

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, March 13, 2017, 7:00 PM
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment

This is an opportunity for residents of the Northfield 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 themselves and the group they represent, if any. Please state your reason for addressing the Board. To ensure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. This is not a time to debate an issue, but for the Board to hear your comments.

The Minnesota Government Data Practices Act prohibits comment about specific student matters, even without naming the student, in open session. This includes the public comment portion of our meeting. The Board respects and values input on student matters, but when it relates to a specific student or to a specific student matter, such input must be heard by the appropriate personnel - such as the building principal or superintendent - and not during an open meeting of the School Board.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Items for Discussion and /or Reports.
 1. Arcadia Contract Renewal Application.
 2. Additional FTE Allocation for 2017-2018.
 3. Proposed 2017-2018 Operating Capital and Long Term Facilities Maintenance Budget Presentation.
 4. March 7 Work Session Follow-up.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. 2018-2019 School Year Calendar.
 2. Ratification of Employment Action.
 - B. Items for Consent Grouping
 1. Personnel Items.
- VIII. Items for Information
 1. Enrollment Report – March 2017.
- IX. Future Meetings

Monday, March 27, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, April 10, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, March 13, 2017, 7:00 PM
Northfield High School Media Center

TO: Members of the Board of Education
FROM: Matthew Hillmann, Ed. D., Superintendent
RE: Explanation of Agenda Items for the March 13, 2017, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of the Regular School Board meeting held on February 27, 2017, are enclosed for your review and comment.
- V. Announcements and Recognitions.
- VI. Items for Discussion and/or Reports
 1. Arcadia Contract Renewal Application.
Arcadia Charter School Interim Director Dr. Barb Wornson will present an overview of the school's application for the renewal of its charter school contract with Northfield Public Schools. Arcadia's current contract expires on June 30, 2017.

Enclosed in the packet is a power point presentation, Arcadia's Charter School Renewal Application dated Spring 2017, the list of attachments that are available in the District office for review, and the Authorizer Site Visit Team Report.
 2. Additional FTE Allocation for 2017-2018.
Superintendent Hillmann will present a recommendation to add a 1.0 FTE 7th grade Health teacher at Northfield Middle School (NMS) and increase the District's contingency fund by 1.0 FTE. The addition of a 7th Grade Health teacher will spread Health curriculum across all three grade levels at NMS (currently only taught in 6th and 8th grades), provide direct social/emotional learning instruction for all NMS students, and support career and college readiness standards. The 1.0 FTE increase to the District's contingency fund will allow the District to be more proactive in addressing class size issues throughout the system spurred by increased enrollment.
 3. Proposed 2017-2018 Operating Capital and Long Term Facilities Maintenance Budget Presentation.
Director of Finance Val Mertesdorf will present the District's proposed 2017-18 Operating Capital and Long Term Facilities Maintenance Budget. The Board will be asked to adopt the budget at the March 27th meeting.
 4. March 7th Work Session Follow-up.
The Board met in a work session on March 7, 2017, to review budget projections and what the total impact to taxpayers might be for various operating/bond levy scenarios. Superintendent Hillmann will briefly review the work session. Board members will have an opportunity to continue discussion about the levy/bond options and potential next steps. Updated preliminary tax tables are included in the packet.
- VII. Superintendent's Report.
 - A. Items for Individual Action
 1. 2018-2019 School Year Calendar.
Enclosed is a copy of the 2018-19 school year calendar that was given to the Board at its last meeting on February 27th. The Board will take action on the proposed 2018-2019 school year calendar on Monday evening.

Superintendent's Recommendation: Motion to approve the 2018-2019 school year calendar as presented.

2. Ratification of Employment Action.

Superintendent's Recommendation: Motion to ratify a proposed employment action by approving the Resolution Proposing Discipline of an Employee.

B. Items for Consent Grouping

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

1. Personnel Items.

a. Appointments.

1. Joyce Bowyer Event Worker District Wide beginning 03/06/2017.
2. *Sarah Jansen Asst. Track Coach for 3.5 hrs/day at the High School beginning 03/13/2017-6/10/2017; Level F, Step One.
3. Rebecca Lorang Track Assistant for 2.5 hrs/day at the Middle School beginning 3/27/2017-6/02/2017; Level I, Step One.
4. Maren Thompson Event Worker District Wide beginning 02/27/2017.

b. Increase/Decrease/Change in Assignment.

1. Cory Callahan 1.0 Strength Training Coach-Winter at the High School, add to 1.0 Strength Training Coach-Spring at the High School effective 2/27/2017-06/06/2017. Level I, Step One 100% Stipend, sharing position with Laura DeGroot.
2. Cory Callahan Strength Training Coach-Spring at the High School, add Physical Education Teacher at CVSEC--Alex effective 03/02/2017. B.A, Step 0.
3. Chris Caron Teacher at Greenvale Park, add Target Services PLUS Teacher for 1.25 hrs/day for up to 4 days/wk at Greenvale Park beginning 2/20/2017-5/04/2017; Year 1 = \$27.11/hr.
4. Laura DeGroot Weight Lifting team coach at the High School, add 1.0 Strength Training Coach-Spring effective 2/27/2017-06/06/2017. Level I, Step One - Stipend \$2,054.00.
5. Cecelia Green Child Nutrition Manager II for 5 days/wk at \$21.30/hr at the High School, add summer Child Nutrition Lead for 4 days/wk at \$19.40/hr at Greenvale Park Elementary beginning 06/08/2017-08/24/2017.
6. Alison Kopp Special Education Teacher at CVSEC-SUN, add teaching overload at CVSEC-SUN beginning 03/08/2017-06/06/2017.
7. Lori Mullen Child Nutrition Associate III at the High School at \$19.60/hr 5 days/wk, add summer Child Nutrition Associate for 4 days/wk at \$16.52/hr at the Middle School beginning 06/08/2017-08/18/2017.
8. Ann Schmidt Child Nutrition Associate at the High School for 5 days/wk, add summer Child Nutrition Associate for 4 days/wk at \$16.52/hr at Greenvale Park elementary beginning 06/08/2017-08/18/2017.
9. Kimberly Slegers Health Teacher at the High School, add Assistant High School Boys and Girls Track Coach for up to 4 days/wk beginning 03/13/2017-06/10/2017; Level F Step One - 70% Stipend.
10. Eric Swan McDonald Science Teacher at the High School and the ALC, add an extra class 2nd semester only at the High School beginning 01/30/2017-06/06/2017.

c. Leave of Absence Requests.

1. Angela Eliason Teacher at Greenvale Park Elementary Family/Medical leave for childcare beginning on 08/28/2017-12/06/2017.
2. Andrea James- Educational Assistant at Bridgewater, childcare leave of absence beginning 02/01/2017-4/07/2017.
3. LaLonnice Moorman Special Education Assistant at the CVSEC-Alex Childcare leave of absence beginning on or about 5/13/2017-6/06/2017.
4. Jamie Moyer Special Education Teacher at Bridgewater Family/Medical leave for childcare beginning on or about 5/14/2017 for 12 work weeks.

5. Sherry Schwaab Teacher at Bridgewater Family/Medical leave for childcare beginning on 08/28/2017-01/01/2018.
- d. Resignations and Retirements.
1. Stephanie Bangs Special Education Teacher at CVSEC-SUN resignation effective 03/06/2017.
 2. Jacqueline Braun Special Education Teacher with CVSEC resignation effective 03/13/2017.
 3. Elliot Courchaine Wrestling coach at the middle school resignation effective 02/27/2017.
 4. Amber Helgemo Educational Assistant PCA at SUN, resignation effective 3/3/2017.
 5. Dana Jans CNA1 at the High School resignation effective 03/20/2017.
 6. Laurie Larson Physical Therapist for the District, retirement effective 06/29/2017.
 7. Dawn O'Neill Art Teacher at Greenvale Park retirement effective at the end of the 2016-2017 school year.
 8. Angela Peterson Educational Assistant PCA at SUN, termination effective 3/6/2017.
 9. Amy Pfefferle Teacher at Sibley resignation effective 02/25/2017.
 10. Kasha Zeman Special Education Teacher at Sibley resignation effective 02/27/2017.

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

VIII. Items for Information

1. Enrollment Report – March 2017.

IX. Future Meetings

Monday, March 27, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, April 10, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

School Board Minutes

February 27, 2017

Northfield High School Media Center

- I. Call to Order
Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District 659 to order at 7:00 p.m. Present: Colangelo, Goerwitz, Hardy, Iverson, Pritchard, and Quinnell. Stratmoen was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was none.
- IV. Approval of Minutes
On a motion by Quinnell, seconded by Iverson, minutes of the Minutes of the Regular School Board meeting held on February 13, 2017, were unanimously approved.
- V. Announcements and Recognitions
 - Gary Benson, Director of Project Planning and Development at Kraus Anderson, presented a \$1000 Student Learning Grant to the School Board. Board member Amy Goerwitz's name was selected during a drawing at the MN School Board Association's annual convention in January. Six grants are awarded each year for the districts selected to use in any way they see fit to enhance opportunities for teaching and learning in their facilities. This grant was given to the technology and engineering department.
 - Congratulations to the Girls Hockey team for not only their 4th place finish, but also for being this year's academic champs for section 1A. This is the first time for Girl's Hockey and an awesome accomplishment.
 - Northfield Public Schools Community Services Division's application for Pathway II – Early Learning Scholarships has received approval by the Minnesota Department of Education (MDE). Pending final passage of the fiscal year 2018 education budget, the Pathway II scholarship allocation for our program is \$52,500.00 for SFY 2018 and \$52,500.00 for SFY 2019. The Pathway II Early Learning Scholarships support students in Hand in Hand Preschool by covering tuition costs, milk and snack costs, transportation and wrap-around childcare. This year, we have 24 students accessing a Pathway II Early Learning Scholarship. In total, there are 43 students who accessed scholarships for Hand in Hand Preschool this year.
 - Chair Pritchard thanked the Kmochs for organizing the Waffle breakfast twice. Unfortunately, both times the event had to be canceled due to the weather.
 - Pritchard also thanked the *Northfield News* for the great story about bus driver's appreciation day on February 22.
- VI. Committee Reports.
Board member Goerwitz shared reports on the February 20th meeting of the Community Services Advisory Committee and the District Curriculum and Staff Development Committee that met on February 21. Pritchard followed with a report on the February 17th meeting of Schools for Equity in Education.
- VII. Items for Discussion and / or Reports
 1. Social/Emotional Curriculum Presentation.
School Psychologist Carrie Duba shared the work of the District Student Support Services Team's Social Emotional Learning subcommittee and the progress being made with the District's effort to research and recommend a Social/Emotional curriculum in alignment with the strategic plan. Ms. Duba shared the timeline and the opportunities for stakeholders to preview the three SEL curricula identified for consideration - Strong Kids, Lion's Quest and Second Step.

2. QComp.
Superintendent Hillmann updated the Board on the District's consideration of submitting an application for the QComp program during the 2016-17 window. Given the Board's reservations about the timing of the \$91 non-voter approved levy, it was decided to "pause" QComp until the 2017-2018 window. However, it may be possible to implement some parts of the professional development plan using one-time funding already provided by the State for the Teacher Development and Evaluation (TDE) program.
3. Summary of Superintendent's Mid-Year Evaluation.
School Board Chair Julie Pritchard shared her summary of the Superintendent's mid-year performance evaluation. Board members gave Dr. Hillmann a very positive evaluation for his first six months as Superintendent. The numeric ratings Board members assigned, as well as their narrative comments, gave strong support for his performance. Board members expressed great confidence in his leadership and his vision for moving the District forward.

VIII. Superintendent's Report

A. Items for Individual Action

1. Bids for the Bridgewater Roof Bonds.

On a motion by Colangelo, seconded by Iverson, the Board unanimously approved the Resolution Awarding the Sale, Determining the Form and Details, Authorizing the Execution, Delivery and Registration, and Providing for the Payment of General Obligation Facilities Maintenance Bonds, Series 2017A. Voting "yes" was Quinnell, Colangelo, Iverson, Pritchard, Hardy and Goerwitz. No one voted "no." Stratmoen was absent.

B. Items for Consent Grouping

On a motion by Goerwitz, seconded by Hardy, the Board unanimously approved the following items in the Consent Grouping.

a. Appointments.

1. Allison Gronli Community Services - Birthday Party Instructor for 3hrs./day on Saturdays District wide beginning 02/18/2017-05/31/2017; \$9.50/hr.
2. Margaret Jewison 1.0 FTE Industrial Technology Teacher at the High School beginning 08/23/17; BA, step 0.
3. Sandra Reiman Reading & Math Support Teacher for 4 hrs./day at Bridgewater Elementary beginning 2/1/2017-06/6/17, MA, Step 6.
4. Emma Wellman KidVentures Site Assistant for 7.5hrs./wk. M/W/F at Greenvale Park Elementary beginning 02/22/2017-06/06/2017; \$12.43/hour.
5. Event Workers for Rock N Roll Revival at the High School effective 02/24/2017:
*Jan Gillen, *Rochelle Bultman, *Esme Etter, *Rachel Reiland, *Micaela McCain, *Roxann McCain, *Selena Wagner, *Teresa Tillson, *Heidi Paulson, *Tamsen Hutton, *Tara Bamonte-Grebis and Amy Allin.

b. Increase/Decrease/Change in Assignment.

1. Tammy McDonough 1.0 FTE Teacher at the Middle School, change to 1.1 FTE Teacher at the Middle School beginning 1/30/2017-6/06/2017.

c. Leave of Absence Requests Approved.

1. CORRECTION: Mary Huberg - FMLA leave of absence beginning February 7, 2017 through February 23, 2017.
2. CORRECTION: Annie Kruse ECSE Spec Ed Teacher at Longfellow, change to Early Childhood Coordinator with Community Services beginning 12/05/2016. Early Childhood Coordinator position changed from \$53,239/yr. for 52 wks./yr. to \$57,191 for 50 wks./yr. Step 4, Plus Masters Stipend.
3. CORRECTION: Heather Olivier, Orchestra Teacher at the Middle School FMLA/Childcare leave beginning 02/23/2017-through the end of the 2016-17 school year.
4. Lisa Battaglia, Teacher at the High School - Family/Medical Leave of Absence beginning on 02/13/2017-3/03/2017.

5. Krista Betcher, Teacher at the Middle School - Unpaid Leave of absence for the 2017-2018 school year.
 6. Stefanie Bothun, Band Teacher - Family/Medical Leave of Absence – Childcare beginning on 08/28/2017-01/01/2018.
 7. Jamie Moyer, Special Education Teacher – Family Medical Leave of Absence – Childcare beginning on or about 5/14/17 for 12 work weeks.
 8. Catherine O'Connor, ECSE Teacher - Family/Medical Leave of Absence – Childcare beginning on 08/28/2017-for 41 work days.
- d. Resignations and Retirements.
1. Stephen Cade, Middle School Assistant Track Coach – resignation effective 2/22/17.
 2. Marlene Ernste-Reineke Child Nutrition Associate at Greenvale Park resignation effective 03/06/2017.
 3. Dan Foley Teacher at Sibley retirement effective end of 2016-2017 school year.
 4. Debra James Early Childhood Special Ed Teacher at Longfellow, retirement effective end of 2016-17 school year.
 5. Kyle Korynta Assistant track coach at the High School resignation effective 02/16/2017;
 6. Emery Rankin-Utevsky Event Worker declined position effective 12/28/2016.
 7. Judi Vitito RTI Coach at Bridgewater resignation effective end of 2016-17 school year.
 8. Lisa Wisdorf, Kindergarten Teacher at Bridgewater, retirement effective at the end of the 2016-17 school year.

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

IX. Items for Information

1. 2018-2019 School Year Calendar.

A copy of the proposed 2018-19 school year calendar was given to the Board. The Board will be asked to take action on the proposed 2018-2019 school year calendar at its regular meeting on March 13, 2017.

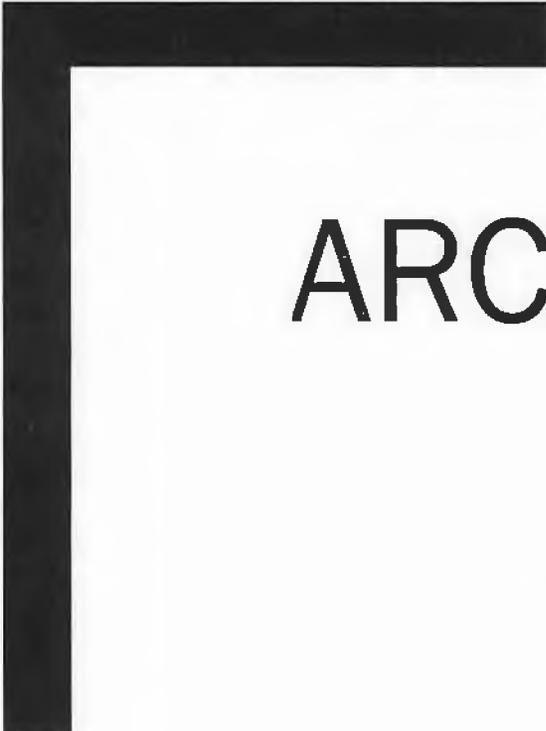
X. Future Meetings

Tuesday, March 7, 2017, 5:30 PM, School Board Work Session, Northfield High School Media Center
Monday, March 13, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, March 27, 2017, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

XI. Adjournment

On a motion by Quinnell, seconded by Colangelo, the Board adjourned at 8:50 p.m.

Noel Stratmoen
School Board Clerk



ARCADIA CHARTER SCHOOL

Application for Reauthorization
March 13, 2017

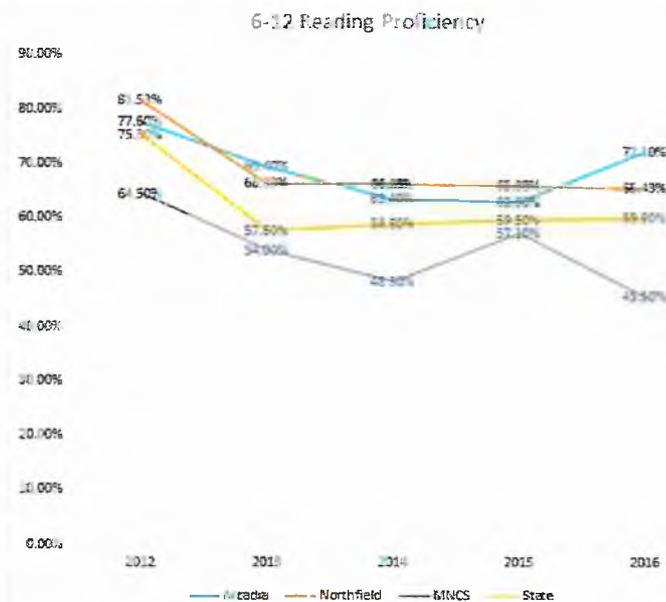


Arcadia Charter School has been designated a High Quality Charter School

- High Quality Charter School
 - *12 academic measures*
 - Proficiency, focused proficiency (math, reading)
 - Growth, focused growth (math, reading, science)
 - Graduation, focused graduation
- Growth and proficiency over time (past three years)
- Financial Stability over time
- Clear state reports over time

1. Is the educational program a success?

Reading proficiency comparison: state, NPS, Arcadia, and MNCS



Is the educational program a success? PSEO and SPED

School year	enrollment	PSEO	Percent PSEO	SPED	Percent SPED
2011-12	117	17	15%	31	26%
2012-13	127	17	13%	31	24%
2013-14	122	9	7%	26	21%
2014-15	123	8	7%	40	33%
2015-16	128	14	11%	46	38%
2016-17	128	12	9%	57	45%



2. Is the organization effective and well-run?

- Fund Balance
- Financial Performance
 - *Finance award*
- Student Enrollment
- School Board
 - *membership*
 - *training*
- Parent and Community Engagement

3. Is the school meeting its legal obligations?

- Financial Reporting and Accountability
- Services to children with special needs
 - *21% in 2003*
 - *45% in 2017*
- Demographics
 - *ELL*
 - *FRP*
- Mandated State reporting



4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

- Strategic planning
- Board committees
 - *Transition Assistance Committee*
 - *Finance*
 - *Technology*
 - *Marketing/Fundraising*
- Culture and Climate
- Self Study Q-Comp School
- Authorizer Oversight



1719 Cannon Road, Northfield MN 55057 (507) 663-8806

Charter School Renewal Application
Spring, 2017

Submitted by

Barbara E. Wornson, Ed.D.

Interim Executive Director

**Application for Reauthorization
By Arcadia Charter School
2016-2017**

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2. Is the organization effective and well-run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

Self-Study

Site Visit Report by Authorizing Team

Attachments

Charter School Renewal Application
School Overview

School Name: Arcadia Charter School
School Address: 1719 Cannon Road Northfield, MN 55057
Mission Statement: It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, ethically to higher education and future employment. Arcadia Charter School envisions a learning community that encourages and assists students to: <ul style="list-style-type: none">• 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 Director/Principal: Barbara E. Wornson, Ed.D.
Chair, Board of Directors: Sean Fox
Current Grades Served: 6 through 12
Current Enrollment: 126 students
Grade Span for Next Charter Term: 6 through 12
Maximum Enrollment for Next Charter Term: 126 students
Address of Campus(es) for Next Charter Term (if different from current address):

**Arcadia Charter School
Charter Renewal Application
Executive Summary**

Arcadia Charter School was first conceived as the Southeast Minnesota School of Arts and Technology (SeMSAT) in 2001, when the founders submitted a proposal to the Minnesota Department of Children, Families & Learning (now the Minnesota Department of Education, or MDE). The proposal was for a charter school to be located in Northfield and sponsored by the Northfield School District. The school founders hoped to open in the Fall of 2002, but because the facility had not been secured, the opening was delayed until 2003. In the Fall of 2003, the school opened as the Northfield School of Arts and Technology, a name that was interchangeable with its nickname, ARTech Charter School. In 2010-2011, wishing to project a more inclusive image, the name changed again to Arcadia Charter School. From its beginning in 2003, the school has always served grades 6-12.

When the proposal for SeMSAT was submitted, it drew heavily from the progressive curriculum of the Minnesota New Country School (MNCS). MNCS used a project-based curricular approach that had shown great promise and success in its early years. Both schools remain similar in their progressive approach to education, their commitment to constructivism, and to emergent learning through project-based learning.

In the early years of operation, ARTech students were arranged without attention to grades or ages. The idea was to allow mentoring to emerge, with older students teaching the younger ones. Each student occupied a desk in a large open area, and each child had his or her own desktop computer, provided by the school. The curriculum emphasized arts and technology. Like its model MNCS, ARTech started out as a 100% project-based school. Students created projects based on their own interests and advisors were responsible for seeing that students met the state mandated educational standards.

However passionate the founders were for project based learning (PBL); it soon became apparent that guidance, limitations, and accountability were needed to be sure basic skills were being learned. By 2005, the school faculty expected students to attend certain required 'seminars' to learn the core basic skills necessary to tackle increasingly complex projects. These seminars evolved into the more traditional core classes the schools offer now, but with an emphasis on experiential learning and projects, student participation, and small class sizes. The large open space was divided first into two and then four spaces which allowed for physical separation of the middle school and the high school. The move was in response to the very different needs of developmentally emerging teens (middle school) and emerging adults (high school).

Arcadia's physical layout and hybrid PBL/class scheduling have evolved through careful self study and reflection over the years. However, the mission remains true to the original founders' vision. The first mission, in 2001, read:

Southeast Minnesota School of Arts and Technology is a public learning community committed to personalized, interdisciplinary project and performance based learning, provided through an arts and technology curriculum, that produces successful life performers who demonstrate high levels of individual and communal contribution and achievement.

The current mission statement reads:

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 Charter School 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 in a global context
- Achieve proficiency in project-based learning.

Arcadians are proud of the learning community they have created in Northfield. Students score well on state mandated tests and attend top tier colleges. We are proud to serve a large number of special education students who often find the project-based learning and small class size to be a good match for them. MDE has awarded Arcadia its highest award for charter schools, The High Quality Charter School. This award is given to schools that embody the purpose of charter schools: to explore innovative educational approaches that serve as a model for other schools. As a High Quality Charter School, Arcadia is eligible for grants to replicate or expand the program. The Arcadia community does not wish to expand or replicate, but we do look forward to sharing our organic, growing progressive methods with other programs. We also look forward to continuing in our mutually supportive relationship with the Northfield Public Schools.

Barbara E. Wornson, Ed.D..
Interim Executive Director
Arcadia Charter School

NARRATIVE RESPONSES

On December 12, 2016, Arcadia received a letter from the Minnesota Department of Education (MDE) notifying the school that it had been designated a “High-Quality Charter School” (HQCS) for the third year in a row. The letter of notification, and selection criteria information are presented in Attachment 4. This recognition was reserved for only 32 of the 180 existing charter schools in Minnesota. Specific criteria for selection included having a record of increasing student achievement, and demonstrating a history of organizational and financial stability and viability. Arcadia is proud to be a recipient of this award as well as a recipient of the 2016 Finance Award for excellence in financial management.

The following narrative and accompanying attachments expand on why Arcadia is truly a High-Quality Charter School, by exploring each of the four essential questions for reauthorization. Those four questions are:

- 1. Is the educational program a success?*
- 2. Is the organization effective and well-run?*
- 3. Is the school meeting its legal obligations?*
- 4. Are strategies in place for sustaining success and continuing to improve over the next charter term?*

1. Is the educational program a success?

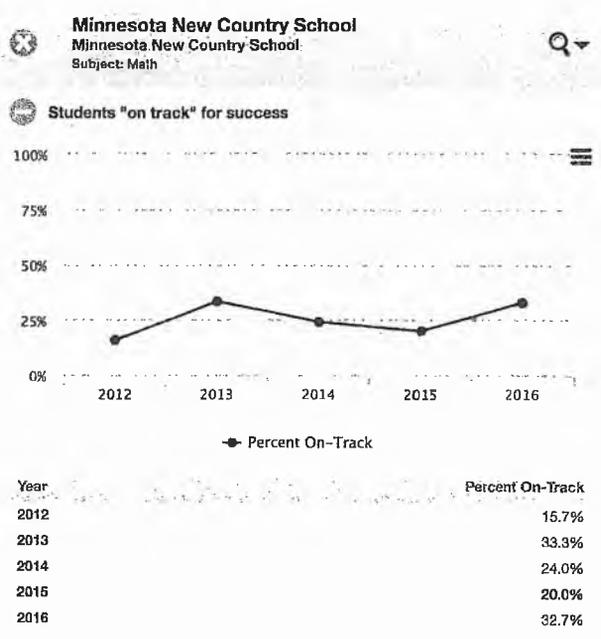
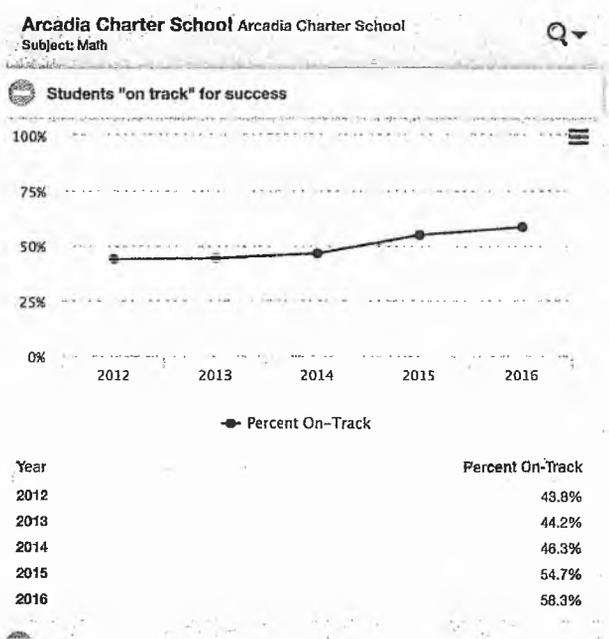
This section of the narrative presents evidence that Arcadia Charter School’s unique educational program is a success, as evidenced by student academic growth over time, student achievement level status, postsecondary access and readiness data, and student engagement data. Educational objectives related to Arcadia’s unique project based learning model are also presented in this section.

Student Academic Growth Over Time (MCA results)

According to state data (see screenshots from the MDE data analytics website below), Arcadia students are on track for success over time. The graphs below show demonstrated growth in both reading and math. The data are compared with the Minnesota New Country School (MNCS), a school of similar size and demographic make-up. The first screen shot shows students on track for success in math. The concerted effort put in by our math team this past year is reflected in the rise in test scores, with the very dramatic rise from 56.3% in 2015 to 73.7% in 2016.

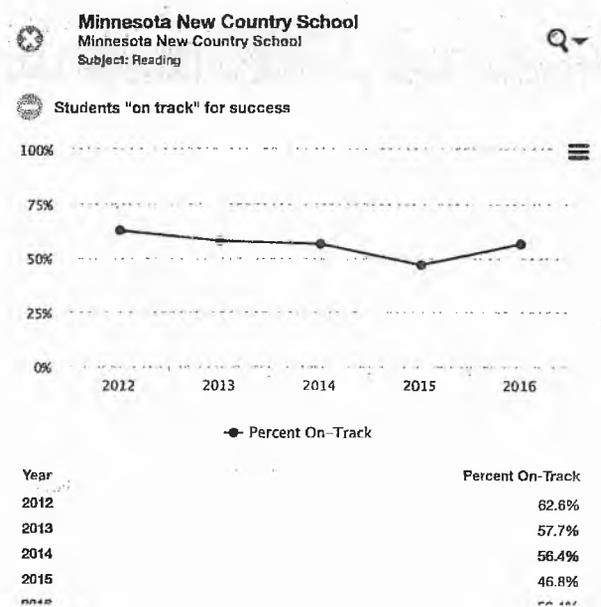
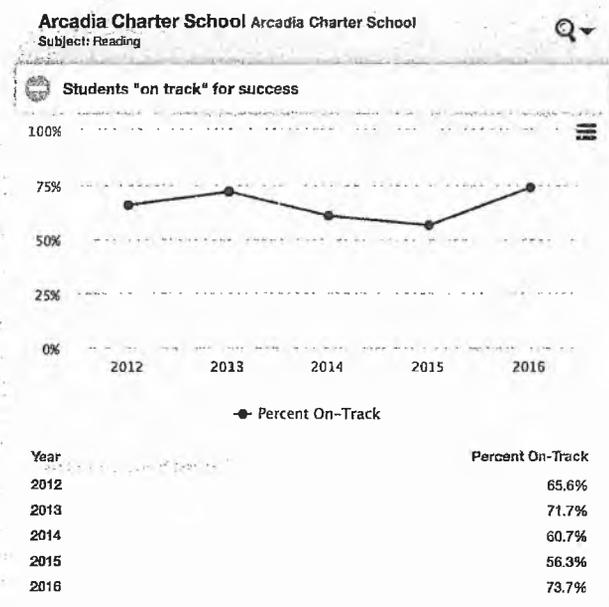
The second MDE screenshot compares the two charter schools on growth in reading, which has also increased consistently over the past four years.

2012 – 2016 Math MCA student growth scores: Arcadia and MNCS comparison



2012 – 2016 Reading MCA student growth scores: Arcadia and MNCS comparison

Student Progress: Are students making expected growth?

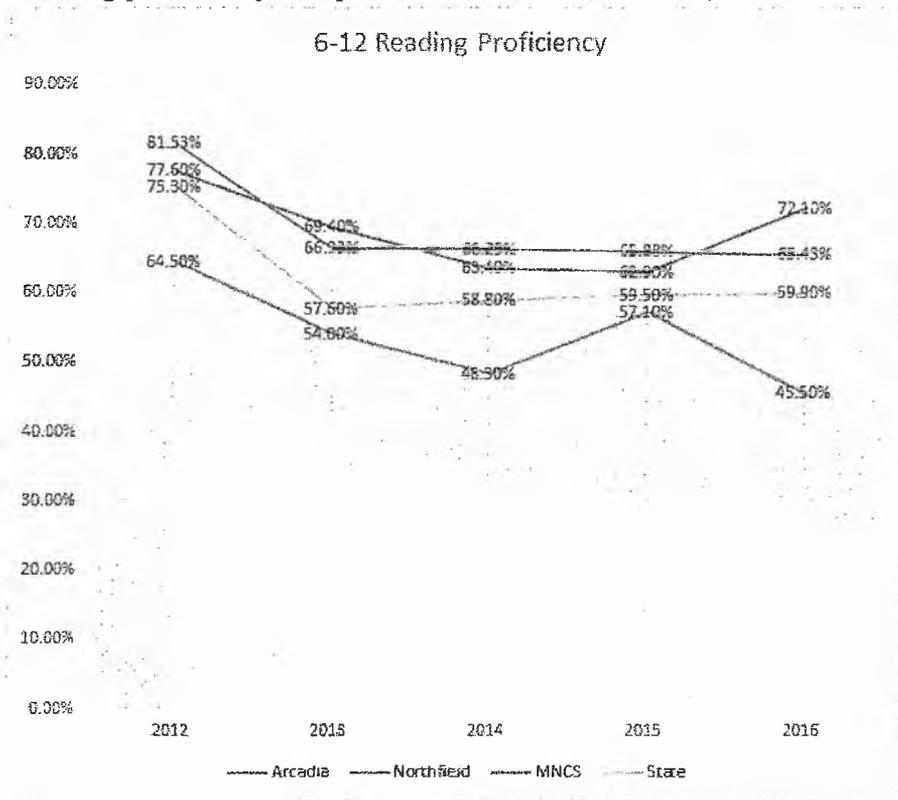


Student Achievement Level (MCA Proficiency Results)

MCA Reading Proficiency

Though Arcadia previously set a target of 85.9% proficiency, which it did not reach, Arcadia's reading proficiency scores have remained reasonably high over time, consistently outperforming the statewide average. Most recently, 72.1% of students were proficient according to MCA data. Arcadia's scores have also remained on par with Northfield Public Schools (NPS), even edging higher in 2016 (72.1% compared to 65.43%). Arcadia's percentage of students achieving proficiency based on the MCA data is much higher than MNCS, a rural charter school with comparable demographics and enrollment.

Reading proficiency comparison: state, NPS, Arcadia, and MNCS

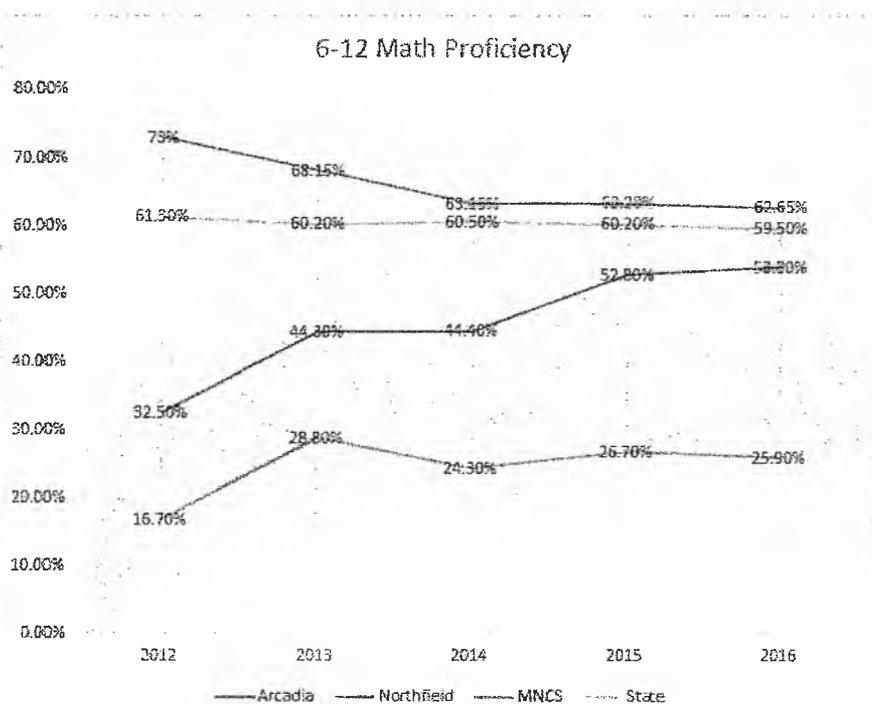


(Note: Due to changes in the standards, 2012 scores are not comparable to 2013-present)

MCA Math Proficiency

Arcadia continues to show an increase in MCA math test scores. While scores remain below the aggressive 71% target for 2017, the scores demonstrate significant progress, rising from 32.5% in 2011 to 53.8% in 2016. Proficiency data show that Arcadia students' math proficiency is lower than the State (59.5% in 2016) and Northfield School District (62.65% in grades 6-12 in 2016). However, compared to a comparable rural charter district, Minnesota New Country School, Arcadia is performing significantly better (25.9% compared to 53.8% proficiency in 2016). Math continues to be an area of focus for the school, and that focus appears to be working, as scores have steadily improved over the past five years. The math core team met over the summer of 2016 and strategized to add a class designed for students needing more support between Algebra I and Algebra II. This class, offered through Title I funding, is in part responsible for the steady rise in math scores.

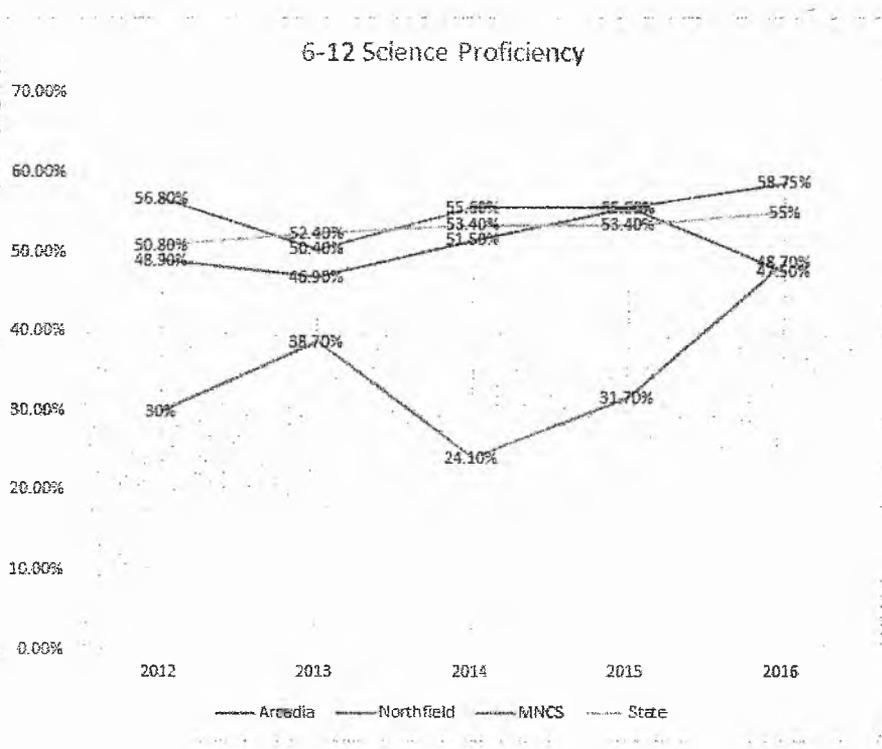
Math proficiency comparison: state, NPS, Arcadia, and MNCS



MCA Science Proficiency

After a promising growth in science scores from 2013 – 2015, Arcadia students dropped in proficiency in 2016. The drop was significant and may be due to the very small cell size. In 2015, 36 students were tested, 20 were proficient, or 55.6%. In 2016, 40 students took the test, but only 19 were proficient, only one student less than last year. But the percent proficient dropped to 47.5%. However, taking cell size into account, the scores in science represent a drop, and Arcadia is analyzing the strengths and weaknesses of its science curriculum this year. Science teachers will be meeting to determine goals based on strengthening the current curriculum, creating projects/electives options addressing science standards, and providing intentional strategies for engaging students in science.

Science proficiency comparison: state, NPS, Arcadia, and MNCS



All test results are used by teachers when scheduling classes, when considering the level of difficulty of projects which will challenge but not frustrate students, and when assessing the final presentation product. With our large special education population, NWEA RIT (individual growth) scores are used as part of the evaluation and determination of services. These growth scores are also used by math teachers to determine if students need additional Title I assistance to keep up with the math sequence. All test scores are now available on our student data system, JMC.

Post-Secondary Access and Readiness

Post-secondary Readiness

Post Secondary Enrollment Options (PSEO) are important to the Arcadia philosophy. Students are encouraged to take the Accupacer Test, offered twice yearly, to determine readiness for college coursework. Arcadia also offers ACT testing and ACT prep classes for those students planning to attend college.

Each year from 8-10 students take advantage of PSEO classes during their junior and/or senior years. In 2016-17, Arcadia has had 12 students participating in PSEO classes at Gustavus Adolphus, Carleton College, South Central College, St. Catherine's University, Inver Hills, Normandale, and Dakota College Technical College. Five of these students are full time PSEO students.

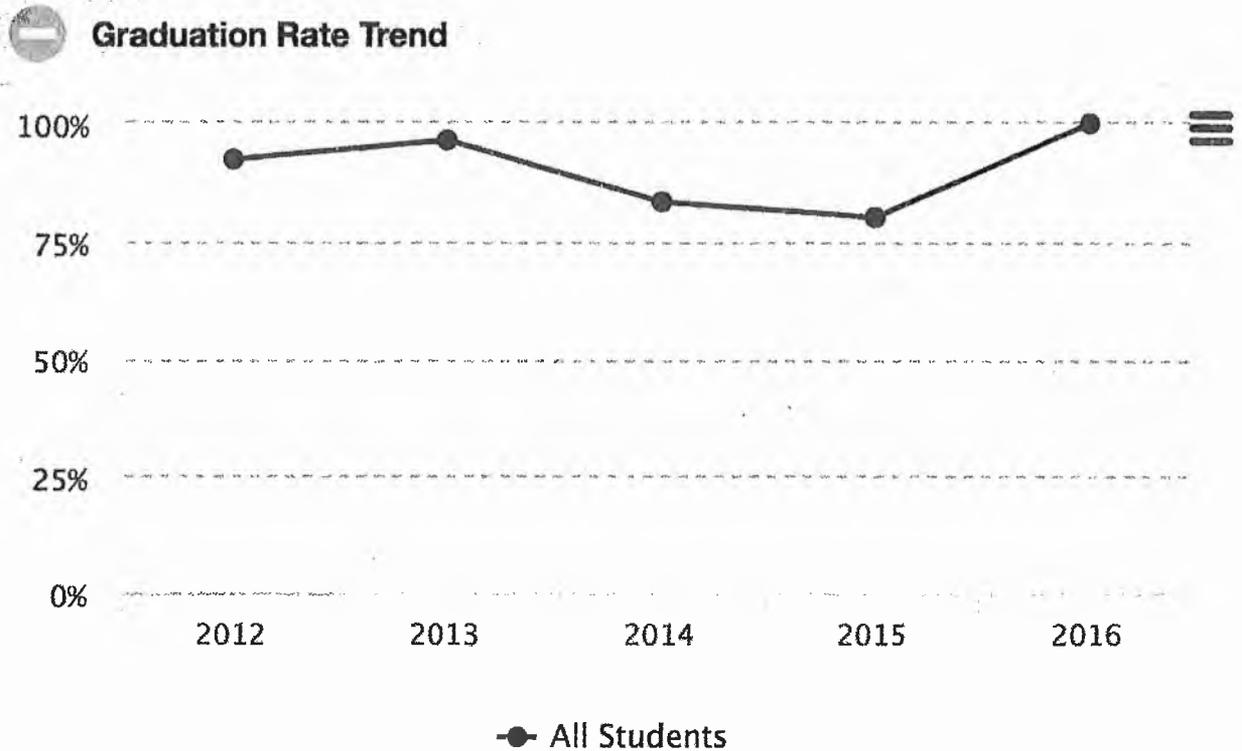
Over the past five years, students have been accepted to the following colleges:

University of Minnesota Morris	Franklin College	Hamline University
Grinnell College	University of Wisconsin River Falls	Lawrence University
Prescott College	Columbia College of Chicago	Marlboro College
Boston College	City College of New York	Minneapolis College of Art and Design (MCAD)
McNally Smith School of Music	Northland College	University of North Dakota
Minnesota State University Mankato	St Olaf College	University of St. Thomas
American University, Washington, D.C.	College of the Atlantic	Argosy University
Gustavus Adolphus College	Augsburg College	St John's University
Drake University	Metropolitan State University	Inver Grove Hills Community College
New England Conservatory Of Music	Michigan Tech	Normandale College

Each year for the past three years, at least one student has participated in a gap year in another country through the Rotary program.

Graduation Rate:

Arcadia has always had a high graduation rate, but according to data presented on the MDE website, in 2016 100% of students eligible to graduate in 2016 did in fact graduate. Arcadia graduation cohorts are relatively small (see cell sizes below the graph); meaning that only one student not graduating could skew results.



Demographic	Year	Graduated Count	Graduated %
All Students	2012	12	92.3%
	2013	27	96.4%
	2014	15	83.3%
	2015	12	80.0%
	2016	20	100.0%

Arcadia does not have a school counselor on staff, but does offer college counseling, including this year’s college night called “Insider tips to Navigate the complicated college process and save lots of money”, presented by the nonprofit group College Inside Track. This organization was

developed by a retired financial advisor who realized that although college is probably the second largest purchase most families make in their lives, few understand the pitfalls, myths about financial aid, and significant ways to reduce cost.

Because Arcadia has a large special education cohort, special education teachers and staff are required to develop and follow a transitions plan for each high school student, beginning in ninth grade. Special education transition classes at Arcadia include classes in executive functioning, financial management, cooking, and independent living. Special education families and their Arcadia case managers review many options to find the best placement for the student following graduation. This includes working with college counselors to be sure the IEP follows the student from high school to college.

Student Engagement:

Arcadia is a strong Q-Comp school and has kept student engagement as an overall focus for the past three years. In 2016-17, the Q-Comp team and staff made student engagement the focus of staff development. A student engagement rubric was created (*Attachment B*) that is adaptable to each teacher’s instructional style. All staff were observed using this rubric in the fall of 2016. Of those staff participating 93% received a score of proficient or higher. Only one teacher received a less than proficient score. In 2014-15, Teachers read the book *Causes and Cures in the Classroom* by Margaret Searle together, then generated individual professional growth plans based on the methods discussed in the book. Teachers also studied student engagement using several books including *Developmental Designs*, by Linda Crawford, and *Mindsets* by Carol Black.

Students were administered the Developmental Assets Profile (DAP) each year. Results of the most recent DAP profile appears in *Attachment C*. The results show that students are most engaged while at school, a finding different from most DAP survey results, which show students to be most engaged at home. The DAP also examined student engagement with drugs and alcohol. Those results also appear in *Attachment D*.

Rates of attendance are another measure of student engagement. The table below indicates the high level of attendance for Arcadia students. Note that the rate of attendance has increased steadily from 2013 to present.

Attendance Data

School year	Rate of attendance	Time span
2013-14	93%	End of year
2014-15	93.9%	End of year
2015-16	94.11%	End of year
2016-17	94.9%	Sept-Jan

Other Innovative Academic Program Components:

The Arcadia Project-Based Model:

According to the Buck Institute for Education (BIE), project based learning can be defined as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In Gold Standard PBL, Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.”

These principles guide the Arcadia project-based process. It should be noted that Arcadia also offers core classes using a more traditional classroom methodology, to assure all students have met basic standards. In the spring of 2014, staff worked with the board and the school director to create a document describing the PBL process specific to Arcadia. This paper, approved by the board, is presented in *Attachment E*.

2. Is the organization effective and well-run?

To determine whether each charter school is organizationally effective and well-run, this section

highlights the school's cumulative body of evidence for financial performance, school demand, governance and stewardship, leadership, and parent and community engagement

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35	1,722,177
Expenditure	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92	1,686,091
Fund Balance	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32	237,771

Financial Performance

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was \$237,771. Arcadia's school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package have been priorities for the past five years.

Arcadia employs its own independent business manager, who handles all book keeping and coordinates the audit. Arcadia is proud to have had a clean audit with no material findings for the past five years. A variety of procedures including checks and balances are in place to assure effective accounting procedures.

Board approved annual budgets from 2014– 2017 are presented in *Attachment F*.

School Demand

Arcadia has had a stable enrollment since its inception in 2003. The first three years were formative years, with enrollment increasing steadily from 98 students in 2003-2004 to 107 students by 2005-2006. From 2006 – present, the school has stayed within the range of 122 – 128 students (with the exception of 2010-2011, when enrollment dipped to 117). Although Arcadia draws primarily from the Northfield District (84%); 36% come from surrounding districts. A breakdown of residential districts is shown in *Attachment G*.

Arcadia accepts 18 students/grade in grades 6, 7, and 8 for a total of 54 students. These 54 students are divided into two multi-grade advisories, with 27 students in each advisory. Arcadia High school also accepts 18 students/grade in grades 9,10,11, and 12 for a total of 72 students.

These 72 students are divided into two multi-grade advisories, with 36 students in each advisory. Each of the four total advisories is overseen by two licensed teachers, who are responsible for oversight of projects and monitoring course registration and completion. The advisors arrange conferences with parents and work with special education staff to implement accommodations on student Individualized Educational Programs (IEPs). Arcadia has a cap on enrollment of 126 students, not to exceed 18 students/grade. Exceptions are made for grades carrying full time PSEO students, who are not physically in the building. In these cases additional students may be added to the high school advisory. For example, if a high school advisory has 36 students enrolled, but two do not attend any classes at Arcadia due to PSEO, Arcadia may accept two extra students to fill the available 36 seats in the class. Overall enrollment would then appear to be 128 students.

ARCADIA ENROLLMENT 2003-2017

year	enrollment
2003-2004	98
2004-2005	95
2005-2006	107
2006-2007	122
2007-2008	126
2008-2009	121
2009-2010	124
2010-2011	122
2011-2012	117
2012-2013	127
2013-2014	122
2014-2015	123
2015-2016	128
2016-2017	128

Governance and Management

Arcadia's board elections are held in April of each school year. The election is completed prior to each school year's end, and new members are seated the following August. Each board member is appointed to a three year term.

The Board is responsible for the overall policy and direction of the school and is accountable for its outcomes. The Board shall hire, by a two-thirds majority vote, and delegate responsibility for day-to-day operations to the school's Executive Director.

The membership of the school board consists of nine elected directors, and will consist of three licensed teachers employed at the school, three parents or guardians of student(s) currently enrolled at Arcadia, and one interested community member who is not employed by Arcadia and does not have a child enrolled at the school and two at-large positions to be filled by either parents or community members. The Board shall not include more than one member of a family; this includes spouse, partner or children.

The board meets monthly at Arcadia School. A calendar of meeting times and board contact information is posted on the website and at the front desk. Board minutes are posted on the website and are also available in a binder at the school's front desk.

2016-17 Arcadia School Board

Name	Role	E-Mail Address
Sheri Acosta, chair	Community member	sacosta@arcadiacharterschool.org
Gary Braun, treasurer	teacher	gbraun@arcadiacharterschool.org
Kate Werner	teacher	kwerner@arcadiacharterschool.org
Sarah Wallis, Secretary	teacher	swallis@arcadiacharterschool.org
Jennifer Pike	parent	jpik@arcadiacharterschool.org
Laura Stelter	Community member	laurastelter@gmail.com
Tiana Wells	parent	twells@arcadiacharterschool.org
Sean Fox, Chair	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. The Arcadia School Board participated in ongoing training during their 2015 January day long Board Retreat. The 2016 January retreat was also dedicated to additional board training and related strategic planning. Board training occurs on an annual basis.

Leadership

Arcadia uses an Executive Director model of collaborative administration. As a small school there is no assistant director or dean of students. Lisa Malecha, MSW, works as a School Social Worker whose duties include Special Education Coordination. Rebecca McMullen, Business Manager, and Kim Hansen, Office manager, complete the administrative team.

Barbara E. Wornson, Ed.D., currently serves as Arcadia's Interim Executive Director. She has been in education for 44 years, including eleven years as a school psychologist and 16 years as a school administrator, primarily in charter schools.

A search for a permanent Executive Director is under way. The job description, drafted by the Transition Advisory Committee, will be presented to the board at their March 9, 2017 meeting and subsequently a search committee will be formed.

Parent and Community Engagement

Although there have been valiant efforts to energize a parent group this year, the results have not been stellar. Parents do volunteer to help with a wide range of activities including substitute teaching or subbing for paraprofessionals (if endorsed); bringing food to staff during conferences, volunteering time for mentoring or teaching units (such as dance, sign language, coding, and Latin); supervising at evening events, participating in the open houses held twice each year, and even helping out at the front desk or building cabinets. We are very, very grateful for their presence on the board and many committees as well as their support.

However, an organized parent group has not come together, in spite of our best efforts this fall. A parent-teacher group meeting regularly can greatly enhance community building as well as communication. The marketing and fundraising committee is planning a college night for families this spring. The Director’s Update goes out to all families biweekly, and asks for volunteers, but rarely gets a response. The administrative team is planning to put out a survey to all parents to determine what activities appeal to them (educational v. social, for example) and how we can motivate parents and families to take a larger part in our community.

3. Is the school meeting its legal obligations?

This section presents data related to Arcadia’s financial reporting and accountability, services for students with special education needs, services for English Language Learners, and other legal compliance issues.

Financial Reporting and Accountability

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was \$237,771. Arcadia’s school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35	1,722,177
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maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package have been priorities for the past five years.

Arcadia employs its own independent business manager, who handles all book keeping and coordinates the audit. Copies of the audit have been sent to the authorizer and the state and are available from Arcadia School upon request. Arcadia is proud to have had a clean audit with no material findings for the past five years. A variety of procedures including checks and balances are in place to assure effective accounting procedures. The Business Manager and the Executive Director meet weekly to review deposits, expenditures, and budget activity. Arcadia also employs a part time due process coordinator who manages the special education funding. Because Arcadia’s special education population has risen so drastically, this has been an important step to assure accurate EDRS reporting. The Director also meets regularly with the Special Education Director.

The end of year financial statement for 2016 appears in Attachment H.

Services for students with special education needs

The table below shows the increase in special education students in recent years. A rough estimate of the percentage of special needs students in traditional middle and high schools ranges from 16%-18% (MDE data analytics). It is not unusual for parents of special needs students to reach out to smaller schools, but there has been a clear increase in special needs students during the past three years. The average percentage of 22.18% of all students receiving some special education services from 2003 to an average of 38.6% over the past three years and a current rate of 45% is significant.

ARCADIA TOTAL ENROLLMENT
AND SPECIAL EDUCATION

year	enrollment	sped	% sped
2003-2004	98	21	21%
2004-2005	95	21	22%
2005-2006	107	21	20%
2006-2007	122	20	16%
2007-2008	126	27	21%
2008-2009	121	32	26%
2009-2010	124	31	25%
2010-2011	122	27	22%
2011-2012	117	31	26%
2012-2013	127	31	24%
2013-2014	122	26	21%

2014-2015	123	40	33%
2015-2016	128	46	38%
2016-2017	128	57	45%

In the 2014-15 school year, Arcadia was monitored by the Minnesota Department of Education (MDE) and, partly due to those findings, the school contracted with Sanborn Associates for Special Education Directorship services. Several new processes and procedures have been put in place as a result. With a burgeoning special needs population, we have increased our special education staff to include nine full time paraprofessionals and four special education teachers in addition to a special education coordinator/social worker and a part time due process coordinator. This year we added a health office, staffed with a .25 fte school nurse, whose position will be .50 fte next school year. Other needs such as school psychology, occupational therapy, speech therapy, and deaf/hard of hearing are contracted services.

Demographic comparison, Arcadia and Northfield High School

The data on the MDE website does not break out Arcadia middle school from its high school when reporting demographics. The data presented therefore compares Northfield High School (grades 9-12) to Arcadia charter school (grades 6-12) for purposes of comparison only. The demographic data for Northfield High School appear to be very similar to Arcadia Charter School, with the very notable exception of special education (see highlighted row). Data is for the 2015-2016 school year only. As noted in the table above, special education students this year comprise 45% of our student population. Arcadia has no ELL students enrolled.

Demographic Data
Comparing Arcadia Charter School to Northfield High School
2015-2016 school year

ARCADIA	%	NORTHFIELD	%
Ethnicity: White	87%	White	84%
2 or more races	2%	2 or more races	1%
Latino	7%	Latino	11%
Asian	3%	Asian	2%
Black	2%	Black	2%
Native American	0%	Native American	0%
FRP lunch	23%	FRP lunch	18.8%
Special education	35.7%	Special education	9.1%
English Language Learners (ELL)	0%	English Language Learners (ELL)	4%
Homeless	0%	Homeless	0.2%
Graduation rate	100%	Graduation rate	94.1%

Services for English Language Learners (ELL)

Arcadia has no ELL students enrolled. This may be due to the large and very successful program targeting Latino students within the Northfield School District. The school would love having a more diverse demographic, but has not interest in detracting from the excellent Northfield program.

Other Legal Compliance

Arcadia works with two law groups: Booth Law Group for questions related to student welfare and running the school, and Lindquist and Vellum for contractual law, specifically related to the possible formation of an affiliated building company and related lease/purchase options.

Arcadia complies with all MDE required reporting. Select examples of state reporting appear in Attachment I.

4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

This section describes Arcadia's plans and strategies for sustaining and continuing to build academic, organizational and operational success over the next charter term. This section explains how the school will build and achieve long-term sustainability and success.

The governing board has a strategic plan in place (see attachment J) that addresses questions of sustaining success and continuing to improve over the next charter term. The board has a policies and procedures committee that meets monthly to review existing policies on a three-year rotating basis. New policies or policies in need of revision before their place on the three-year cycle will be considered by the committee at its regular meeting. In addition to the policies committee, the governing board has a finance committee, marketing and fund-raising committee, technology committee, compensation committee, education committee, wellness committee, and a transitions assistance committee. The finance, marketing/fundraising, technology, wellness, and education committees meet monthly. The compensation committee is an ad hoc committee that meets each spring on a biweekly basis to address teacher compensation and benefits programs. The transitions assistance committee meets biweekly, but will disband in March when the newly formed search committee is formed to hire a permanent Executive Director. The Executive Director meets weekly with the Board Chair.

The Arcadia special education team meets weekly as a Child Study Team (CST) to review individual cases and schedule evaluations or IEP meetings. The special education staff also meet as a Teacher Assistance Team (TAT) to review students referred by staff or parents for behavior or learning problems which may result in a special education referral. The TAT may refer the student for evaluation or request child specific interventions be initiated first. The TAT is responsible for communicating with

the person making the referral.

The Leadership Team at the School consists of the Executive Director, School Social Worker/Special Education Coordinator, Business Manager, and Office Administrator. Meetings are held weekly with the Executive Director developing the written agenda. These meetings have to do with the day to day functioning of the school as well as concerns for specific situations such as a child's health. In cases involving health issues, the school nurse is included in the leadership team.

The teaching Staff: Faculty and staff meet each Wednesday morning as professional learning communities (PLCs). Arcadia has only two PLCs: middle school and high school. These groups address issues as they may arise in the course of the week as well as tackling issues of curriculum, learning program, and project based learning progress. Arcadia is a Q-Comp school through MDE. Continuing professional development is part of the Q-Comp process. Teachers may attend a conference of their choice, and all teaching faculty are part of the Q-Comp peer observation and assessment process (see attachment K. For an overview of the current Arcadia Q-Comp plan)

Teaching staff also meet in BI-weekly staff meetings that alternate with bi-weekly Q-Comp professional development meetings. A call for agenda items is put out to all faculty and staff prior to the staff meeting. All faculty and staff have the opportunity to participate in the staff meeting agenda.

Culture and Climate

Arcadia has a unique culture and climate, which relies heavily on collaboration and participatory leadership, both with staff and with students. The board has been sending out surveys to staff to address climate and culture issues. The results have been positive. Although a compilation of the data is not readily available Arcadia also sends out annual parent surveys to gauge satisfaction and community needs. An example of a recent Parent Survey can be found in Attachment M. Because communication is also an important part of building culture and climate, daily announcements are read in each advisory and posted on the website. In addition, the Director's Newsletter goes out biweekly via email and is posted on the website. A recent announcements and the most current Director's Newsletter appear in Attachment N.

Ongoing Needs to be addressed over the next five years:

1. **Facilities (facilities committee):**
 - a. Continue to determine whether purchasing the building is feasible.
 - b. Develop an action plan and timeline.
 - c. Conduct a building inspection to determine maintenance and repair needs.

2. **Board Governance (Board of Directors):**
 - a. Hire a permanent executive director
 - b. Develop a Director Evaluation process and rubric based on the detailed job description
 - c. Maintain a small school with an enrollment cap of 126.

3. **Education (faculty, Q-Comp, Education Committee):**
 - a. Revisit the curriculum development process including goals for each core area
 - b. Continue to refine the project based learning model
 - c. Sustain the current arts programming
 - d. Build on current technology programming
 - i. Coding
 - ii. Robotics
 - iii. Film-making
 - iv. Spreadsheets and accounting

4. **Staffing (Executive Director):**
 - a. Consider increasing nursing time from .25 to .62 fte for students with documented medical needs.
 - b. Consider appropriate curricula and staffing for the following programs
 - i. Physics and Chemistry
 - ii. World languages
 - iii. Physical education
 - iv. Health

5. **Professional Development (Q-Comp, Executive Director)**
 - a. Visit other project based schools
 - b. Collaborate with more ethnically diverse schools to meet our mission goal of becoming citizens within a global context.
 - c. Continue integrating technology into every classroom.
 - d. Require committee participation for all staff members

6. **Parent Participation (Board, Executive Director)**
 - a. Create a survey to determine
 - i. Interest in a formally organized parent teacher organization
 - ii. Interest in family educational programs
 1. College selection and finances
 2. Managing student screen time
 3. What to expect from your child developmentally
 - iii. Interest in being part of an advisory committee to the Director

Self-study Based on Recommendations from the 2012 Reauthorization Team

The following recommendations were made to Arcadia following the 2012 Reauthorization Process. The recommendations were reported by then director Ryan Krominga. The recommendations have formed the basis of ongoing study for the Arcadia board, faculty, families, and community stakeholders. Each recommendation is followed by an assessment of where we are in the process of providing closure on these recommendations.

Curriculum and Instruction:

1. Establish a scope and sequence of goals/objectives for the curriculum
Over the past five years, the curriculum has undergone a continuous process of development. A curriculum map indicating a timeline for allowing specific disciplines to develop curriculum and align projects has been developed. It is, by the very nature of progressive education, in a constant state of revision. The framework of curriculum development timeline can be found in Attachment O. The school has developed a curriculum guide which this year was split into two middle school and high school guides. These are included in Attachment P.
2. Create a rubric for projects following Charlotte Danielson's model.
The middle school and high school have developed project rubrics that align with the specific skills Arcadia expects students to develop. The Charlotte Danielson model, used primarily for teacher evaluation, was not considered appropriate for student projects. Rubrics for middle school and high school project evaluations appear in exhibit Q.
3. Incorporate a basic technology class for students and further in-service training for staff.
Staff development in the area of technology has increased every year. The school has contracted with Tierny Brother Technology for the provision of training in google classroom and other google products. Starting with the 2014-15 school year, Lego Robotics was introduced as a class to middle school students. It remains as both an elective class and an after school activity. A keyboarding class is taught for students who need to sharpen those skills. Coding is taught through Coder DoJo and in a coding class, where Scratch (beginning level coding); Python (more advanced) and other coding is taught. Use of on-line curricula by teachers has increased, and we continue in-school staff development to learn how to use equipment and on line resources. This year our technology includes increased access points and internet coverage as well as apple tv and document cameras. One language arts class is being taught simultaneously with Shattuck-St Mary's via on line resources. The current draft Arcadia Technology plan is in Attachment R.
4. Develop a PE curriculum
Arcadia has developed a relationship with the local YWCA for physical education needs. The school has hired a part time physical education teacher, who also teaches some health classes. The school very much wants to formalize a PE curriculum and health

curriculum. This is being developed with the YMCA, United Way, Dundas Dome, and SHIP projects. The emphasis is on wellness for the whole child, including mental health. The goal is to have the physical education/health/wellness policies and procedures in place before the end of the third quarter, and a curriculum in implementation by the Fall of 2017.

5. Create opportunities for staff to observe other teachers in other schools.
This recommendation continues to be encouraged but has not been systematically implemented. There has been some shifting of staff responsibilities during the 2015-16 and 2016-17 school year. With the 2017-18 school year fast approaching, this goal needs to be more intentionally addressed. The Arcadia Q-Comp program is excellent, and may be the best place for school visits to reside.
6. Create creative spaces for students to study quietly
This has been an ongoing challenge, but one staff have been diligent in pursuing. At least one quiet study corner exists with table and comfortable chair. A library has been put together, and is frequently used by students, although it tends to attract items needing to be stored. A small room has been designated for sensory stimulation/calming with dimmed lights and soft rugs. Special Education staff now share offices, leaving more small rooms available for quiet study and group projects.

School Climate

1. Promote teachers' professional development by nurturing the formation and maintenance of connections with teachers at other schools working in the same fields.
This recommendation continues to be encouraged but without planning and intentionality, it tends to be forgotten in the daily routine. One exception has been the co-teaching of two classes with Shattuck-St. Mary's. This was made possible by an Arcadian board member who also is a teacher at Shattuck-St. Mary's. Our goal is to facilitate more visits, particularly to schools with similar project-based, progressive ideals and practices.
2. Require all teachers to address concerns about quality and rigor by articulating more clearly their learning goals and standards for evaluation.
The Education Committee and the Q-Comp committee have taken on this task with all due diligence. Teachers are asked to show how their classes meet standards and provide a syllabus to students (and parents, if asked). The completion of the Curriculum Guide is helpful for communication with parents and stakeholders. Teachers write goals and share peer observation, but the Q-comp process so far does not address classroom instruction from the standpoint of quality and rigor. This is especially important in a project-based setting.
3. Explore using Q-Comp or other 'non-random' approaches to increase communication between teachers about their learning goals and academic standards for evaluation.
See response to number 2 above.

4. Make a more conscious effort to understand and correct community members' misrepresentations about ARTech. Changing the name of the school (to Arcadia) presents an opportunity to reintroduce the program.
The community understanding of Arcadia and the program continues to improve every year. There are still misconceptions in our own community, not to mention the greater community. We have more people interested in coming to visit our program to see what we are about. Community outreach is an important part of correcting misconceptions. This year we updated our website and will be reaching out to independent elementary schools (PCCS, St. Dominic's, Nerstrand) to share our program.

5. Explore additional possibilities for collaborating with the Northfield Public Schools, including the possibility of allowing ARTech to educate families about its program through the school system itself.
We continue to collaborate with the Northfield Public Schools (NPS) whenever possible. Currently students can attend classes with NPS when the class they want is not available at Arcadia. Students also enjoy participating in NPS extracurricular activities, including plays and sports. NPS also has a prominently displayed page on their website addressing its role as an authorizer of two charter schools.

6. Continue exploring new and better ways to use the spaces at ARTech to support student learning and staff planning and communication as a way of more clearly articulating and achieving the learning goals of the program.
This has been a challenge, but strides have been taken to improve the space, including applying new epoxy flooring in the Great Room and adding the "Room of Requirement" which also serves as a lobby for performances. The school has a facilities committee which is examining the possibility of major renovations, and the feasibility of forming an affiliated building company to purchase the building.

Special Education

1. Team meetings should have an agenda, cooperatively written by the members of the team.
In the 2014-15 school year, Arcadia was monitored by the Minnesota Department of Education (MDE) and, partly due to those findings, contracted with Sanborn Associates for Special Education Directorship services. Several new processes and procedures have been put in place as a result. With a burgeoning special needs population, we have increased our special education staff to include nine full time paraprofessionals and four special education teachers in addition to a special education coordinator/social worker and a part time due process coordinator. This year we added a health office, staffed with a .25 fte school nurse, whose position will be .50 fte next school year.

2. More training on how to most effectively work with students when more than one adult is present in the classroom.
By increasing the number of paraprofessionals available in the classrooms and scheduling them to the areas, whether classroom or advisory, of greatest need we have provided a great deal of support to teachers. We are currently working to put

accommodations on the student data system, so teachers and staff have immediate access to the information they need to instruct the student.

Finances

1. A recurring theme was the feeling of a shortage of funds for technology. The school should look for ways to increase technology funding and/or grants.
The Arcadia school board put \$20,000 of the existing fund balance towards technology in the 2013-14 school year. Additional funding to upgrade the internet and access points to support the many devices was completed this year (2016-17). The technology committee is now working on a plan for streamlining inventories and signing out computers as well as a cycle for replacement. The committee will also be determining the 'ideal' number of devices the school requires to function at a minimally acceptable level.
2. The school could explore alternative ways to enhance their employee benefit offerings through participation in education coops, pools, etc.
In the 2014-15 school year, Arcadia increased its employee health insurance plan to pay for the full coverage of each employee with an additional \$75 to put towards family plans. Arcadia also offers short term and long term disability and life insurance for all families. With the current changes in health coverage, the board and administration will work with a compensation committee to investigate options for insurance that may better serve our employees.
3. The board should develop a long-range budget that includes assumptions of increased PSEO participation by students.
The business office has used 2.0 adm (average daily membership) as an estimate of how many students are participating in PSEO. The current procedure is to add one student for each student who is participating in full-time PSEO classes. We seldom have more than five students participating in PSEO full time.
4. The school should continue discussion on fair and sustainable compensation models.
In the 2014-15 school year, the school board instituted a salary grid developed by the administration that assures staff members who have stayed with the school over time will see compensation beyond the cost of living raises put out each school year. This year the compensation committee will be studying the grid in conjunction with other teacher compensation policies to assure equity in compensation.

Governance

1. Develop a Strategic Plan for the school that will set the vision for the school for the next five years.
Following reauthorization in the 2012-13 school year, the school board developed a strategic plan. (Attachment J). The board is involved in developing a strategic plan to address how the school is meeting and implementing its mission and vision statements. This work began in December and will continue through the current school year,

2. Design a comprehensive evaluation process of evaluating the director.
This recommendation has been necessarily tabled due to director turn-over. The director who left in July of 2015 was followed by a director who stayed only one year, and now by an interim director until a permanent director can be hired. The board and interim director have been working to put together a set of expectations, which can then be turned into rubrics for evaluation. The board hopes this will be put in place by the end of the current school year.

3. The board chair and director should work together to develop a plan for the director's professional development, based on the director's goals and areas designated as needing attention.
This is critically important, and is part of the current board plan for the incoming director.

4. Instigate a development committee for the board to investigate new and alternative ways to raise funds for the school.
The marketing and fundraising committee is meeting regularly, but is concerned primarily with current fundraising activities and small scale marketing activities. One hindrance is the lack of a line item in the budget for marketing. There is not currently money available to fund a development office, but the marketing/fundraising committee welcomes grant writers and anyone with innovative ideas for raising money.

2017 Site Visit by Authorizing Team

The description and explanation of the site visit by the authorizing team has been compiled by Superintendent of Schools Dr. Matt Hillmann. The team recommends reauthorization for five years. The text of that report is presented in *Attachment S*. The required Charter School Assurances appear in *Attachment T*. Arcadia students and staff comment frequently on how fortunate the school is to be authorized by the Northfield Public Schools. Rather than competing with the Northfield schools, we work with them to provide all students with unique choices and alternatives. We look forward to a long and productive relationship with the Northfield Public Schools and appreciate all they have done and continue to do for Arcadian families.

ATTACHMENTS

- A. Designation as a High-Quality Charter School
- B. Rubric to measure student engagement
- C. Developmental Assets Profile Survey results
- D. Developmental Assets Profile Survey of tobacco and alcohol use
- E. The Project Based Learning model at Arcadia
- F. Budgets
 - a. 2014-2015
 - b. 2015-2016
 - c. 2016-2017
- G. Enrollment by Home District
- H. End of Year Financial Statement 2016
- I. Examples of state reporting
- J. 2014 Strategic Plan
- K. Arcadia 2016-17 Q-Comp Plan Overview
- L. Climate and Culture Survey
- M. Sample Parent Survey, 2016
- N. Morning announcements and Director's Newsletter
- O. Schedule of Curriculum Development
- P. Curriculum Guides (Middle School and High School)
- Q. Project Rubrics
- R. Technology Plan
- S. Authorizer Site Visit Team Report
- T. Charter School Assurances

Attachment S:

Authorizer Site Visit Team Report

Arcadia Charter School Authorizer Annual Site Visit/External Review
January 31, 2017

Authorizer Vision: Northfield Public Schools families should have access to high quality public charter schools within the District boundaries.

Authorizer Mission: Our mission (as an authorizer) is to authorize charter schools within the Northfield School District boundaries.

Introduction

On January 31, 2017, a team representing Northfield Public Schools in its Charter School Authorizer role visited Arcadia (formerly Artech) Charter School for a full-day site visit and external review. The review team was as follows:

- Dr. Matt Hillmann, Superintendent, Northfield Public Schools. Dr. Hillmann served as the team leader.
- Mr. Simon Tyler, Director, Prairie Creek Charter School (Castle Rock, Minnesota). Mr. Tyler is also a former Director at Arcadia Charter School.
- Mr. Chris Bussmann, Principal, Dodge Middle School (Farmington, Minnesota). Mr. Bussmann is also the current President of the Minnesota Middle School Association and is a resident of Northfield. He has also been completing an internship for a Superintendent license with Dr. Hillmann.

The day's review focused on gathering data to address these four key questions:

1. Is the educational program a success?
2. Is the organization effective and well-run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

External Visitation Team members captured data related to these four questions during the site visit and communicated their observations to the team leader for summarization in this report.

Schedule

The external visitation included observation of classrooms, meetings with Arcadia Charter School Interim Director Barbara Wornson and other staff, meetings with students, a meeting with Board members, and a meeting with parents. The following schedule was used for the full day visit.

Time	Meeting	Location	People
8:00 to 8:05	Welcome and Intro to the school	Barb's Office	Barb
8:05 AM to 8:40 AM	Middle School Morning Circle	Simon to Purple Advisory Chris and Matt to Green Advisory	Bob, Kate, Dan, Sarah
8:40 to 9:00 (split up 3 team members)	Tour of the school		Barb
9:00 to 9:30	Project Work Time	MS and HS	All staff
9:30 to 9:45	Breakfast Break	GREAT ROOM, talk with students	Barb, Lisa, staff
9:45 AM to 10:25 AM	Panel with students and Lisa	Plato	Lisa and students
10:25 AM to 10:40 AM	BREAK	Barb's Office	Barb
10:40 AM – 11:15 AM	Meet with parents	Conference room	Michelle Frenstad George Riley Dawn Taggart Kathy I. Fritz B. Brenda Canning
11:15 – 11:30 AM	Meet with business manager	Rebecca's office	Rebecca
11:30 AM - 12:05 PM	Lunch with Teachers	Staff room (Subway)	Available staff
12:05 PM - 12:50 PM	Junior project Theater Adv. Comp	Purple advisory Great Room DaVinci Room	Angela/Matt Bob Tammy P
12:50 PM – 1:45 PM	Meet with board members	Conference Room	Rachel Sean
1:45 PM - 2:15 PM	Coding Project finalization (Bella)	Goodall Cave btw Red/Green	Mark T and Dan Scott & Matt
2:15 PM – 2:45 PM	Meeting with Director	Barb's Office	Barb
2:45 PM – 3:15 PM	Special education staff	Goodall	SPED staff

Report

The following summaries are the External Visitation Team’s review of the four key questions.

Key Question No. 1: Is the educational program a success?

The External Visitation Team observes that the educational program at Arcadia Charter School is a success for several reasons. This assertion is based on objective data about academic progress and clear, observable alignment of daily activities and instruction with the school’s stated mission.

Arcadia Charter School has continued to outperform the state average in reading proficiency. Despite having a larger proportion of Special Education students when compared to the state average, Arcadia Charter School’s Special Education students have significantly outpaced the state average for Special Education student proficiency in reading for three of the past four years – including by 30 percentage points in 2015-16.

Arcadia Charter School – Reading Proficiency – All Students

MCA s	2014	2015	2016
Arcadia	67.7%	63.8%	73.4%
State	59.8%	60.6%	60.9%

Arcadia Charter School has demonstrated consistent growth in mathematics proficiency on the MCA examination since 2014. While there is still room for growth, the trajectory indicates a positive trend.

Arcadia Charter School – Mathematics Proficiency – All Students

MCA s	2014	2015	2016
Arcadia	48.3%	52.8%	53.8%
State	61.9%	60.2%	59.5%

While Arcadia Charter School’s students dropped below the State average on the MCA science examination in 2016 (below), Special Education students continue to outperform their peers across the state on the assessment.

Arcadia Charter School – Science Proficiency – All Students

MCA's	2014	2015	2016
Arcadia	56.7%	55.6%	47.5%
State	54.5%	54.5%	56.2%

In addition to this objective academic data, Arcadia Charter School’s mission was clearly evident during the External Visit. Arcadia Charter School students are expected to:

- express themselves artistically;
- use technology responsibly, creatively, and with innovation;
- develop critical thinking and creative problem solving skills;
- and construct knowledge and meaning for themselves.

In the Middle School advisories, a morning meeting strategy is used to create the foundation for that mission. Using the Development Designs social curriculum model, students engaged in a morning message, a greeting, and a game. This approach set the positive tone for the day and helps create a learning environment that supports Arcadia Charter School’s mission.

Project time allowed the External Visitation Team to observe students engaged in project-based learning. Students were engaged in a study and self-reflection around career interests and opportunities. Each member of the External Visitation Team was able to engage students in conversation about their projects at both the Middle and High School level. In each case, the students were able to clearly articulate their project. They were able to describe its purpose, alignment to standards, and what they had learned so far. It is clear that the project-based learning has a clear connection to the World’s Best Workforce requirements for Career and College readiness.

Team members were able to view a final presentation of an Arcadia Charter School High School project. The student presentation on the history of the Dakota War was impressive. Notably, insight into the efforts required to prepare High School students for this work took place in the Middle School advisories. It is clear that Middle School student projects structured around a required theme and mini-lessons focused on project components and presentation styles provided a foundation for the high-quality presentation we observed.

There were opportunities to observe engaged students exercising student voice and choice in their academic and artistic endeavors. Students are able to engage in a combination of courses and projects to meet state standards. This hybrid approach provides a significant amount of student choice and ownership in the academic program. In addition, critical partnerships with Northfield Public Schools allow students to engage in large ensemble music programming not offered at the school.

Finally, Arcadia Charter School was identified by the Minnesota Department of Education (MDE) as a high-quality charter school. This honor was bestowed upon only 26 charter schools in the state. The primary factor for this honor is academic achievement, providing key data suggestion that Arcadia's educational program is a success.

Key Question No. 2: Is the organization effective and well-run?

The External Visitation Team has determined Arcadia Charter School is an organization that is both effective and well-run.

Leadership matters in all organizations. When there was a change in the Director position in July 2016, the Arcadia Charter School Board hired a transitional coordinator. This transitional coordinator shepherded the school community through the beginning of the academic year and helped conduct a search for an Interim Director. The school hired Dr. Barbara Wornson as the Interim Director in October. Dr. Wornson's wealth of experience in leading charter schools has been an incredible alignment of skills with the school's current needs. Dr. Wornson's steady leadership has allowed the school to address some ongoing areas of growth, such as food service, and has supported the potential acquisition of the current site.

Arcadia Charter School is in good financial shape. The fund balance grew by \$36,086 and now stands at \$237,771, equating to approximately 14% of expenditures. An audit conducted by Clifton Larson Allen pronounced the school in a solid financial position and produced a clean, unqualified audit report for Fiscal Year 2016. There are preliminary discussions about acquiring the current building.

The school makes good use of partners throughout the community. This includes leveraging Northfield Public Schools as the official transportation provider, the local YMCA to provide physical education coursework, and using countless human capital from the two local liberal arts colleges (St. Olaf and Carleton) as resources for student coaching and mentoring on both academic and social/emotional fronts.

Arcadia Charter School has selected Project Foundry as the school's management of student transcripts and the tracking system for monitoring progress toward graduation requirements. This is essential given the multiple paths in which students can gain credits towards standards for graduation.

The school has several sub-committees - finance, facility, education program - that include staff, parents, community members and students. There is an autonomous and shared decision-making at the site level.

Key Question No. 3: Is the school meeting its legal obligations?

The External Visitation Team observes that based on available information, the school is working diligently to meet its legal obligations.

Arcadia Charter School's audit report, as previously identified in this report, was clean and unqualified. Arcadia has routinely met state deadlines. One World's Best Workforce Report was not submitted on time due to the change in Director and new expectations. Once this tardy reporting was discovered, the school quickly submitted the report.

There are several processes intended to provide shared oversight. Weekly and monthly meetings of the business manager, director and finance committee is a good practice that is in place. This ensures shared oversight and a check and balance.

The school has a mechanism for routine compliance checks. In addition, Special Education due process is carefully monitored. The school has hired a Special Education staff member to ensure compliance with due process and other deadlines. This is especially prudent given a significant percentage of students who have an Individual Education Plan (IEP). Our meeting with the Special Education teaching team revealed appreciation of the oversight provided by their Special Education director and by the onsite due process administrator.

The External Visitation Team found no data to suggest the school is not complying with its legal obligations.

Key Question No. 4: Are strategies in place for sustaining success and continuing to improve over the next charter term?

The External Visitation Team finds that Arcadia Charter School has numerous strategies in place to sustain success and continuous improvement over the next charter term.

Interim Director Dr. Wornson recently helped the Board and staff complete an “unpacking” of the school’s mission and vision. This is informing the development of an updated and comprehensive strategic plan. This shared visioning model is essential in providing the clear destination for Arcadia’s ongoing journey of continuous improvement.

The Arcadia Charter School Board has set itself for a positive future by hiring Dr. Wornson to ensure a smooth transitional time between permanent directors. The Board’s transition team has ensured a thoughtful, three stage process and is prepared to conduct a search for a permanent director with input from multiple stakeholder groups.

The school is strongly considering acquiring the current building. This would solidify its facility -- which supports its educational mission and vision very well -- for the long-term. It is a wise move for consideration.

In addition, the Board is considering ways to seek parent feedback in an ongoing fashion that provides more frequent data points. More frequent insights rather than relying on the annual survey provide actionable data to make more nuanced adjustments to the school’s direction than reactionary efforts.

Summary

Arcadia Charter School demonstrated affirmative attainment of all four key questions during the 2017 external visitation. Arcadia Charter School’s educational program is a success when measured in a variety of ways, including being honored as one of only 26 charter schools identified by MDE as a “high quality charter school.” It is an effective and well-run organization. Its Board of Directors has ably navigated challenging issues and made wise decisions in hiring an experienced interim director. The school, based on available information, is meeting its’ legal obligations. Finally, it is a school that demonstrates a commitment to sustaining success and continuous improvement.

2017-18 FTE Proposal

Matthew J. Hillmann, Ed.D. | Superintendent of Schools

Proposal: 1.0 FTE Health Teacher at Northfield Middle School

Anticipated Cost: \$85,000

Strategic Plan Alignment:

- Near-term priority: Building and fostering relationships – commitment to social/emotional health for all.
- Near-term priority: Equitable opportunities and support for all career and college paths.

Rationale: This proposal will address three key curricular needs at Northfield Middle School. These key curricular areas are highlighted below:

- Health standards. Northfield Middle School students currently engage in Health instruction in 6th and 8th grades. Middle School Principal Greg Gelineau reports that Health instruction occurring only in these two grades strains the school's ability to effectively implement state standards. Adding a 7th grade Health teacher will allow for a redistribution of Health standards in a way that provides for greater depth of instruction.
- Social/Emotional Learning. The District is focusing on introducing core curriculum to address the social/emotional health of our students as part of our strategic plan. In order to effectively provide consistent instruction, Northfield Middle School will integrate new social/emotional curriculum within all Health classes at Northfield Middle School. Spreading the Health curriculum across three grade levels will allow the social/emotional curriculum to be integrated with existing Health curriculum.
- Career Planning. Minnesota's World's Best Workforce legislation and Northfield Promise's academic benchmarks state students should have career interests, goals and a vision for their own future by the end of 8th grade. Current scheduling makes it difficult to effectively facilitate completion of this benchmark. This additional FTE will allow this requirement to be included in Health classes between 6th and 8th grades.

Summary: Adding a 1.0 FTE Health Teacher at Northfield Middle School will allow the redistribution of Health standards, include direct instruction for social/emotional learning, and provide time for students to develop a career interest plan throughout their Middle School years.

Proposal: 1.0 FTE addition to contingency fund

Anticipated Cost: \$65,000

Strategic Plan Alignment:

- Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.

Rationale: The District has successfully used a contingency fund strategy to address class size issues over the years. Over the past year, the District has experienced an increase of approximately 100 students and has added limited FTE to address class size pressures. Class size issues are not uniform in how they manifest within the system. Increasing the contingency fund from 3.0 FTE to 4.0 FTE provides greater flexibility in addressing class size issues throughout the system. Contingency fund positions are only guaranteed for one year and the FTE returns to the District at the end of each year. This strategy allows the District to address class size issues in a variety of settings across the system while limiting the ongoing budgetary impact.

Finally, contingency FTE has been used the past few years to fund good programming, such as the District's portion of the Alternative Delivery of Specialized Instructional Services (ADSIS) program. ADSIS dollars will be moved into the regular, ongoing budget. The Superintendent will no longer approve requests for use of contingency fund dollars to support any positions other than those that will directly reduce general education class size issues.

Capital and Long Term Facilities Maintenance | Proposed Budget | 3.13.2016

Val Mertesdorf | Director of Finance

What is Capital?

Our capital budget is a segment of our general fund budget that we present separately as required by the Minnesota Department of Education. Our capital budget has four revenue components. The operating capital program and the long term facilities maintenance program each have a corresponding restricted fund balance category.

- 1) Operating Capital – must be used for equipment and facility needs. The calculation is \$109 per adjust pupil unit with an adjustment for the average age of our buildings. This formula is a mix of levy and state aid.
- 2) Lease Levy – this is a levy source of revenue to pay for rent on leased facilities. The calculation is \$212 per pupil unit. Northfield has a cap of approximately \$895,000; we have consistently levied about \$330,000.
- 3) Capital Levy – this is our voter approved levy of \$750,000. This is used to support technology and facilities.
- 4) Long Term Facilities Maintenance – this was a new revenue source beginning 7/1/2016. The legislature combined the deferred maintenance and health and safety revenue formulas into a new formula. The formula is a combination of aid and levy. This funding is for deferred capital expenditures and maintenance projects necessary to prevent further erosion of facilities. The calculation is roughly \$193 per pupil unit for FY2017, \$292 for FY2018 and \$380 for FY2019 and later.

Projected Revenue

Historically, the capital projects levy has been our most significant revenue source. For FY2018, the LTFM revenue will be our largest source at 38%. This funding source is about \$600,000 more than the district was receiving from Deferred Maintenance and Health and Safety combined. Operating Capital and our Capital Levy are the next largest with 28% and 25%, respectively. Our total capital revenue is projected to be \$2,984,054 which is an increase of \$334,603 over the prior year.

Projected Expenditures

We are projecting expenditures of approximately \$2,713,528. This is a \$171,000 increase over the current year. The increase is a primarily from the incremental increase in the long term facilities maintenance revenue. The capital committee meets in December each year to prioritize the districts wants and needs. We project the revenue we will be receiving and reduce this amount by our required commitments, school and program allocation and lease costs. The remaining funds are then prioritized by consensus of the capital committee.

The capital committee approved expenditures such as a new dump truck and lawn mower, a portable lactation area, cafeteria tables, an outdoor shed, new field goal posts at Memorial Field, fifty projector replacements and an amount for staff computer replacements.

The district administration and the capital committee were very cognizant of the master facilities plan. Most of the projects or purchases are items that would not become obsolete in the event we tore down a building. We tried to prioritize items that could be repurposed or moved to a new location. The collaborative effort to be good stewards of our resources was an honor to be part of!

Financial Summary

With the addition of the long term facilities maintenance revenue there is a new restricted fund balance category for this. The deferred maintenance fund balance will be rolled into the new restricted fund balance. At the end of the 18-19 school year any remaining fund balance or deficit in the health and safety restricted fund balance will be absorbed by the general fund unassigned fund balance.

At the end of 2017-18 we are projecting that the operating capital fund balance will be \$596,863 which is just shy of our goal of \$600,000. The long term facilities fund balance is projected to be \$650,592, \$350,000 of this is from rolling in the deferred maintenance fund balance. With the new long term facilities maintenance revenue we do not feel that we will need to maintain \$600,000 as the goal in operating capital. Our original intent was to have enough to cover an unexpected high cost repair such as a boiler. Those types of expenditures will now be coded to long term facilities maintenance. Moving forward, I am recommending a \$200,000 fund balance goal for operating capital and \$600,000 for long term facilities maintenance. Having these fund balances will ensure the District has adequate funding for unforeseen equipment and facility needs.

Overall, we are thrilled with the additional funding and flexibility we have because of the long term facilities maintenance program. We will continue to strive to allocate our resources as effectively and efficiently as possible to ensure our facilities are adequately maintained and our students and staff have access to the necessary technology and tools to continue providing a world class education.

2017-18 PROPOSED BUDGET

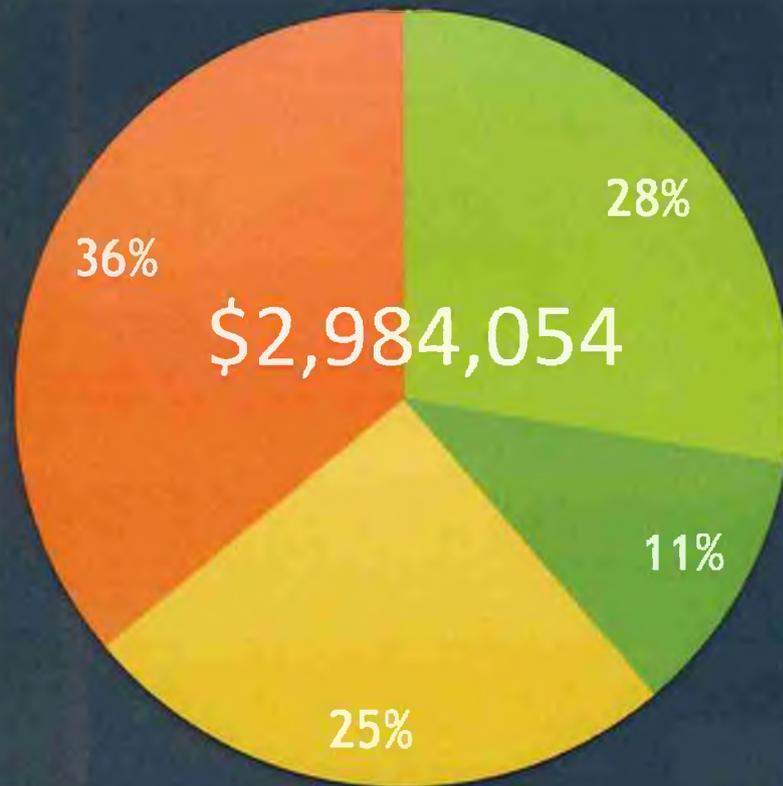
Capital & Long Term
Facilities Maintenance Budget



What is Capital?

- ▶ The capital budget consists of 4 revenue streams
 - ▶ Operating Capital - levy/aid formula
 - ▶ Lease Levy - levy for certain lease commitments
 - ▶ Capital Levy - voter approved levy
 - ▶ Long Term Facility Maintenance - new funding in FY17 that replaces Health & Safety and Deferred Maintenance
- ▶ The capital budget is included in the general fund
- ▶ Each revenue source has a list of items that are allowable purchases
- ▶ All of these dollars are tracked in a restricted fund balance category - we can't spend these dollars in any other way
- ▶ There is a portion of the operating capital money each year that is prioritized by the capital committee - this committee meets to discuss building and district priorities and comes to consensus on the proposed spending

Capital Sources



■ Operating Capital
\$825,980

■ Lease Levy
\$333,051

■ Capital Levy
\$750,000

■ Long Term Facilities
Maintenance
\$1,074,723

Projected Expenditures

Required Commitments

Leased Facility Space/Assessments	\$339,840
Lease Purchase (Sibley)	142,758

Prioritized Allocations

Network Administration	198,240
Schools and Programs	128,026
Textbooks/Digital Curriculum	150,000
Other Leases	403,518
Capital Committee Recommendations	499,540
Long Term Facilities Maintenance	<u>851,606</u>
Total Expenditures	\$2,713,528

Financial Summary

	2015-16 Actual	2016-17 Budget	2017-18 Proposed
Operating Capital			
Beginning Balance	\$629,961	\$569,700	\$572,740
Revenue	\$1,619,284	\$1,835,756	\$1,886,045
Expenditures	<u>\$1,679,545</u>	<u>\$1,832,716</u>	<u>\$1,861,922</u>
Ending Balance	\$569,700	\$572,740	\$596,863
LTFM	2015-16 Actual	2016-17 Budget	2017-18 Proposed
Beginning Balance	-	\$346,798	\$427,475
Revenue	-	\$790,409	\$1,074,723
Expenditures	-	<u>\$709,732</u>	<u>\$851,606</u>
Ending Balance	-	\$427,475	\$650,592

Questions?

- ▶ Thanks for your time!



Northfield Public Schools
 Potential Tax Impact Analysis
 Board Work Session 3.7.2017

Scenario	\$150,000 Residential Homestead	\$250,000 Residential Homestead	\$350,000 Residential Homestead	\$500,000 Residential Homestead	\$1,000,000 Agricultural Homestead
Existing Ref + \$29M	\$ 61	\$ 113	\$ 165	\$ 240	\$ 264
Existing Ref + \$77M	\$ 161	\$ 300	\$ 438	\$ 637	\$ 702
Existing Ref + \$106M	\$ 221	\$ 412	\$ 603	\$ 876	\$ 966
Ref +\$424 + \$29M	\$ 194	\$ 336	\$ 477	\$ 685	\$ 264
Ref +\$424 + \$77M	\$ 294	\$ 523	\$ 750	\$ 1,082	\$ 702
Ref +\$424 + \$106M	\$ 354	\$ 635	\$ 915	\$ 1,321	\$ 966
Ref +\$470 + \$29M	\$ 208	\$ 358	\$ 508	\$ 730	\$ 264
Ref +\$470 + \$77M	\$ 308	\$ 545	\$ 781	\$ 1,127	\$ 702
Ref +\$470 + \$106M	\$ 368	\$ 657	\$ 946	\$ 1,366	\$ 966

Type of Property	Estimated MV	Estimated Tax Impact, Payable 2018				
		Ref +\$424	Ref +470	Bond \$29M	Bond \$77M	Bond \$106M
Residential Homestead	\$ 150,000	\$ 133	\$ 147	\$ 61	\$ 161	\$ 221
	\$ 250,000	\$ 223	\$ 245	\$ 113	\$ 300	\$ 412
	\$ 350,000	\$ 312	\$ 343	\$ 165	\$ 438	\$ 603
	\$ 500,000	\$ 445	\$ 490	\$ 240	\$ 637	\$ 876
Commercial/Industrial	\$ 250,000			\$ 204	\$ 541	\$ 745
	\$ 500,000			\$ 444	\$ 1,178	\$ 1,621
	\$ 1,000,000			\$ 923	\$ 2,451	\$ 3,374
	\$ 2,000,000			\$ 1,882	\$ 4,998	\$ 6,880
Apartments	\$ 200,000			\$ 120	\$ 318	\$ 438
	\$ 500,000			\$ 300	\$ 796	\$ 1,096
	\$ 1,000,000			\$ 599	\$ 1,592	\$ 2,191
	\$ 2,000,000			\$ 1,199	\$ 3,183	\$ 4,382
Agricultural Homestead	\$ 500,000			\$ 144	\$ 384	\$ 528
	\$ 750,000			\$ 204	\$ 543	\$ 747
	\$ 1,000,000			\$ 264	\$ 702	\$ 966
	\$ 2,000,000			\$ 504	\$ 1,339	\$ 1,843
Agricultural Non-Homestead (dollars per acre)	\$ 4,000			\$ 1.92	\$ 5.09	\$ 7.01
	\$ 5,000			\$ 2.40	\$ 6.37	\$ 8.76
	\$ 6,000			\$ 2.88	\$ 7.64	\$ 10.52
	\$ 7,000			\$ 3.36	\$ 8.91	\$ 12.27
	\$ 8,000			\$ 3.84	\$ 10.19	\$ 14.02

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Northfield School District No. 659

Analysis of Tax Impact for Potential Bond Issue

November 2017 Election

March 8, 2017

	Bond Referendum			Operating Referendum		
				Continue Existing	Add \$424	Max Allowance
Bond Issue Amount/Referendum Authority	\$29,000,000	\$77,000,000	\$106,000,000	\$1,514.02	\$1,938.02	\$1,984.92
	20 Years	20 Years	20 Years			
Estimated Tax Levy, Payable in 2018	\$1,294,125	\$3,436,125	\$4,730,250	\$199,600	1,997,002	\$2,195,837
Estimated Revenue Increase, Payable in 2018						
Estimated Increase, NTC Tax Rate	4.80%	12.73%	17.53%			
Estimated Increase, RMV Tax Rate				0.00736%	0.09%	0.09792%

Type of Property	Estimated Market Value	Estimated Tax Impact, Payable 2018*					
Residential Homestead	\$100,000	\$34	\$91	\$126	\$7	\$89	\$98
	125,000	47	126	174	9	111	122
	150,000	61	161	221	11	133	147
	175,000	74	195	269	13	156	171
	200,000	87	230	317	15	178	196
	250,000	113	300	412	18	222	245
	300,000	139	369	508	22	267	294
	350,000	165	438	603	26	311	343
	400,000	191	508	699	29	356	392
	500,000	240	637	876	37	445	490
600,000	300	796	1,096	44	533	588	
Commercial/Industrial +	\$250,000	\$204	\$541	\$745	\$18	\$222	\$245
	500,000	444	1,178	1,621	37	445	490
	1,000,000	923	2,451	3,374	74	889	979
	2,000,000	1,882	4,998	6,880	147	1,778	1,958
Apartments	\$200,000	\$120	\$25,466	\$438	\$15	\$178	\$196
	500,000	300	63,665	1,096	37	445	490
	1,000,000	599	127,330	2,191	74	889	979
	2,000,000	1,199	254,660	4,382	147	1,778	1,958
Agricultural Homestead **	\$500,000	\$144	\$384	\$528	\$11	\$133	\$147
	750,000	204	543	747	11	133	147
	1,000,000	264	702	966	11	133	147
	2,000,000	504	1,339	1,843	11	133	147
Agricultural Non-Homestead (dollars per acre)	\$4,000	\$1.92	\$5.09	\$7.01	\$0.00	\$0.00	\$0.00
	5,000	2.40	6.37	8.76	0.00	0.00	0.00
	6,000	2.88	7.64	10.52	0.00	0.00	0.00
	7,000	3.36	8.91	12.27	0.00	0.00	0.00
	8,000	3.84	10.19	14.02	0.00	0.00	0.00

* The estimated tax impact includes principal and interest payments on the new bonds. The figures in the table are based on school district taxes for bonded debt levies only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed bond issue for many property owners.

+ For commercial-industrial property, the tax impact estimates above are for property in Rice and Goodhue counties. For commercial-industrial property in Dakota county, the tax impact of the bond issue would be less than shown above, due to the impact of the Twin Cities Fiscal Disparities program.

** For agricultural homestead property, a value of \$150,000 was assumed for the house, garage, and one acre.

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Northfield School District No. 659

Estimated Payments and Tax Levies for Existing Debt and Proposed New Debt

\$29,000,000 Bond Issue
November 2017 Election
20 Years; Wrapped Around Existing Debt

Principal Amount:	\$29,000,000
Dated Date:	2/1/2018
Avg. Interest Rate:	4.25%

February 1, 2017

Levy Year	Fiscal Year	Tax Capacity Value ¹		Existing Commitments				Other Levies		Proposed New Debt				Combined Totals					
		Pay.	City Value (\$000s)	Building Bonds ²	Alt. Fac	Est. Debt Excess ³	Net Levy	Tax Rate	Lease Levy	Capital Project Levy ⁴	Principal	Interest	Est. Debt Excess ³	Adjusted Debt Levy	Adjusted Debt Levy	Other Levies	State Debt Aid	Net Levy	Tax Rate
2017	2018	26,200	5.4%	4,656,638	959,044	(517,065)	5,098,617	19.46	333,351	750,000	-	-	-	-	5,098,617	1,083,351	-	6,181,968	23.60
2018	2019	26,986	3.0%	4,660,943	1,004,745	(304,574)	5,361,114	19.87	333,351	750,000	-	1,232,500	1,264,125	6,655,239	1,083,351	-	7,738,590	28.68	
2019	2020	26,986	0.0%	4,659,053	1,044,330	(226,628)	5,476,756	20.29	333,351	750,000	-	1,232,500	1,294,125	6,770,881	1,083,351	-	7,854,232	29.10	
2020	2021	26,986	0.0%	4,661,468	1,089,060	(228,135)	5,522,393	20.46	333,351	750,000	-	1,232,500	1,294,125	6,816,518	1,083,351	-	7,899,869	29.27	
2021	2022	26,986	0.0%	2,415,728	1,132,530	(230,021)	3,318,237	12.30	333,351	750,000	690,000	1,232,500	(51,765)	1,964,272	5,282,509	1,083,351	-	6,365,860	23.59
2022	2023	26,986	0.0%	2,643,664	1,179,990	(141,930)	3,681,723	13.64	333,351	750,000	395,000	1,203,175	(78,571)	1,595,584	5,277,308	1,083,351	-	6,360,659	23.57
2023	2024	26,986	0.0%	2,655,096	1,226,085	(152,946)	3,728,234	13.82	333,351	750,000	355,000	1,186,388	(63,823)	1,551,442	5,279,677	1,083,351	-	6,363,028	23.55
2024	2025	26,986	0.0%	-	1,354,815	(155,247)	1,199,568	4.45	333,351	750,000	405,000	1,171,300	(62,058)	1,539,954	2,789,522	1,083,351	-	3,872,873	14.35
2025	2026	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,565,000	1,154,088	(63,598)	2,788,264	2,788,264	1,083,351	-	3,871,615	14.35
2026	2027	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,680,000	1,087,575	(111,531)	2,788,847	2,788,847	1,083,351	-	3,872,198	14.35
2027	2028	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,750,000	1,016,175	(111,554)	2,787,352	2,787,352	1,083,351	-	3,870,703	14.34
2028	2029	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,825,000	941,800	(111,494)	2,788,071	2,788,071	1,083,351	-	3,871,422	14.35
2029	2030	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,900,000	864,238	(111,523)	2,785,350	2,785,350	1,083,351	-	3,868,701	14.34
2030	2031	26,986	0.0%	-	-	-	-	-	333,351	750,000	1,985,000	783,488	(111,414)	2,789,927	2,789,927	1,083,351	-	3,873,278	14.35
2031	2032	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,070,000	699,125	(111,597)	2,790,404	2,790,404	1,083,351	-	3,873,755	14.35
2032	2033	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,155,000	611,150	(111,616)	2,787,261	2,787,261	1,083,351	-	3,870,612	14.34
2033	2034	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,245,000	519,563	(111,490)	2,785,726	2,785,726	1,083,351	-	3,869,077	14.34
2034	2035	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,340,000	424,150	(111,429)	2,785,357	2,785,357	1,083,351	-	3,868,708	14.34
2035	2036	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,440,000	324,700	(111,414)	2,785,950	2,785,950	1,083,351	-	3,869,301	14.34
2036	2037	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,545,000	221,000	(111,438)	2,787,290	2,787,290	1,083,351	-	3,870,641	14.34
2037	2038	26,986	0.0%	-	-	-	-	-	333,351	750,000	2,655,000	112,838	(111,492)	2,789,163	2,789,163	1,083,351	-	3,872,514	14.35
2038	2039	26,986	0.0%	-	-	-	-	-	333,351	750,000	-	-	-	-	-	1,083,351	-	1,083,351	4.01
2039	2040	26,986	0.0%	-	-	-	-	-	333,351	750,000	-	-	-	-	-	1,083,351	-	1,083,351	4.01
2040	2041	26,986	0.0%	-	-	-	-	-	333,351	750,000	-	-	-	-	-	1,083,351	-	1,083,351	4.01
2041	2042	26,986	0.0%	-	-	-	-	-	333,351	750,000	-	-	-	-	-	1,083,351	-	1,083,351	4.01
2042	2043	26,986	0.0%	-	-	-	-	-	333,351	750,000	-	-	-	-	-	1,083,351	-	1,083,351	4.01
Totals				26,352,592	8,990,599	(1,956,547)	33,386,644		8,667,126	19,500,000	29,000,000	17,250,750	(1,657,807)	46,822,590	80,209,234	28,167,126	-	108,376,360	

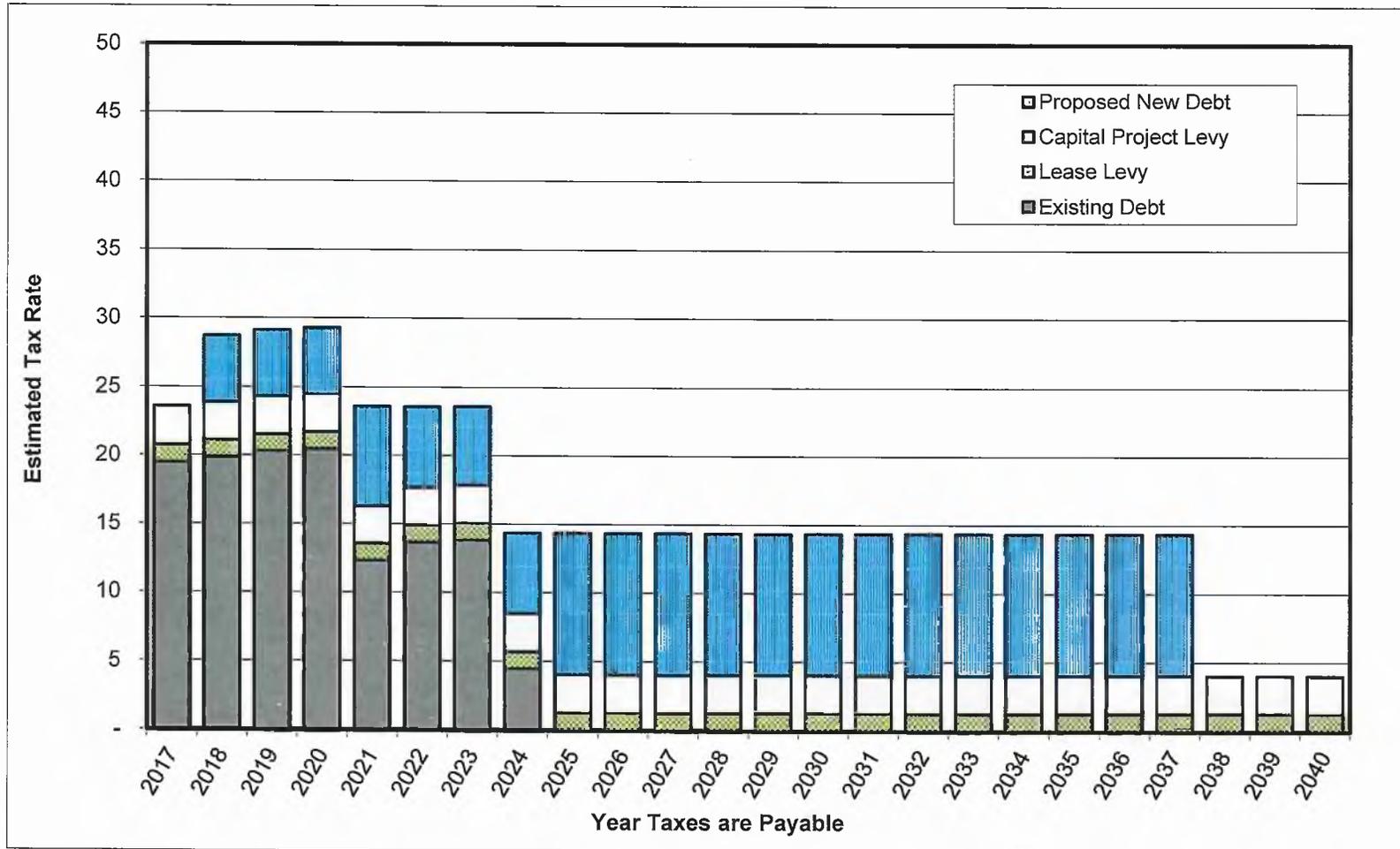
1 Tax capacity value for taxes payable in 2017 is a preliminary figure from Rice County. Estimates for future years are based on the percentage changes as shown above.
 2 Initial debt service levies (prior to subtracting debt equalization aid) are set at 105 percent of the principal and interest payments during the next fiscal year.
 3 Debt excess adjustment for taxes payable in 2017 is the actual amount and for 2018 is a preliminary estimate based on the debt service fund balance as of June 30, 2016. Debt excess for future years is estimated at 4% of the prior year's initial debt service levy.
 4 Assumes that the capital project levy will be continued at the same dollar amount prior to expiring.

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Northfield School District No. 659
Estimated Tax Rates for Capital and Debt Service Levies
Existing Commitments and Proposed New Debt

\$29,000,000 Bond Issue
November 2017 Election
20 Years; Wrapped Around Existing Debt

Date Prepared: February 1, 2017



School Calendar Meet and Confer – 2018-19 school year

School Calendar District Interests

1. Maintain at least 174 student contact days
2. Identify snow make up days, criteria for use and marked clearly on calendar.
3. Plan for after Labor Day start (statutory).
4. Provide the maximum number of high impact instructional days prior to State MCA testing window.
5. Completion for students by end of the first full week of June.
6. Support instructional continuity by reducing the number of shortened weeks or combining shortened weeks with teacher worktime/professional development.
7. Maximize student attendance by avoiding scheduling less than three student contact days in any week.
8. Provide five days of preschool inservice to support PreK-12 staff development and teacher preparation for the start of the year as well as individual student assessment and parent interaction at the elementary level.
9. Provide four Teacher Preparation Days with no required staff development including 1 day during preservice, 1 day at the end of 1st Quarter, 1 day at the end of 2nd Quarter, and 1 day at the end of 3rd Quarter.
10. Provide five Staff Development Days including four days during preservice, and one day during the second semester.
11. Strive for balance in 1) semesters, 2) quarters
12. Provide consistent staff development using professional learning communities (PLC's) on a weekly basis during regular school hours throughout the school year. The research is clear that teachers need regular and timely opportunities to review student achievement data, develop student goals, implement teaching strategies to achieve those goals and evaluate the strategies to see how well they have worked.

Northfield Public Schools 2018-2019 School Calendar

VERSION 5
(No Staff Development on day
before Thanksgiving.
Longer winter break)

July 2018							July	January 2019							January		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
1	2	3	4	5	6	7	4	Independence Day	6	7	8	9	10	11	12	1	No School, New Year's Day
8	9	10	11	12	13	14			13	14	15	16	17	18	19	14	No School, Martin Luther King Jr. Day
15	16	17	18	19	20	21			20	21	22	23	24	25	26	24	End of Second Quarter
22	23	24	25	26	27	28			27	28	29	30	31			25	No School, Teacher Preparation Day
29	30	31															
August 2018							August	February 2019							February		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
			1	2	3	4	22,23	New Teacher Inservice	3	4	5	6	7	8	9		
5	6	7	8	9	10	11	27-30	Staff Development Days	10	11	12	13	14	15	16	18	No School, Staff Development Day
12	13	14	15	16	17	18	31	Teacher Preparation Day	17	18	19	20	21	22	23	18	Possible make-up day for students and teachers
19	20	21	22	23	24	25			24	25	26	27	28				
26	27	28	29	30	31												
September 2018							September	March 2019							March		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
						1	3	Labor Day	3	4	5	6	7	8	9		
2	3	4	5	6	7	8	4	First Day of School	10	11	12	13	14	15	16		
9	10	11	12	13	14	15			17	18	19	20	21	22	23	22	End of Third Quarter
16	17	18	19	20	21	22			24	25	26	27	28	29	30	25-29	No School, Spring Break
23	24	25	26	27	28	29			31								
30																	
October 2018							October	April 2019							April		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
	1	2	3	4	5	6	18-19	No School, MEA	7	8	9	10	11	12	13	1	No School, Teacher Preparation Day
7	8	9	10	11	12	13			14	15	16	17	18	19	20		
14	15	16	17	18	19	20			21	22	23	24	25	26	27		
21	22	23	24	25	26	27			28	29	30						
28	29	30	31														
November 2018							November	May 2019							May		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
				1	2	3	2	End of First Quarter	5	6	7	8	9	10	11		
4	5	6	7	8	9	10	5	No School; Teacher Preparation Day	12	13	14	15	16	17	18		
11	12	13	14	15	16	17	21-23	No School, Thanksgiving Break	19	20	21	22	23	24	25		
18	19	20	21	22	23	24			26	27	28	29	30	31	27	No School, Memorial Day	
25	26	27	28	29	30												
December 2018							December	June 2019							June		
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa			
						1	Dec 20-Jan 1	Winter Break, No School	2	3	4	5	6	7	8	2	Graduation
2	3	4	5	6	7	8			9	10	11	12	13	14	15	7	Last Day of School (2-hr early dismissal)
9	10	11	12	13	14	15			16	17	18	19	20	21	22	10	Possible make-up day for students and teachers
16	17	18	19	20	21	22			23	24	25	26	27	28	29	11	Possible make-up day for teachers
23	24	25	26	27	28	29			30								
30	31																

Weather make-up days:

- If on or before 2/15 school is closed 3 days, make-up day is 2/18.
- If school is closed 4 days on or before 2/15, make-up days are 2/18 & 6/10.
- If school is closed 3 days after 2/15, make-up day is 6/10.
- If additional days are cancelled, teachers only will make-up on 6/11.

Holidays, No School Holidays

No School

No School, Teacher Preparation or Staff Development Days

Student Days:

- Term 1: 42 days
- Term 2: 45 days
- Term 3: 39 days
- Term 4: 48 days
- TOTAL: 174 days

Summary:

- 174 student contact days
- 9 non-student contract days
- 4 contract days off calendar (4 conferences)
- TOTAL: 187 contract days
- 87 days - first semester; 87 days - second semester

NORTHFIELD PUBLIC SCHOOLS
2018-19 Calendar

New Teacher Activities

August 22 and 23

Pre-School Days for all Teachers

August 27, 28, 29, 30 (Staff Development Days) August 31 (Teacher Preparation Day)

September 3 **No School.** Labor Day
September 4 First Day of School/Beginning of 1st Quarter

October 18-19 **No School.** MEA Break

November 2 End of 1st Quarter (42 days)
November 5 **No School.** (Teacher Preparation Day)
November 6 Beginning of 2nd Quarter
November 21-23 **No School.** Thanksgiving Break

Dec. 20-Jan.1 **No School.** Winter Break

January 14 **No School.** Dr. Martin Luther King's Birthday
January 24 End of 2nd Quarter (45 days)/End of First Semester (87 days)
January 25 **No School.** (Teacher Preparation Day)
January 28 Beginning of 3rd Quarter and Second Semester

* **February 18** **No school.** Teacher staff development day. **If three (3) days are cancelled on or before February 15, 2019, the make-up day for students and teachers is February 18, 2019.**

March 22 End of 3rd Quarter (39 days)
Mar 25-29 **No School.** Spring Break

April 1 **No School.** (Teacher Preparation Day)
April 2 Beginning of 4th Quarter

May 27 **No School.** Memorial Day

June 2 Graduation
June 7 **Last Day of School.** 2-hour early dismissal
End of 4th Quarter (48 days); End of Semester (87 days)

June 10 **Possible make-up day for students and teachers.**
June 11 **Possible make-up day for teachers only.**

* **Students and Teachers Possible Make-Up Days for 2018-19**

- If two (2) days are cancelled, no make-up days for students or teachers.
- If three (3) days are cancelled on or before Friday, February 15, 2019, students and teachers will make-up the student contact day on Monday, February 18, 2019.
- If four (4) days are cancelled on or before Friday, February 15, 2019, students and teachers will make-up the student contact days on Monday, February 18, 2019 and Monday, June 10, 2019.
- If three (3) days are cancelled after Friday, February 15, 2019, students and teachers will make-up the student contact day on Monday, June 10, 2019.
- If additional days are cancelled, teachers only will make-up on Tuesday, June 11, 2019.

March 8, 2017

Member _____ introduced the following Resolution and moved its adoption.

RESOLUTION PROPOSING DISCIPLINE OF AN EMPLOYEE

WHEREAS, the School Board has reviewed a draft of a letter to an employee informing the employee of discipline proposed by the School District;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 659, Northfield Public Schools, as follows:

1. The School Board hereby approves the letter setting forth the proposed discipline and the basis for the proposed discipline.
2. The District's Director of Human Resources is authorized and directed to sign the letter on behalf of the School Board.
3. The District's Director of Human Resources is directed to have the approved letter served on the employee, and to place a copy of the letter and this Resolution in the employee's personnel file.
4. Pursuant to Minnesota Statue Section 13.43, subdivision 2, the specific reasons for the proposed discipline, the nature of the proposed discipline, and the approved letter are classified as private personnel data on the employee until final disposition of the proposed disciplinary action.

The motion for the adoption of this Resolution was duly seconded by _____,
and upon a vote being taken thereon, the following voted in favor of this Resolution:

And the following voted against the Resolution:

Whereupon this Resolution was declared duly passed and adopted.

NORTHFIELD HIGH SCHOOL
1400 Division Street South
Northfield, MN 55057
PH 507.663.0630 • FAX 507.645.3455
www.nfld.k12.mn.us

To: Human Resources
From: Tom Graupmann
Date: March 6, 2017
RE: Event Workers (Job ID #1526)

I recommend for hire all individuals listed below:

Bowyer

Joyce

To: Human Resources
From: Tom Graupmann
Date: February 27, 2017
RE: Event Workers (Job ID #1526)

I recommend for hire all individuals listed below:

Thompson	Maren
----------	-------

							2016-2017						
School and Grade Level	September 6th	September 9th	September 16th	September 23rd	October 3rd	November 1st	December 1st	January 3rd	February 1st	March 1st	April 3rd	May 1st	End of Year 6/6/2017
Longfellow													
Early Childhood	59	63	68	68	74	80	87	91	94	106			
Total	59	63	68	68	74	80	87	91	94	106	0	0	0
Greenvale Park													
Grade K-2029	75	73	73	73	74	74	74	74	73	73			
Grade 1-2028	81	82	82	82	82	80	80	80	80	80			
Grade 2-2027	89	87	87	87	87	87	87	86	85	84			
Grade 3-2026	86	85	86	86	86	85	84	84	85	85			
Grade 4-2025	92	91	91	91	91	92	93	93	92	92			
Grade 5-2024	92	92	92	92	92	91	93	92	92	92			
Total	515	510	511	511	512	509	511	509	507	506	0	0	0
Sibley													
Grade K-2029	81	81	81	81	81	81	81	82	83	83			
Grade 1-2028	95	95	95	95	96	95	94	94	94	94			
Grade 2-2027	87	87	88	88	88	86	85	87	87	88			
Grade 3-2026	102	102	102	102	102	102	105	106	106	106			
Grade 4-2025	106	104	104	104	104	104	105	104	104	104			
Grade 5-2024	116	115	115	115	113	113	114	114	114	114			
Total	587	584	585	585	584	581	584	587	588	589	0	0	0
Bridgewater													
Grade K-2029	91	91	91	91	92	92	91	91	89	89			
Grade 1-2028	83	83	84	84	84	85	85	87	88	88			
Grade 2-2027	108	109	109	109	109	108	108	109	110	109			
Grade 3-2026	88	88	87	87	87	87	87	88	90	90			
Grade 4-2025	110	110	109	109	109	108	107	111	110	108			
Grade 5-2024	92	92	92	92	94	94	92	96	97	96			
Total	572	573	572	572	575	574	570	582	584	580	0	0	0
Middle School													
Grade 6-2023	298	297	298	298	298	299	298	297	296	295			
Grade 7-2022	327	327	326	325	324	325	327	326	326	325			
Grade 8-2021	335	334	334	334	334	332	333	333	339	339			
St. Dominics	10	10	10	10	10.5	10.5	10.5	10.5	10.5	10.5			
Total	970	968	968	967	966.5	966.5	968.5	966.5	971.5	969.5	0	0	0
High School													
Grade 9-2020	320	317	319	318	318	321	316	317	318	317			
Grade 10-2019	362	361	359	359	359	369	359	359	354	352			
Grade 11-2018	294	293	293	293	293	294	286	286	286	286			
Grade 12-2017	324	324	320	319	319	317	314	312	308	307			
Total	1300	1295	1291	1289	1289	1301	1275	1274	1266	1262	0	0	0
ALC													
Grade 9-2020	1	1	1	1	1	1	2	2	3	5			
Grade 10-2019	2	3	6	6	6	9	9	8	14	16			
Grade 11-2018	10	12	13	13	13	17	19	20	17	24			
Grade 12-2017	23	26	27	30	29	39	38	35	34	42			
Total	36	42	47	50	49	66	68	65	68	87	0	0	0
Grand Total	4039	4035	4042	4042	4049.5	4077.5	4063.5	4074.5	4078.5	4099.5	0	0	0

3/1/2017

Northfield Public Schools Enrollment Report

Longfellow

<u>Early Childhood</u>		
Banks	14	
Dorey	8	
Goldade	19	
James	7	
Kremin	2	
O'Connor	6	
Patterson		
Roth	12	
Schnorr	9	
Sorenson	15	
Winter	14	
** TOTAL	106	

Greenvale Park

K	Flicek	19	
K	Hagberg	19	
K	Malecha	20	
K	Ziemann	15	C
1	Landry	27	C
1	Nivala	16	
1	Youngblut	17	
1	Zach	20	
2	Amundson	23	C
2	Bulfer	21	
	Johnson-		
2	McLaughlin	21	
2	Larson	20	
3	Allison	21	
3	Alvarez	25	C
3	Conway	17	
3	Timerson	21	
4	Clarey	23	
4	Dimick	22	
4	Garcia	26	C
4	Ryan	21	
5	Harding	20	
5	Sickler	23	
5	Spitzack	24	
5	Tacheny	25	C
	TOTAL	506	

Sibley

Grade	Teacher		
K	Born	20	
K	Downs	20	
K	Heil	21	
K	Wacholz	22	
1	Craft	22	
1	Sasse	28	C
1	Sieger	22	
1	Swenson	22	
	Christopherson-		
2	Bleckwehl	20	C
2	Seeberg	22	
2	Soderlund	23	
2	Spitzack	23	
3	Guggisberg	29	
3	Jandro	27	
3	Johnson	21	C
3	Rud	29	
4	Day	27	
4	Fox	28	
4	Haar	25	
4	McManus	24	C
5	Baragary	25	
5	Foley	23	
5	Ostermann	20	C
5	Stulken	23	
5	Sweeney	23	
	TOTAL	589	

Bridgewater

K	Cade	22	
K	Danielson	24	
K	Tran	21	
K	Wisdorf	22	
1	Charlton	21	
1	Ellerbush	21	
1	Hall	21	
1	Lanza	25	C
2	Lane	22	
2	Lofquist	22	
2	Rubin	24	C
2	Schwaab	22	
2	Seidl	19	
3	Larson	23	C
3	Sickler	23	
3	Temple	22	
3	Truman	22	
4	Holden	28	
4	Schuster	29	
4	Shepherd	27	
4	Swenson	24	C
5	DeVries	19	
5	Duchene	26	C
5	Kohl	26	
5	Rauk	25	
	TOTAL	580	

Early Childhood**	106	
Kindergarten-2029	245	
Grade 1-2028	262	
Grade 2-2027	282	
Grade 3-2026	280	
Grade 4-2025	304	
Grade 5-2024	302	
Total K-5	1781	1781
Total Middle School	969.5	
Total High School	1262	
GRAND TOTAL	4012.5	
ALC 9-12**	87	F/T=48 P/T=1 I/S=38
GRAND TOTAL with ALC	4099.5	

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

Middle School

Grade 6 -2023	295
Grade 7 (*inc. 3.5 - 1/2 day)-2022	328.5
Grade 8 (*inc. 7 - 1/2 day)-2021	346
TOTAL	969.5

*21 (10.5) St. Dominic's students attend 1/2 day

High School

Grade 9-2020	317
Grade 10-2019	352
Grade 11-2018	286
Grade 12-2017	307
TOTAL	1262