

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, January 26, 2015
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. DECA Video.
 2. Prairie Creek Community School and Arcadia Charter School Annual Reports.
 3. Transformational Technology/Learning Update.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. Pay Equity Report.
 2. March 23, 2015, Regular School Board Meeting.
 - B. Items for Consent Grouping
 1. Gift Agreement.
 2. Personnel Items.
- VIII. Items for Information
 1. Policy Revisions.
 2. South Central Minnesota Inter-City Passenger Regional Rail Initiative.
 3. School Board Committee Appointments.
- IX. Future Meetings
Monday, February 9, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, February 23, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, January 26, 2015, 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 January 26, 2015, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of Organizational and Regular School Board meetings held on January 12, 2015, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. DECA Video.
DECA Advisor and High School Business Teacher Julie Wolner will introduce the three DECA Co-Presidents Tyler Hepler, Katharine Herrlich and Jenna Sheffert, who will speak briefly about DECA. Then High School Senior Mike Gersemehl will introduce the video he prepared at the DECA district competition, which explains what DECA is and shows what a competition looks like. Mike is applying to be the media intern at DECA state in March.
 2. Prairie Creek Community School and Arcadia Charter School Annual Reports.
Simon Tyler, Director of Prairie Creek Community School, and Ryan Krominga, Director of Arcadia, will be doing a joint presentation of the programs being provided in their two charter schools. Simon will be presenting a review of Prairie Creek's twelfth year of operation as a charter school under the sponsorship of the Northfield Public Schools, and an overview of this current school year. Prairie Creek's 2013-2014 Annual Report is enclosed for your review. Ryan will review Arcadia's program and present their 2013-2014 Annual Report, which is enclosed. Arcadia, formerly ARTech, is in its eleventh year of operation. These reviews and written reports fulfill state requirements for annual reporting as well as our District's request that each charter school authorized by the Northfield Public Schools present an annual report to the School Board.
 3. Transformational Technology/Learning Update.
Director of Technology Services Kim Briske will provide an update to the Board about the Transformational Technology/Learning project that provides each child in Grades 6-12 with an iPad and pods of six iPad Minis in elementary classrooms. Kim will also discuss the status of the staff iPad lease and share potential options for the student iPad lease, which expires in June 2016.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. Pay Equity Report.
State statute requires the District to complete a pay equity study and pay equity report every three years. This study looks at all employee groups and job classifications and determines if male and female dominated employee groups are receiving equitable pay based on their established pay equity points. Pay Equity points are determined based on a review of job descriptions and a determination of the level of responsibility and types of work that each employee is asked to perform. The last Pay Equity Report was approved in January 2012.

Superintendent's Recommendation: Motion to approve the January 2015 Pay Equity Report.

2. March 23, 2015, Regular School Board Meeting.
Since Spring Break in the Northfield School District begins Saturday, March 21, 2015, and concludes on Monday, March 30, 2015, the Board will be asked to consider canceling the March 23rd regular meeting of the Northfield Board of Education.

Superintendent's Recommendation: Motion to approve canceling the March 23, 2015, Regular School Board meeting.

B. Items for Consent Grouping

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

1. Gift Agreement.
The Board is asked to accept an \$8400 gift from the Sibley PTO to be used to support classroom funding. This money was raised as a result of Sibley's Walk-A-Thon.
2. Personnel Items.
 - a. Appointments*
 1. Ellen R. Haefner, Correction: Parent Educator at the NCRC/ECFE for up to 10 hours/week beginning 01/19/2015; Year 1, \$24.36/hour.
 2. Tanner McNamara, Targeted Services PLUS Club Leader at Greenvale Park for 1 hour/day (1 day/week) beginning 01/15/2015 – 05/28/2015; \$18.68/hour.
 3. Anja Stromme, CS Recreation Staff (basketball coach) beginning 02/07/2015 – 05/31/2015; \$8.00/hour.
 4. Katrina Warner, EarlyVentures Site Assistant at Longfellow for 20 hours/week beginning 01/23/2015; Step 1, \$11.67/hour.
 5. Community Services Fall/Winter/Spring Recreation positions beginning 02/07/2015 – 05/31/2015: Noah Bamonte-Grebeis – Basketball Coach; \$9/hour; Theodore Deitz – Basketball Supervisor; \$10/hour; Vanessa Dimick – Basketball Coach; \$8/hour; Jorgen Salvesson – Basketball Coach; \$9/hour; Connor McCormick – Basketball Coach; \$9/hour; Ella Stromme – Basketball Coach; \$8/hour.
 6. Event Workers: Melanie Armstrong, Carly Fitzgerald, Joe Jorgensen and Cassandra Paulson.
 - b. Increase/Decrease/Change in Assignment.
 1. Bill Blaisdell, Resigned night security position at the high school. \$600 stipend prorated for days worked.
 2. Jerry Davidson, Custodian at the High School, add Night Security. \$600 stipend prorated to days worked.
 3. Karen Lane, First Grade Teacher at Bridgewater, add Targeted Services PLUS Teacher at Bridgewater for 1.5 hours/day for up to 4 days/week beginning 01/14/2015 – 04/16/2015; Year 1, \$27.11/hour.
 4. Quinn Line, KidVentures Site Assistant at Greenvale Park for 14.5 hours/week, decrease to 2 hours/week beginning 02/02/2015.
 5. Lori Malecha, Correction: Child Nutrition Associate III at Sibley for 6 hours/day, change to temporary Child Nutrition Manager I at Sibley for 7 hours/day beginning 01/07/2015 – 06/05/2015.
 6. Rustianna Mechura, Child Nutrition Associate I at Bridgewater for 3 hours/day, increase to 3.75 hours/day beginning 01/19/2014 to date to be determined.
 7. Lori Mullen, Child Nutrition Associate III at Bridgewater for 6.5 hours/day, change to Temporary Child Nutrition Manager I at Bridgewater for 8 hours/day beginning 01/05/2015 to date to be determined; \$19.02/hour.
 8. Elizabeth Nelson, Child Nutrition Associate I at Bridgewater for 3.75 hours/day, change to Temporary Child Nutrition Associate III at Bridgewater for 6.5 hours/day beginning 01/19/2014 to date to be determined; \$17.85/hour.
 9. Ali Ryan, EarlyVentures Site Assistant at Longfellow for 32 hours/week, increase to 40 hours/week beginning 01/20/2015.

10. Katrina Warner, EarlyVentures Site Assistant at Longfellow for 20 hours/week, increase to 30 hours/week beginning 02/02/2015.

c. Leaves of Absence

1. Becky Gainey, Family/Medical Leave of Absence beginning 01/06/2015 continuing as intermittent leave as needed for up to 60 work days.
2. Elaine Harries, Family/Medical Leave of Absence beginning 03/18/2015 – 04/03/2015. Return to work date will be 04/06/2015.

d. Resignations/Retirements

1. Bill Blaisdell, Night Security at the High School, resignation effective 01/16/2015. (Bill will continue with his regular custodian position at the high school).
2. Barb Brunette, Child Nutrition Manager I at Sibley, retirement effective 02/01/2015.
3. Angie Frawley, EarlyVentures Site Assistant at Longfellow, resignation effective 01/15/2015.
4. Kathryn Lean, Special Education Instructor at the High School, retirement effective 01/27/2015.
5. Grady McGovern, Assistant Baseball Coach at the High School, resignation effective 01/12/2015.
6. Teresa Swenson, Educational Assistant at Bridgewater, resignation effective 01/23/2015. (Teresa will continue to work as a substitute in the district.)

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

VIII. Items for Information

1. Policy Revisions.

Enclosed are four School Board policies that the Minnesota School Board Association (MSBA) has suggested be revised to reflect statutory changes made during the last legislative session. The suggested changes are in bold and underlined. The Board will be asked to act on these revised policies at its February 9 meeting.

The policies are as follows:

- Policy 406 – Public and Private Personnel Data
- Policy 410 – Family and Medical Leave
- Policy 526 – Hazing Prohibition
- Policy 619 – Staff Development for Standards

2. South Central Minnesota Inter-City Regional Passenger Rail Initiative.

A draft letter of support to the Initiative is enclosed for the Board's review.

3. School Board Committee Appointments.

The list of School Board Committee Appointments for 2015 is enclosed.

IX. Future Meetings

Monday, February 9, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, February 23, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

Organizational School Board Meeting
January 12, 2015
Northfield High School Media Center

I. Call to Order.

The Organizational meeting of the School Board of Independent School District 659 was called to order at 7:00 PM by Acting Chair Ellen Iverson for the purpose of organizing the Board for the 2015 calendar year.

II. Organization of the Board.

A. 1. Acceptance of Notice of Acceptance of Office and Oath of Office

The three School Board members elected in the November election were Margaret Colangelo, Julie Pritchard and Jeff Quinnell. The Oath of Office for each of these persons was administered by Acting Chair Ellen Iverson. Colangelo, Pritchard and Quinnell are each beginning a four-year term of office.

2. Election of Officers.

a. Election of Board Chair.

Iverson moved and Stratmoen seconded that Julie Pritchard be nominated as Board Chair. Hearing no further nominations, Julie Pritchard was unanimously elected as Board Chair.

Pritchard and Stratmoen spoke about Iverson's excellent leadership and mentorship as Chair. Iverson expressed her gratitude for being Board Chair.

School Board Chair Julie Pritchard then chaired the remainder of the Organizational School Board meeting.

b. Election of Vice Chair.

Hardy moved and Quinnell seconded that Ellen Iverson be nominated as Board Vice Chair. Hearing no further nominations, Ellen Iverson was unanimously elected as Board Vice Chair.

c. Election of Clerk.

Maple moved and Colangelo seconded that Noel Stratmoen be nominated as Board Clerk. Hearing no further nominations, Noel Stratmoen was unanimously elected as Board Clerk.

d. Election of Treasurer.

Stratmoen moved and Iverson seconded that Anne Maple be nominated as Board Treasurer. Hearing no further nominations, Anne Maple was unanimously elected as Board Treasurer.

3. Set Stipends of Directors and Officers.

Hardy moved and Iverson seconded that the stipends for Board members be maintained at the current amount of \$190 per month for Directors and \$250 per month for the Board Chair. The motion was unanimously approved.

4. 2015 Committee Appointments.

Board Chair Julie Pritchard asked that Board members let her know if there are any committees of particular interest. She will bring to the January 26th meeting the list of committee appointments.

B. Items for Consent Grouping.

On a motion by Iverson, seconded by Maple, the Board unanimously approved the following items listed under the consent grouping.

1. Designated the Director of Administrative Services (Matt Hillmann) and Director of Finance (Valori Mertesdorf) as Deputy Clerk Treasurer.

2. The *Northfield News* was designated as the official newspaper of the Northfield School Board.

Organizational School Board Meeting Minutes

January 12, 2015

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3. The School Board authorized that facsimile signatures of officers of the Board be utilized in signing school district checks and documents.
 4. The 2015 mileage reimbursement rate for use of private automobiles on School District business is 57.5 cents per mile. This is the mileage rate established by the Internal Revenue Service.
- C. Item for Individual Action
On a motion by Stratmoen, seconded by Maple, the Board unanimously approved designating Regular Meetings of the Northfield School Board to begin at 7:00 p.m. on the second and fourth Mondays of each month.
- III. On a motion by Stratmoen, seconded by Maple, the Board adjourned the Organizational meeting at 7:17 PM.

Noel Stratmoen
Clerk

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

School Board Minutes

January 12, 2015

Northfield High School Media Center

- I. Call to Order.
Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education to order at 7:17 PM. No one was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was no public comment.
- IV. Approval of Minutes
On a motion by Iverson, seconded by Maple, minutes of the Regular School Board meeting held on December 8, 2014, and the Special Board Meeting held on December 15, 2014, were unanimously approved.
- V. Announcements and Recognitions
 - The Winter Break Chess Lessons and Tournament were held December 30 at Mankato East High School hosted by South Central Service Cooperative and Mankato Community Education/Recreation. Congratulations to the following Northfield students who received either a ribbon or a medal for competing in this tournament: Peter Hillmann, Collin Thomas-Green and Saxon Egge from Sibley Elementary School, Henry Hutton, who is an 8th grader at the Middle School, and High School students Jackson Hillmann, Jasper Egge and Gus Ohnesorge.
 - Hannah Puczko, former Northfield Public Schools Community Services Director, is the Minnesota Community Education Association's (MCEA) Lifetime Achievement Award winner. This award will be presented to Hannah at the MCEA Leadership Days on February 19-20 in St. Cloud.
- VI. Items for Discussion and / or Reports
 1. Schools for Equity in Education (SEE) Legislative Priorities for 2015.
Superintendent Richardson presented SEE's 2015 priorities for the legislative session and shared the new alternative facilities funding video.
SEE is supporting the following platform in 2015:
 - Enact the recommendations of the Facilities Funding Work Group convened by the Minnesota Department of Education in 2013.
 - Adjust the categorical formulas in the general education formula to provide greater assistance to districts that currently receive little revenue through these formulas.
 - Increase the basic formula to restore school funding and provide all school districts with the flexibility to meet unfunded mandates.
 - Continue to make voter-approved school referendum more affordable in low property wealth districts by indexing equalization aid.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. Site Improvement Plans
On motion by Maple, seconded by Stratmoen, the Board unanimously approved the seven school site improvement plans for 2014-15.
 2. Increase in Reward
On a motion by Iverson, seconded by Maple, the Board unanimously approved increasing the reward from \$500 to \$1500 for information leading to the arrest and conviction of the perpetrator(s) of the December 2014 break-in and vandalism of a Northfield High School Classroom. The additional \$1000 was provided by a citizen, who wishes to remain anonymous.

3. Returning the Director of Special Services Position to Full-time

On a motion by Stratmoen, seconded by Maple, the Board unanimously approved returning the Director of Special Services position to a full-time position effective July 1, 2015.

B. Items for Consent Grouping

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

1. Grant Application to the MN State High School League Foundation.

The Board approved Northfield High School requesting a \$5,000.00 grant from the MSHSL Foundation to be used as core funding for the RALIE and Life of an Athlete programs.

2. Cooperative Sponsorships

The Board approved dissolving our current cooperative sponsorship with Arcadia in Boys and Girls Soccer and then approved forming a non-exclusive cooperative agreement with Acadia in Boys and Girls Soccer.

3. Gift Agreement

The Board accepted a \$1000 gift from Emmaus Baptist Church to be used to support the GECKO Community Meal at the Greenvale Park Community School.

4. Personnel Items.

a. Appointments*

1. Sandra Anderson, 1.0 FTE Long-Term Special Education Teacher at Greenvale Park beginning 01/05/2015 – 06/05/2015 for 98 work days; Daily Substitute Teacher Pay Rate \$110.00/day.
2. Alyssa M. Berg, Assistant Speech Coach at the High School beginning 12/19/2014 – 04/18/2015; Level H, Step 1 (50% Stipend).
3. William Clark, Community Services Fall/Winter Recreation Lifeguard beginning 12/13/2014 – 05/31/2015; \$8.50/hour.
4. Ellen R. Haefner, Parent Educator at the NCRC/ECFE for up to 10 hours/week beginning 01/12/2015; Year 1, \$27.11/hour.
5. Cheryl Hall, Director of Special Services at Longfellow/District Office for 52 weeks/year beginning 07/01/2015; \$116,506/year.
6. Sharon Henry, Targeted Services PLUS Club Leader at Greenvale Park for 1 hour/day (1 day/week) beginning 01/12/2015 – 05/28/2015; \$18.68/hour.
7. Anna Kelly, Community School Evening Club Leader at GVP for 1 hour/day (2 days/week) beginning 01/08/2015 – 05/28/2015; \$18.68/hour.
8. Erik Lundstrom, Community Services Fall/Winter Recreation Lifeguard & Swim Instructor beginning 04/01/2015 – 05/31/2015; \$8.50/hour.
9. Stephanie Neisen, GenEd Educational Assistant at the High School for 7.5 hours/day beginning 01/06/2015 – 01/27/2015; Step 1, \$13.21/hour.
10. Angela Perez, Long-Term Substitute Child Nutrition Associate at Sibley Elementary for 3 hours/day beginning 01/13/2015 – 06/05/2015; \$15.21/hour.
11. Elizabeth Pfeiffer, SpecEd Educational Assistant-PCA at the High School for 6.5 hours/day beginning 12/16/2014 – 02/28/2015; Step 1, \$13.73/hour.
12. Joy Seric-Amunrud, Targeted Services PLUS Club Leader at Greenvale Park for 1 hour/day (2 days/week) beginning 01/05/2015 – 05/28/2015; \$18.68/hour.
13. Brianna Smith, PLUS Student Site Assistant at Sibley for 1.5 hours/day (M-Th) beginning 01/06/2015 – 04/16/2015; \$8.39/hour.
14. James Sunquist, CS Recreation Supervisor beginning 01/12/2015 – 05/31/2015; \$14.00/hour.
15. Deborah Wagner, Assistant Girls Lacrosse Coach at the High School beginning 03/30/2015 – 06/13/2015; Level H, Step 1.
16. Jessica Wedel, Targeted Services PLUS Club Leader at Greenvale Park for 1 hour/day (1 day/week) beginning 01/15/2015 – 05/28/2015; \$18.68/hour.
17. Community Services Winter/Spring 2015 Brochure Instructors.
18. Event Workers: John Battiste, Alyssa Berg, and David Teske

19. Andrew Johnson, CS Recreation Tennis Supervisor beginning 1/13/2015 – 5/31/2015; \$10.00/hour.
- b. Increase/Decrease/Change in Assignment
 1. Robert Benson, GenEd EA/SpecEd Bus EA-PCA at Sibley for 4 hours/day; add GenEd EA (Instructional-Kindergarten) at Sibley for 2 hours/day beginning 01/06/2015 (Total 6 hours/day --30 hours/week).
 2. Russel Boyington, KidVentures Site Assistant at Sibley, add GenEd EA (Supv) at Sibley for 2 hours/day beginning 01/14/2015.
 3. Kathryn Budig, Child Nutrition Associate II at the High School for 4 hours/day; increase to 5.5 hours/day beginning 12/15/2014.
 4. Erik Burton, Community Services Staff, change to Recreation Supervisor beginning 01/04/2015 – 05/31/2015; \$14.00/hour.
 5. Michelle Cole, Rice County Family Services Collaborative Coordinator, change to Rice County Family Services Collaborative Assistant beginning 12/16/2014.
 6. Alisa Jamshidi, SpecEd EA-PCA at the Middle School for 5.75 hours/day, add SpecEd EA-PCA for the wrestling program at the Middle School/High School for about 1.5 hours/day beginning 11/19/2014 - 01/23/2015 (7.25 hours/day).
 7. Hermes Lanza, SpecEd EA-PCA at Headstart for 6.95 hours/week, change to 6.95 hours/day Monday-Thursday only beginning 09/02/2014; Add TS PLUS Site Assistant at Bridgewater for 1.5 hours/day (M-Th) beginning 01/05/2015 – 04/16/2015; Step 1, \$11.67/hour.
 8. Suzanne Lanza, Companeros Teacher at Bridgewater, add TS PLUS Teacher at Bridgewater for 1.25 hours/day (M-Th) beginning 01/05/2015 – 04/16/2015; Year 1 - \$27.11/hour.
 9. Brittney Laue, SpecEd EA-PCA at Longfellow for 19.5 hours/week, increase to 24.5 hours/week beginning 01/05/2015 – 06/05/2015. (Bus EA-PCA hours will remain the same).
 10. Lori Malecha, Child Nutrition Associate III at Sibley for 6 hours/day, change to temporary Child Nutrition Associate I at Sibley for 7 hours/day beginning 01/07/2015 – 06/05/2015.
 11. Nina Mattson, PLUS Club Leader/Site Assistant at Sibley, change to Club Leader only at Sibley beginning 01/05/2015 – 04/16/2015.
 12. Lindsey Mehrhoff, SpecEd EA-PCA/GenEd EA for 7.08 hours/day at Sibley Elementary, increase to 7.17 hours/day beginning 01/05/2015. (SpecEd EA-PCA 6.75 hours/day; GenEd EA-Supv. .42 hours/day).
 13. Jane Morrison, Child Nutrition Associate I at the High School for 3 hours/day, increase to 3.75 hours/day beginning 12/15/2014.
 14. Ulrika Peterson, GenEd EA (Supv) at Sibley for 2 hours/day, add GenEd EA (Instructional-Kindergarten) for 2 hours/day beginning 01/06/2015 (Total 4 hours/day – 20 hours/week).
 15. Donna Pumper, Child Nutrition Associate I at Sibley for 3 hours/day, change to temporary Child Nutrition Associate III at Sibley for 6 hours/day beginning 01/07/2015 – 06/05/2015.
 16. Kathy Sandberg, Rice County Family Services Collaborative Assistant, change to Rice County Family Services Collaborative Coordinator beginning 12/16/2014.
 17. Jennifer Severson, GenEd EA/SpecEd EA-PCA at Greenvale Park, add TS PLUS Site Assistant at GVP for 1.25 hours/day (3 days/week) beginning 12/19/2014 – 04/16/2015; Step 1, \$11.67/hour.
 18. Rhonda Stanley, TS PLUS Site Assistant at GVP, change from 2 days/week to 1 day/week for 1.5 hours/day beginning 12/19/2014 – 04/16/2015.
 19. Jeff St. Martin, Custodial Engineer at the Middle School, change to Custodial Engineer at the High School for 8 hours/day beginning 02/02/2015.
 20. Jane Weiland (Dolan) Middle School Yearbook Advisor, change from 50% to 100% Stipend.

- c. Leaves of Absence
 - 1. Tami Brings, Family/Medical Leave of Absence beginning on or about 04/07/2015, continuing for 8 work weeks.
 - 2. Barb Brunette, Medical Leave of Absence beginning 01/07/2015 for the remainder of the 2014-15 school year.
 - 3. Lynn Fossum, Leave of Absence beginning 1/5/15 for an indefinite period of time.
 - 4. Jessica Rushton, Family/Medical Leave of Absence extended through 12/26/2014 (return to work 12/29/2014).

- d. Resignations
 - 1. Colleen Gottsch, Child Nutrition Associate at the High School, resignation effective 12/11/2014. (Colleen will continue as a substitute educational assistant).
 - 2. Alicia Griesert, 9th Grade Softball Coach, resignation effective 12/3/2014.
 - 3. Tasha Jasper, Educational Assistant at Sibley, resignation effective 12/19/2014. (Tasha will continue as a substitute EA).
 - 4. Brittney Neset, Educational Assistant at the High School, resignation effective 12/19/2014.
 - 5. Jeff Pesta, Assistant Nordic Ski Coach at the High School, resignation effective 01/12/2015.

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

- e. Seniority Lists.

The Board approved the 2014-15 Teacher Seniority List and the 2014-15 Principals/Assistant Principals Seniority List.

VIII. Items for Information

- 1. TIES Exceptional Teachers.

Congratulations to Greenvale Park Fourth Grade Teacher Robert Garcia and High School English Teacher Jaci McKay on being selected as the Northfield School District's "Exceptional Teachers" during the TIES Education Technology Conference on December 9.

- 2. Educational Assistant Recognition Week – January 25-31, 2015.

This week has been designated as Educational Assistant Recognition Week. Educational Assistants provide services in multiple settings within schools, including support for instruction and individual students, student activities, and numerous tasks that contribute to educational success. Buildings will recognize the contributions of educational assistants during the week of January 26-30.

- 3. Enrollment Report – January 2015.

IX. Future Meetings

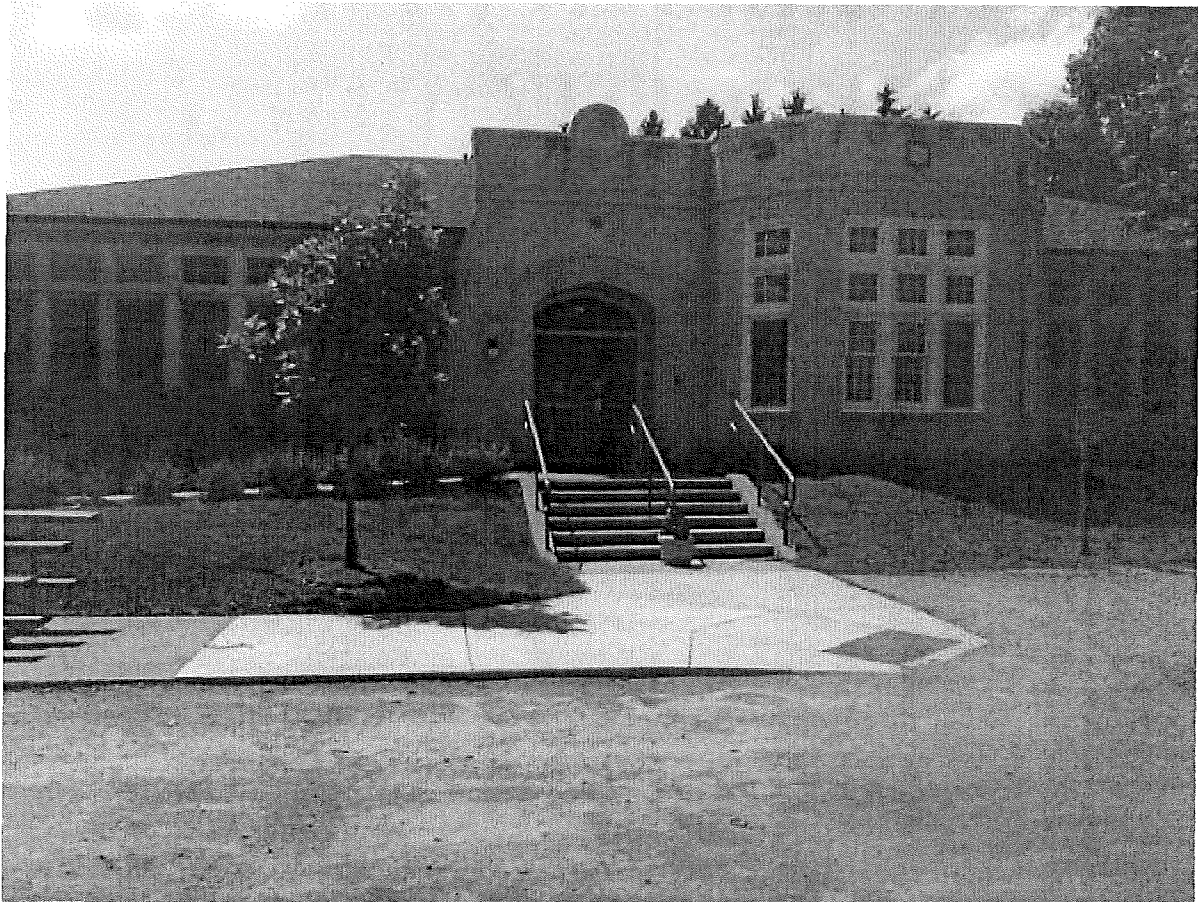
Monday, January 26, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, February 9, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

- X. On a motion by Stratmoen, seconded by Quinnell, the Board adjourned at 8:00 PM.

Noel Stratmoen
School Board Clerk

PRAIRIE CREEK COMMUNITY SCHOOL

2014 Annual Report on Curriculum, Instruction and Student Achievement



Minnesota Charter School District #4090

Simon Tyler, Director

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1. School Information

This report provides the staff and families of Prairie Creek Community School (PCCS), the Minnesota Department of Education (MDE), Northfield Public Schools, and the general public with information describing the progress of PCCS and its students during its twelfth year of operation as a charter public school.

Prairie Creek Community School (PCCS) is a charter public school, founded in 1983, that offers progressive education for students in kindergarten through fifth grade. PCCS focuses on progressive education for all students. PCCS is a non-profit trust registered with the Minnesota Attorney General's Office (see Appendix A).

Mission Statement

- *PCCS is a community school. Parents, teachers, staff, and students cooperate with one another and with others outside the school to create a joyful and challenging climate for learning.*
- *PCCS is a child-centered school. We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.*
- *PCCS is a progressive school. We emphasize co-operation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.*
- *PCCS aims to make the world a better place. We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.*

Authorizer

Northfield Public Schools
Chris Richardson, Ph.D.
507-663-0600

Relationship with Authorizer

PCCS opened in 2002

Contract was renewed in 2005 (05/06 to 07/08), 2008 (08/09 to 10/11), and in 2011 (11/12 through 15/16)

Each fall, the director sends a formal report to the Northfield Board of Education regarding the previous school year. The authorizer has been pleased with PCCS and the Board has been supportive of its goals. On April 7, 2014, Dr. Richardson spent a day reviewing the program and meeting with students, staff and parents.

School Calendar & Hours of Operation

The first day of school was September 3, 2013 and school ended on June 6, 2014. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesdays from 9:15 am to 2:30 pm.

Student / Classroom Teacher Ratio

PCCS employed nine classroom teachers to serve 182 students in grades K-5. The student/classroom teacher ratio in 2013-2014 averaged 20:1.

2. Student Enrollment

Enrollment is expected to stay at 182 students for the 2014 - 2015 school year and then return to the targeted 180 students for the 15 - 16 once the 5th grade “bubble” of 32 graduates.

	09-10	10-11	11-12	12-13	13 -14
Enrollment (K-5)	177	178	180	180	182
Average Daily Membership	177.42	179.15	178.39	178.71	181.05

Key Demographic Trends

Enrollment and gender balance has been consistent since the school expansion in 09 - 10. The 13 - 14 school year saw a significant increase in the number of Special Education students. The expectation is that these numbers will return to trend levels in 14 - 15 since a significant population of students on IEPs were in the graduating fifth grade class.

PCCS Students	09-10	10-11	11-12	12-13	13 -14
Enrollment (K-5)	177	178	180	180	182
Male	83 (47%)	98 (55%)	84 (47%)	86 (48%)	92 (51%)
Female	94 (53%)	80 (45%)	96 (53%)	94 (52%)	90 (49%)
American Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian/Pac. Islander	12 (7%)	8 (4%)	8 (4%)	10 (6%)	8 (4.4%)
Black/Non-Hispanic	4 (2%)	4 (2%)	2 (1%)	4 (2%)	3 (1.6%)
Caucasian	158(89%)	162(91%)	165 (92%)	165 (92%)	166 (91.2%)
Hispanic	3 (2%)	4 (2%)	5 (3%)	1 (1%)	5 (2.7%)
Students of Color	19 (11%)	16 (9%)	15 (8%)	15 (8%)	16 (9%)
Free and Reduced Lunch	30 (17%)	41 (23%)	32 (18%)	25 (14%)	23 (12.6%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	19 (11%)	20 (11%)	18 (10%)	24 (13%)	34 (18.7%)

3. Student Attendance, Attrition and Mobility

Attendance

Attendance percentage for 2014 was 95.5% and met AYP.
(percentage from Minnesota Report Card on MDE website)

Attrition

Prairie Creek Community School has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1, 2012 and October 1, 2013	96%
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Student Mobility

	09 - 10	10 - 11	11 - 12	12 - 13	13- 14
Mobility Index	0.03	0.01	0.05	0.05	NA

4. World's Best Workforce Components

4a. Educational Approach and Curriculum

Prairie Creek's progressive philosophy aligns closely with current research and best practices for developing 21st century skills. The school is a multi-age, active learning environment that fosters creativity, critical thinking, and a passion for learning. The school places a strong emphasis on the value of play, the dramatic arts and the development of social and emotional intelligence.

The academic program is centered on a philosophy, rooted in the teaching of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Inter-disciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. Prairie Creek has a strong commitment to the arts, and specialists teach all children in the fields of visual art, music and Spanish. A team of teaching assistants provides an additional level of child-centered support in each classroom.

The general education program is supported by a team of three licensed special education teachers and paraprofessionals that serve Individual Education Program Plan needs. Title I funding has supported the role of a licensed math/literacy intervention teacher. This teacher works with children in the K - 2 grades who require additional literacy and math support in the general education setting.

Prairie Creek is committed to a robust model of teacher evaluation. All teachers are supervised and evaluated by the school director each year. The school will pilot a revised teacher evaluation plan in 2014 - 2015 that meets World's Best Workforce Requirements.

4b. Innovative Practices & Implementation

Student Evaluation

Prairie Creek Community School is structured around a small, multi-age classroom model to provide a child-centered learning environment. Academic and non-academic goals are established for each child at a fall parent/student/teacher conference. Beyond state accountability measured detailed in this report, progress is monitored through formative assessments in math and literacy and a variety of measures including work samples, portfolios, reports, projects and performance in thematic study areas. Narrative reports that detail student progress are provided to families at the winter and spring conferences.

Professional Development

Student learning is designed by teachers in an innovative community of professional collaboration. Teachers team in professional development committees that review standards and best practices across the curricular areas. These committees meet and plan the weekly two hour professional development sessions for faculty. In addition, the teaching staff participates in two days of professional development at the end of the year for reflection on the year's work and goal setting focused on the mission and purpose of the school. The staff also participates in four days of workshops prior to the start of the school year. The faculty functions as an authentic learning community with teacher leadership employed to develop workshops related to academic and non-academic goals.

During the 2013-2014 school year, the faculty implemented a new committee process to guide its professional development work. Each committee has three classroom teachers, with the director, the special education teachers and the specialists joining as interest and time allow. During a meeting in September, the teachers took the entire list of professional development goal areas and topics that had been determined during faculty retreat in June and work week in August and divided them out among the three committees. They set aside one Wednesday meeting per month for committees to meet. During these meetings, the committees planned upcoming PD and school events. The committee assigned a particular topic was responsible for leading the Wednesday meeting(s) on that topic or finding a speaker or facilitator to lead. Each committee planned to facilitate about one meeting per month. Committees prioritized the list of tasks to reflect their relative importance.

Work in 2013-2014 primarily focused on community connections, service learning, the opera residency, math, teacher self-assessment, and habits of mind.

As can be seen in the table below, weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session.

Description	Hours	Participants
Committee meetings to plan PD sessions, track down resources, etc	12	Classroom teachers
Opera residency planning, discussion, reflection	8	Classroom teachers, Simon, sometimes SPED and specialists
Creativity for adults	1.5	Faculty

Updating of theme database	2.5	Classroom teachers
Reinvigorating our literacy practice	2	Faculty
Professional Educators Network Conference share	2	Faculty
Social Curriculum and habits of mind	5	Faculty
Number talks and professional review of practice (including videotaping and reviewing lessons)	8	Faculty
Childhood Anxiety with guest speaker Andrea Smothers	1	Faculty
Book club discussion of <u>How Children Succeed</u> by Paul Tough	2	Faculty
Outdoor education, outdoor classroom, nature journaling	4	Classroom teachers; Simon
Review of Common Core literacy standards	2	Faculty
Teacher Evaluation: addressing the state mandate	2	Faculty
Teaching yoga to kids	2	Classroom teachers
Smart Board training and technology	2.5	Faculty
Will Steger Summer Institute 2013	2 days	Cathy Oehmke Gabe Meerts Amy Haslett-Marroquin

Community Connections

Prairie Creek is a community school and is constantly seeking ways to engage parents and families with the daily life of the school. In 2013 - 2014, a Community Connections group was initiated to explore ways further these relationships. Activities included a series of parent education evenings on school and family related topics, social events such as movie nights and organized parent support for the management of school event activities.

Arts Initiatives

Progressive education requires a strong commitment to the arts. Prairie Creek provides music and visual arts specialist instruction for all students. In 2014- 2014 the school enhanced arts opportunities with the creation of a school orchestra serving children in fourth and fifth grade.

In January of 2014, Prairie Creek collaborated with St. Olaf College to create and perform an opera as part of a month-long residency experience for the children.

Play

Professional development in 2013-2014 included study on the critical importance of play in children’s learning and development. Prairie Creek has an outdoor environment with natural surroundings that lend themselves to play and exploration. With the help of fund-raising efforts, the school added a new piece of climbing equipment, the Albero climber, to further improve the scope of physical play activity for the children.

Service Learning

Prairie Creek hosted a Family Service event in February of 2013-2014. This was an event coordinated by both staff, students and parents. Students applied for a grant from the Healthy Community Initiative and solicited donations from families. “Stations” were hosted in classrooms throughout the evening. Each classroom learned about the organization they would be helping. Over 300 people attended the event and over 1000 items were created to support local charities. The projects were shared and items presented to the representatives of each charity at an All School Gathering.

4c. Academic Performance

I. Progress on PCCS Contractual Academic Goals including Mission Related goals.

PCCS developed two academic and two non-academic goals for the 2013-2014 school year.

Goal	Results	Explanation of Results
<p><u>Math Growth</u></p> <p>The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth in math will meet or exceed 73%</p> <p>PCCS students in each grade will, on average, show a significant increase in math scores from fall to spring. Work Sampling scores will show a mean average increase of 0.6 in each grade.</p>	<p>71.4% of PCCS students in grades 4 and 5 attained medium or high levels of growth.</p> <p>Work Sampling increases by grade</p> <p>K - 1.14 1 - 1.02 2 - 0.93 3 - 0.85 4 - 0.87 5 - 0.76</p>	<p>Although slightly below the goal percentage, this growth level is consistent with the prior year (71.7%).</p> <p>Each grade in the program achieved above the targeted mean average increase.</p>

<p><u>Reading Growth</u></p> <p>The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth will meet or exceed 72%</p> <p>PCCS students in each grade will, on average, show a significant increase in language and literacy scores from fall to spring. Work Sampling scores will show a mean average increase of 0.6 in each grade.</p>	<p>87.7% of PCCS students in grades 4 and 5 attained medium or high levels of growth.</p> <p>Work Sampling increases by grade</p> <p>K - 0.93 1 - 0.97 2 - 0.87 3 - 0.80 4 - 0.64 5 - 0.61</p>	<p>Each grade in the program achieved above the targeted mean average increase.</p>
<p><u>Social and Emotional Understanding</u></p> <p>Promote the importance of social and emotional intelligence in children’s learning.</p> <p>Work Sampling scores will show a mean average increase of 0.6 in the domain of Personal and Social Development.</p> <p>Deepen understanding of social/emotional terminology, meaning and implementation throughout the school community.</p>	<p>Work Sampling increases by grade</p> <p>K - 0.82 1 - 0.83 2 - 0.89 3 - 0.69 4 - 0.63 5 - 0.52</p>	<p>Faculty participated in at least seven hours of professional development on social and emotional intelligence.</p> <p>This professional development also encompassed a faculty book reading of Paul Tough’s <u>How Children Succeed</u>.</p> <p>Insights from this training was shared with the community via teacher and director blogs and newsletters.</p>
<p><u>Service Learning</u></p> <p>PCCS has a mission to “make the world a better place.”</p> <p>Promoting a culture of service learning supports this goal.</p>	<p>Board/Faculty retreat 2013</p> <p>Prairie Creek Family Service event February 2014</p>	<p>In November 2013, board and faculty engaged in a three hour reflective retreat on the school’s commitment to “making the world a better place.”</p> <p>Parents, staff and students collaborated in hosting a service event at the school that produced crafts and other needed items for local charities.</p>

II. Reading and Math Growth

MDE Report Card Data:

MATH	2013	2014
<p style="text-align: center;">Percent of students “On Track for Success”</p> <p>The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.</p>	52.8%	53.6%
Percent of students making high growth	22.6%	19.6%
Percent of students making medium growth	49.1%	51.8%
Percent of students making low growth	28.3%	28.6%

READING	2013	2014
<p style="text-align: center;">Percent of students “On Track for Success”</p> <p>The percentage of on track students are those who made medium or high growth and non-proficient students who made high growth.</p>	69.8%	73.7%
Percent of students making high growth	37.7%	54.4%
Percent of students making medium growth	35.3%	33.3%
Percent of students making low growth	17%	12.3%

Comparison Growth Data with State and local traditional school (Sibley Elementary)

MCA Assessments - Medium or High Growth	2012-2013	2013-2014
PCCS		
<i>Reading</i>	83.00%	87.7%
<i>Math</i>	71.70%	71.40%
Sibley Elementary (Northfield School District)		
<i>Reading</i>	79.9%	72.10%
<i>Math</i>	76.3%	79.40%
State of Minnesota		
<i>Reading</i>	72.10%	72.10%
<i>Math</i>	72.60%	73.90%

III. Proficiency Results in Reading, Math, and Science

For comparison purposes, the data tables below show proficiency percentages from statewide data and three other schools. New Discoveries Montessori School is a charter school in Hutchinson. It is similar in size to PCCS and has similar demographics. NDMA has a comparable progressive education mission fostering inquiry, exploration and the nurturing of a life-long learner. North Shore Community School is charter school in Duluth that serves children in Pre-K - Grade 6 and focuses on developing the life-long learner with an emphasis on environmental education. Sibley Elementary is a traditional elementary school in the Northfield School district that serves as Prairie Creek's authorizer.

Proficiency Index	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
Math					
2014	53.8%	61.9%	47.6%	63.4%	74.7%
2013	62.5%	61.6%	33.3%	62.9%	78.1%
2012	47.7%	62.7%	28.4%	66.7%	79.7%

Proficiency Index Reading	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
2014	63.7%	59.8%	62.2%	61.1%	71.2%
2013	65.5%	58.75	43.3%	61.4%	70.2%
2012	81.8%	76.4%	54.7%	74.6%	85.7%

Proficiency Rates Science	Prairie Creek	State	New Discoveries Montessori	North Shore Community	Sibley Elementary
2014	63.3%	54.5%	47.8%	68.3%	73.9%
2013	71.4%	53.4%	42.9%	69.6%	78.1%
2012	86.2%	51.9%	30.4%	75.6%	71.0%

Recent years have seen multiple changes to the MCA assessments. Several factors need to be considered during the comparison of standardized test score data. Prairie Creek Community School continues to be mindful of the fact that its small cell size will likely result in significant swings in proficiency ratings from year to year. Consequently, the school has developed growth model goals for students in fourth and fifth grades that measure proficiency ratings for continuously enrolled students.

V. Other Subject Areas, other Academic or Academic-Related Performance

Gallup Student Poll

In the fall of 2013 Prairie Creek fifth graders participated in a survey that was piloted by the Northfield Promise initiative to obtain baseline data related to social and emotional development in students. A series of questions generated student responses in the domains of Hope, Engagement and Well-Being.

	PCCS	National Scores
Hope (on a scale of 5)	4.35	4.42
Engagement (on a scale of 5)	4.49	4.39
Well-Being (on a scale of 10)	7.97	8.46

The Northfield Promise initiative is reviewed the usefulness of this data and looking at alternative measures for determining social and emotional growth. In 2014-2015 baseline data will be collected using the DESSA- Mini survey and the Developmental Assets Profile (survey administered to students in 5th grade through 12th grade in Northfield Schools).

VI. Multiple Measures Rating

Multiple Measurements Rating (MMR) is 55.27%	
Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
Growth	13.52 points
Average Growth Z-Score	0.06
Achievement Gap Reduction	12.49 points
Achievement Gap Reduction Score	0.11
TOTAL POINTS (across two years)	82.91 points
Possible points	150 points

Focus Rating (FR) is 50.04%	
Achievement Gap Reduction	12.49 points
Achievement Gap Reduction Score	0.11
Focused Proficiency	12.50 points
Weighted percentage of subgroups reaching targets	50%
TOTAL POINTS (across two years)	50.04 points
Possible points	100 points

VII. Additional World's Best Workforce Data

Prairie Creek takes several measures to ensure that children are ready for kindergarten. The school hosts an orientation and student time with kindergarten teachers during an orientation held in the spring prior to the child's entry into school. The special education team is part of this process to ensure that students with disabilities have a smooth transition to school services. The school nurse checks and monitors pre-school screening.

Prairie Creek has a robust literacy plan with assessments that monitor student progress to the goal of all students reading well by third grade. Prairie Creek provides additional staffing to support students who require additional services in the form of a reading intervention specialist.

4d. Student and Parent Satisfaction

Each spring, PCCS distributes a parent engagement and satisfaction survey to parents/guardians of PCCS students. The survey was designed to measure four domains of parent satisfaction: (a) Community and Climate (5 questions); (b) Curriculum and Learning (9 questions); (c) Faculty and Staff (7 questions); and (d) Governance and Administration (4 questions). Questions in the four domains were close-ended with four response options (4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree). A fifth domain (Progressive Education) was an open-ended question and parents were asked to identify ways that "PCCS is staying true to its mission as a progressive school." For the first time this year, parents were able to comment on each of their children's experiences individually if they had more than one child in the school. The last section of the survey consisted of demographic questions (e.g., city of residence, volunteering) and was a mix of close-ended (yes/no, multiple choice) and open-ended questions. Of the 134 total families at PCCS, there were 115 completed surveys for a response rate of 86%.

The results of the survey were very positive.

- There was an overall positive response in all four domains: Faculty and Staff (98%), Community and Climate (99%), Curriculum and Learning (92%), and Governance and Administration (95%).
- Average ratings across the four survey domains of the Parent Satisfaction Survey were also very positive. On average, parent ratings were between 3 ("Agree") and 4 ("Strongly Agree") for Faculty and Staff (3.65), Community and Climate (3.75), Curriculum and Learning (3.46), and Governance and Administration (3.56). Averages were very similar to previous survey administrations.
- Parents overwhelmingly agreed that PCCS effectively implements a progressive education approach with students.

- Parents were also asked to identify the city of their mailing address. A majority of parents listed Northfield (77%) as their mailing address.
- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (50%), less than an hour (30%), or 6-10 hours (10%) per month and the most commonly reported ways they volunteered included: in the classroom, serving lunch, assisting with events, and assisting/chaperoning field trips. The number of parents who reported volunteering less than 1 hour a month increased by 3% from last year. We continue to seek ways for all families to contribute to the school.
- Of the respondents, 91.2% indicated they attend parent events at PCCS and the most commonly reported events attended were concerts, classroom events, May Day, and curriculum night. 100% of parents attended all of their child's conferences, held three times throughout the year.

The table below displays the proportion of parents averaging positive responses across the four domains. Nearly all parents (99%) averaged positive responses when asked their opinions about faculty and staff and community and curriculum, while the large majority averaged positive responses related to curriculum and learning (92%) and governance and administration (95%).

Proportion of Parents Averaging Positive Responses across Domains

Domain	Proportion of Parents with an Average Positive Response (3.0 or higher)
Faculty and Staff	98%
Community and Climate	99%
Curriculum and Learning	92%
Governance and Administration	95%

The table below shows the average score for the four survey domains. As can be seen in the table, the average rating for all four domains fell between the “Agree” (a rating of 3) and “Strongly Agree” (a rating of 4) response options.

Average Response on Parental Engagement and Satisfaction Survey over Time

Domain	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty and Staff	3.72	3.70	3.69	3.69	3.65
Community and Climate	3.55	3.62	3.67	3.66	3.75
Curriculum and Learning	3.45	3.51	3.44	3.47	3.46
Governance and Administration	3.38	3.38	3.52	3.52	3.56

Statements with the highest proportion of “**Strongly Agree**” and “**Agree**” responses on the Parent Satisfaction Survey were:

- *“I am provided with opportunities to be involved in the life of the school.” (100%)*
- *“PCCS leadership promotes the mission of the school effectively.” (100%)*
- *“Communication with parents from the director is informative.” (100%)*
- *“My child is happy at Prairie Creek.” (99.3%)*
- *“My child is known by his/her teacher.” (99.3%)*
- *“At PCCS, my child has many opportunities to make connections with children in other grades.” (99.3%)*

This is the first year that all of our families have felt they had opportunities to be involved in the life of the school. We initiated several new projects this year to develop community connectedness and will continue that initiative in the coming year.

Statements with the largest proportion of “**Disagree**” and “**Strongly Disagree**” responses were:

- *“I am satisfied with the foreign language experiences my child has at PCCS.” (13% weren’t satisfied)(17% in 2012-2013) (32.2% in 2010-2011)*
- *“I am satisfied with my child’s progress in becoming a competent and confident mathematician.”(18% weren’t satisfied)(10.5% in 2012-2013) (12.6% in 2011-2013)*
- *“I feel informed about the work of the Board.” (18.8% didn’t feel informed)(21.6% in 2012-2013)(18% in 2011-2012)*

In all other areas, well over 90% of parents were satisfied. In two of the three areas, growth was made from the previous year. We were surprised by the shift in parent satisfaction in math. It may be that parents were able to share information about individual children's experiences instead of having to average the experience of multiple children in years past. It may reflect a need for greater communication. Math continues to be an area of professional and curriculum development focus for the school. Communication from the board continues to be a need felt by the community. Please note that for the statements that had the largest proportions of Disagree and Strongly Disagree, the majority of parents still responded positively to the items.

5. Staffing

Prairie Creek Community School employs highly qualified staff throughout its program. In support of the school's child-centered mission, teachers oversees class sizes that are rarely greater than 20 students. Additionally, the school commits to providing additional classroom staffing support with five general education teaching assistants. These teaching assistants provide morning support in the three K/1 classes with scheduled support in the 2 / 3 and 4 / 5 grade teams as well. Targeted support is provided by a team of Special Education teachers and paraprofessionals as well as a Title 1 / literacy and math intervention teacher. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

Licensed teacher percentage turnover rate:

All nine licensed classroom teachers, three Special Education teachers and Math/Reading Intervention teacher are returning for the 2014 - 15 school year. Two of the three Specialists (Music and Visual Arts) are returning. The school has hired a new Spanish teacher.

2013-14 Licensed Teaching Staff

Name	File #	License / Agreement	14 - 15 Status	Comments
Susan Kesselring	249667	K/1	R	
Jeanne Avery	435291	K/1	R	
Amy Brown	398391	K/1	R	
Molly McGovern Willis	427419	2/3	R	
Nancy Dennis	394260	2/3	R	
Amy Haslett - Marroquin	374525	2/3	R	
Michelle Martin	406690	4/5	R	
Cathy Oehmke	421554	4/5	R	
Gabriel Meerts	462802	4/5	R	
Angie Ekern	397282	Visual Arts Teacher	R	
Olivia Krueger	471728	Music and Orchestra	R	

John Witt	60219	Spanish	NR	Contracted service from Arcadia- not on STARS report
Laura Medwetz	369425	Special Education Teacher	R	
Kelsey Fitschen	450336	Special Education Teacher	R	
Michelle Bigalke	180100	Special Education Teacher	R	
Amy Narveson	385212	Title 1	R	

* R = Return, NR = Not Return

2014-15 Licensed Staff

Name	File #	License / Agreement	Comments
Susan Kesselring	249667	K/1	
Jeanne Avery	435291	K/1	
Amy Brown	398391	K/1	
Molly McGovern Willis	427419	2/3	
Nancy Dennis	394260	2/3	
Amy Haslett - Marroquin	374525	2/3	
Michelle Martin	406690	4/5	
Cathy Oehmke	421554	4/5	
Gabriel Meerts	462802	4/5	
Angie Ekern	397282	Visual Arts Teacher	
Olivia Krueger	471728	Music and Orchestra	
Jennifer Sanders	482424	Spanish	Community Expert Status
Laura Medwetz	369425	Special Education Teacher	

Kelsey Fitschen	450336	Special Education Teacher	
Michelle Bigalke	180100	Special Education Teacher	
Amy Narveson	385212	Math/Literacy Intervention Teacher	No Title 1 funding for 14 - 15 so this position funded out of general education program budget

Licensed teacher percentage turnover rate:

2013-14 to 2014-15: (non-returning teachers / total teachers x 100) = 0%

Licensed teacher percentage turnover trend data:

	10-11 to 11-12	11-12 to 12-13	12-13 to 13-14
Percentage	14%	13%	0%

2013-14 Non-licensed staff

Name	Assignment	14-15 Status	Comments
Ona Sheets	Business Manager	R	
Colleen Braucher	Administrative Assistant	R	
Theresa Nemec	Office Assistant	R	
Olivia Krueger	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Anna Racer	Teaching Assistant	R	
Hannah Feltzer	Teaching Assistant	R	
Natalie Ojala	Special Education Paraprofessional	R	
Lisa Molitor	Special Education Paraprofessional	R	
Nikki Teske	Special Education Paraprofessional	R	
Sarah Forsgren	Special Education Paraprofessional	R	

Soraya Dangor	Special Education Paraprofessional	NR	
Emily Mitchell	Special Education Paraprofessional	NR	
Hilary Graves	School Nurse	NR	

2014-15 Non-licensed Staff

Name	Assignment	Comments
Ona Sheets	Business Manager	
Colleen Braucher	Administrative Assistant	
Theresa Nemece	Office Assistant	
Olivia Krueger	Teaching Assistant	
David Pennock	Teaching Assistant	
Anna Racer	Teaching Assistant	
Hannah Feltzer	Teaching Assistant	
Natalie Ojala	Special Education Paraprofessional	
Lisa Molitor	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Sarah Forsgren	Special Education Paraprofessional	
Katie Bauernfeind	School Nurse	

6. Governance and Management

Board of Directors

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and a community member. The nine members of the 2013-2014 board all completed the three required training modules in the areas of employment law, governance and finance.

The School Board consists of nine members, six of whom will be chosen from the parent community, two of whom will be chosen from the faculty, and one from the community at large. The director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30. Members serve no more than two consecutive terms and at least one year must separate the second term from the next period of service.

There were nine voting members of the PCCS Board for the 2013-2014 school year. Specific information for each Board member can be found in Table 14 below. Overall, Board members had an average attendance rate of 87%.

Agendas, meeting minutes, policies, budgets and audited statements are posted on the website: www.prairiecreek.org

Board Members

Member Name	Board Position	Affiliation	Term End Date	Email Address
Dan Kelley	Chair	Parent	6/30/2014	tgx012@yahoo.com
Roz Eaton-Neeb	Secretary	Parent	6/30/2014	eatonnee@stolaf.edu
Randy Clay	Treasurer	Parent	6/30/2014	rbclay@gmail.com
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2015	bjflom@charter.net
Heidi Welch	Member	Parent	6/30/2014	heidi.welsch@gmail.com
Dan Hollerung*	Member	Parent	6/30/2015	daniel.hollerung@gmail.com
Julie Cohrs	Member	Parent	6/30/2016	jcchrsmn@gmail.com
Amy Haslett-Marroquin	Member	Teacher	6/30/2015	ahaslett@prairiecreek.org
Kelsey Fitschen	Member	Teacher	6/30/2014	kfitschen@prairiecreek.org

* Dan Hollerung stepped down from the board in February 2014 and the rest of his term will be filled by parent member Ben Miller

Board Training Record

Board Member	Governance	Financial	Employment
Randy Clay	8/16/11	8/9/11	8/24/11
Roz Eaton-Neeb	8/16/11	8/9/11	8/24/11
Julie Cohrs	11/14/13	11/19/13	1/30/14
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen	9/15/12	9/15/12	9/15/12
Dan Kelley	11/19/11	3/10/12	8/24/11
Daniel Hollerung	9/15/12	9/15/12	9/15/12
Amy Haslett-Marroquin	11/14/13	12/5/13	8/26/14
Heidi Welsch	11/19/11	8/9/11	8/24/11
Ben Miller	3/14/14	3/12 /14 - 3/24/14	6/11/14

Director Professional Development Plan

Prairie Creek Community School's director, Simon Tyler completed his third year as the school's leader in 2013-2014. He completed his administrative licensure in December 2012 through the University of Saint Thomas.

7. Finances

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Ona Sheets is the Business Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The Prairie Creek School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

Prairie Creek has slowly built a fund balance reserve, finishing FY14 with a fund balance of \$593,231 (34.5% of annual expenditures) which has kept the school fiscally sound and prepared to weather any unforeseen events.

The audited Financial Statements for the year ending June 30, 2014 show General Fund total revenue at \$1,733,067 and General Fund total expenses in the amount of \$1,719,680 resulting in a Net Income of \$13,387.

CliftonLarsonAllen, an independent auditor, has conducted PCCS's financial analysis. PCCS will submit audited financial statements to Northfield Public Schools and the Minnesota Department of Education on or before December 31, 2013.

8. Future Plans

Strategic Planning

Beginning in the fall of 2014 the Prairie Creek board will lead a strategic planning process. This will be designed to both reflect back on the school's thirty year history as a progressive school and also look forward to assess opportunities for growth and development as a program.

Community input will be critical in this process. A parent survey will be administered in the fall followed by a community "World Cafe" conversation evening to receive parent ideas and input. The board and faculty will collaborate to develop a strategic plan ready for review and approval in the spring of 2015.

Assessment

Prairie Creek has an Education Committee that will engage in a study of student evaluation tools in 2014 - 2015. This will be an opportunity to review accountability tools and measures and also to review our commitment to progressive, child-centered evaluation that emphasizes the process of learning and the growth of the whole child.

Community Connections / Parent Education Evenings

This year, our school will build on the excellent work accomplished by the new Community Connections organization in 2013 -2014. A series of community events will be designed to encourage all families to make connections with our school and each other throughout the year. This will be accompanied by a series of five parent education evenings. Each classroom will have a "class leader" who helps the teacher organize and manage family connections events.

Professional Development Committees

This year's professional development committee structure has been refined to support the collegial work of teachers across the developmental team ages. Each of the three committees takes responsibility for developing professional development around two curricular areas.

ARCADIA

CHARTER SCHOOL



2014 Annual Report on Curriculum, Instruction and Student Achievement



Minnesota Charter School District #4091
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Introduction

Arcadia Charter School is a public charter school offering 126 students in grades 6 through 12 a challenging, project-based curriculum in a multi-age environment. Arcadia emphasizes the importance of a low staff to student ratio. The school is entering its eleventh year of operation and is authorized by the Northfield Public School District.

Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

School Description

Arcadia Charter School (previously the Northfield School of Arts and Technology – ARTech)
District #4091

First Year of Operation: 2003-2004

Grades Served: 6th through 12th

Enrollment Cap: 126 Students

Authorizer: Northfield Public Schools

Chris Richardson, Ph.D.

507-663-0600

School Calendar & Hours of Operation

First Day of School: September 3, 2013

Last Day of School: June 6, 2014

Arcadia is open Monday, Tuesday, Thursday, & Friday from 8:05 AM to 2:45 PM. Wednesdays from 9:05 AM to 2:45 PM.

Student To Teacher Ratio

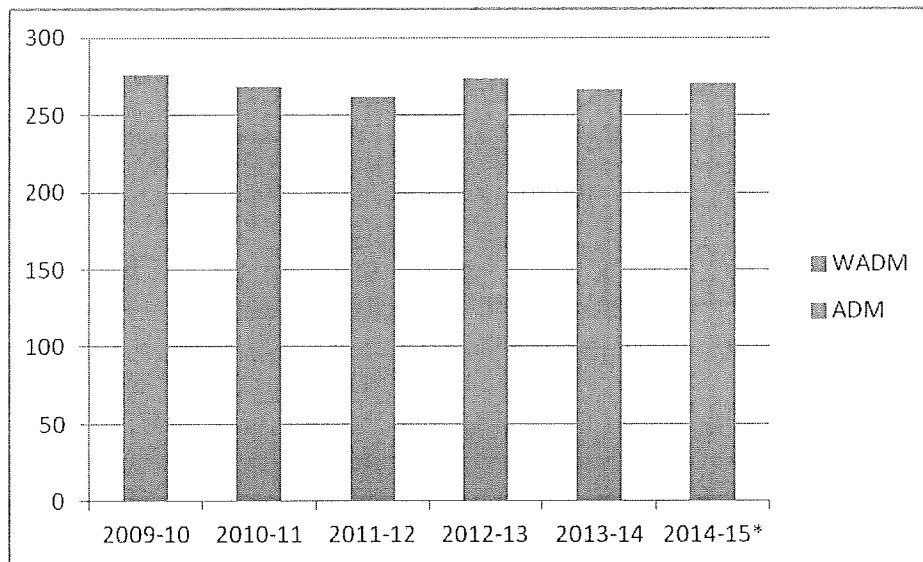
Arcadia employed 10 licensed teachers to serve 122 students in grades 6-12. The 2013-14 student/teacher ratio was 12:1

This report outlines and details Arcadia's governance, structures, academic program, accountability data, and innovative practices.

School Enrollment & Demographics

Arcadia's student enrollment has stabilized more over the past five years. Arcadia had an average of 122 students during the 2013-14 school year. Our reported ADM is lower, due to students enrolling in Postsecondary Enrollment Options (PSEO) at Minnesota Colleges & Universities. Arcadia had students taking courses at South Central College, Dakota County Technical College, Inver Hills Community College, and in the University of Minnesota system to name a few. (Question 7.3: Continuous Enrollment for Multiple Years)

School Year	6	7	8	9	10	11	12	Enrollment Total	Average Daily Membership
2010-2011	20	17	15	19	26	14	21	132	118.45
2011-2012	14	21	18	12	20	29	17	131	115.14
2012-2013	21	14	22	20	11	20	30	138	121.02
2013-2014	19	21	14	23	21	14	17	129	117.89
Percent Change	-9.5%	+50%	-36.3%	+15%	90.9%	-30.0%	-43.3%		
Estimated 2014-2015	12	22	20	19	19	21	13	126	126



School Year	Free and/or Reduced	Special Education %	Northfield Residents %	Non-Northfield Residents %	Minorities
2010-2011	24.6%	23.1%	75.0 %	25.0 %	10.0%
2011-2012	26.7%	26%	81%	19%	9.9%
2012-2013	29.4%	22.2%	86.5%	13.5%	7.9%
2013-2014	27.1%	27.1%	87.7%	12.3%	13.9%

Student Attendance, Attrition & Mobility

2013-14 Student Attendance Rate: Arcadia's attendance rate for the 2013-14 school year was 93.26%, above the AYP target of 90.0%.

Student Attrition

Arcadia has seen fewer students leave during the school year, as compared to the early years of the school. From school year to school year, Arcadia sees the most attrition during the transition from eighth to ninth grades. This is the transition from middle school to high school for Arcadia, the Northfield School District, and the other districts located around Arcadia. (Question 7.2: Re-Enrollment Rate)

Grade	2010-11	2011-12	Re-enrolled		2012-13	Re-enrolled		2013-14	Re-Enrolled	
			2011-12	Rate		2012-13	Rate		2013-14	Rate
6th Grade	18	13	0	0.0%	20	0	0.0%	19	0	0.0%
7th Grade	17	20	16	88.9%	13	13	100.0%	20	17	85.0%
8th Grade	15	18	14	82.4%	21	19	95.0%	14	12	92.3%
9th Grade	17	11	7	46.7%	17	12	66.7%	21	19	90.5%
10th Grade	26	17	15	88.2%	10	10	90.9%	20	17	100.0%
11th Grade	12	26	25	96.2%	17	16	94.1%	13	10	100.0%
12th Grade	20	14	11	91.7%	28	26	100%	15	14	82.4%
Total	125	119	88	83.8%	126	96	98.0%	122	89	90.8%

World's Best Workforce Components

Education Approach and Curriculum

Arcadia is a multi-age, project-based learning environment that encourages and assists students to express themselves artistically, use technology innovatively, develop critical thinking and problem solving skills. Arcadia helps students construct knowledge and meaning for themselves, and strives for wellness of their whole person. Arcadia expects students to be responsible global citizens and active in our community.

MIDDLE SCHOOL PROGRAM

Advisory Structure

Arcadia's middle school is structured to serve approximately 18 students in each grade with a total of 54 students. Each advisory serves approximately 27 students in a multi-age setting of grades 6-8. Two advisors lead an advisory, overseeing the social curriculum and project process.

Middle School Curriculum Overview

This document is a summary of the Arcadia middle school curriculum. It is an overview, meant to give parents, staff, and other interested parties an explanation of what is "taught" during middle school time in advisories. Other, more specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Much of what is learned or taught during time in advisories is a response to what comes up in conversations or interactions with students. In other words, in keeping with an emerging environment, we use shifting dynamics, important conversations, and promising ideas as opportunities to teach many things. But Arcadia also has a purposeful agenda for students and a specific role for middle school advisors.

As staff at a small school, the advisors all wear many hats. Each of us is a content area teacher and has been charged with guiding all students in the school towards success in that subject matter. But a middle school advisor's primary charge is to teach and track his or her middle school students. This means, that while we are often pulled in many directions, we are primarily responsible for the students in our middle school advisories.

Social Curriculum

The social curriculum at Arcadia is at the core of what we do: we are a small, community school, and how we interact with and respond to each other will determine the success of our community. In light of this, we have adopted Developmental Designs. This is a social curriculum designed to teach social skills and good citizenship, and to promote academic success.

We devote the first 2-4 weeks of school each year to setting the tone and expectations for our social expectations. We engage students in purposeful community building games and activities and orient them to the middle school handbook and other rules or expectations and routines. Each year we create a social contract with our individual advisories, which is then brought to the larger school—by advisory representatives—to be assimilated into one, school-

wide social contract. We return to this social contract often during the year to remember what we as an advisory and a school have determined is the way we want to operate together and treat each other. We refer to this social contract when we need to navigate concerns or conflicts; it establishes language and clear guidelines for behavior.

A large component of Developmental Designs is the “advisory circle.” We set the stage for the morning circle by using a morning board to ask questions that make students think and come up with answers or comments that typically reflect on something or look forward to something important to talk about. We begin each morning circle with a greeting, done to acknowledge each and every person as we start the day. During the rest of the circle, we read announcements, hear about concerns or celebrations, and discuss important issues or ideas. Sometimes we will incorporate games or activities into circles. Afternoon circles are times to come together at the end of the day to check on homework assignments, hand things out, and give last minutes reminders. We continue these circles all year round.

One important tool that we use to acknowledge each other is our end of the year ritual. We take several hours on the last day of each school year where we engage students in a careful and thoughtful activity designed to show appreciation for each person. Afterwards, we have a ceremony to honor the 8th graders and recognize their individual gifts to our advisory and our school.

Project Process

Students have both core classes and electives (which are classes that they can opt to take or not take). A good part of their academic learning comes through projects. Students do one guided project each quarter, encouraged by the theme for that quarter. Each quarter’s theme is typically taken from the book that the middle school Language Arts classes are reading for the quarter. The themes and the books are on a three-year rotation; this means that the students who come in the first quarter of 6th grade finish with the rotation the 4th quarter of their 8th grade year. The books read in middle school Language Arts are subject to change based on teacher discretion and other opportunities that often present themselves during the year.

These themes are used to inspire and give direction to students, who conceive of then devise and develop a project, based upon an idea that they have found from the theme. Examples of some books and themes are: the book *Walk Two Moons* gives way to the theme “Explorations;” the books *Airborne* and *The Little Prince* (both books are read in one quarter) promote the theme “Flight;” the book *The Diary of Anne Frank*, lends itself to the theme of race. Examples of projects done during the quarter of “Flight” include Amelia Earhardt, Sputnik, military helicopters, the birds of the Amazon Rain Forest, and the history of space exploration.

Students are asked to find several good sources before they are sure that their project itself is worthy of attention. Once they have done this, they fill out the project proposal sheet; on one side of this sheet is a list of some potential resources, on the other is the know/wonder chart—a graphic organizer designed to help them decide what they already know and what they might need to discover to do their project. Once they are ready, students meet with their advisors and “propose” their project. This proposal process is also used as a teaching tool; students typically come away with new questions to ask.

Each quarter students will Demonstrate Their Learning to their peers and their teachers. And each quarter they will do this differently: the first quarter, students write a paper and make a

poster board; the second quarter, students create a power point or a prezi (a web-based, graphic presentation tool); the third quarter, students will make/create/or do something; and the fourth quarter, students may demonstrate their learning in any way that they choose. Each quarter, advisors teach students these methods of demonstrating, complete with expectations and standards. Although these methods of demonstrating what they've learned change, what is consistent each quarter is that students stand in front of their advisory and tell what they have learned, much as they would if they were giving a speech. This is what Arcadia calls finalizations, or presentations. Both teachers and students fill out a "rubric" for the presenters; this is how they get feedback on their projects, and it is also how teachers are able to observe and comment on the culmination of the student's work.

These projects are all largely research-based, and we feel it's important to teach the skills that accompany each stage of this research. We also acknowledge that not all projects involve reading and research, and we often encourage additional individual projects for students (particularly for our kinesthetic learners) who are interested in exploring a project that isn't necessarily "research" driven. In addition, each year, we incorporate a collaborative service project into one of our quarters. Students are also encouraged to participate in History Day, a nationally sponsored history project competition.

Although each advisory is a mixed grade grouping, advisors take special effort to make sure that 6th graders and other new students are given more direct teaching in the project process. We also have a mentorship program that pairs 6th graders with high school students to give them extra social and academic support. Additionally, in order to be prepared for high school, and to be given an added challenge, 8th graders do an honors, or 8th grade, project. This process typically begins the 3rd quarter, when 8th graders are introduced to the concept and oriented to the expectations and guidelines.

Advisors are cognizant about what particular ages and what particular students need by way of challenge or support for their project process. With some students, we concentrate on the rudimentary project skills. For others (and ideally, for all of them when they're ready), we push critical thinking. This is often done during the project proposal, but it happens throughout note checking and even finalization. This is when we ask students to form opinions, come to their own conclusions, put their learning in some sort of context, or create original ideas.

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, middle school students also take classes, some required and some elected. The required classes (dubbed "core classes") are content area classes: Language Arts, Social Studies, Science, Math. These classes meet 3-4 days a week and last for the whole school year. We also offer elective classes; these classes are options for students, but we strongly encourage students to sign up for at least one elective. In the past we have offered such elective experiences as dance, theater, creative writing, Spanish, technology lab, drumming, and the Arcadia green house. Art, Physical Education, and Choir have been—at different times—either required classes or electives.

Arcadia's middle school curriculum is very successful in helping students succeed both academically and socially. Our morning and afternoon circle, student contract, purposeful project process, and offering of classes and field trips work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

HIGH SCHOOL PROGRAM

Advisory Structure

Arcadia's high school is structured to serve approximately 18 students in each grade with a total of 72 students. Each advisory serves approximately 36 students in a multi-age setting of grades 9-12, a ratio of 1 teacher to 18 students. Two advisors lead an advisory, overseeing the social curriculum and project process.

High School Curriculum Overview

Students are required to take foundational classes in the core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, experiential education, internships, or through service learning. Credit is granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, or physical education) or to initiate large group projects. The emergent and interdisciplinary nature of many seminars and projects allow the students and teachers the flexibility to create unique learning plans.

Social Curriculum

An integral part of the educational process is the social growth of each student. They need to develop the interdependent skills that are necessary to work in a community.

These interdependent skills include:

- Cooperation
- Collaboration
- Consensus building
- Service learning
- Community Building

The by-product of learning the above skills is a developed sense of tolerance, appreciation of diversity and an internalized sense of the effectiveness of group synergy.

Life Skills

Arcadia recognizes certain life skills as core areas for development and will integrate them into the educational process:

- Critical thinking
- Organizational skills
- Self-discipline, responsibility and integrity of work
- Constructive creativity
- Independent learning skills.

Graduation Requirements

Students are required to take foundational classes in core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, and/or physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 1.0 Credit in World History & Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Electives	7.25 Credits	

Senior Projects

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

The general education program is supported by a team of three licensed special education staff and four paraprofessionals that serve Individual Education Program Plan needs. These staff members work to create an environment that is as inclusive as possible. The special education programming works seamlessly with the general education program at Arcadia.

Arcadia Charter School has been an approved Q-comp school since the fall of 2004. All teachers are observed a minimum of three times a year. This includes a full teacher evaluation at the end of the school year. In the 2014-15 school year, Arcadia will move to a 3-year cycle for full teacher evaluations, but will continue with the model of a minimum of 3 teacher observations a year. The Arcadia Teacher Evaluation Program meets the requirements of the World's Best Workforce Legislation.

Innovative Practices and Implementation

Technology

Arcadia put \$20,000 above the budgeted dollars into technology in the 2013-14 school year. The school purchased 20 iPads for a classroom set and for use in the advisories. The school also purchased chromebooks for student use on project research. Each classroom has been outfitted with an LCD television, AppleTV, and blueray DVD - for both student and teacher use.

Arts for Martin

2013-14 marked the tenth annual celebration of Arcadia Charter School's *Arts for Martin*, a community-wide celebration of the life of Martin Luther King.

Arts are the unifying factor of this celebration, reflecting on the meaning of Dr. King's life and the relevance to our community today. This year's performers included the Northfield High School Band, the Arcadia African Drumming Ensemble, The Laura Baker Choir and Drummers, the Arcadia Middle School Theater Class, the Northfield High School Performing Arts Class, the Arcadia Performance Poets, and the Community Choir.

Guest presenter, Carleton professor Cherif Keita, tied the evening together, speaking about the lives of both Dr. King and Nelson Mandela, and describing the life of South African John Dube and his connection with Northfield in the early twentieth century. Dube was the founding president of the organization that later became the African National Congress.

Schools on Stage

The Guthrie Schools on Stage program is not new to Arcadia. The 2013-14 school year was the second time Arcadia has partnered with the Guthrie for an art residency at Arcadia Charter School. In this residency Guthrie staff come to the school for 3 sessions after school to work with students in theater. Students then go to the Guthrie to perform what they have learned and attend a Guthrie performance. This program was opened up to Arcadia and Northfield High School students.

8th Grader Honors Projects

Each 8th grade student completes an Honors Project. That Honors Project is the final project for their middle school program that includes high school advisors and walks the student through the project process in the high school program. The 8th grade Honors Project is a milestone for all middle school students transitioning into high school.

May Term

May Term is a fantastic way to end the school year for students. May Term is our version of a college J-Term, during which students choose one area of study and focus on that in an all-day or half-day course for the last 2 1/2 to 3 weeks of school. This is the time of the year when we work in longer trips and a lot of experiential education in the outdoors. May Term allowed students to close the regular school year, usually the 2nd week in May, feeling not rushed and stressful. May Term re-energizes students as they start a fresh topic.

2014 May Term Offerings

Arcadia Charter School 2013-14 Charter School Annual Report & World's Best Workforce Annual Report

Black Gold: A modern gold rush is occurring in Western North Dakota. There are fortunes to be made in the bitterly cold, sparsely populated, often desolate prairie of ND, and people, mostly men, are leaving their families and traveling across the country by the thousands to make it happen. Sound a little like the wild west? Well, it sort of is... Small towns like Williston, ND that used to be home to a mostly aging population, are busting at the seams with thousands of new residents. Rents have skyrocketed. Infrastructures are overwhelmed. Crime is at record highs. Oil companies are making hundreds of millions and oil laborers are living in hastily constructed trailers known as "man camps." In this May Term, we will explore the systems that created the current boom, the consequences of that boom, and the history of booms and bust of "gold rush" in American culture. We will look at this issue as journalists and artists. Prepare to investigate science, technology, economics, sociology, and art with a critical eye.

It's a Mystery!: Whodunit? Since the times of our most ancient literature, writers had written stories in which some mystery is solved by a clever thinker. Witnesses, clues, and suspects are gathered until gradually the puzzle is solved. From Ja'far in the *Arabian Nights* to Sherlock Holmes to Encyclopedia Brown, American readers have been entertained by sharp sleuths who have been able to solve all manner of mysteries. In this class we'll read some mysteries and try our hands at writing our own individual and collaborative stories.

Hitchcock: This seminar explores the elements of suspense in short stories and film. The master of suspense could arguably be film director, Alfred Hitchcock. Students will be exposed to Hitchcock's elements of suspense through films such as *The Rear Window*, *Psycho* and *The Birds* as well as short stories that were produced on film in his TV series, *Alfred Hitchcock Presents*.

Tasty Topics: This class is an introduction to cooking skills and basic concepts. Students will be working on the safety and skills of using a knife, the basics of sauces, dressings, spices and herbs, working with eggs, meats, and pasta. Students will also work in groups and look at meal planning on a budget, and cultural differences in foods such as preparation and ingredients.

Great Performers!: What makes a great performance? Who are some great performers? How can you be a great performer?

This is a May Term of exploration. We'll explore the lives of others- great performers and performances are found in all areas of life- and we'll explore our own lives. We'll see four shows at the Ordway and analyze what made them great- or not! And we'll use everything we've discovered to create, as performing artists, our own great performance: we'll put on a show!

Recreational Activities: Students will play team and individual sports. Team sports will include games like baseball, kickball, frisbee golf, ultimate frisbee, and team scavenger hunts. This May Term will be a great outlet for those students getting ready for a summer full of activity.

Ecology of Rivers: Open to sixteen Juniors and Seniors, this is an opportunity to explore the ecology and water quality of the Namekagon and St. Croix Rivers in Northwestern Wisconsin. This 4 nights and 5-day trip will include beautiful landscapes, fantastic bird watching, studies in ecology and watershed, and will culminate in taking water and biological samples for testing of environmental quality. The week prior to the trip, students will learn about ecology and water quality and testing, as well as, canoe

safety and trip planning. The week after will involve data analysis and conclusions about the wildlife along the rivers.

Agronomy: Agronomy is the science and technology of producing and using plants for food, fuel, fiber, and land reclamation. Do you like being outside? Do you like playing in the dirt and in the water? Do you like discovering how the food you eat gets to your table? If you answered "YES!" to any of these questions than this May Term is for you! We will start out with a 3-day, 2-night trip to Wolf Ridge Environmental Learning Center in northern MN where we will learn about ecology, geology, farming & the environment, and maybe do a high ropes course too!

When we get back from Wolf Ridge, we'll visit a variety of local farms, hear from local beekeepers, gardeners, and conservationists, as well as work on our own conservation projects around Arcadia. Join us for a fun time of playing in the dirt!

Teacher Development & Evaluation Program (Qcomp)

Staff development processes

Team Time (PLC)

Arcadia teachers meet for team time every Wednesday from 7:45 AM to 8:45 AM. The purpose of this time is collaboration amongst staff on student management and development.

Staff Development Time (Professional Development Activities)

Arcadia teachers meet for 1.5 hours every other Tuesday from 3:00 PM to 4:30 PM. The purpose of this staff development time is for achieving success with the cycle goal(s). A component of the Arcadia Charter School mission is for students to be proficient in Project-Based Learning. One semester of each school year will be devoted to the continued development of project-based learning at Arcadia.

Evaluation processes

New Teacher Evaluation Process

Observation/Evaluations are scheduled until the teacher is rated as an established teacher, approximately 3 years.

- Fall Observation (Formative Evaluation by Director)
- Peer Observation by Trained Staff Member (Informal Observation)
- Winter Observation (Formative Evaluation by Qcomp Team Member)
- Spring Observation (Summative Evaluation by Director)

Established Teacher Evaluation Process

Observation/Evaluation are scheduled for established teachers on a 3 year cycle.

Year 1

- Observation (Formative Evaluation by Director or Qcomp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 2

- Observation (Formative Evaluation by Director or Qcomp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 3

- Fall Observation (Formative Evaluation by Director or Qcomp Team Member)
- Winter Peer Observation by Trained Staff Member (Informal Observation)
- Spring Observation (Summative Evaluation by Director)

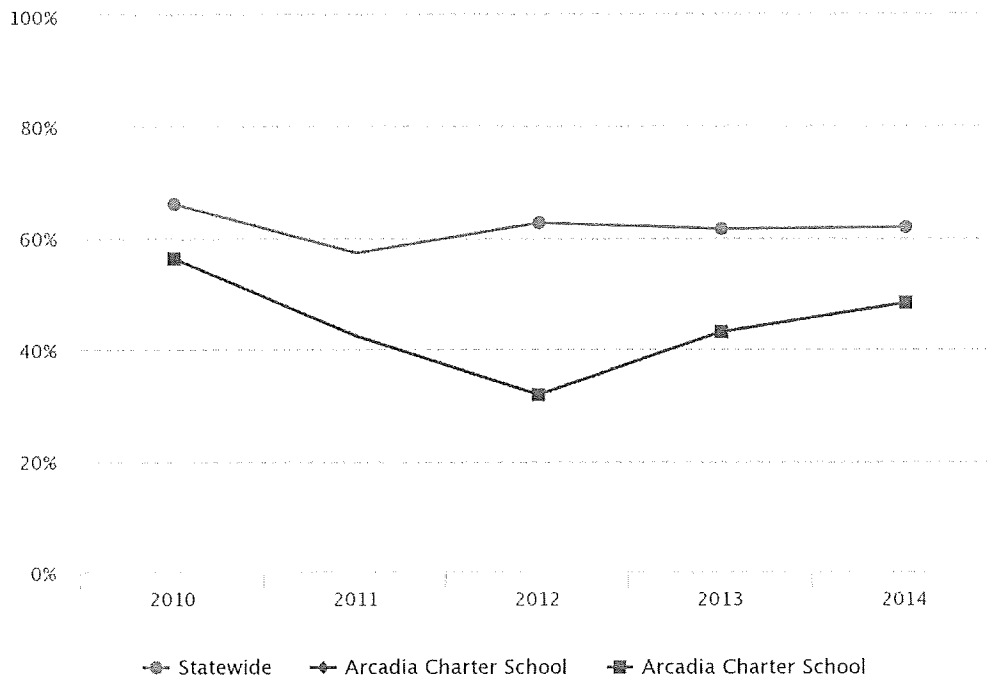
Academic Performance

Mathematics

Arcadia scores improved in mathematics. Our scores are below the State level of proficiency. Mathematics continues to be a goal of our Q-comp staff development program. Many of our students who struggle with mathematics, are coming to Arcadia below multiple grade levels in mathematics.

Arcadia Charter School Math MCA Proficiency

(based on October 1 child count)



2014 MCA Math Scores by Grade				MCA Math Scores Over Time by School				
6th Grade	7th Grade	8th Grade	11th Grade	2014 Proficiency	2013 Proficiency	2012 Proficiency	2011 Proficiency	2010 Proficiency
38.9%	55.6%	58.3%	40.0%	48.3%	43.1%	31.9%	42.4%	56.3%

Arcadia Charter School Math MCA Growth (based on October 1 child count)

Growth Level	Count	Percent
Low	12	22.2%
Medium	27	50.0%
High	15	27.8%

School Comparison - 2014 Math MCA Proficiency (based on October 1 child count)

School	2014 School Proficiency	2013 School Proficiency	2012 School Proficiency
Arcadia Charter School	48.3%	43.1%	31.9%
Northfield Senior High	53.6%	68.3%	58.8%
Northfield Middle School	67.7%	69.5%	79.6%
Minnesota New Country School - Project Based Charter School in Henderson, MN (Similar in size & program)	25.0%	31.3%	14.6%
Avalon Charter School - Project Based Charter School in St. Paul, MN (Similar in size & program)	41.2%	45.7%	33.3%

School Comparison - 2014 Math Growth (based on October 1 child count)

School	Low	Medium	High
Arcadia Charter School	22.2%	50.0%	27.8%
Northfield Senior High	26.2%	48.7%	25.1%
Northfield Middle School	19.9%	41.6%	38.6%
Minnesota New Country School - Project Based Charter School in Henderson, MN (Similar in size & program)	62.1%	24.1%	13.8%
Avalon Charter School - Project Based Charter School in St. Paul, MN (Similar in size & program)	26.1%	26.1%	47.8%

In comparison with other charter schools with similar programming, Arcadia has a higher percent of students proficient on the math MCA tests for grades 6,7,8 and 11. In the area of growth, Arcadia needs has 50% of students with medium growth, and has more students in medium or high growth when compared with charter schools of similar programming.

2013-14 Goal

Goal 1: The percentage of all students enrolled October 1 in grades 6-8 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 41.2% in 2013 to 57.6 % in 2014.

Goal 2: The percentage of all students enrolled October 1 in grade 11 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 50.0% in 2013 to 55% in 2014.

Arcadia fell short of its goals in mathematics, but showed an increase of 5% from the previous year.

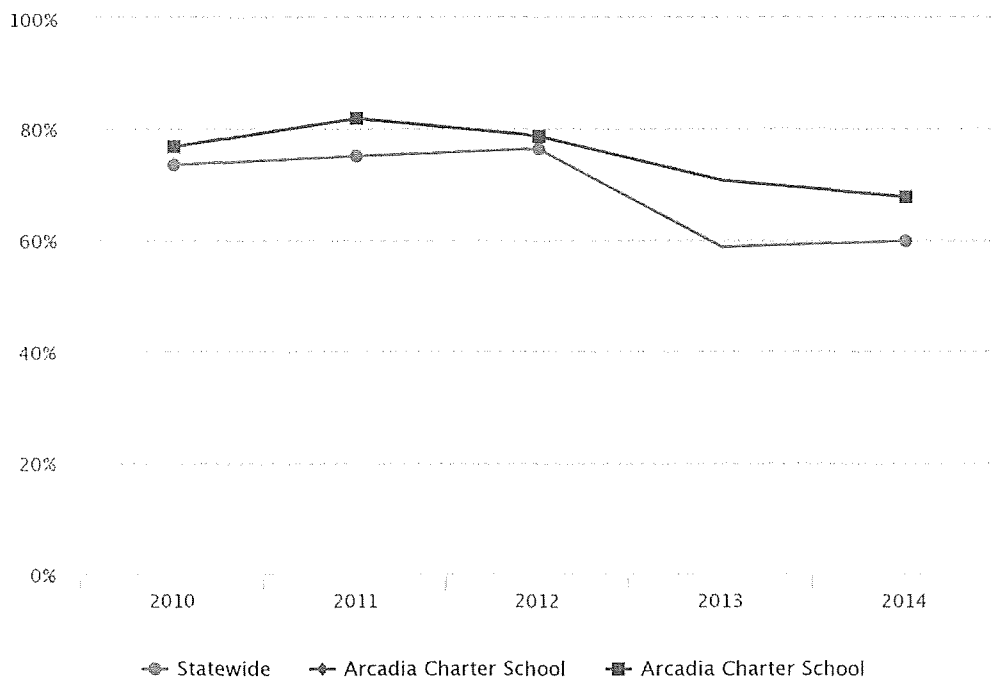
Arcadia Charter School 2013-14 Charter School Annual Report & World's Best Workforce Annual Report

Reading

Arcadia scores in reading continue to be above the State level of proficiency. Although they are above, Arcadia did see a decrease in scores, when the State of Minnesota saw an increase. The decrease for Arcadia may be the difference between one or two students, where the state consists of hundreds of students.

Arcadia Charter School Reading MCA Proficiency

(based on October 1 child count)



2014 MCA Reading Scores by Grade				MCA Reading Scores Over Time by School				
6th Grade	7th Grade	8th Grade	10th Grade	2014 Proficiency	2013 Proficiency	2012 Proficiency	2011 Proficiency	2010 Proficiency
50.0%	77.8%	75.0%	70.6%	67.7%	70.7%	78.7%	81.9%	76.8%

Arcadia Charter School Reading MCA Growth (based on October 1 child count)

Growth Level	Count	Percent
Low	15	24.6%
Medium	24	39.3%
High	22	36.1%

School Comparison - 2014 Reading Proficiency (based on October 1 child count)

School	2014 School Proficiency	2013 School Proficiency	2012 School Proficiency
Arcadia Charter School	67.7%	70.7%	78.7%
Northfield Senior High	62.3%	65.8%	82.1%
Northfield Middle School	68.4%	68.3%	82.5%
Minnesota New Country School - Project Based Charter School in Henderson, MN (Similar in size & program)	50.0%	56.8%	71.1%
Avalon Charter School - Project Based Charter School in St. Paul, MN (Similar in size & program)	69.0%	56.3%	86.0%

School Comparison - 2014 Reading Growth (based on October 1 child count)

School	Low	Medium	High
Arcadia Charter School	24.6%	39.3%	36.1%
Northfield Senior High	41.7%	37.7%	20.7%
Northfield Middle School	22.2%	44.1%	33.7%
Minnesota New Country School - Project Based Charter School in Henderson, MN (Similar in size & program)	30.8%	35.9%	33.3%
Avalon Charter School - Project Based Charter School in St. Paul, MN (Similar in size & program)	N/A	N/A	N/A

In comparison with other schools, Arcadia continues to show high proficiency in the area of Reading. Arcadia scores at the same level with the entire Northfield School District and at or above schools with similar programming and demographics.

2013-14 Goal

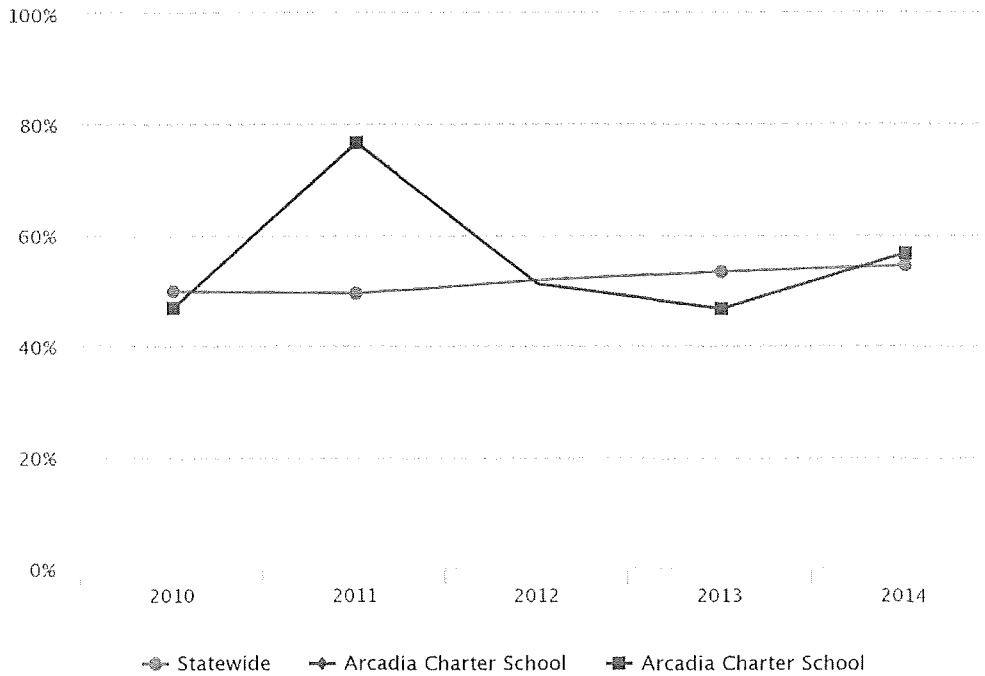
Goal : The percentage of all students enrolled October 1 in grades 6-8, and 10 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 71.9 % in 2013 to 75.41 % in 2014. *Arcadia did not meet this goal for the 2014 accountability tests. Arcadia continues to score above the State of Minnesota.*

Science

Arcadia scores in science were above the State level of proficiency. Arcadia has been restructuring the middle school curriculum to better align the science standards, when they are covered and in what order. This may better align the students knowledge of the content and when they are tested on it.

Arcadia Charter School Science MCA Proficiency

(based on October 1 child count)



2014 MCA Science Scores by Grade		MCA Science Scores Over Time by School				
8th Grade	High School	2014 Proficiency	2013 Proficiency	2012 Proficiency	2011 Proficiency	2010 Proficiency
33.3%	54.7%	56.7%	46.7%	51.2%	76.7%	46.9%

School Comparison - 2014 Science Proficiency (based on October 1 child count)

School	2014 School Proficiency	2013 School Proficiency	2012 School Proficiency
Arcadia Charter School	56.7%	46.7%	51.2%
Northfield Senior High	60.9%	57.1%	64.7%
Northfield Middle School	52.1%	44.0%	49.1%
Minnesota New Country School - Project Based Charter School in Henderson, MN (Similar in size & program)	21.4%	39.3%	36.4%
Avalon Charter School - Project Based Charter School in St. Paul, MN (Similar in size & program)	61.1%	45.2%	52.6%

Multiple Measurement Rating

Arcadia’s 2013-14 Multiple Measurement Rating is 70.16%. Arcadia Charter School is a Celebration Eligible School.

Domain	School Score	Possible Score
Proficiency	35.27	50
Growth	28.60	50
Achievement Gap Reduction	33.90	50
Graduation	25.00	25
Total Points	122.78	175

Student and Parent Satisfaction

Gallup Poll Data

The Gallup Student Poll is a 20-question survey that measures the hope, engagement, and well-being of students in grades 5-12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

Arcadia Charter School was identified as a school that ranked in the top-quartile of engagement scores of all participating schools during the 2013 administration!

<p>Hope The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.</p>	<p>45 % Hopeful</p>
<p>Engagement The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best.</p>	<p>62 % Engaged</p>
<p>Well-Being How we think about and experience our lives tells us how students are doing today and predicts their success in the future.</p>	<p>57 % Thriving</p>

Parent Survey Data

Each spring, Arcadia surveys middle and high school families. Those survey results are used to give the school feedback on the program, procedures, and the school environment.

Middle School Parent Survey Highlights

- 75 % of parents said the Advisor is always responsive to concerns that the parent has.
- 85.71 % of parents said Arcadia's Advisors create a positive environment for learning.
- 90.48 % of parents said their child is gaining skills that promote lifelong learning
- 80.95 % of parents understand the project process and are comfortable asking their child about their projects.

Middle School Testimonials

"Arcadia offers more hands on learning than a traditional middle school. The staff is very supportive and genuinely cares about the students and their individual needs. Class sizes are small so it allows for more student/staff interaction. It feels like an extended family. It is accepted and encouraged for students to be unique individuals rather than followers. Project based learning leads to creativity, excellent public speaking skills and preparation for college level activities"

"I love the fact that my son is learning to ask interesting questions and find the answers to those questions. He's also becoming very skilled at sharing that information with others — these are important life skills he will need no matter where he goes."

My child says that "Arcadia is like a family." My child also says that "if you want to be the same as everybody else at Arcadia you have to be unique." My child loves that you can dress uniquely and rather than getting teased, kids will compliment you on your outfit. At Arcadia you are accepted for who you are. Advisory circle time allows the kids to interact and express themselves.

"The Arcadia staff is wonderful. We couldn't have found a better school for our children."

High School Parent Survey Highlights

- 70.37 % of parents said their child feels comfortable at Arcadia. 0.0% said they never felt comfortable.
- **100% of parents said the advisors create a positive learning environment**
- 82.61 % of parents said their child is gaining skills that promote lifelong learning.
- 60.87 % of parents always understand the project process.

High School Testimonials

"Arcadia is a school for students who have the courage to be an individual. This courage is celebrated at Arcadia and is very supportive to the student bold enough to show their true self."

"When Arcadia students are engaged and excited by what they are learning, they have the confidence and curiosity to step forward and ask the questions and also answer the questions."

"Students at Arcadia are known, cared for, and engaged in all aspects of their learning and the overall community of the school."

"My child has been there for 7 years and because of this kind of schooling she not only is prepared for college, but I think prepared for a life of continued learning and civic engagement. Thanks to all who have helped her along the way."

Staffing

Arcadia had two staffing changes for the 2013-14 school year. Our language arts teacher and advisor left after 10 years to pursue a career at the college level. Our part-time art teacher moved into a full-time roll as a teacher and advisor. We then filled a part-time language arts position, specifically writing. Tammy Prichard was hired to fulfill that position, working with our other language arts teacher, Scott Grave.

Moving into the 2014-15 school year, Arcadia had two staff members who left: our mathematics teacher and advisor, Lindsey Johnson, and our Spanish teacher, John Witt. Arcadia filled the position of math teacher and advisor with Angela Heidtke. Angela will be teaching Advanced Algebra, Pre-Calculus and middle school Math 6.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2013-14 School Year	Not Returning 2014-15 School Year	Hired for 2014-15 School Year
Ryan Krominga	#396604	Executive Director	10			
Rebecca McMullen	N/A	Business Manager	11			
Kim Hansen	N/A	Administrative Assistant	6			
Lisa Malecha	#330990	Social Worker	7			
Laura Sathre	N/A	Paraprofessional	11		Retired	
Kim McMillan	N/A	Paraprofessional	2		Resigned	
Mera Colling	N/A	Paraprofessional	3		Resigned	
Ed Grebis	N/A	Paraprofessional	0	X		
Caitlin Anfinson	N/A	Paraprofessional	1			X
Kathy Ingraham	N/A	Paraprofessional	0			X
Kathy Ruhlund	N/A	Paraprofessional	0			X
Amy Merritt	N/A	Paraprofessional	0			X

Name	Assignment	Left During 2013-14 School Year	Not Returning 2014-15 School Year	Hired for 2014-15 School Year
Scott Grave	Language Arts			
Tami Kasch-Flugum	Science			
Joe Pahr	Social Studies			
Lindsey Johnson	Mathematics		X	
Angela Heidtke	Mathematics			X
Bob Gregory-Bjorklund	Theater			
Sarah Wallis	Arts			
Kate Werner	Math/Social St.			
Dan Peace	Science			
John Witt	Spanish		X	
Tammy Prichard	Language Arts	0		
Gary Braun	Spec. Ed.			
Maria Musachio	Spec. Ed.			

Governance and Management

Arcadia's governing board changed the election date during the 2013-14 school year. Arcadia's elections have moved from October of each school year to April of each school year. The election will be completed prior to each school year's end, with the following August be the seating meetings for new members. The school board did this to allow time for new families to learn more about the school and decide whether they may want to serve on the school board. Our first spring election was a huge success and our new members started in August 2014 this year.

2013-14 Arcadia School Board

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration
Sheri Acosta	Chairperson	Parent	10/11/2010	10/14/2010	08/2014
Tom Kastan	Vice-Chairperson	Parent	06/10/2013	08/22/2013	08/2016
Lindsey Johnson	Treasurer	Teacher	10/01/2012	10/11/2012	08/2014
Kate Beiswanger	Secretary	Teacher	06/10/2013	08/22/2013	08/2015
Gary Braun	Board Member	Teacher	10/01/2012	10/11/2012	08/2014
Elisabeth Hurlbert	Board Member	Parent	06/10/2013	08/22/2013	08/2016
Laura Stelter	Board Member	Community Member	10/03/2011	10/13/2011	08/2014
Sara Line	Board Member	Parent	10/01/2012	10/11/2012	08/2016
Sean Fox	Board Member	Parent	10/01/2012*	10/11/2012	08/2015

2014-15 Arcadia School Board

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration
Sheri Acosta	Chairperson	Parent	06/02/2014	08/14/2014	08/2017
Tom Kastan	Vice-Chairperson	Parent	06/10/2013	08/22/2013	08/2016
Gary Braun	Treasurer	Teacher	06/02/2014	08/14/2014	08/2016
Kate Werner	Secretary	Teacher	06/10/2013	08/22/2013	08/2015
Sarah Wallis	Board Member	Teacher	06/02/2014	08/14/2014	08/2016
Elisabeth Hurlbert	Board Member	Parent	06/10/2013	08/22/2013	08/2016
Laura Stelter	Board Member	Community Member	06/02/2014	08/14/2014	08/2017
Sara Line	Board Member	Parent	10/01/2012	10/11/2012	08/2016
Sean Fox	Board Member	Parent	10/01/2012*	10/11/2012	08/2015

2014-15 School Board Contact Information

Name	Phone Number	E-Mail Address
Sheri Acosta	651.470.4571	sacosta@arcadiacharterschool.org
Tom Kastan	507.663.8806	tomkastan@gmail.com
Gary Braun	507.663.8806	gbraun@arcadiacharterschool.org
Kate Werner	507.663.8806	kwerner@arcadiacharterschool.org
Sarah Wallis	507.663.8806	swallis@arcadiacharterschool.org
Elisabeth Hurlbert	507.663.8806	eliskreg@live.com
Laura Stelter	507.663.8806	laurastelter@gmail.com
Sara Line	507.663.8806	Sara.line@nfld.k12.mn.us
Sean Fox	507.663.8806	sfox@carleton.edu

Board Member Training

In January, 2014, the Arcadia Charter School board hired trainer Bryan Rossi to train the board on the three areas of Board Governance, School Finance, and Employment Law. Many of our board members had attend training previously, but attended all three sessions for the board retreat. In the 2014-15 school year, we have on one new board member, Sarah Wallis, who is getting the appropriate training in October, 2014. The Arcadia School Board is planning another board retreat for January, 2015, that will focus on one of the three required areas, to be held at Arcadia Charter School.

Current Arcadia Strategic Plan

Facilities: The facilities committee will propose to the board several extensively researched and viable options it has explored, pertaining to where the school will be located and/or the use of current space reported by January 31, 2015.

Education: *To create a document that describes Project Based Learning (PBL) at Arcadia by June 1, 2014. The document will describe how PBL fits into the curriculum, including seminars and individual projects. The document will contain yearly goals for implementing any changes to PBL.*

The education committee will present to the board a list of financially responsible recommendations for expanding educational opportunities for Arcadia's students by the March 2014 meeting.

Marketing: The marketing committee will present to the board proposals for expanding the school's collaboration with other agencies and for educating and positively promoting Arcadia by the April 2014 board meeting.

Fundraising: The fundraising committee will propose a long-term fundraising plan that can be used to generate additional school resources and target specific areas of need by the February 2014 board meeting.

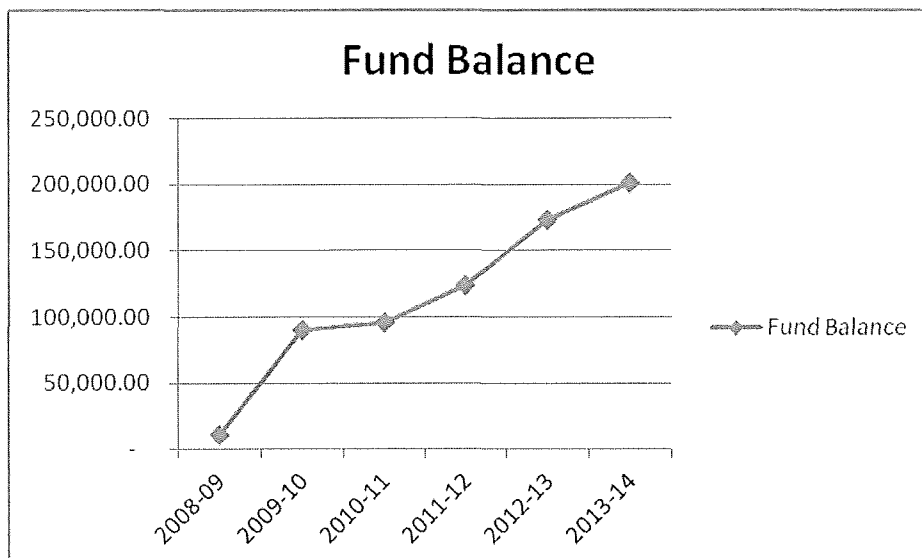
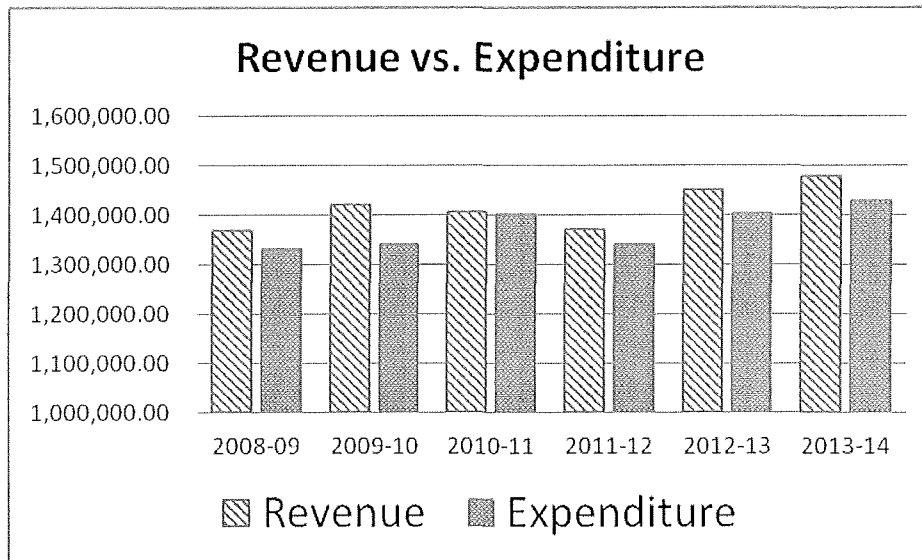
Transportation: The board will pursue options for purchasing at least a twenty-passenger vehicle for use beginning in the 2014-15 school year.

Finances

Arcadia charter school met its financial goal of saving 2% of revenue in the 2012-13 school year. The Arcadia fund balance at the end of the 2012-13 school year was \$201,167.48. Arcadia's school board opted to use some of the fund balance it has saved up to put towards technology improvements in the 2013-14 school year. The school increased the fund balance by nearly \$30,000, after using \$20,000 towards technology in the summer of 2013.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Revenue	1,368,904.00	1,422,020.00	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14
Expenditure	1,332,044.00	1,342,914.00	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62

Fund Balance	11,324.00	90,430.00	96,198.00	124,036.33	173,668.00	201,167.48
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Future Plans

For the 2014-15 School Year, Arcadia is going to an online curriculum for all foreign languages. Arcadia has been using Rosetta Stone for 22 different foreign languages for the past six years. Now, Arcadia will be using online education for Spanish Instruction. Students will be given access to an education platform on Mundo Learning. Student will be required to complete 4 instruction practice times each week, plus one Skype session with a Spanish Instructor from Mexico.

Technology moving into the 2014-15 School Year: Arcadia continued to improve the building infrastructure over the 2014 summer. The firewall and all wireless access points were upgraded to increase the efficiency and speed of the Arcadia network.

Arcadia's Director is drafting a BYOD (Bring your own Device) plan beginning in the 2015-16 school year. The concept around this technology plan is that schools do not have the resources to keep up with technology's ever changing speed. In this plan, the school would put together resources for families in situations where they cannot afford the technology, taking advantage of affordable technology like the Chromebook.

Pay Equity Implementation Form

Information entered on this page is not saved until you click "sign and submit." This page may be printed and shared with your governing body for approval. After you receive approval, you will need to come back to this page, complete the necessary information, then click "sign and submit."

Part A: Jurisdiction Identification

Jurisdiction: ISD No. 659 - Northfield
1400 Division Street South
Northfield

Jurisdiction Type: ISD - School

Contact:	Name	Title	Phone	Email
	Matthew J. Hillmann, Ed.D.	Director of Administ	507-645-3458	matt.hillmann@nffd.k12.mn.us
	Molly Viesselman	Director of Human Re	507-663-0624	molly.viesselman@nffd.k12.mn.us

Part B: Official Verification

1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system used was:

Consultant's System (specify)

Describe: (*less than 240 characters)

Decision Band Method

2. Health Insurance benefits for male and female classes of comparable value have been evaluated and

There is no difference and female classes are not at a disadvantage.

3. An official notice has been posted at:

(prominent location) (*less than 60 characters)

informing employees that the Pay equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

(governing body) (*less than 60 characters)

(chief elected official) (*less than 60 characters)

(title) (*less than 60 characters)

Checking this box indicates the following:

- signature of chief elected official
- approval by governing body
- all information is complete and accurate, and
- all employees over which the jurisdiction has final budgetary authority are included

Part C: Total Payroll

is the annual payroll for the calendar year just ended December 31.

Job Class Data Entry Verification List

LGID: 1741

Case: 2015DATA

Job Nbr	Class Title	Nbr Males	Nbr Females	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
1	Food Service Associate I	1	12	F	625	\$2,636.00	\$2,714.00	1.00		Longevity
2	Delivery Driver/Floating Cu	1	0	M	875	\$2,561.00	\$2,908.00	5.00		Longevity
3	Office Generalist	0	4	F	875	\$2,750.00	\$2,976.00	5.00		Longevity
4	Educ Assistant Supervisor	1	6	F	875	\$2,289.00	\$2,620.00	6.00		Longevity
5	Comm Services Site Asst	7	31	F	875	\$2,022.00	\$2,185.00	4.00		
6	Food Service Associate II	0	8	F	875	\$2,807.00	\$2,885.00	1.00		Longevity
8	Greenvale Park Parent Lia	0	1	F	1,125	\$2,369.00	\$2,560.00	1.00		
9	Custodian	9	3	B	1,125	\$2,561.00	\$2,908.00	5.00		Longevity
10	Food Service Associate III	0	6	F	1,125	\$3,093.00	\$3,093.00	1.00		Longevity
11	Educ Assistant Media	0	6	F	1,125	\$2,289.00	\$2,620.00	6.00		Longevity
12	Security Monitor	0	1	F	1,875	\$3,163.00	\$3,423.00	1.00		
13	Custodian Engineer	7	1	M	1,875	\$3,182.00	\$3,693.00	5.00		Longevity
14	Auditorium Technician	0	1	F	1,875	\$3,383.00	\$3,383.00	1.00		
15	Educ Assistant Instructiona	2	14	F	2,125	\$2,289.00	\$2,620.00	6.00		Longevity
16	Educ Assistant Special Ed	1	10	F	2,125	\$2,379.00	\$2,714.00	6.00		Longevity
17	Office Specialist	0	11	F	2,375	\$2,911.00	\$3,138.00	5.00		Longevity
18	Educ Assistant Personal C	10	71	F	2,375	\$2,379.00	\$2,714.00	6.00		Longevity
19	Comm Services Site Lead	1	6	F	2,750	\$2,522.00	\$2,731.00	4.00		
20	Mentoring Grant Mentoring	0	1	F	2,750	\$2,835.00	\$2,835.00	1.00		
21	Early Childhood Outreach	0	1	F	3,250	\$2,835.00	\$2,835.00	1.00		
22	Workstation Specialist	1	1	B	3,625	\$3,119.00	\$3,379.00	4.00		
23	Word/Design Web Suppt S	0	1	F	3,625	\$3,012.00	\$3,237.00	5.00		Longevity
24	Targeted Services Enrichr	0	3	F	3,875	\$3,237.00	\$3,237.00	1.00		
25	Food Service Manager I	0	3	F	3,875	\$3,296.00	\$3,374.00	1.00		Longevity
26	Elem Head Custodian	4	0	M	3,875	\$3,889.00	\$4,287.00	6.00		Longevity
27	Admin Support Assistant	0	10	F	3,875	\$3,012.00	\$3,237.00	5.00		Longevity
28	Accounting Generalist	0	2	F	3,875	\$3,012.00	\$3,237.00	5.00		
29	Accounting Specialist Payr	0	1	F	3,875	\$3,012.00	\$3,237.00	5.00		Longevity
30	Accounting Generalist Acc	0	1	F	3,875	\$3,012.00	\$3,237.00	5.00		Longevity
31	Liaison for Minority Issues	0	1	F	4,125	\$4,556.00	\$4,939.00	4.00		
32	Hum Res Admin Asst	0	1	F	4,125	\$3,724.00	\$3,974.00	4.00		
33	Food Service Manager II	0	2	F	4,125	\$3,352.00	\$3,430.00	1.00		Longevity
34	Secondary Head Custodia	2	0	M	4,375	\$4,022.00	\$4,509.00	6.00		Longevity
35	Master Electrician	1	0	M	4,375	\$5,717.00	\$5,780.00	6.00		
36	Information Systems Speci	0	1	F	4,375	\$4,977.00	\$5,303.00	4.00		Longevity
37	Building Nurse	0	5	F	4,375	\$4,644.00	\$5,488.00	4.00		Longevity
38	Technology Specialist	0	1	F	5,333	\$5,598.00	\$5,941.00	4.00		Longevity
39	Technology Specialist	1	0	M	5,333	\$4,710.00	\$4,969.00	4.00		
40	Network Manager	1	0	M	5,333	\$5,901.00	\$6,159.00	4.00		Longevity
41	District Maintenance Coor	1	0	M	5,333	\$4,412.00	\$4,784.00	6.00		
42	District Grounds Coordinat	1	0	M	5,333	\$4,412.00	\$4,748.00	6.00		
43	Admin Asst to Superintend	0	1	F	5,333	\$4,638.00	\$4,887.00	4.00		
82	Rice Cty Fam Serv Coll As	0	1	F	5,333	\$4,551.00	\$4,551.00	1.00		
44	Youth Development Coord	0	1	F	5,667	\$3,014.00	\$3,464.00	4.00		
45	Ventures Coordinator	0	1	F	5,667	\$3,804.00	\$4,220.00	4.00		
46	Recreation Program Coorc	0	1	F	5,667	\$4,242.00	\$4,660.00	4.00		
47	Enrichment Coordinator	0	1	F	5,667	\$3,800.00	\$4,216.00	4.00		
48	Early Childhood Coordinat	0	1	F	5,667	\$3,917.00	\$4,350.00	4.00		
49	Community School Coordin	0	2	F	5,667	\$2,496.00	\$2,962.00	4.00		
81	Rice Cty Fam Serv Coll Di	0	1	F	5,667	\$5,747.00	\$5,747.00	1.00		
50	Special Education Teacher	4	31	F	6,000	\$4,324.00	\$8,183.00	15.00		Longevity
51	School Social Worker	0	6	F	6,000	\$4,324.00	\$8,183.00	15.00		
52	Response to Intervention C	0	6	F	6,000	\$4,324.00	\$8,183.00	15.00		Longevity
53	Physical Therapist	0	1	F	6,000	\$4,324.00	\$8,183.00	15.00		
54	Media Specialist	1	5	F	6,000	\$4,324.00	\$8,183.00	15.00		Longevity
55	Licensed Teacher K-12	65	158	F	6,000	\$4,324.00	\$8,183.00	15.00		Longevity
56	Autism Resource Specialis	0	1	F	6,000	\$4,324.00	\$8,183.00	15.00		
57	School Counselor Second	1	4	F	6,333	\$4,324.00	\$8,183.00	15.00		Longevity

Job Class Data Entry Verification List

Case: 2015DATA

Job Nbr	Class Title	Nbr Males	Nbr Females	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
58	Occupational Therapist	0	2	F	6,333	\$4,324.00	\$8,183.00	15.00		Longevity
59	Educ Speech/Language	1	5	F	6,333	\$4,324.00	\$8,183.00	15.00		Longevity
60	Director of Child Nutrition	0	1	F	6,333	\$6,315.00	\$6,833.00	4.00		
61	Assistive Technology Spec	0	1	F	6,333	\$4,324.00	\$8,183.00	15.00		
62	School Psychologist	0	5	F	6,750	\$4,324.00	\$8,183.00	15.00		Longevity
63	Licensed Public School Nu	0	1	F	6,750	\$4,324.00	\$8,183.00	15.00		Longevity
64	Director Technology Servic	0	1	F	7,667	\$7,506.00	\$7,935.00	4.00		
65	Director Student Activities	1	0	M	7,667	\$9,441.00	\$9,927.00	4.00		
66	Director of Human Resourc	0	1	F	7,667	\$7,379.00	\$7,807.00	4.00		
67	Director of Finance	0	1	F	7,667	\$7,379.00	\$7,807.00	4.00		
68	Director Buildings & Groun	1	0	M	7,667	\$7,379.00	\$7,807.00	4.00		
69	Director ALC	1	0	M	7,667	\$8,674.00	\$9,169.00	4.00		
70	Assistant Secondary Princi	1	0	M	7,667	\$9,557.00	\$10,780.00	5.00		
71	Assistant Secondary Princi	1	1	B	7,667	\$10,200.00	\$10,505.00	5.00		Longevity
72	Asst Director Special Servi	0	1	F	7,667	\$8,674.00	\$9,169.00	4.00		
73	Director Community Educa	0	1	F	8,000	\$8,849.00	\$9,700.00	4.00		
74	Elementary School Princip	2	1	B	8,333	\$10,122.00	\$11,228.00	5.00		Longevity
75	Director of Teaching & Lea	0	1	F	8,750	\$9,480.00	\$10,329.00	4.00		
77	Middle School Principal	1	0	M	8,750	\$10,320.00	\$11,427.00	5.00		Longevity
78	High School Principal	1	0	M	9,250	\$10,523.00	\$11,628.00	5.00		Longevity
79	Director of Administrative &	1	0	M	9,750	\$9,480.00	\$10,329.00	4.00		
80	Superintendent	1	0	M	11,250	\$14,460.00	\$14,460.00		10.00	

Job Number Count: 80

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 12th day of JANUARY, 2015, by and between SIBLEY PTO, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

\$ 8,400.00 CLASSROOM FUNDING FROM WALK-A-TON

Leah McQuinn Garlie
Donor

Approved by resolution of the School Board on the 26 day of Jan, 2015.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

Date: January 21, 2015

TO: Human Resources

FROM: Melissa Bernhard

RE: CS Recreations Positions

I recommend for hire all individuals listed below for community services recreations positions:

- Noah Bamonte-Grebis – Basketball Coach 2/7/15 – 5/31/15; \$9
- Theodore Deitz – Basketball Supervisor 2/7/15 – 5/31/15; \$10
- Vanessa Dimick – Basketball Coach 2/7/15 – 5/31/15; \$8
- Ella Stromme – Basketball Coach 2/7/15 – 5/31/15; \$8
- Connor McCormick – Basketball Coach 2/7/15 – 5/31/15; \$9
- Jorgen Salveson – Basketball Coach 2/7/15 – 5/31/15; \$9

To: Human Resources
From: Tom Graupmann
Date: January 13, 2015
RE: Event Workers (Job ID #1526)

I recommend for hire all individuals listed below:

Fitzgerald	Carly
Armstrong	Melanie
Jorgensen	Joe
Paulson	Cassandra

Policy 406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. "Confidential" means the data is not available to the subject.
- D. "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space and work telephone number.
- E. "Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board of commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by the federal Family Educational Rights and Privacy Act and employment records held by a school district in its role as employer.
- H. "Public official" means business managers, human resource directors, athletic directors whose duties include at least 50 percent of their time spent in

administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents, and principals.

IV. PUBLIC PERSONNEL DATA

A. The following information on employees, including volunteers and independent contractors, is public:

1. name;
2. employee identification number, which may not be the employee's social security number;
3. actual gross salary;
4. salary range;
5. terms and conditions of employment relationships;
6. contract fees;
7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements. The agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money. Such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data;

B. The following information on applicants for employment is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;

4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. Applicants for appointment to a public body:
1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
 - i. veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 3. Notwithstanding paragraph 2, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
- F. Data relating to a complaint or charge against a public official is public only if:
(1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

(2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. **An individual's checking account number is private when submitted to a government entity.**
- F. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
 - 3. A court, law enforcement agency or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- M. Private personnel data shall be disclosed to the Department of Economic Security for the purpose of administration of the Unemployment Insurance Program under Minn. Stat. Ch. 268.
- N. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of informing a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; **or the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13. Data that are released under this paragraph must not include data on the student.**
- P. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.

- Q. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- R. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual abuse or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. § 13.41, Subd. 5, and must provide the Board of Teaching and the licensing division at MDE with the necessary and relevant information to enable the Board of Teaching and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minn. Stat. § 123B.03, a school board or other school hiring authority must contact the Board of Teaching and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.**

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Superintendent or his/her designee as the authority responsible for personnel data.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Policy 406 - Public and Private Personnel Data

Adopted: 2/28/05

Revised: 5/2013, 12/2013

School Board

INDEPENDENT SCHOOL DISTRICT 649

Northfield, Minnesota

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)
P.L. 104-191 (HIPPA)
45 C.F.R. Parts 160 and 164 (HIPPA Regulations)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "T" (School Records-Privacy-Access to Data)

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. "Covered servicemember" means

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness or
2. a **covered** veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or reserves, **and was discharged or released under conditions other than dishonorable** at any time during the period of five years preceding the **first** date ~~on which the veteran undergoes that medical treatment, recuperation, or therapy~~ **the eligible employee takes FMLA leave to care for the covered veteran.**

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. **An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.** While the 12 months of

employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her ~~National Guard or Reserve military service obligation~~ **USERRA-covered service obligation** or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. **"Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.**
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember **who is a current member of the Armed Forces**, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member's child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to five **15 calendar** days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member;
 8. **to address parental care needs; and**
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or

mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health care provider.

I. "Veteran" has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job;
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness" in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. a "~~serious injury or illness~~," in the case of a **covered** veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the

member's active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran, **and is:**

- (i) **a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or**
 - (ii) **a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or**
 - (iii) **a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or**
 - (iv) **an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.**
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
 7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
 8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
 9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school

- district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered sericemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
 11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
 12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
 13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.
The school district shall comply with written notice requirements as set forth in federal regulations.
 14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law.

However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Six~~Six~~**Twelve-week Leave under State Law**

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a ~~six~~**12**-week unpaid parenting leave for ~~birth or adoption of a child~~ **which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer.** The employee may qualify if he or she has worked for the school district for at least 12 ~~consecutive~~ months and has worked an average number of hours per week equal to one-half of the full time equivalent **during the 12-month period immediately preceding the leave.** This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs **but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.**

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a

- serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
 6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
 7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the

employee to continue taking leave until the end of the semester.

- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Policy 410 - Family and Medical Leave Policy

Adopted: 2/28/05

Revised: 8/10/09

Revised: 2010

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to behavior **hazing** that occurs **during and after school hours**, on or off school **premises or property, at school functions or activities, or on school transportation** and during and after school hours.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer,

contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club or organization having students as its primary members or participants. It includes, but is not limited to, grade levels,

classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the **target or** victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. **A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.**

B. **The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.**

The building principal, the principal's designee, or the building supervisor (hereinafter **the** "building report taker") is the person responsible for receiving reports of hazing at the building level. **Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately.** Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. ~~Teachers, administrators, volunteers, contractors and other employees of the school district~~ **A teacher, administrator, volunteer, contractor, and other school employees** shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who **witnesses, observes,** receives a report of, ~~observes,~~ or has other knowledge or belief of conduct which may constitute hazing **shall make reasonable efforts to address and resolve the hazing and** shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing **or who fail to make reasonable efforts to address and resolve the hazing** in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments, **or educational or work environment.**

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. **The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.**

- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Upon Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at its their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by the policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law ~~based on a confirmed report.~~
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing ~~or against any person~~ who provides information

about hazing who testifies, assists, or participates in an investigation of alleged hazing, or ~~against any person~~ who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

The school district will develop a method of discussing this policy with students and employees.

Policy 526 - Hazing Prohibition

Adopted: 10/22/07

Updated: 10/27/10

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, MN

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: Board Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
Board Policy 413 (Harassment and Violence)
Board Policy 506 (Student Discipline)
Board Policy 514 (Bullying Prohibition Policy)

619 STAFF DEVELOPMENT FOR STANDARDS

I. GENERAL STATEMENT OF POLICY

The school district shall develop and implement staff policies and processes for continuous improvement of curriculum, instruction and assessment.

II. STANDARDS FOR STAFF DEVELOPMENT

A. The District Staff Development Committee (the "Committee") shall address and prioritize the needs of all staff to ensure effective implementation of the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements.

B. Staff development plans shall ~~focus on improving~~ contribute toward continuous improvement of student achievement for all students, including English Learners and those with special needs by addressing the following goals:

1. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
4. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
5. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
6. Support stable and productive professional communities that emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
7. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
8. Ensure specialized preparation, differentiated instructional strategies, and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
9. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education,

and training options, including career and technical education options.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Educational Assistants. The school district will provide initial training for each educational assistant who assists a licensed teacher in providing student instruction. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days an educational assistant begins supervising or working with students.
- B. Teachers/Administrators
1. The school district will provide high quality professional development activities as required by state and federal laws.
 2. An administrator will be identified and assigned to serve as a Highly Objective Uniform State Standard of Evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status as defined by state and federal statute.

Policy 619 - Staff Development for Standards

Adopted: 1/28/08

Updated: 4/2011, 12/2013

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Cross References: Policy 104 (School District Mission Statement)
Policy 603 (Curriculum Development, Implementation and Delivery)
Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)

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January 23, 2015

Charles Zelle, Commissioner
Minnesota Department of Transportation
395 John Ireland Boulevard, Mailstop 100
St. Paul, MN 55155-1899

cc: Dave Christianson, Project Manager Minnesota State Rail Plan
MN Department of Transportation
395 John Ireland Blvd , Mailstop 480
Saint Paul, MN 55155-1899

CC: Dan Krom, Passenger Rail Director
Minnesota Department of Transportation
395 John Ireland Blvd , Mailstop 480
Saint Paul, MN 55155-1899

Subject: South Central Minnesota Inter-City Regional Passenger Rail Initiative

Dear Commissioner Zelle:

The Northfield Public Schools is writing to encourage MnDOT to move restored inter-city regional passenger rail service between south central Minnesota and the Twin Cities on existing rail lines through Northfield, to Tier One status in the State's revised Rail Plan. We urge MnDot to commence an evaluative study of our rail corridor, including the inter-state connections that this line would restore to our State and communities.

We feel strongly that this project presents sufficient merit to our region and State to warrant serious study for possible development in the near future. We see this project as beneficial to the economic development of our city and region. We also recognize the potential inter-state rail connections that our particular rail line would open for Minnesotans by virtue of the intersection of our line with three of Amtrak's most heavily trafficked inter-state lines that intersect with our rail line as it continues south to Kansas City and Des Moines.

Of particular benefit to Northfield Public Schools and our other local educational institutions is the access that a regional rail line would provide for our students and staff. A regional line would expand access for a number of high school students to post-secondary educational and career exploration opportunities that are currently inaccessible due to lack of a vehicle or availability of

reliable private transportation. It would also expand the ability of the Northfield Public Schools to attract teachers, student teachers, educational interns and volunteers who are not able to live locally and need to be able to commute from other communities.

The 2009 Minnesota Comprehensive Statewide Freight and Passenger Rail Plan identifies the Northfield – Metropolitan corridor for Tier II development. Moving this corridor forward to Tier One Status in the State Rail Plan for purposes of evaluative preliminary study is more than justified by the forecasted levels of usage, and the apparent technical feasibility of two existing rail alignments that serve our region. Importantly, study of restored passenger service between south central Minnesota and the Twin Cities through Northfield is also justified by the financial feasibility of this project as compared with other proposed passenger rail projects in the State, since our project would introduce passenger service on existing rail lines.

Elevating our central Minnesota passenger rail corridor to Tier One Status in the State Rail Plan is warranted by the enthusiastic grass roots support that this project has received from regional stakeholders. Representatives of Northfield have met with elected and appointed leaders from around our region and we see this project as one of common interest to our communities, region and the State.

We strongly encourage MnDOT to elevate restored regional inter-city passenger rail service from south central Minnesota to the Twin Cities metropolitan area, to Tier One status in the State's revised Rail Plan, and ask you to commence an evaluative study of that alignment as part of your statewide rail planning.

Respectfully,

Chris Richardson, Ph.D.
Superintendent
Northfield Public Schools

Northfield Public Schools School Board and District Committees

Individual School Board members serve on several Board and District standing committees. In addition, board members represent the school district in interaction with various organizations and governing bodies. The School Board will also be represented from time to time by individual members who will serve on Task Forces and Ad Hoc Committees.

Membership on Board and District Standing Committees

Board Committees

Board Meet and Confer	Ellen Iverson and Julie Pritchard
Board Negotiations	Committee of the Whole
Board Policy Review Committee	Julie Pritchard and Noel Stratmoen

District Committees

Community Services Advisory Council
District Educational Program Advisory Committee
Finance Advisory
Professional Growth
Review of Instructional Resources
District Curriculum and Staff Development Committee
Wellness Committee
District Youth Council (6/14)

Current Board Representative

Ellen Iverson
Ellen Iverson, Anne Maple and Margaret Colangelo
Anne Maple, Julie Pritchard, Noel Stratmoen
Jeff Quinnell
Noel Stratmoen
Julie Pritchard
Jeff Quinnell
Rob Hardy

Representatives to Organizations and Governing Bodies

Human Rights Commission	Rob Hardy
Legislative Liaison (MSBA)	Julie Pritchard
Minnesota High School League/Activities Advisory Committee	Jeff Quinnell
Northfield Area Chamber of Commerce	Julie Pritchard
Schools for Equity in Education	Anne Maple
TORCH Advisory Group Liaison	Rob Hardy
Council of Champions – Northfield Promise	Julie Pritchard
Fine Arts Booster Club	Anne Maple