

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, November 25, 2019 7:00 p.m.
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment
- IV. Announcements and Recognitions
- V. Items for Discussion and Reports
 - A. FY2019 Audit Results and Presentation
 - B. Bridgewater Elementary School Update
 - C. Later School Start Time Update
 - D. Policy Committee Recommendations
 - E. Start Time for School Board Meetings
- VI. Committee Reports
- VII. Consent Agenda
 - A. Approval of Minutes
 - B. Gift Agreements
 - C. Personnel Items
- VIII. Superintendent's Report
 - A. Items for Individual Action
 - 1. FY2019 Audit
 - 2. Non-Substantive Policy Changes
- IX. Items for Information
 - A. Construction Update
 - B. Fundraiser Report
 - C. MSBA Board Member Recognition Luncheon: January 16, 2020
- X. Future Meetings
 - A. Monday, December 9, 2019, 7:00 p.m., Regular Board Meeting, NHS Media Center
 - B. Monday, December 16, 2019, 5:00 p.m., Board Work Session, NHS Media Center
 - C. Monday, January 13, 2020, 7:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, NHS Media Center
- XI. Adjournment

**NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM**

Monday, November 25, 2019, 7:00 p.m.
Northfield High School Media Center

TO: Members of the Board of Education

FROM: Matthew Hillmann, Ed.D., Superintendent

RE: Explanation of Agenda Items for Monday, November 25, 2019, Regular School Board Meeting

- I. Call to Order
- II. Agenda Approval/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. Announcements and Recognitions
- V. Items for Discussion and Reports
 - A. FY2019 Audit Results and Presentation

Craig Popenhagen, Principal with CliftonLarsonAllen, LLP, will present the results of the 2018-19 fiscal year audit. Comments will focus on the executive audit summary. Val Mertesdorf, Director of Finance, will comment on the FY2019 audit.
 - B. Bridgewater Elementary School Update

Principal Nancy Antoine will provide an update about progress towards School Improvement Plan goals, and share activities, accomplishments and challenges occurring at Bridgewater Elementary School.
 - C. Later School Start Time Update

Dr. Hillmann will provide an update on the later school start time planning process and feedback.
 - D. Policy Committee Recommendations

Dr. Hillmann will present the Policy Committee's recommendations on policies 301, 302, 303, 304, 305, 306 and 310. This will be an item for individual action at the next Board meeting.
 - E. Start Time for School Board Meetings

The Board will continue their discussion about the potential of starting regular school board meetings earlier than the existing 7:00 p.m. start time. This change would be implemented at the Organizational Meeting in January 2020.
- VI. Committee Reports
- VII. Consent Agenda

Recommendation: Motion to approve the following items listed under the Consent Agenda.

A. Minutes

- Minutes of the Regular School Board meeting held on November 12, 2019.

B. Gift Agreements

- \$1,000 Give To The Max donation to Sibley Elementary from The Rodgers Family Foundation
- \$2,000 to offset costs of free/reduced, sports/activity fees from The Rodgers Family Foundation
- Two audio systems with flex microphones valued at \$1,370.00/each from Lightspeed Technologies

C. Personnel Items

a) Appointments

1. Josephine Beacom, KidVentures Student Site Assistant for up to 17 hours/week at Greenvale Park, beginning 11/25/2019; \$9.86/hr.
2. Abby Hedquist, Special Ed EA PCA for 5.75 hours/day at the High School, beginning 12/2/2019-6/8/2020; Step 4-\$17.10/hr.
3. Anna Hershberger, Long Term Substitute General Ed EA Media for 5.5 hours/day at Greenvale Park, beginning 12/2/2019-12/20/2019; Step 1-\$15.34/hr.
4. Nicole Rasmussen, Supervisory EA Cafeteria for 2 hours/day Bridgewater, beginning 11/19/2019-6/5/2020; Step 1-\$15.34/hr.
5. William Seeberg, Special Education Teacher Homebound Instruction for up to 10 hours/week with the District, beginning 11/22/2019-6/5/2020; BA+60, Step 15.

b) Increase/Decrease/Change in Assignment

1. Correction: Holly Olmscheid, 1.0 FTE Mathematics Teacher at BA, Step 5 at the High School, change to BA+15, Step 5, effective 08/26/2019.
2. Charlie Alvarez, Teacher at Greenvale Park, add Targeted Services PLUS Teacher for up to 1.25 hours/day Mon.-Thurs. at Greenvale Park, effective 12/2/2019-6/5/2020; Yr. 5-\$27.73/hr.
3. Julia Kallestad, KidVentures Student Site Assistant at Greenvale Park, change to KidVentures Substitute Student Site Assistant with Community Services, effective 11/18/2019.
4. Adam Karsko, 1.0 FTE Night Lead Custodian with Engineer License at the High School, change to 1.0 FTE Head Custodian at Greenvale Park/New GVP, effective 12/16/2019. Step 1-Head Custodian.
5. Ellen Mucha, .5 Assistant Speech Coach at the High School, change to 1.0 Assistant Speech Coach at the High School, effective 11/18/2019.

c) Leave of Absence

1. Update: Erica Hubers, Special Ed EA at Longfellow, Leave of Absence, effective 10/21/2019-12/2/2019.
2. Kim Tousignant, Office Specialist at the Middle School, Family/Medical Leave of Absence, effective 11/18/2019 on an intermittent basis for up to 60 workdays.

d) Retirements/Resignations/Terminations

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

VIII. Superintendent's Report

A. Items for Individual Action

1. FY 2019 Audit

Superintendent's Recommendation: Motion to approve the 2018-19 audit report as presented.

2. Non-Substantive Policy Changes

The Minnesota School Boards Association (MSBA) routinely updates its model policies to reflect any non-substantive changes due to legislative action. These non-substantive changes "reflect updates to the legal and cross-references (including changes in statute numbers and/or names, new statutes, rules, or cases), changes to the notes within the policies, changes to accompanying forms, and minor corrections. The substance of the policy language is not affected."

For reference, the 2019 Minnesota Legislature's work prompted non-substantive changes to 13 MSBA policies. The Board policy committee recommends the Superintendent's Office be authorized to update MSBA model policies used by the District for non-substantive changes without further Board approval.

This would allow regular updates of policies based on these non-substantive changes in an efficient manner.

Superintendent's Recommendation: Motion to authorize the Superintendent's Office to update MSBA model policies used by the District for non-substantive changes without further Board approval.


IX. Items for Information

- A. Construction Update #17. Dr. Hillmann will update the Board on the District's construction projects.
- B. Fundraiser Report. Director of Finance Val Mertesdorf will review the Fundraising Report as required by Policy 713 Student Activity Accounting.
- C. MSBA Board Member Recognition Luncheon, January 16, 2020. Board Clerk Noel Stratmoen will be honored for his 40 years of service on the Northfield School District Board of Education at the Minnesota School Boards Association Conference on Thursday, January 16, 2020, 11:30 a.m. - 12:30 p.m. Board members are invited to attend this celebration of Noel's years of service. Noel is the fourth most tenured school board member in the State of Minnesota.

X. Future Meetings

- A. Monday, December 9, 2019, 7:00 PM, Regular Board Meeting, NHS Media Center
- B. Monday, December 16, 2019, 5:00 p.m., Board Work Session, NHS Media Center
- C. Monday, January 13, 2020, 7:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, NHS Media Center

XI. Adjournment



ISD NO. 659 NORTHFIELD

June 30, 2019

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.



Create Opportunities

Audit Summary

Audit Opinion

The financial statements are fairly stated. We issued what is known as a “clean” audit report.

Internal Control Over Financial Reporting

No deficiencies in internal control over financial reporting were noted.

Compliance and Other Matters (Yellow Book)

No compliance issues were noted in our review of laws, regulations, contracts, and grants that could have significant financial implications to the District.

Compliance Required by Uniform Guidance (Single Audit)

No findings were noted relating to compliance and internal control over compliance.



Audit Summary

Minnesota Legal Compliance

No Minnesota legal compliance findings were noted.

Audit Opinion – Student Activity Funds

The student activity financial statements are prepared on the regulatory basis prescribed or permitted by the Minnesota Department of Education, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The financial statements are fairly stated, except for such adjustments, if any, as might have been determined necessary had the cash collections been susceptible to satisfactory audit tests. This is what is known as a “modified” opinion and is expected for audits of student activity funds.

Minnesota Legal Compliance – Student Activity Funds

No findings relating to Minnesota Legal Compliance over Student Activity Funds were noted.



**INDEPENDENT SCHOOL DISTRICT #659
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
GENERAL FUND
YEAR ENDED JUNE 30, 2019**

© 2019 CliffordLarsonAllen LLP

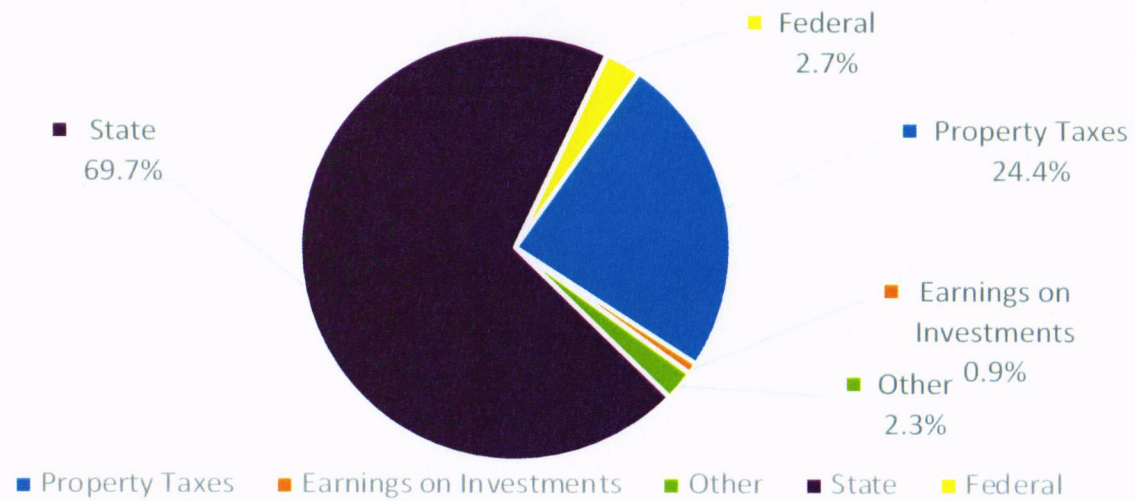
	Nonspendable Assigned & Unassigned	Capital Related Restriction				
		Non-Capital Restrictions	Operating Capital	Long Term Fac. Maint.	Total	General Fund Total
Revenues	\$ 50,599,276	\$ 3,802,682	\$ 1,180,599	\$ 1,553,687	\$ 2,734,286	\$ 57,136,244
Expenditures and Operating Transfers	50,750,069	3,814,740	1,194,211	1,078,294	2,272,505	\$ 56,837,314
Excess (Deficit) Revenues Over Expenditures	(150,793)	(12,058)	(13,612)	475,393	461,781	298,930
Fund Balance June 30, 2018	15,390,335	73,821	556,454	692,380	1,248,834	\$ 16,712,990
Fund Balance June 30, 2019	\$ 15,239,542	\$ 61,763	\$ 542,842	\$ 1,167,773	\$ 1,710,615	\$ 17,011,920



General Fund Revenue by Source

Fiscal Year Ended June 30, 2019

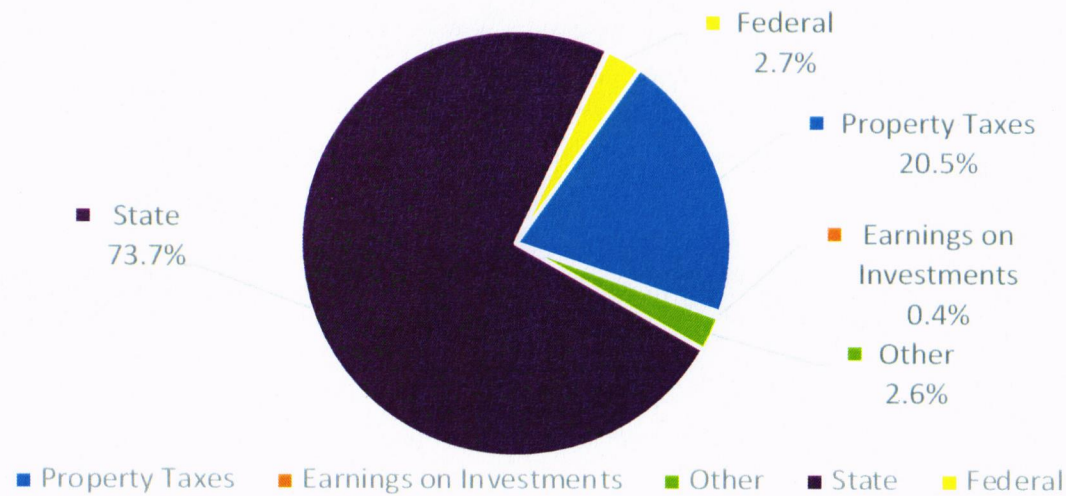
\$55,553,699



General Fund Revenue by Source

Fiscal Year Ended June 30, 2018

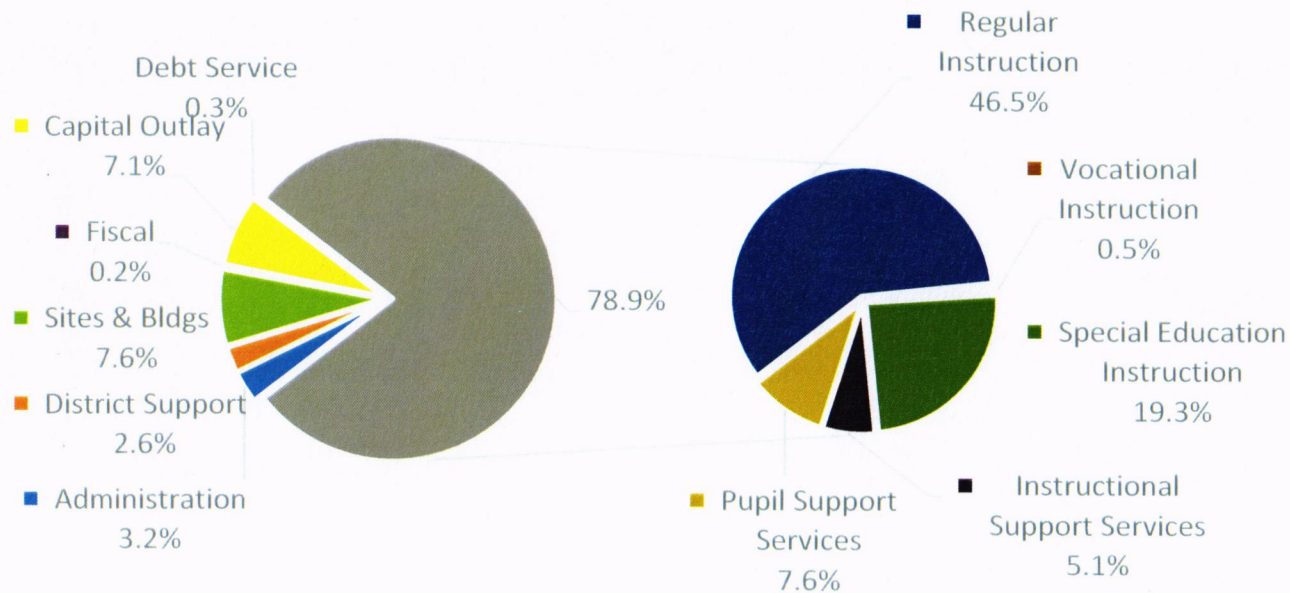
\$50,434,607



General Fund Expenditures by Program

Fiscal Year Ended June 30, 2019

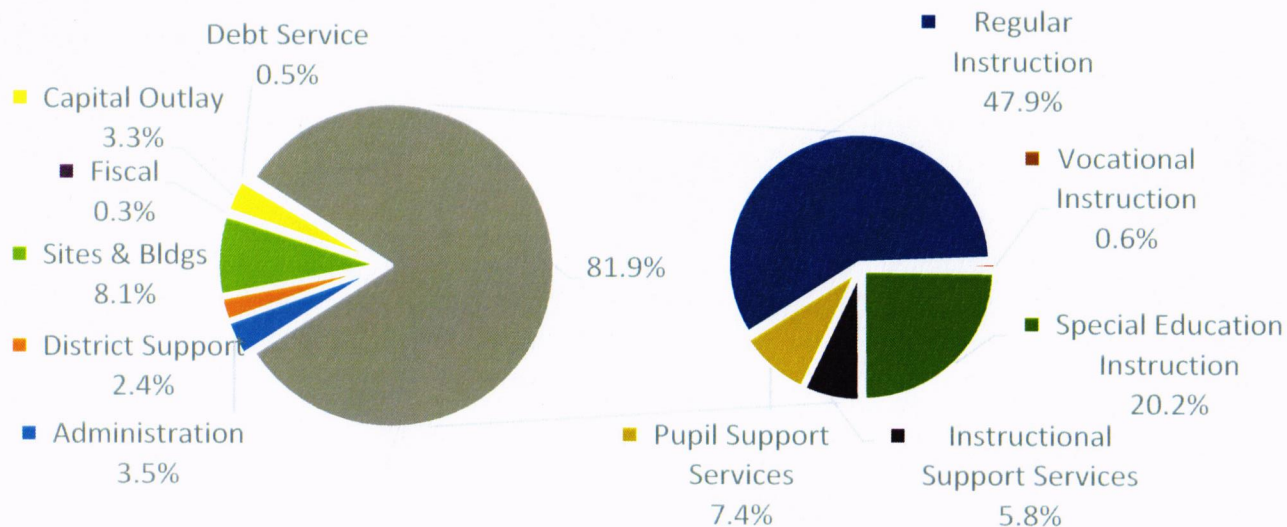
\$56,837,316



General Fund Expenditures by Program

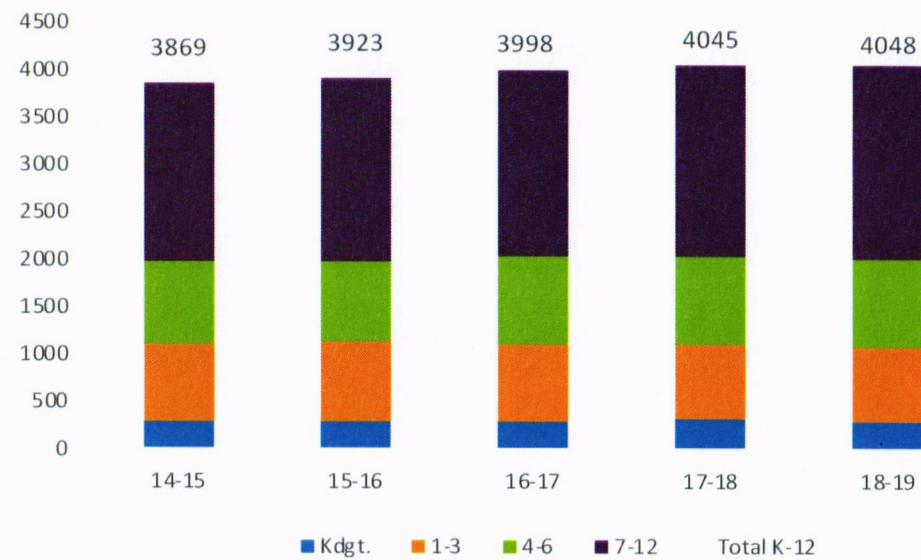
Fiscal Year Ended June 30, 2018

\$52,181,619



Five-Year Enrollment Trend

© 2018 CliftonLarsonAllen LLP



Create Opportunities

**NORTHFIELD PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 659**

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2019



CliftonLarsonAllen LLP
CLAconnect.com

Board of Education
Independent School District No. 659
Northfield, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the school board. We encourage you to review the sections of this report, the audited financial statements, and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the District for the courtesies, cooperation, and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

Craig Popenhagen, CPA
Principal

**NORTHFIELD PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 659
TABLE OF CONTENTS
JUNE 30, 2019**

EXECUTIVE AUDIT SUMMARY	1
FORMAL REQUIRED COMMUNICATIONS	2
INTERNAL CONTROL COMMUNICATION	7
INTERNAL CONTROL COMMUNICATION – STUDENT ACTIVITY FUNDS	8
APPENDIX A	
FINANCIAL TRENDS OF YOUR DISTRICT	11
APPENDIX B	
ACCOUNTING UPDATE	12

**EXECUTIVE AUDIT SUMMARY (EAS) FOR
INDEPENDENT SCHOOL DISTRICT NO. 659
YEAR ENDED JUNE 30, 2019**

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the District's financial records for the year ended June 30, 2019.

Audit Opinion

The financial statements are fairly stated. We issued what is known as a "clean" audit report.

Internal Control Over Financial Reporting

No findings in internal controls were noted.

Yellow Book Compliance Findings

No compliance issues were noted in our review of laws, regulations, contracts, and grants that could have significant financial implications to the District.

Single Audit

No findings related to Federal Programs were noted.

Minnesota Legal Compliance

No findings related to Minnesota Legal Compliance were noted.

Student Activity Funds

The student activity financial statements are prepared on the regulatory basis prescribed or permitted by the Minnesota Department of Education, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The financial statements are fairly stated, except for such adjustments, if any, as might have been determined necessary had the cash collections been susceptible to satisfactory audit tests. This is what is known as a qualified opinion and is expected for audits of student activity funds.

Minnesota Legal Compliance – Student Activity Funds

No compliance issues were noted for student activity funds.

(This page intentionally left blank)



FORMAL REQUIRED COMMUNICATIONS

Board of Education
Independent School District No. 659
Northfield, Minnesota

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 659 (the District) as of and for the year ended June 30, 2019, and have issued our report thereon dated November 15, 2019. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2019.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- Due from Minnesota Department of Education
- Due from Federal through the Minnesota Department of Education

Accounting estimates (continued)

- Estimated useful lives of depreciable capital assets
- Estimated severance benefits payable
- Other postemployment benefits payable
- Net Pension Liability
- Incurred but not reported claims (IBNR) related to self-insurance

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2018-2019. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the District. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2018-2019 is not finalized until well into the next fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2018-2019. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SERVVS reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of useful lives for depreciable assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of severance payable is based on assumptions made by the District as required by GASB 16 and the results of an actuarial study. A liability has been recorded in long-term debt for accumulated sick leave convertible to early retirement pay for which it is probable the employees will be compensated. The "vesting method" used by the District to calculate this liability is based on assumptions involving the probability of employees becoming eligible to receive the benefits (vesting), and the potential use of accumulated sick leave prior to termination.

Management's estimate of other postemployment benefits payable is based on an actuarially determined calculation, less actual payments incurred on behalf of retirees and an actuarially determined estimate of implicit rate subsidy, which is the estimated increased cost of premiums due to inclusion of retirees in the same plan as the District's active employees.

Management's estimate of the net pension liability is based on an actuarially determined calculation of the District's proportionate share of the net pension liability of cost-sharing multiple-employer pension plans sponsored by the Teachers Retirement Association and the Public Employees Retirement Association of Minnesota, in which the District participates.

Accounting estimates (continued)

Management's estimate of IBNR is based on claims history and guidance provided by the District's health insurance consultants.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated November 15, 2019.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other information in documents containing audited financial statements

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

With respect to the Schedule of Expenditures of Federal Awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 15, 2019.

With respect to the Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual – Debt Service Fund, the Schedule of Changes in Fund Equities, and the Uniform Financial Reporting and Accounting Standards Compliance Table (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 15, 2019.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

* * *

Board of Education
Independent School District No. 659

This communication is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Rochester, Minnesota
November 15, 2019

(This page intentionally left blank)



CliftonLarsonAllen LLP
CLAconnect.com

Board of Education
Independent School District No. 659
Northfield, Minnesota

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 659 (the District) as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Rochester, Minnesota
November 15, 2019

(This page intentionally left blank)



Board of Education
Independent School District No. 659
Northfield, Minnesota

In planning and performing our audit of the financial statement of the student activity funds of Independent School District No. 659 (the District) as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the student activity funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the student activity funds' internal control. Accordingly, we do not express an opinion on the effectiveness of the student activity funds' internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to fraud or error may occur and not be detected by such controls. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a material weakness.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the student activity funds' financial statements will not be prevented, or detected and corrected, on a timely basis.

Material weaknesses

The material weakness related to student activity receipts that is included in the attached Schedule of Findings and Responses was identified and communicated in a prior period; remedial action has not yet been taken.

Management's response

The District's written response to the material weakness identified in our audit was not subjected to the audit procedures applied in the audit of the financial statement and, accordingly, we express no opinion on it.

Board of Education
Independent School District No. 659

This communication is intended solely for the information and use of management, the Board of Education, others within the student activity funds, and the Minnesota Department of Education, and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Rochester, Minnesota
November 15, 2019

Schedule of findings and responses:

Condition: The District has not established accounting procedures to provide assurance that all cash collections are recorded in the accounting records. The District records student activity revenues on the cash basis and does not have an accounting system and internal controls in place to ensure student activity revenues and receipts have been properly recorded. The potential exists that a material misstatement could occur in the financial statements and not be prevented or detected by the District's internal controls. The accounting system and internal controls could be improved by (a) use of pre-numbered receipts with reconciliation of the numerical sequence, (b) reconciliation of merchandise purchased to items sold and items remaining at the end of the fundraiser, and (c) calculation of expected sales compared to cash receipts or various other procedures determined by management.

CORRECTIVE ACTION PLAN (CAP):

Explanation of disagreement with audit findings

There is no disagreement with the audit finding.

Actions planned in response to finding

The District is conscious of the lack of accounting procedures involved with student activity receipts. In consideration of the guiding principles under which the student activity fund was established, the District provides opportunities for substantial student involvement in the selection, direction, and management of fundraisers. This student involvement, although of immeasurable value to those students, is an inherent internal control weakness. Implementation of further internal controls may provide limited improvement in internal controls, but may also reduce the relative value of the student experience. At this time, the District does not intend to implement further internal controls in this area.

Official responsible for ensuring CAP

Val Mertesdorf, Director of Finance, is the official responsible for ensuring corrective action of the deficiency.

Planned completion date for CAP

December 31, 2019

Plan to monitor completion of CAP

Superintendent and the board of education will be monitoring this corrective action plan.

(This page intentionally left blank)

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

The following graphs reflect financial trends of Independent School District No. 659. Information related to fund balances were obtained from current and prior year audit reports.

INDEPENDENT SCHOOL DISTRICT #659
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
GENERAL FUND
YEAR ENDED JUNE 30, 2019

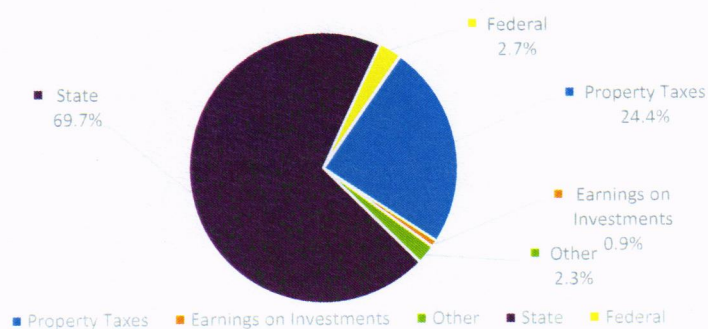
	Nonspendable Assigned & Unassigned	Non-Capital Restrictions	Capital Related Restriction			General Fund Total
			Operating Capital	Long Term Fac. Maint.	Total	
Revenues	\$ 50,599,276	\$ 3,802,682	\$ 1,180,599	\$ 1,553,687	\$ 2,734,286	\$ 57,136,244
Expenditures and Operating Transfers	50,750,069	3,814,740	1,194,211	1,078,294	2,272,505	\$ 56,837,314
Excess (Deficit) Revenues Over Expenditures	(150,793)	(12,058)	(13,612)	475,393	461,781	298,930
Fund Balance June 30, 2018	15,390,335	73,821	556,454	692,380	1,248,834	\$ 16,712,990
Fund Balance June 30, 2019	\$ 15,239,542	\$ 61,763	\$ 542,842	\$ 1,167,773	\$ 1,710,615	\$ 17,011,920



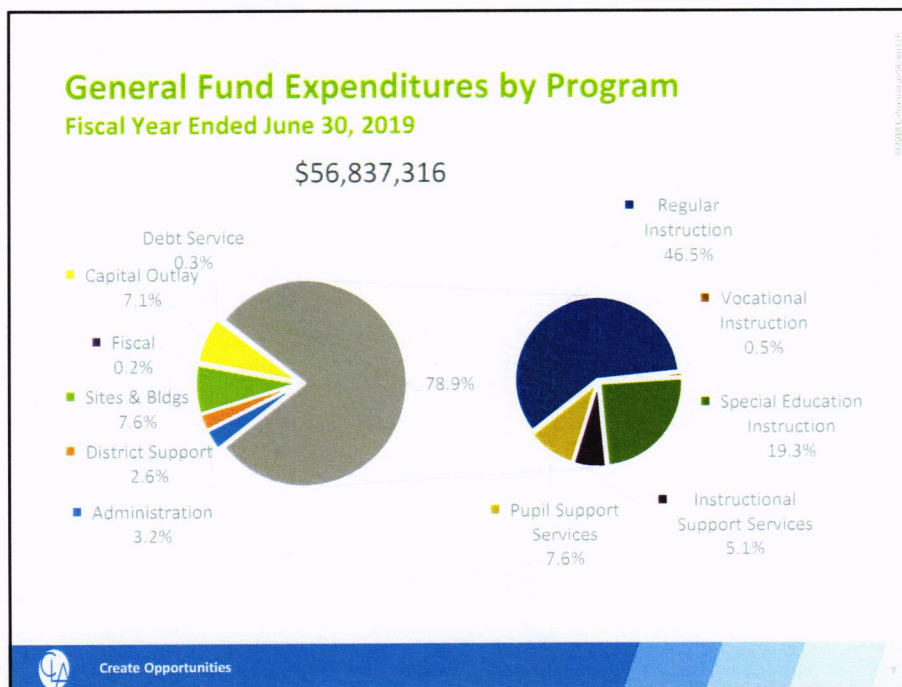
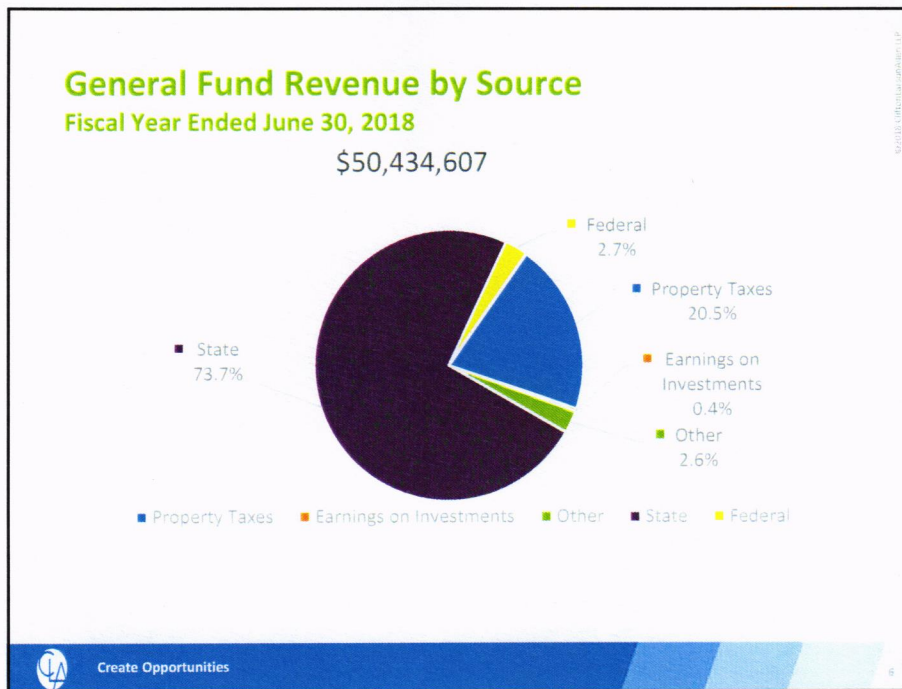
Create Opportunities

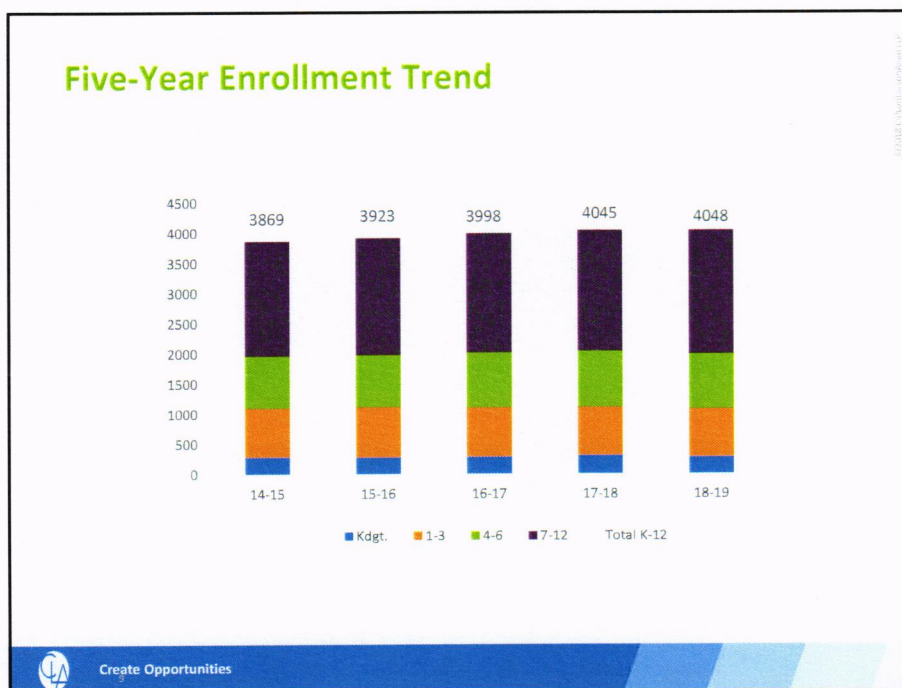
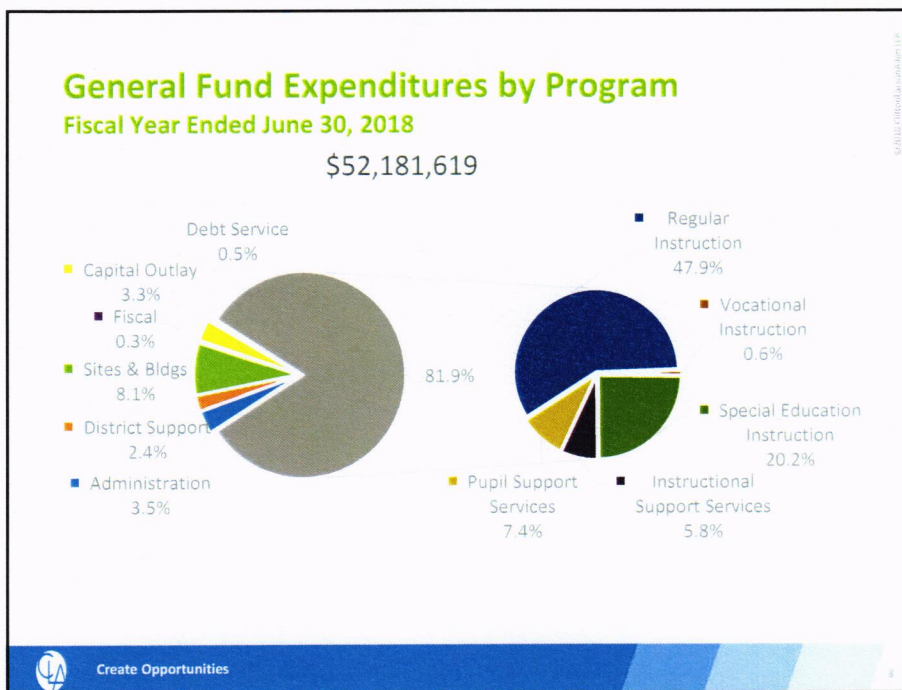
General Fund Revenue by Source
Fiscal Year Ended June 30, 2019

\$55,553,699



Create Opportunities





(This page intentionally left blank)

APPENDIX B

ACCOUNTING UPDATE

GASB standards effective for the first time for June 30, 2019, financial statements.

GASB Statement No. 83 – Certain Asset Retirement Obligations

GASB Statement No. 83 provides accounting and financial reporting requirements for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. Examples include: decommissioning of nuclear reactors, removal and disposal of wind turbines in wind farms, dismantling and removal of sewage treatment plants, and removal and disposal of x-ray machines. The statement is effective for financial statements for periods beginning after June 15, 2018.

GASB Statement No. 88 – Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements

GASB Statement No. 88 improves the consistency in the information that is disclosed in the notes to government financial statements related to debt, including direct borrowings and direct placements. The statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. Requires disclosure of additional essential information about debt. The statement is effective for reporting periods beginning after June 15, 2018.

The remaining GASB standards have been issued but are not yet effective.

GASB Statement No. 84 – Fiduciary Activities

GASB Statement No. 84 establishes criteria for identifying fiduciary activities for state and local governments, focusing on (1) whether the government is controlling the assets of the fiduciary activity, and (2) the beneficiaries with whom a fiduciary relationship exists. An activity meeting the criteria should be reported in a fiduciary fund in the basic financial statements. Governments with activities meeting the criteria should present a statement of fiduciary net position and a statement of changes in fiduciary net position. An exception is provided for a business-type activity that normally expects to hold custodial assets for three months or less. Different criteria are included for fiduciary component units and postemployment benefit arrangements.

The main changes of this statement:

1. Governments may find additional activities that need to be reported as fiduciary that were not reported in the past.
2. Some activities treated as fiduciary may no longer be reported as fiduciary.
3. Agency funds will now be called custodial funds.
4. A statement of changes in fiduciary net position will be required for custodial funds.
5. Liabilities will be reported when an event has occurred that compels the government to disburse fiduciary resources.
6. Single purpose business-type activities will be required to report fiduciary activities unless the above exception applies.

The statement is effective for reporting periods beginning after December 15, 2018. The following are considerations for Minnesota school districts.

GASB Statement No. 84 – Fiduciary Activities (Continued)

GASB No. 84 has new definitions for pension trust funds, investment trust funds and private purpose trust funds. Trust agreements or an equivalent arrangement must be present for an activity to be reported in a trust fund. Custodial funds will report fiduciary activities for which there is no trust or equivalent arrangement. The Agency Fund (Fund 9) will no longer be allowed as of July 1, 2019, since this is no longer valid per GASB Statement No. 84. Review all activity in Fund 9 to determine if the activity belongs in a different fund or if the LEA should not keep the activity. MDE has requested a new fund (Fund 18) to be in compliance with GASB Statement No. 84.

Student activities not under board control are not considered to be special revenue funds because they do not represent a single stream of revenue and the purpose of each activity may vary. Effective July 1, 2019, Minnesota school districts will no longer be allowed to report student activities “not under board control”. Student activities within the General Fund will need to be reserved using fund balance account 401 so the student activity funds are not comingled. The use of a restricted fund balance code will also ensure that there is no impact on the state’s statutory operating debt (SOD) calculation. Districts may, for local purposes, choose to have sub-accounts within the fund balance for each student activity (i.e., student council, chess club or band).

Things to keep in mind once student activities are under board control include the fact that the Board must review all transactions, the Board will have oversight on activity accounts, there may be changes in allowable expenditures and there will be school board approval of all contracts (although this should have already been occurring). School districts will want to review and implement, where necessary, appropriate internal controls over receipting, fundraising, etc.

GASB Statement No. 87 – Leases

GASB Statement No. 87 requires recognition of certain lease assets and liabilities for leases that were previously classified as operating leases. Specifically, this statement:

1. Establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset.
2. Defines the “lease term” and clarifies when lessees and lessors should reassess the lease term due to lease modifications or terminations.
3. Defines and establishes recognition criteria for short-term leases.
4. Amends accounting and financial reporting requirements for contracts with multiple components, contract combinations, subleases, and leaseback transactions.

The statement is effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged.

STEPS THAT CAN BE TAKEN NOW

- 1) **Gather leases and contracts.** Depending on the number of leases your organization has, this may be a bigger challenge than anticipated. Keep in mind that not all leases are written “lease” agreements. Some contracts also include embedded leases that were previously treated as expenses, so you may be surprised to find more operating leases than you realized. Checking accounts payable for recurring payments may help you locate agreements that you’ll need to analyze.
- 2) **Analyze all contracts to determine which are leases under the new standard.** GASB 87 defines a lease as a “contract that conveys control of the right to use another entity’s nonfinancial asset (the underlying asset), as specified in the contract, for a period of time in an exchange or exchange-like transaction.” Here are some of the agreements that can be excluded:
 - Short-term leases that are one year or less in duration.
 - Intangibles, such as investment assets, software licenses and patents.
 - Financed purchases, where ownership of the asset transfers at the end of the lease without an additional payment.
- 3) **Review leases for multiple components.** Some leases include service agreements that will need to be split off from the entire lease. Many agreements (like service agreements and supply contracts) may qualify as leases under GASB 87. Some examples of service contracts that may have embedded leases can include cafeteria equipment, soda fountains, water coolers, coffee machines, etc. where the government may get to use a particular piece of equipment for free in return for the exclusive use of the provider’s products.
- 4) **Determine appropriate materiality thresholds for capitalization.** Work with your auditor to determine what this should be. Be aware that items that are well below that threshold individually may be material in the aggregate.
- 5) **Select a technology solution such as leasing software to help manage your leases.** Unless your organization only has a few leases, the calculations for journal entries and footnote disclosures will most likely be beyond the capabilities of Excel. When choosing a software solution, keep in mind that tracking this information from leases will be an ongoing project, so look for one that’s easy to use and provides your organization with all the information you’ll need. Make sure to consider document storage as part of the capabilities. Entities with greater than 10-20 identified leases may wish to seriously consider a lease software solution and not rely on spreadsheets. Keep in mind that if a government has many similar leases, it may choose to amortize the lease assets as a group rather than individually. Composite depreciation is applied to groups of dissimilar assets, but should not be applied across classes of assets, such as buildings, equipment, furniture, and vehicles.
- 6) **Consider the district’s bond covenants, loan covenants, and debt limitations to determine impact.** While a recent update from GASB (GASB 88) specifies that lease liabilities are excluded from the definition of debt for the purposes of financial statement disclosures, it’s not clear whether banks, credit rating agencies or other stakeholders will take a similar stance.

Adding liabilities for operating leases to the balance sheet may mean that covenants for bond contracts and loan agreements will be violated. If this is the case, you may need to renegotiate those agreements. Contacting these stakeholders and other interested parties early on is crucial.

Adding to the complexity, the rules and statutes governing debt limitations vary across states, counties and municipalities. You may need to consult with an attorney to determine whether lease liabilities count as debt for those limitations.

STEPS THAT CAN BE TAKEN NOW (CONTINUED)

- 7) **Develop new district policies and procedures as necessary.** Unlike many other financial controls, you'll need to work as a team with people outside of accounting, including procurement, IT and legal, to make sure all leases and contracts go through accounting. You may need to educate others about the balance sheet impacts of leases.
- 8) **Do your initial calculations and run the results past your auditor.** Because the calculations are different from the previous treatment of leases, some advisors are recommending performing a trial calculation on a subset of your leases. Then, ask us as your auditors to check your numbers before you do the entire population of leases.
- 9) **Begin the process early.** Early adopters report that they need two or three hours per lease to analyze and extract the data. Adding to the challenge, many government finance professionals wear many hats, and dealing with financial matters may be only a small part of their responsibilities. Be sure to keep the resulting information very organized and accessible and also keep in mind the new information that will be required for footnote disclosures.
- 10) **Start learning and keep learning.** Understanding the new standards is a steep learning curve. You'll need to dedicate time and resources for your team to get up to speed.

GASB Statement No. 89 – Accounting for Interest Cost Incurred before the End of a Construction Period

GASB Statement No. 89 provides that for financial statements prepared using the economic resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expense in the period in which the cost is incurred. Such interest cost should not be capitalized as part of the historical cost of a capital asset. Effective for reporting periods beginning after December 31, 2019. Earlier application is encouraged.

GASB Statement No. 90 – Majority Equity Interests—An Amendment of GASB Statements No. 14 and No. 61

GASB Statement No. 90 modifies previous guidance for reporting a government's majority equity interest in a legally separate organization by specifying that this type of interest should be reported as an investment if it meets the definition of an investment as prescribed in GASB 72. For all other holdings of a majority equity interest, a government would report the legally separate organization as a component unit, and the government or fund that holds the interest would report the asset using the equity method. Effective for reporting periods beginning after December 15, 2018.

GASB Statement No. 91 – Conduit Debt Obligations

The primary objective of GASB Statement No. 91 is to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. Effective for reporting periods beginning after December 15, 2020.

Purpose

The purpose of this mid-year update to the School Board is to report about progress towards SIP goals, and to share activities, accomplishments, and challenges occurring at each District building.

What Is Going Well?

- Enrichment groups are going well. We are currently serving 55 students in reading and 49 students in math.
- The second year of CCC is going well. Teachers know what to expect and where to add their own personality to the curriculum. Teachers are enjoying the second year along with the training that they have been provided over the summer and during inservice week.
- Parent events are provided to improve building climate. These include: field trips, 5K run by the 5th graders, Veterans Day Assembly and Parent-Teacher Conferences. Grandparent's Day is next on Nov. 26th.
- The construction project is going well. We look to move into the new secure office on Nov. 26th. Phase 2 is scheduled to be completed by Winter Break! We are very excited to have more space!

What Problems Are We Trying To Solve?

- Children's mental health concerns prevent students from learning to the best of their ability.
- Everyday Math is a spiral curriculum and not a mastery curriculum. This does not allow students to master a concept before moving on to a new topic. A spiral curriculum does not work well for many students.
- Due to the needs in the district, Bridgewater has lost one academic coach this year. This has added work to the plates of many others.
- Bridgewater has about 600 students again. These large numbers tax our space and our teachers.

Summary

We are having a good year at Bridgewater Elementary. Teachers are working hard, and collaborating to provide the academic and social skills needed for student growth. We are addressing reading, writing and math on a daily basis while progress-monitoring to ensure that students are making gains. The first round of Parent-Teacher conferences is done with great attendance from parents! Our parents are wonderful partners, and we appreciate all their help!

Bridgewater Elementary

2019-20 Update

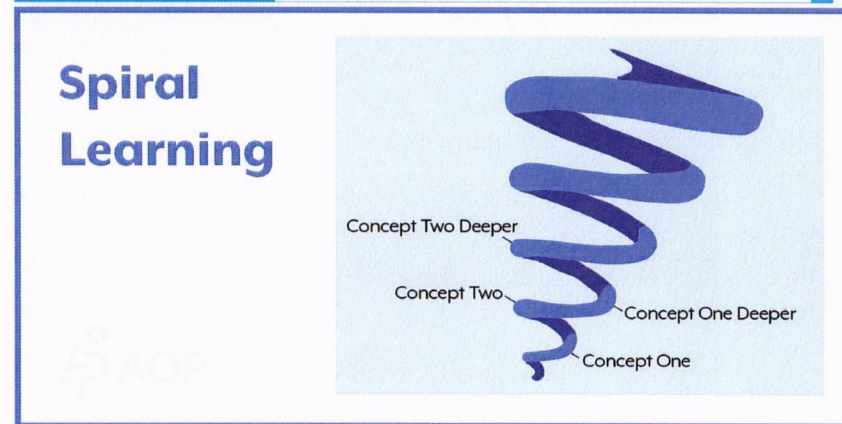
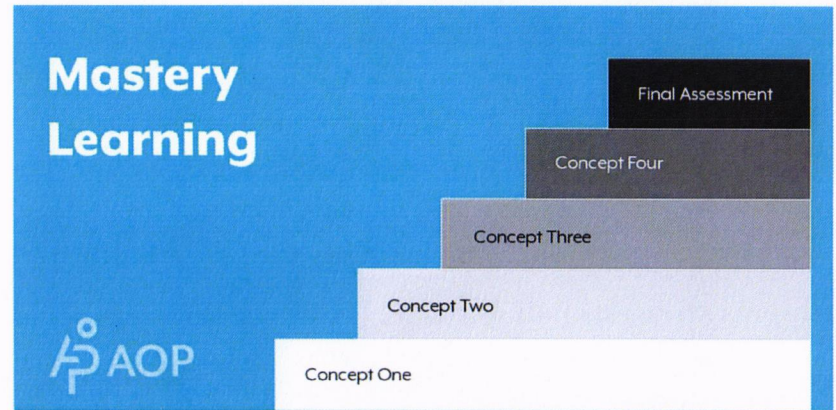
What Is Going Well?



- Enrichment groups
 - 55 students in Reading
 - 49 students in Math
- CCC for the second year
- Parent events to improve climate
- Construction
 - Phase 1 is nearly done
 - Phase 2 is underway

What Problems Are We Trying To Solve?

- Children's mental health concerns
- Math curriculum is not a mastery curriculum; does not work well for many students
- Down one coach this year
- Large numbers



Thank You and Questions



Why are we considering a later start time to the school day for secondary students?

Medical research has demonstrated that teenagers’ internal clocks, around the time of puberty, shift later. Biologically, the release of melatonin begins later than it did before pubescence. Melatonin is the hormone that governs a person’s sleepiness. The hormone returns to the pre-pubescent level when a person reaches their mid-20s. This change in the release of melatonin means that a teenager isn’t being difficult when they say they aren’t tired. It also means that they aren’t fully awake during the first class period of the day. Dr. Bryan Hoff, a board-certified sleep medicine physician, has presented to the school board and high school staff in the past more deeply explaining the medical changes that occur and how they impact teenagers. The impact of a later start to the school day has also been demonstrated to increase student academic performance, improve student mental health, positively impact student physical health, and increase athletic performance.

Family impact

The District recognizes there will be an impact on families and other schedules within the community. This impact is taken very seriously.

How did we get here?

A committee comprised of teachers, administrators, and parents met in the Spring of 2019 to review the research identified above. In June, Director of Teaching and Learning Mary Grace Hanson presented the committee’s recommendation to the Board of Education. Based on the evidence, this recommendation was to create a draft schedule to analyze how a later school start time could work in Northfield.

The possibility has been shared multiple times with district staff through the semi-monthly staff newsletter and with parents through a video message sent in August. The *Northfield News* did a story about this possibility in August.

Preliminary schedule parameters

The district is operating with four criteria:

- The change should be as close to cost-neutral as possible.
- The secondary start time must be after 8:30 am to align with the medical research.
- The elementary school start time should be similar, or earlier than it is right now.
- The change must satisfy the minimum number of instructional hours required by the State of Minnesota.

Draft schedule concept

The following is a *draft* schedule concept. The times are approximate and for modeling purposes only. The updated draft times are based on a Benjamin Bus routing simulation.

Age Level	Draft Start Time (approximate)	Draft End Time (approximate)
Elementary	8:10 am 8:00 a.m.	3:10 pm 3:00 p.m.
Middle School	8:35 am 8:30 a.m.	3:35 pm 3:24 p.m.
High School	8:45 a.m.	3:45 pm 3:39 p.m.

Rural bus routes would continue to pick up all students, Kindergarten through 12th grade. Buses would most likely begin to pick up rural students at approximately 7:20 am. Employee schedules are still being reviewed for the most efficient start times.

Feedback

The District held feedback sessions at Bridgewater, Greenvale Park, Sibley, Northfield Middle School, and Northfield High School (two sessions.) A feedback session is scheduled at the ALC on December 10th. Parent feedback was also solicited through feedback sessions on November 18 and 21. The District Youth Council (DYC) solicited feedback from Northfield High School students on November 20 during the school's flex period. An online feedback form is planned for staff, students, and parents on Friday, November 22. Data from the feedback sessions prior to November 21 accompanies this document. Additional feedback from the November 21 parent session will be included in the table file.

Participants were asked three questions:

- What are the benefits of a later school start time for secondary students?
- What are the problems to be solved?
- What additional questions do you have?

The following table includes top themes from the feedback meetings. A copy of the notes taken during each feedback meeting accompany this document. This process elicited the benefits, the problems, and the questions but was not able to capture how strongly the groups felt about each item. While the benefits identified are more broadly stated, some problems identified impact specialized groups or events. Some items were identified in both the problems and questions category. Some "questions" could be "problems" but aren't a certainty in a hypothetical discussion.

Benefits	Problems	Questions
<ul style="list-style-type: none"> ● Medical research demonstrates significant benefits ● Improved academic performance ● Improved physical health ● Improved mental health/reduced anxieties ● Sleep cycles align better with the school schedule, providing a more natural bedtime 	<ul style="list-style-type: none"> ● Disrupting family schedules ● Childcare challenges ● High School athletics/lack of facilities to run more events simultaneously. <ul style="list-style-type: none"> ○ Practice times later ○ Additional class time missed for away contests ○ Additional substitute cost to cover coaches leaving early ○ Coaches have a later schedule ● Youth sports: practices also now begin later ● Rural busing: students may not get a similar benefit ● After-school jobs could be impacted ● Transportation changes doable may not be ideal (at first) 	<ul style="list-style-type: none"> ● What about Professional Learning Community times? ● What happens to the HS flex period? ● Would some coaches stop coaching because of the later time? ● Would some commuting staff leave because of times that don't align with their own children's schedule? ● Would this impact the quality of applicants for coaches and teaching positions? ● Can other changes happen simultaneously? (i.e. modify current building schedules, adjust homework expectations, etc. ● Does this schedule change prepare kids less for the workforce?

What's next?

The Board will hold a work session on December 16 at 5 p.m. to further discuss this issue and the concept plan. There may need to be additional feedback sessions. I recommend the Board make any final decision for the 2020-21 school year by the end of January 2020.

Later School Start Time Plan Feedback
November 21, 2019

The District held feedback sessions at Bridgewater, Greenvale Park, Sibley, Northfield Middle School, and Northfield High School (two sessions.) A feedback session is scheduled at the ALC on December 10th. Parent feedback was also solicited through feedback sessions on November 18 and 21. Attached are the raw data feedback forms compiled during these sessions.

HS Comments on later school start time 11.11.2019 and 11.13.2019

What do you see as the benefits of the change?

Compelling research it's good for kids
Older kids being around for younger siblings in the morning
On bad weather days maybe roads would be cleared
Safer more sunlight
Better mental health

First hour the kids would be more engaged
Take a survey of teachers?
We believe the study
Positive for kids

What problems do you see that need to be solved?

There may be other strategies the district could engage in to help with exhaustion (there may be other parts of the equation that could help with this issue)
Make sure we do not shorten instruction time
Cost of coaches and students leaving early
More sports during daylight
Students leaving early and missing class
If flex hour is maintained can it be moved to another time
What's cost-neutral for district may not be cost-neutral of families
Do we end up with more tardiness because kids sleep in because parents aren't there
We do so much with our kids in the morning ... test collection, tutoring, etc because nothing can happen before school starts
We can't control when students are working so they may work in the morning before school
Transportation issues
Teacher coaches would be out of the classroom more

Will kids just stay up later? Sleep people say no
All schedules getting pushed back later ... less homework time
Sports specific, how does that work with athletics and leaving early and missing more school and getting home so late
What about kids that have jobs or teachers/coaches that have other jobs?
Are the busing pool affected/drivers?
How does this work with flex and CCR? We went to flex to engage CCR
We would have to think differently about PLC ... that will not happen as it does now
Kids that go directly into the workforce, are we doing them any favors by letting them sleep in and are we getting them career ready?
The overall family impact is enormous and as a coach I get home late and students get home even later

Some kids stop being involved in co-curriculars because they don't want to miss school, and now they would miss more school.

We need more facilities for athletics

Students are excited to sleep in but then don't like that they wouldn't get out until 3:45

How will it work with younger students and older students at home alone in the morning

There is a concern about ice time if HS hockey takes three hours after school and then youth hockey wouldn't get on ice until 7pm

How does busing work /transportation with two routes

These are the questions I still need to be answered?

What are the results of this research and implementation?

Opportunity for a zero hour?

Is staff able to flex if needed?

Teacher contract can change by 45 minutes

Elementary kids vs MS and HS kids time on the bus

Are kids actually getting extra sleep? Going to bed later because they can sleep in?

DYC was involved in the initial study last spring

Recommend a policy that limits what and when morning activities can occur if we go this direction

Don't believe the community understands the value of athletics

How would late start affect food service?

How would the school day schedules be developed and changed?

Could the start time be 8:15 instead of 8:45?

The medical research is settled; there isn't research out there that debates the medical research

Preliminary Later School Start Time Plan Feedback | Northfield Middle School | 11.12.2019

Looking at the start time for secondary students - research is biological and settled. Dr. Hoff. Pubescence = circadian rhythms shift, and bounce back after puberty. The biology of teenagers. Mental health and academic health are impacted positively with later start times.

Cost neutral approach. What would it look like in Northfield? How would it work here?

Segue into Four Criteria:

1. Cost neutral
2. Secondary start time after 8:30 AM
3. Elementary start time similar, or earlier
4. Must satisfy instructional hours by MN

Draft Schedule

Teenager Study on car accidents (Northern State vs. Kentucky)

California Law/Statute - HS start time is after 8:30 AM

BIG9 Impact

Timeline: 11/25 - proposal to school board, 12/16 - board work session, Late January - board decision

1. What are the benefits you see to later start times?
 - Strong research
 - Students learn and understand it and they want it
 - Prep time before school for teachers
 - Benefits to mental health
 - Bus routes will stay the same for rural students
2. What are the problems you see to later start times?
 - Bus routes will stay the same for rural students
 - PLC time - when would it be or how would it look?
 - Student-athletes - missing additional class time, flex time (athletic release time ave 1:15p)
 - MS student-athletes playing HS sports - missing class? Avg dismissal time around 1:10 PM
 - No before-school practices
 - Gym space in the district - younger ages practicing later at night
 - Flex time at the HS
 - Disruptions to family routines
 - Parents still dropping kids off or picking up late / Supervisory issue
 - Home later at night - cutting into family time
 - Families who rely on MS or HS students for childcare
 - Childcare options
 - Participation and attendance for afterschool programs - increase or decrease?
 - Some students stay up longer; later start time does not = more sleep. Some will stay up later to play games
3. What questions do you still have?
 - What would PLC look like?
 - What is best practice for optimal mental health
 - Educate families in other areas beyond sleep challenges - screen time, nutrition, etc.
 - Is sleep too general?
 - How are we going to fix this systematically and what's best overall
 - What about HS/MS scheduling throughout the day?
 - How will we know it's working? What's the goal(s)?
 - How will the board hear our concerns?
 - What does PLC late-start data suggest? (MS write-ups are second most on this day-Mondays are worst)

Greenvale Park Feedback on Later School Start Time

What are the benefits of starting school later?

- Obvious Benefits
- Elementary teachers who coach can stay at school longer before coaching
- Elementary students can watch younger siblings in the morning
- Elementary students would be on the bus for less time
- Staff could have meetings before school vs after school

What are the problems with starting school later?

- Elementary students would be on the bus longer in the afternoon
- Is the extra hour truly going to be sacred? When will before school activities start?
- Later sports practices, later dinners for families
- Community sports practice after school sports practices
- Sports fields don't have lights
- Rural high school students will not gain as much sleep as in town students
- Elementary students would not have older siblings to watch them after school
- High school students wouldn't be able to help with Ventures after school
- High school students with jobs are starting and working later
- High school students would wake up to take care of younger siblings are they getting the extra hour of sleep?
- Students who leave early for appointments would be missing more school

Anything Else?

- Flex hour at the high school - can it get moved to the end of the day?
 - Students in sports wouldn't miss as much school for games
- How would this help or affect traffic by the high school and middle school?
- Could there be a universal process for students missing class vs having to check in with each teacher
- How have students responded?

Sibley Elementary feedback on a later school start time for secondary students
11.14.2019

Benefits

Research on science behind it.

Elementary eases in with morning meeting and HS starts right away.

Bus times being pushed back for MS/HS

Morning benefit for families with child care dilemma.

Mental health benefits

HS Rally and other club times pushed back.

Opportunity to open the discussion on bed times for younger students.

Problems

How will this impact PLCs?

Making sure kids are well fed.

Child care.

Athletics is a large issue.

Work force issue for kids who have jobs after school.

Committee meetings at the district level may be challenging.

Tardiness factor for students who have parents already gone for the day.

Questions

Would the MS/HS have to shift their teacher duty day?

Will Extra Curricular schedules increase students missing more school in the spring?

Bridgewater Staff Discussion Notes | 11.06.2019

Good

- It is in the best interest of kids
- Good for kids - medical research
- Improved traffic pattern
- HS drivers will not be on the road when BW students are walking home.
- BW will be in school before student drivers are going to the HS.
- MS kids will not be coming down to BW at the end of the day
- Sleep cycle will improve for older kids = improve performance in school and sports
- Better staff work times
- More teaching time in the morning before lunch
- Elementary teachers that coach will be able to be to practices on time
- FFA & PSEO students have time in the morning to take classes elsewhere and then return to NHS for most, if not the entire school day.
- HS teachers could have a before school job

Challenges

- Logistics
- Sports
- Rural kids - amount of time on the bus
- Homework - less time to complete assignments at night
- Other disruptions
- Before and after school daycare
- District meetings
- Childcare - Extra financial burden caused by this change
- After school volunteers (PLUS) are typically HS kids
- Facility use for after school activities (gym, ice, golf course, etc.). This will push practices back for all levels.
- Added stress on families getting younger kids ready in the morning

Questions

- What will we do with Wednesday late starts?
- How will this affect flex hour at the high school?
- Have we thought about adjusting the school day to help with sleep time instead of moving things up? (Shorter School Day)
- How much extra class time will be missed by students in activities?
- Could this be on a trial basis for a short period of time (like a month)?

Student Public Comment Later Start Time!

Intros:

1. Jack and Alice introduce themselves
2. Tell everyone what the school board is talking about

Small Group Discussion

1. What are the good things about the later start time?
2. What problems do you see?
3. Flex or Late Start?
4. Other questions/comments?

Large Group

1. More sleep
2. More productive at night due to hormones
3. Teenagers are biologically programmed to go to sleep around 11 and wake up around 8
4. Better development
5. Healthy body healthy mind
6. Activities and sports practices: ending later and missing more school
7. Increased enjoyment/performance in activities because people are less tired
8. Students who work or have appointments would have to adjust, scheduling gets difficult!
9. FFA students
10. Transportation and drop off, busing
11. Intradistrict transfer
12. Overwhelming support of FLEX over the later start (if necessary to choose between)
13. What will happen with snow days? Hour/two hour late start days/early releases?

(20-30 students in attendance)

APPROX 50-50 POLL, MAYBE 40-60 FAVORING NOT SUPPORTIVE

Benefits	Problems to solve	Questions
<ul style="list-style-type: none"> ● Students feel more rested and better able to pay attention ● Improve memory ● Improve grades +2 ● More sleep for high school students - solid research +3 ● Earlier start times for elementary students who wake up earlier ● Benefits mental health, depression/anxiety +2 ● More time in morning to schedule medical appointments +1 ● Less dropouts ● Better physical health ● More productive time - kids not doing homework late, finishing in morning with clearer thought ● Stated medical benefits ● Would be helpful for some students that we don't normally see at these types of meetings ● Willing to study with large groups of people ● Adjusting start times could help students fall asleep at a more comfortable time ● This will give an opportunity for students to establish a morning routine ● Will more teachers be available to help students in the morning? +1 	<ul style="list-style-type: none"> ● Be careful about not inserting all activities before school ● Sports practices too late/youth sports +2 ● Family time +2 ● How to preserve staff professional development ● Rural busing/how do they benefit +2 ● Businesses rely on students to work after school around 3-3:30 p.m. +2 ● Students missing more class time due to activities +1 ● Less time to practice for sports ● More stress for student athletes ● Later practice times could hurt teams as daylight decreases and not having lights to to practice under (golf, nordic) +1 ● Kids not using time to make up sleep +1 ● Look at issue systemically - athletics/school work ● Any added cost to needing to get kids to school early due to work schedules? ● Same wake up time for rural kids ● Later go-to-bed time because of shifted schedule ● Athletic practices would move to mornings +2 ● Youth/non-school related scheduling issues (church activities) 	<ul style="list-style-type: none"> ● Impact on students getting breakfast at school ● Special Ed transportation ● Student supervision at home ● Flexibility of high school athletics - can we make adjustments? ● Will we still have flex hour for high school students? +1 ● Will we still have Wednesday late start?/We argue no and spread the 12minutes across the 5 days +1 ● Impact on district staff? ● Could we shorten flex to get an earlier end time for high school? ● Flexibility for rural students to catch the bus at an elementary school? ● Are the rural families seeing any benefits? ● How would this impact CCR? ● How can we help students get adjusted to the school day right away in the morning? ● What is the number/percentage of rural kids? +3 ● Does PLC remain on Wednesdays? +1 ● Do kids from schools that have done this actually get more sleep? ● Could Monday-Thursday athletic start times be adjusted earlier instead of, or in addition to, moving school start times?

Benefits	Problems to solve	Questions
<ul style="list-style-type: none"> ● Decrease in car accidents ● Wednesday students are more awake ● Benefit for elementary kids to start earlier +1 	<ul style="list-style-type: none"> ● Dinner? ● How will later starts affect students who have to wait at bus stops, especially in winter? ● This could push students driving home during a specific rush hour ● Will more school meetings with teachers be moved to this extra hour? ● Families who can't adjust schedules with work will be affected/children will have to be alone? +1 ● This could affect us later in life after college because we will have to wake up earlier for work/life lessons +2 ● Teacher coaches hours will also be affected/more subs +1 ● Will this affect the kind of teachers that will be available to us (possible certain classes would not be offered)? +1 ● Later homework due to sports ● Worry about MS students being trusted to leave house on own ● PLCs & contracted time +1 ● Elementary kids home before HS/MS so home alone +1 ● After school child care staffing ● Many kids are awake early - based on time of light ● Bus driver availability 	<ul style="list-style-type: none"> ● How will this affect the school day length for elementary as well as high school students? ● Will rural pickup times still be the same in the morning? ● During this time of the year when it gets dark sooner, will this be safe for students who need to drive or walk home after school? ● Could we decrease the amount of school periods? ● What are the differences in GPA between 1st period math and 3rd period math, etc. ● Grade differences on Wednesday tests vs M,T,R,F tests? ● Have school end at same time since we're ahead on minimum requirements ● In fall, daylight savings switch is there a benefit to the switch? ● FRP - how will those students still get food? ● Do we get to vote on this topic? Will all students have input? ● What will rural students do when they arrive Wednesday late starts at school? ● How does this affect programs like Ag classes in Randolph? CNA course?

Policy 301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and each employee, and the right of each student to access educational programs and services.
- B. The school board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the mission, vision, and policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Policy 301 School District Administration

Adopted: 1/24/05; Revised: 4/12; Revised: DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools
Board Policy 104 - Mission Statement

Policy 302 SUPERINTENDENT - NO CHANGES

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, non-voting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Policy 302 Superintendent

Adopted: 1/24/05; Revised: 4/12; Reviews: DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Board Policy 208 (Development, Adoption, and Implementation of Policies)
Board Policy 214 (Out-of-State Travel by School Board Members)
Board Policy 301 (School District Administration)
Board Policy 303 (Superintendent Selection)
Board Policy 304 (Superintendent Contract, Duties and Evaluation)
Board Policy 305 (Policy Implementation)
Board Policy 306 (Administrator Code of Ethics)
Board Policy 412 (Expense Reimbursement)
Board Policy 510 (School Activities)
Board Policy 511 (Student Fundraising)

Board Policy 513 (Student Promotion and Retention)
Board Policy 602 (Organization of School Calendar and School Days)
Board Policy 701 (Establishment and Adoption of School District Budget)
Board Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
Board Policy 802 (Disposition of Obsolete Equipment and Material)
Board Policy 903 (Visitors to School District Buildings and Sites)
Board Policy 906 (Community Notification of Predatory Offenders)
MSBA Service Manual, Chapter 3, Superintendent of Schools

Policy 303 SUPERINTENDENT SELECTION - NO CHANGES

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Policy 303 Superintendent Selection

Adopted: 1/24/05; Reviewed: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

**Policy 304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION - NO
CHANGES**

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as model instruments.

Policy 304 Superintendent Contract, Duties and Evaluation

Adopted: 1/24/05; Reviewed: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

Policy 305 POLICY IMPLEMENTATION - NO CHANGES

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school board policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent and his/her designee to implement school board policy and to recommend additions or modifications thereto. Administrative procedures implementing board policies shall be available to the school board for review.
- B. Employee and student handbooks may be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Policy 305 Policy Implementation

Adopted: 1/24/05; Reviewed: INSERT DATE HERE

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Policy 208 (Development, Adoption and Implementation of Policies)

Policy 306 ADMINISTRATOR CODE OF ETHICS - NO CHANGES

I. PURPOSE

The purpose of this policy is to establish the requirement of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

- A. The administrator is responsible for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct.
- B. The educational administrator:
 - 1. Makes the well-being of students the fundamental value of all decision-making and actions.
 - 2. Fulfills professional responsibilities with honesty and integrity.
 - 3. Supports the principle of due process and protects the civil and human rights of all individuals.
 - 4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
 - 5. Implements the school board's policies.
 - 6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
 - 7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
 - 8. Accepts academic degrees or professional certification only from duly accredited institutions.
 - 9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
 - 10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
 - 11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

Policy 306 Administrator Code of Ethics

Adopted: 2/14/05; Reviewed: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References:

Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References:

**Policy 310 RECRUITMENT AND SELECTION OF PRINCIPALS - THERE IS NO MSBA
MODEL POLICY**

I. PURPOSE

The District will make every effort to attract, secure, and hold the highest qualified personnel for all Principal and Assistant Principal positions. All candidates will be considered on the basis of their qualifications and the District needs.

II. GENERAL STATEMENT OF POLICY

There will be no discrimination in the hiring process due to race, color, creed, religion, national origin, sex, sexual orientation, gender identity, age, disability, marital or parental status, or status with regard to public assistance.

Policy 310 Recruitment and Selection of Principals

Adopted: 2/14/05; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Regular Board Meeting Start Times

11.14.2019

BIG 9 Regular School Board Meetings	
Albert Lea	5:00 pm
Austin	5:30 pm
Faribault	5:30 pm
Mankato	5:30 pm
Northfield	7:00 pm
Owatonna	5:30 pm
Red Wing	5:30 pm
Rochester	5:30 pm
Winona	6:00 pm

Surrounding Schools' Regular Board Meetings	
Cannon Falls	6:00 pm
Farmington	6:00 pm
Kenyon-Wanamingo	7:00 pm
Lakeville	7:00 pm
New Prague	6:00 pm
Owatonna	5:30 pm
Randolph	7:00 pm
Tri-City	6:00 pm

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

November 12, 2019

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: Goerwitz, Hardy, Stratmoen, Quinnell, Baraniak, Iverson and Pritchard.
- II. Approval of Agenda/Table File
On a motion by Quinnell, seconded by Goerwitz, the Board approved the Agenda.
- III. Public Comment
There was no public comment
- IV. Announcements and Recognitions
 - National Signing Day Ceremony is Wednesday, November 13. Congratulations to Bronwyn Timperely/Volleyball, Northern Colorado, Drew Woodley/Wrestling, Iowa State, and Ella Kelm/Diving, Mankato State.
 - The *Greenvale Park Community School Annual Report* to the Community was completed this month. The report details the results of the fifth year of community school programming at Greenvale Park.
- V. Items for Discussion and Reports
 - A. Area Learning Center Update
Daryl Kehler, ALC Director, provided an update about progress towards school improvement plan goals, and shared activities, accomplishments and challenges occurring at the ALC. Mr. Kehler reported that consistent attendance is the highest it has ever been and that 97.9% of students surveyed say teachers care about students. Growth at the ALC has grown from 50-60 students to 90 students. This has been challenging but the ALC feels supported by the Board as supports and resources are put in place to accommodate the students and staff.
 - B. Northfield Middle School Update
Principal Greg Gelineau updated the School Board about progress towards school improvement plan goals, and shared activities, accomplishments and challenges occurring at the Middle School. Mr. Gelineau reported that great systems are in place to identify students who are in need of academic and behavior support and most students in interventions are showing growth. Additionally, a Middle School Parent Advisory has been created as another way to receive feedback. The waiting list for interventions has accumulated at a faster rate than in previous years and they continue to struggle with students not working on academics outside of school.
 - C. Non-Substantive Policy Changes
The Minnesota School Boards Association (MSBA) routinely updates its model policies to reflect any non-substantive changes due to legislative action. These non-substantive changes “reflect updates to the legal and cross-references (including changes in statute numbers and/or names, new statutes, rules, or cases), changes to the notes within the policies, changes to accompanying forms, and minor corrections. The substance of the policy language is not affected.”

For reference, the 2019 Minnesota Legislature’s work prompted non-substantive changes to 13 MSBA policies. The Board policy committee recommends creating a procedure that authorizes the Superintendent’s Office to update MSBA model policies used by the District for non-substantive changes without further Board approval. This would allow regular updates of policies based on these non-substantive changes in an efficient manner. This will be an item for individual action at the next Board meeting.

D. Start Time for School Board Meetings

Superintendent Hillmann and Board Chair Julie Pritchard facilitated a discussion about the potential of starting regular school board meetings earlier than the existing 7:00 p.m. start time. We do not anticipate a change to the structure of Board meetings. Members were asked to consider how an earlier start time change may affect the community, public comment opportunity, presenters, board members and staff. This change would be implemented at the Organizational Meeting in January 2020 and this will remain an Item for Discussion at the next Board meeting.

E. Request to Hire Additional General Education Educational Assistant at Bridgewater

Due to enrollment changes at Bridgewater Elementary School, and to be compliant with the Title I Comparability Report for the Minnesota Department of Education, Director of Teaching and Learning Mary Grace Hanson and Director of Finance Val Mertesdorf are requesting the addition of a 6 hour/day General Education - Educational Assistant at Bridgewater Elementary School. The projected cost of this addition is not to exceed \$29,945. On a motion by Iverson, seconded by Hardy, the Board moved the Request to Hire An Additional 6 Hour/Day General Education-Educational Assistant at Bridgewater be moved to an Item for Individual Action. Motion carried.

VI. Consent Agenda

On a motion by Iverson, seconded by Stratmoen, the Board approved the following Consent Agenda items:

A. Minutes

- Minutes of the Public Hearing held on October 28, 2019.
- Minutes of the Regular School Board meeting held on October 28, 2019.

B. Gift Agreement

- \$2,500.00 from Carl Henry Step Up Scholarship Fund of the Capital Group Amerian Funds
- \$1,200.00 toward scholarships for field trips from Greenvale Elementary PTO

C. Personnel Items

a) Appointments

1. Madelyn Meyer, Boys Diving Coach for 2 hours/day at the Middle and High School, beginning 11/28/2019; Rachel Ims, Targeted Services PLUS Student Site Assistant at Bridgewater Elementary, beginning on November 11, 2019 through March 19, 2020, \$9.86/hour.
2. Quinn Line, Winter Recreation Position with Community Services, beginning 11/2/2019-5/31/2020; \$10.75/hr.
3. Heather Mier, Winter Recreation Position with Community Services, beginning 11/2/2019-5/31/2020; \$11.61/hr.
4. Tammara Moore, Child Nutrition Associate I for 3.25 hours/day at Bridgewater, beginning 11/4/2019; \$18.34/hr.
5. Lars Prestemon, Assistant Boys Basketball Coach-Hourly at the High School, beginning 11/18/2019; \$14.00/hr.
6. Heather Johnson, Special Ed EA PCA for 6.75 hours/day at the ALC, beginning 12/2/2019-6/5/2020; Step 3-\$16.63/hr.

b) Increase/Decrease/Change in Assignment

1. Katie Dahmeh, Special Ed EA for 7.5 hours/week at Longfellow, add an additional two day per week for a total of 14.5 hours/week, effective 10/23/2019-6/10/2020.
2. Emy Torres, Special Ed EA PCA at Greenvale Park, add General Ed Supervisory for .5 hours/day at Greenvale Park, effective 10/28/2019-6/5/2020.
3. Katie Dahmeh, EA at Longfellow, add Community School Site Assistant for up to 8.5 hours/week at Greenvale Park, effective 11/12/2019-5/15/2020; Step 1-\$13.21/hr.
4. John Eckhart, Auditorium Technician with Community Services, add Substitute Custodian with Building and Grounds, effective 11/7/2019.
5. Marilyn Frey, Special Ed EA PCA for 6.25 hours/day and General Ed EA for .5 hours/day at the High School, change to Special Ed EA PCA for 6.75 hours/day at the High School, effective 11/11/2019-6/5/2020.

6. Lucinda Huschle, Special Ed EA PCA for 6.25 hours/day and General Ed EA for .5 hours/day at the High School, change to Special Ed EA PCA for 6.75 hours/day at the High School, effective 11/11/2019-6/5/2020.
7. Darren Lofquist, .20 Assistant Boys Swim Coach at the High School, change to .40 Assistant Boys Swim Coach at the High School, effective 11/28/2019.
8. Carolyn Manderfeld, Special Ed EA PCA at the Middle School, add Community School Site Assistant for up to 6 hours/week at Greenvale Park, effective 11/11/2019-5/14/2020; Step 3-\$13.91/hr.
9. Lesly Martinez Reyes, Special Ed EA PCA at Bridgewater, add Special Ed EA PCA Bus for .42 hours/day with the District, effective 09/25/2019-6/5/2020.
10. Madelyn Meyer, 1.0 Boys Swim Coach at the High School, change to .8 Boys Swim Coach at the High School, effective 11/28/2019.
11. Ellen Mucha, Teacher at the High School, add One Act Play Director at the High School, effective 11/11/2019; Level I, Step 7
12. John Watkins, Official Event Worker at the High School, add Site Supervisor with Community Services, effective 11/1/2019-5/31/2020; \$14.00/hr.

c) Leave of Absence

1. Sara DeVries, Teacher at Bridgewater, Family/Medical Leave of Absence for Childcare, effective on or about 3/7/2020 through the end of the 2019-2020 school year.
2. Inger Hanson, EL Teacher at the ALC, Family/Medical Leave of Absence, effective 11/11/2019-11/22/2019.
3. Lydia Gross, Early Childhood Special Ed Teacher at Longfellow, Family/Medical Leave of Absence for Childcare, effective on or about 3/25/2020 for the remainder of the 2019-2020 school year.
4. Ron Oeltjenbruns, Head Custodian at the Middle School, Family/Medical Leave of Absence, effective 12/5/2019-approximately 2/5/2020.

d) Retirements/Resignations/Terminations

1. Betty Kline, Head Custodian at Greenvale Park, retirement effective 12/27/2019.
2. Olivia McCabe, Targeted Services Position, declined position effective 10/31/2019.

D. Co-Curricular Overnight Trip for 2019-2020

Director of Student Activities Joel Olson has provided the enclosed co-curricular overnight trip for the 2019-2020 school year. Mr. Olson is requesting School Board approval.

VII. Superintendent's Report

A. Items for Individual Action

1. American Education Week Proclamation.

On a motion by Baraniak, seconded by Hardy, the Board approved the American Education Week Proclamation as follows:

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and
 WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and
 WHEREAS, education employees—be they custodians or teachers, bus drivers or educational assistants, office employees or administrators —work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common enterprise;

NOW THEREFORE, the Northfield Public Schools Board of Education does hereby proclaim November 18-22, 2019, as the 98th annual observance of American Education Week.

Motion carried.

2. Request to Hire Additional General Education EA at Bridgewater

On a motion by Goerwitz, seconded by Iverson, the Board approved the Request to Hire An Additional 6 Hour/Day General Education-Education Assistant at Bridgewater Elementary for the 2019-2020 school year at a cost not to exceed \$29,945 as presented. Motion carried.

VIII. Items for Information

- A. Enrollment Report and Enrollment Options Report. Dr. Hillmann reviewed the November 2019 enrollment report as well as the reformatted 2019-2020 Enrollment Options History Report included in the packet.
- B. Construction Update #16. Dr. Hillmann provided an update on the District's construction projects.
- C. Later School Start Time Update. Dr. Hillmann provided an update on the later school start time planning process. Two community feedback sessions are scheduled in the Northfield High School Auditorium: Monday, November 18, 4:30 p.m. - 6:00 p.m. and Thursday, November 21, 6:30 p.m. - 8:00 p.m. Possible Board work session on Monday, December 16 at 5:00 p.m. with Benjamin Bus.
- D. Bridgewater Elementary School Tours. Superintendent Hillmann will conduct public tours of Bridgewater Elementary School on Saturday, November 23, 9:00 a.m. - 11:00 a.m.

IX. Future Meetings

- A. Tuesday, November 25, 2019, 7:00 p.m., Regular Board Meeting, NHS Media Center
- B. Monday, December 9, 2019, 7:00 p.m., Regular Board Meeting, NHS Media Center
- C. Monday, January 13, 2020, 7:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, NHS Media Center

X. Adjournment

On a motion by Stratmoen, seconded by Iverson, the Board adjourned at 8:51 p.m.

Noel Stratmoen
School Board Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 14 day of November, 2019, by and between The Rodgers Family Foundation, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

\$1,000 Give to The Max donation to Sibley Elementary, CK#1013.

Kim J. Rodgers
Donor

By: Received at Sibley Elementary office

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 18th day of Nov, 2019, by and between Rodgers Family Foundation, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

Money used to offset costs of free/reduced Sports/Activity fees. ck# 1005, \$2,000.00.

The Rodgers Family Foundation
Donor

By: Received in the District office

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 18th day of November 2019, by and between Ken Engstrom / Lightspeed Technologies, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

Two audio systems with flex mikes valued at \$1370 each.

Ken Engstrom - Lightspeed Technologies
Donor

By:

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

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

Donor	Item	Designated Purpose (if any)
The Rodgers Family Foundation	\$1,000.00	N/A
The Rodgers Family Foundation	\$2,000.00	Offset costs of free/reduced, sports/activity fees
Lightspeed Technologies	Two audio systems with flex microphones valued at \$1,370/each	

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Julie Pritchard, Chair

By: Noel Stratmoen, Clerk



Construction Update No. 17

Presented to the Board on 11.25.2019

Matt Hillmann, Ed.D., Superintendent of Schools

Purpose: The purpose of the construction update summary at each Board meeting is to provide information regarding the five construction projects authorized by the public in November 2018. You can view a full history of the construction updates at www.northfieldschools.org/construction.

Project	Expected Project Cost	Expected Start Date	Expected Completion Date
Bridgewater Elementary	\$2.13 million	June 2019	October 2019 (entry) November 2019 (new office) January 2020 (current office remodel)
Greenvale Park (new)	\$27.62 million	August 2019	August 2020
Sibley Elementary	\$7.38 million	November 2019	August 2020
GVP Early Childhood Center (remodeling)	\$859,000	June 2020	August 2020
Longfellow School (remodeling)	\$837,000	September 2020	December 2020

November 2019

- On November 21 Knutson Construction hosted the subcontractor kick-off meeting for the Sibley Elementary school project.
- Initial Longfellow user group meetings have concluded.
- Dr. Hillmann and Mrs. Antoine conducted tours of Bridgewater Elementary on Saturday, November 23.
- Sibley construction started on November 11, 2019.

Fundraiser Report | November 25, 2019

Val Mertesdorf, Director of Finance

As required in Policy 713 | Student Activity Accounting, I am providing a report of fundraisers that have occurred since July 1st.

Activity	Type of fundraiser	Purpose	Timing	Results
NHS Choirs	Frozen food sales	Raise funds for individual student accounts to offset travel costs	9/17 - 10/1	\$6,318.49
NHS Music Programs	Poinsettia sales	Raise funds to offset student travel expenses	10/7 - 10/27	\$14,112.71
Gymnastics	Bagging groceries	Raise funds for team warm up gear	8/15	\$858.30
Gymnastics	Carrying parade banners at DJJD	Raise funds for team warm up gear	9/8	\$420.00
Nordic Ski	Help at Project Friendship garage sale	Raise funds to buy wax for ski team	8/10	\$300.00
Girls Tennis	Bagging groceries at Cub	Raise funds for team uniforms	9/24	\$923.00
Nordic Ski	5k Run/Walk	Raise funds to buy wax for ski team	10/21	\$435.00
Dance Team	Setup/Takedown chairs and tables at wedding	Raise funds for team warm up gear and uniforms	8/28	\$750.00
Dance Team	Carrying parade banners at DJJD	Raise funds for team warm up gear and uniforms	9/8	\$630.00
Cross Country	Help at Project Friendship garage sale	Raise funds for warm up gear and trip to Decorah, IA	8/10	\$300.00
Cross Country	Move refrigerators at St. Olaf	Raise funds for uniforms and trip to Decorah, IA	7/27	\$800.00