

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: Matt Hillmann Ed.D., Superintendent
RE: Table File Items for November 25, 2019, Regular School Board Meeting

V. Items for Discussion and Reports

C. Later School Start Time Update

Dr. Hillmann is providing an updated later start time plan/discussion document, additional feedback received at the Late Start Public Sessions held last week, and busing information received from Benjamin Bus.

VI. Committee Reports

Julie Pritchard will provide an update on Schools for Equity in Education and Northfield Forward.

VII. Consent Agenda

B. Gift Agreement

- \$1,000.00 Give to the Max donation to ALC from The Rodgers Family Foundation

C. Personnel Items

a) Appointments

b) Increase/Decrease/Change in Assignment

6. Nives Bakic, Special Ed EA PCA for 6.75 hours/day and Bus duty for 1.75 hours/day at the Middle School, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 11/25/2019.
7. Jose Gonzalez Ramirez, General Recreation with Community Services, change to Program Supervisor with Community Services, effective 11/22/2019-5/31/2020; \$10.50/hr.
8. Erica Hubers, Special Ed EA PCA for 18 hours/week at Longfellow, change to Special Ed EA PCA for 7 hours/week at Longfellow, effective 11/22/2019-6/10/2020.
9. Adam Karsko, 1.0 FTE Night Lead/Engineer with License at the High School, change to 1.0 FTE Head Custodian at Greenvale Park/New GVP, effective 12/16/2019; Step 3-Head Custodian.
10. Lesly Martinez Reyes, Special Ed EA PCA for 6.5 hours/day, Supervisory for .50 hours/day, and Bus duty for .33 hours/day at Bridgewater, change to Special Ed EA PCA for 6.5 hours/day and Supervisory for .50 hours/day at Bridgewater, effective 11/19/2019.
11. Arlene Tuma, ECFE/Sib Care for 13.5 hours/week at the NCRC, change to ECFE/Sib Care for 15.25 hours/week at the NCRC, effective 11/14/2019-12/5/2019.

c) Leave of Absence

d) Retirements/Resignations/Terminations

1. Gloria Sterud, Educational Assistant at the Middle School, resignation effective 12/20/2019.
2. Melanie Roy, School Psychologist at the High School, resignation effective 11/25/2019.



Committee Report

Board of Education

Name: Julie Pritchard

Committee: Schools for Equity in Education (SEE)

Date Submitted: 11/24/2019 7:03:35

Recap of SEE's November General Membership Meeting:

Presentation by Commissioner of Education, Mary Cathryn Ricker and the state's Education Finance Director Tom Melcher. Their presentation highlighted the work of the School Finance Working Group convened in September of 2019.

The focus of their work will include:

- review of all key funding streams with an emphasis on special education, English language learner, transportation, school support and levy funding
- identify options for school finance reform
- seek consensus on recommendations for systematic change
- group's work will include a case study approach to fully understand the issues

The final recommendations will likely be the framework of Governor Walz's education budget proposal for the 2021 legislative session.

SEE members are cautiously optimistic the work of this group will result in much needed education funding reforms.

SEE's 2020 Legislative Platform

- Includes both funding and policy priorities
- Copies of the legislative platform included in the Table File.



Committee Report

Board of Education

Name: Julie Pritchard

Committee: Northfield Forward

Date Submitted: 11/24/2019 6:39:50

PLC Presentation: 5th Grade Mathematics, Paula Bargary, Becky Malecha, April Ostermann, Shelley Stulken. Presentation highlighted the group's work that began this summer, to review the Everyday Math 4 curriculum and the MCA standards in order to make district-wide changes. Innovative approach to establish a culture of learning utilizing a growth mindset. They identified strategies for teaching both essential and broader thinking skills with an emphasis first and foremost on instilling confidence to put students at ease. Teaching skills for a longer period of time has resulted in more confident students. Results have been significant: 90% of students showed growth from their first assessment. This success should bode well for students' success on Spring MCA's.

Northfield Forward members were impressed with this talented and passionate team of educator's dedication to ensuring their students success.

Groups review of PLC's First Quarter Evidence of Practice Documents:

New approach for Northfield Forward to change EOP document review from semester to quarterly review. The group's review provides constructive feedback to the teaching staff. Continual evolution of Northfield Forward's work in this area has been strong. Mary Grace Hanson, the district's Director of Teaching and Learning has done excellent work in this area.

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 and staff impact

The District recognizes there will be an impact on families and other schedules within the community. Any change to the school schedule could also affect staff members, especially those who live in other communities. 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 and it has been discussed extensively on KYMN radio. There have been emails to parents alerting them to this conceptual change as well as a district social media post. Several feedback sessions were offered to secure parent, staff, and student feedback. Feedback is discussed later in this updated document.

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. These updated draft times are based on a Benjamin Bus routing simulation.

Age Level	Draft Start Time (approximate)	Draft End Time (approximate)
Elementary	8:00 a.m.	3:00 p.m.
Middle School	8:30 a.m.	3:24 p.m.
High School	8:45 a.m.	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. The DYC feedback was debriefed on November 25. Additional online feedback opportunities are planned for staff, students, and parents. Data from the feedback sessions prior to November 21 accompanies this document.

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.

November 18		
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 ● Decrease in car accidents ● Wednesday students are more awake ● Benefit for elementary kids to start earlier +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 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) ● Dinner? ● How will later starts affect students who have 	<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? ● How will this affect the school day length for elementary as well as high school students?

	<p>to wait at bus stops, especially in winter?</p> <ul style="list-style-type: none"> ● 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"> ● 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?
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November 21

Benefits

- Improves academic performance +7
- Makes sense, the benefits are clear & they are not just “medical” +2
- Less car accidents is very compelling +1
- Sports performance +1
- Feeling better, probably less depression because of aligned sleep; maybe less suicide
- Kids who spoke up seemed to think there would be a benefit to some who had a change felt like a new person
- Eating/better food choices +1
- ADD meds kick in/kids with learning disabilities benefit from a later time as their med have more time to kick in +2
- Kids can sleep according to their schedules +2
- Improved mental health +5
- Aligns with daylight, so students aren't waking up in the dark/safer +1
- Childcare costs could benefit
- Students who work on family farms
- Teenagers energy increases when most other age groups begin to get tired
- Later in the day = better focus/better memory +2
- Biological clock/sleep cycle/circadian rhythm +2
- Not necessarily more sleep but better sleep
- More sleep increases involvement in extracurriculars
- Awake during the 1st hour/more refreshed +2
- May reduce reaction/need to “crash/meltdown by end of week
- Kids (much younger) are up early anyway, so having them start earlier would be good
- Fewer tardy disruptions +1
- As an educator, kids are more alert by 3rd hour

Problems to solve

- Letting more people know about the discussion sessions; there was some complaining
- Concern about littles and their sports having to go later +2
- Kids after school jobs start times/work schedules +6
- Start time spread between levels; hard to manage drop offs spread over long times if drive kids to school; it takes 30 min now vs 45 min
- Other after school programs affected not just athletics
- Effects on wednesday church activities +2
- Morning if parents go to work first, would there be an increase in truancy?
- Rural kids would not benefit +3
- How will sports be affected/athletic practices getting out later +2
- Is it a safety issue for students to be getting off the bus/driving in the dark? +4
- What about the students who go to bed early and get up early?
- Flex? Keep it. Students love it
- Administration contracts & PLC with current late start
- Arcadia/other extra electives offered other places with adjusting schedules
- Daylight for outdoor winter sports (XC ski) +1
- Childcare? Older sibling care no longer an option
- It is impossible to “catch up” when you wake up before 7:00 every morning
- You can't binge sleep - it contributes to sleep deprivation
- iPad (bluelight) isn't helping when it comes to long, quality sleep

Questions

- Will kids just go to bed later? And get no more sleep? What does the research say about that? +1
- Why aren't we discussing starting even later since it is good for students later than 8:30am?/Are other time being considered -Sibley swap +1
- What does the research say about younger kids' start times?
- What happens to flex? Could they take 20 min out of flex to make end time earlier to help athletes & students who work? Or just shorten it? +2
- Is there research about better sleep/performance results on into the future (more prepared for workforce)?
- Would Wednesdays be the same as other days or later like now? +5
- Would kids opt for college prep classes/electives instead of senior transition 1st hour?
- How will late starts be affected?
- Our school already does more hours than the State requires. Why not decrease the time we are in school? What are the consequences? +1
- Could we do a trial run for 1 month then work out the quirks after? +1
- Would kids still be awake & alert at 3:45?
- How would class schedules/lunch be affected?
- The bus times for elementary, MS and HS seem really close together. Would the elementary start even earlier?
- Why don't we switch up the daily schedule? How difficult would it be? Block schedule? +2
- Arcadia start time change - the same as HS?
- Would kids be able to be at school early?

- College earlier 8:15am (least subscribed classes)
- Fewer caffeine/energy drinks
- Longevity
- Late start vs shorter day = Wednesdays
- Some extracurriculars that now start at 7am can start later
- Correlated with lower rates of drug/alcohol use, car accidents, etc.

- Impact on family time +2
- Cycle of homework at home with parents possibly having 3 cycles of homework time
- Sounds good to sleep in but losing the time after school sounds not so good
- Missed class time for athletes +1
- Athletic schedule - less time for homework
- Children arrive early at school
- Teacher schedules working later & being an advisor to after school activities. Kids in different school districts or different schedules.

- What's the current tardy/attendance rate st hour compared to other hours?
- Will evening/after school activities be pushed later?
- Would early bird practices and/or "zero hour" classes become a trend? Would there be parameters in place?
- Could the district amend after school care options & transportation for elem kids? +1
- Could there be an aligned dismissal between MS & HS?
- Could the instructional hours be shortened?
- Attendance correlation?
- Would we consider getting rid of the iPads?
- For incoming 1st year students would there be a way to hold a mandatory workshop or 2-3 week class to address organizational & study skills?
- Do teachers notice any academic improvements on Wednesdays?
- What is the impact on school lunch service?
- Create class schedules for after school extracurriculars that have book heavy classes at the end of the instead of (art, chemistry, wood shop) hands on classes?
- A ban on morning practices? More sports on the weekend? Will sports call for morning practices? +1
- Would practices be shorter?
- Research: what is the measure of academic improvement?
- College-like class options/budget problems
- What time will HS doors open for early kids?
- What specific events or issue sparked this idea?
- Do teenagers have an afternoon slump?
- Flex time may be preferred over late start
- Does this change PLCs for teachers?
- Is there a way to start later, change class schedule, & keep same end time?
- Eliminate flex & go back to old lunch schedules
- Screen time effect on sleep
- What is the ratio of city kids vs rural?

From: **Nancy Johnson** <njmjohnson@gmail.com>
Date: Thu, Nov 21, 2019 at 3:54 PM
Subject: data, transportation options
To: Valori Mertesdorf <vmertesdorf@northfieldschools.org>, Matt Hillmann <mhillmann@northfieldschools.org>
Cc: John Benjamin <jbenjamin@northfieldlines.com>, Jenna Dardis <jdardis@benjaminbus.com>

Matt and Val,

Attached is a breakdown of the numbers of students with ride times of 19 minutes or less, and ride times of 20 minutes or more, by school. This does not include special ed or McKinney-Vento students. This also does not include ALC, Arcadia, Prairie Creek, and St Dominic students. I've been working on a detailed spreadsheet and with more time I could give you numbers for the four schools, and more specific information if you think it would be helpful. Please let me know if you would like more information. A ride of 20 minutes or more will generally indicate a rural address, but there are some rural students who may have a ride of less than 20 minutes in one direction or both.

In the routing scheme that I presented on Tuesday, I indicated a two wave departure from the middle school, with eleven buses departing about 8 minutes after dismissal, and a second wave departing about 7 minutes later, with both waves of buses turning left to go to Northfield High School. While it could be done, I do not support this as a reasonable part of a routing scheme because the rural elementary students are already on board when the buses arrive at the middle school, as well as all ALC, Arcadia, Prairie Creek, and St Dominic students. It is not a good plan to have these students sitting on buses idling in the Middle School parking lot any longer than it takes to load Middle School students, and half of the middle school students would need supervision for an extra 7 minutes. And, after these two tiers depart, they would slowly proceed to the high school and spend another 5 to 7 minutes there while additional students board the buses. Could it be done? I guess. Should it be done? No.

With our current tier-and-a-half routing scheme, we have achieved efficiency, but in routing we are also well-aware of how rural students are affected by it. Rural students experience the following in the morning:

- High School: rural K-12 route, town secondary stops, arrive HS
- Middle School: rural K-12 route, town secondary stops, drop offs at HS, arrive MS
- Elementary (GP or SIB area): rural K-12 route, town secondary stops, drop offs at HS, drop offs at MS, limited town elementary stops, arrive school
- Elementary (BW area): rural BW route, town stops, arrive BW (4 of 6 BW buses do secondary routes before starting BW routes, but all BW buses are empty when they start BW pick ups). Circle Lake bus 24 is an exception.

Afternoon:

- High School (GP or SIB area): depart HS, town secondary stops, load students at GP or SIB, town elementary stops (~4 GP area buses have no town stops), rural K-12 route.
- High School (BW area): depart HS, load students at MS, town stops, rural secondary route
- Middle School (GP or SIB area): depart MS, town secondary stops, load students at GP or SIB, town elementary stops (~4 GP area buses have no town stops), rural K-12 route.
- Middle School (BW area): depart MS, town stops, rural secondary route. Circle Lake bus 24 is an exception.
- Elementary: depart GP, SIB, or BW, town elementary stops (~4 GP buses have no town stops), rural K-12 route

We try to make the routes flow well and use group stops in town to keep the rides as short as possible. Rural Greenvale and Sibley elementary students endure extra ride time in the morning, but their afternoon rides are shorter and more direct. In the afternoon, Greenvale and Sibley area secondary students endure both secondary town stops, loading at an elementary school, and elementary town stops, but these secondary routes start at either the HS or MS; they do not go to both schools. This saves about ten minutes in the afternoon and is important in keeping afternoon routes acceptable. A great deal of work has gone into balancing efficiency and ride times for rural students, and this is on-going. It is not a simple matter to replicate what we have achieved with a flipped school bell schedule.

A few thoughts:

- Our ongoing challenge is providing efficient (ride times and cost) service for students of all ages spread throughout the rural area. More densely populated urban and suburban districts do not have this issue. We can not fill buses in rural areas because it would take too much time. Rural buses may be 1/3 to 1/2 full when they come into town. A few town stops fill the buses, but then we need to get students to multiple schools. We minimize stops at schools and transfers to limit overall transportation times for students.
- Initial routing for the proposed 8:45 HS start results in an 8:30 MS start, 8:05 GP & SIB start, and 8:00 BW start (class start times, not first bell). As rural K-12 buses would need to arrive at elementary schools between 7:50-7:55, morning routes would begin only about 20-25 minutes later than they do now to achieve a high school start that is 54 minutes later and a middle school start that is 33 minutes later than the current schedule.
- Shortened elementary days tend to result in rural elementary students have long rides both morning and afternoon. They trade class time for bus time.
- Has there been an effort to limit before school HS activities? Meetings, rehearsals, small groups, practices? My children graduated 10 and 12 years ago, but these things were scheduled at 7:00 or 7:15AM.
- We consider efficiency in going from point A to point B, and would avoid options that take more time. We look at every opportunity to make it work. For

example, we use both the inbound and outbound lanes for buses exiting the MS bus lot. Buses turning left use the inbound lane and buses turning right use the outbound lane. If all buses have to turn left, it will take longer. Every minute is valuable.

I continue to ponder transportation options for the later start for secondary students, including how it might work if there was a separate bus lot large enough to accommodate all of the buses and transfers at the high school. I'm also considering if elementary attendance area changes could be helpful. If I come up with anything that could be helpful, I will share it with you. Hopefully before December 16. I would be very happy if I could come up with something that would work well for the desired schedule.

Please contact me if you have any questions, ideas, or concerns. I will be out of town Nov 25 - Dec 6, but can be reached by phone, text, or email.

Nancy Johnson

School	students listed for bus	Ridetime < 20 minutes	Ride time >= 20 minutes	Notes
High School AM	HS 881*	684	160	7:30-7:40: Rural K-12 + town secondary buses drop off at HS first
High School PM		661	217	2:45-2:52: 9 buses load town and rural HS students; 4 then go to MS and BW area, 3 do GP area drops; 2 do SIB area drops
Middle School AM	MS 862	510	320	7:35-7:45: Rural K-12 + town secondary buses drop off at MS second; rural K-5 remain on
Middle School PM		627	241	2:47-2:59: 17 buses load town and rural MS & transfer students
Greenvale Park AM	GP 174	69	91	8:00-8:10: 8 buses unload rural + GP town area K-5 at GP
Greenvale Park PM		93	67	3:15-3:20: 8 buses load town and rural GP students (rural secondary & transfers already on)
Sibley AM	SIB 295	203	80	8:05-8:15: 6 buses unload rural + SIB town area K-5 at SIB
Sibley PM		196	92	3:15-3:20: 6 buses load town and rural GP students (rural secondary & transfers already on)
Bridgewater AM	BW 363	191	154	8:15-8:20: 7 buses drop off rural + BW town area K-5 at BW
Bridgewater PM		228	120	3:20-3:25: 5 buses load town and rural BW students (buses arrive empty at BW except for bus 24 which has secondary & transfers on)
Total AM (5 schools)		1657		Data does not include students from ALC, Arcadia, Prairie Creek, & St Dominic, or sped and M-V students. AM & PM totals do not equal total transported because a few students ride only AM or PM.
Total PM (5 schools)			737	
Total transported (5 schools)	2575			

* High School students listed for routes; individual ridership varies. We are gathering information from drivers to determine more precise ridership numbers.

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 22nd 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

\$1,000.00 donation to the ALC on Give to the Max Day, check # 1012.

The Rodgers Family Foundation
Donor

By: Received in District office

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 (Sibley)	\$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/ea	
The Rodgers Family Foundation (ALC)	\$1,000.00	N/A

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