note in response to a comment, in 6 years teaching at NHS I have observed no additional "stressing out" with semester one finals occurring after winter break - especially since the winter break has been shortened the past few years.

5/12/2013 6:51 PM

Messing with summer schedule can interfere with existing parenting time arrangements

5/12/2013 6:44 PM

If the District officials were seriously interested in gathering accurate data via this poll about how families feel about the calendar, it would not have been sent at 4:30 on a Friday afternoon and close at 8:00 Monday morning. Many people do not check email, especially work email over weekends, and will therefore miss the poll. In addition, people participating in the fishing opener, who may as a group favor one calendar over another, will likely not see the email in time. Results of this survey are likely to be as skewed as the results of the biased phone survey that was conducted earlier this year.

5/12/2013 2:26 PM

Would like to see stats on impact to test scores with each recommendations..

5/12/2013 1:29 PM

We need to give our children the opportunity to be kids. Their lives should not revolve around a school calendar year round or even most of the year. Being able to imagine and play is one of the biggest benefits that we can give them. That does not happen if their days are so full of school

5/12/2013 12:39 PM

Why would the school board need a list of the people who voted?

5/12/2013 1:17 AM

More creativity still possible

5/12/2013 12:45 AM

In the Wayzata School District, they offered a "Math by Mail" class through Community Education. It was corrected by a math teacher who evaluated the academic level of the student's work on the first packet sent in. The teacher would then mail the corrected work and a new packet at the student's level. One year we also had a fun math teacher that put together his own fun math packet to practice skills over the summer. Academic clubs could also be set-up for the summer that meet once a week to explore fun applications of what was learned over the year.

5/11/2013 10:01 PM

Need to end the useless PLC late start on Wednesday

5/11/2013 9:02 PM

The present school year is just fine - Don't rock the boat.

5/11/2013 7:52 PM

thanks for letting me vote

5/11/2013 7:46 PM

thank you for requesting our thoughts about this matter

5/11/2013 5:19 PM

I have many concerns about any calendar outside of the traditional one. At the ALC, 50% of our students receive free and reduced lunches and most of the students who work are supporting their families...literally handing over their paychecks to pay rent and buy food. Eliminating the summer job opportunities for these students would create hardships for these families. If the main reason for changing the school calendar is for those students who are falling behind, then identify those students and come up with alternative summer programming to support them, don't change the whole calendar. That makes no sense. We are a highly educated community and school district. I am confident that summer programming to help those with academic needs can be created....without changing the calendar.

5/11/2013 5:17 PM

None

5/11/2013 4:20 PM

Thanks for the opportunity to weigh in on the calendars online. Nice Job!

5/11/2013 2:55 PM

Concerned parent of special needs

5/11/2013 2:49 PM

Comment on options: impacts on learning should carry more weight than concerns re: teachers working in summer, sports schedules, etc. since a school district's job is to support learning.

5/11/2013 2:31 PM

I do not feel comfortable giving my last name because this district is well know in resent year for it retaliation against employees that do not agree with the district administration. They are not above retaliation against the child either. I have legitimate proof of both. So sorry that I will not be able to give you my name but I hope you will still count my vote.

5/11/2013 2:21 PM

Summer slide is a concern, but drastically modifying a calendar could cause unforeseen problems. And kids will "check out" one month before any end date. AP and other state mandated test dates seem aligned to a more traditional calendar. To make really profound changes requires more than the efforts of one school district.

5/11/2013 10:09 AM

Please get rid of late start Weds. Finals after Christmas Break is a terrible idea. Thanks so much for offering this survey.

5/11/2013 9:49 AM

Calendar 2 makes more sense to working parents/working students & does not cut into summer family events

5/11/2013 9:19 AM

I am strongly opposed to changing the school calendar due to lost family time over the summer, summer enrichment by student employment/summer jobs, camps, additional costs to changing the calendar that have not been fully laid out and also where these additional resources would come from that are evident should we change the calendar. Other school would also be impacted, the bus contract, teacher contracts, family daycare..... the list goes on.

5/11/2013 9:18 AM

Thank you for this very thoughtful approach

5/11/2013 9:17 AM

school board must be open to considering any possible change that would benefit the learning of ALL Northfield students. This might require unpopular and difficult decisions. Remember to consider the needs of those who don't have a powerful voice in the community.

5/11/2013 9:14 AM

Teacher in the district, but do not live in the district.

5/11/2013 9:14 AM

keep school schedule the way it has been forever and ever, families are all used to it and people plan on it every year.

5/11/2013 8:52 AM

i like the European / British school Calendar. breaks are longer at christmas and easter. summer break is 6 weeks. 3 months away from school is in my opinion too long a timeframe to be without school.

5/11/2013 8:40 AM

none

5/11/2013 8:38 AM

I would be extremely unhappy if summer break is shortened.

5/11/2013 8:32 AM

We should have a calendar which fits the educational needs of the Children. As we are no longer an agrarian society the harvest and planting months should not be sacred.

5/11/2013 6:33 AM

Too many options. Bottom line - More days to school year overall are needed, not fewer days or few hours.

5/10/2013 11:02 PM

I am all in favor of what is best for our students!

5/10/2013 10:11 PM

Keep reminding everyone why changes are being considered - is it mainly due to concerns over test scores?

5/10/2013 10:05 PM

The last two options were too vague, so I abstained. Would it be possible to implement the 6 week summer at the elementary and middle school levels and leave the 3 month summer at the High School level (so older kids can get summer jobs)? Or does that screw everything up? Thanks for allowing us to participate.

5/10/2013 9:31 PM

Preserve post Labor Day start; thank you for considering family and community needs in August.

5/10/2013 8:49 PM

Thank you for the effort made

5/10/2013 8:14 PM

Will a schedule beginning before Labor Day and end lat May be discussed?

5/10/2013 7:56 PM

Thanks for making this poll available. Good luck and I'm sure that the eventual decision will reflect a good amount of thoughtful input. Cheers

5/10/2013 6:58 PM

Thank you for this opportunity to vote.

5/10/2013 6:46 PM

get these kids learning academically, socially and emotionally

5/10/2013 6:35 PM

Start after Labor Day. Modified calendar with the same number of instructional days doesn't help parents that have to pay for and cannot afford supervision.

5/10/2013 6:30 PM

Thank you for allowing us to vote that were not at the meeting

5/10/2013 6:23 PM

One of the reasons I became a world language teacher was because I was counting on the opportunity to keep my language current by participating and travelling in Spanish Speaking countries during the summer months. A shortened summer wouldn't allow me to do that.

5/10/2013 6:18 PM

In balancing all interests, school, family, community, the best calendar is option 2 traditional with shorter breaks so school year can start after labor day and end before memorial day just like most colleges (that don't seem to be concerned with any perceived "summer slide" or driven by or detrimentally fixated on standardized test scores

5/10/2013 6:11 PM

Leave what is working fine alone!!! Quit trying to reinvent the wheel and do the "real work" we elected you to do!!!

5/10/2013 5:54 PM

I currently work at a 45-15 school and it does allow families to go on trips during the year and we although we go back before Labor Day we are enjoying two weeks in Oct. three in Dec/Jan and 3 for spring break as well as a 6 week summer. Kids have better retention and there is a good on/off balance.
5/10/2013 5:49 PM

Thanks!
5/10/2013 5:40 PM

I strongly disagree with changing the calander
5/10/2013 5:35 PM

thank you for the on line poll
5/10/2013 5:33 PM

I am in favor of breaking up the school year and year round schooling
5/10/2013 5:22 PM

need to eliminate the late start or alternate to early release, please!
5/10/2013 5:14 PM

should be pushing for less homework.more in school time to finish homework.
5/10/2013 5:13 PM

Year-round school please. Thank you for providing this opportunity for input!
5/10/2013 5:13 PM

Thanks for this opportunity to participate!
5/10/2013 5:11 PM

I am okay with the aligned breaks option as long as school doesn't start in mid August, instead it goes to kid or end of June.
5/10/2013 4:55 PM

Thank you for the effort to gather opinions on this issue!
5/10/2013 4:52 PM

the number one priority is to educate our children well - state fair, agriculture schedule, etc should not be given as much weight as learning.
5/10/2013 4:42 PM

I would live to see our district move to year round school. I never realized our goal was to line up with other districts - I value our education here for my kids and I'd like us to consider being a leader in this - not just the lemmings that follow the pack. This is about our kids - not summer up at the cabin.
5/10/2013 4:41 PM

Please leave the calendar alone.
5/10/2013 4:37 PM

The same conversation has been coming up for the last 5-6 years with the same concerns raised. By the poll that was done at the April 30th meeting along with the school board meeting where 50+ people showed up to share their concerns, it still rings out loud and clear. Our community wants a traditional calendar that has been in place for years. It's time to put this to rest. The community has clearly spoken several times.

5/10/2013 10:49 AM

Keep it how it is

5/10/2013 10:00 AM

It has not been proven to me that a calendar switch will benefit our children.

5/9/2013 11:50 PM

Leave the school year as it is.

5/9/2013 8:19 PM

Thank you for considering alternate schedules. Minnesota has one of the lowest overall days in school in the country (not that it correlates directly with the quality of education). Shorter summer breaks would have some advantage in promoting more consistent learning and achievement.

5/9/2013 3:36 PM

Save summer!

5/9/2013 1:23 PM

Not enough information to make an informed decision on changing the traditional calendar.

5/9/2013 12:40 PM

I understand your request to have names but the fact that I share a last name with a school employee sometimes makes people (especially those that disagree with the district decisions) that my opinion has been influenced or doesn't count b/c of my relationship to the school. I have answered only upon my preference for a calendar for my children/family.

5/9/2013 10:59 AM

It ain't broke, so stop trying to fix it..

5/9/2013 10:12 AM [View respondent's answers](#)