

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, January 13, 2014, Following Organizational Board Meeting
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
This is an opportunity for members of the school district to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify himself/herself and the group represented, if any. He/She will then state the reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. Please know that this is not a time to debate an issue, but for you to make your comments.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Items for Discussion and /or Reports.
 - 1. Prairie Creek Community School and Arcadia Charter School Annual Reports.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. All Day Kindergarten Space in Elementary Buildings.
 - 2. Demographic Study.
 - 3. School / Site Improvement Plans.
 - B. Items for Consent Grouping
 - 1. Region Facilities Use Agreement.
 - 2. Grant Application to the MN State High School League Foundation.
 - 3. Student Activity Account – Speech.
 - 4. Gift Agreement.
 - 5. Personnel Items.
- VIII. Items for Information
 - 1. 2014-2015 School Year Calendar.
 - 2. Proposed 2013-2014 Student Make-Up Day.
 - 3. Educational Assistant Recognition Week – January 12-18, 2014.
 - 4. TIES Exceptional Teachers.
- IX. Future Meetings
Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, February 10, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, January 13, 2014, Following Organizational School Board Meeting
Northfield High School Media Center

TO: Members of the Board of Education
FROM: L. Chris Richardson, Ph. D., Superintendent
RE: Explanation of Agenda Items for the January 13, 2014, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of the Regular School Board meeting held on December 9, 2013, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. Prairie Creek Community School and Arcadia Charter School Annual Reports.
Simon Tyler, Director of Prairie Creek Community School, and Ryan Krominga, Director of Arcadia, will be doing a joint presentation of the programs being provided in their two charter schools.
Simon will be presenting a review of Prairie Creek's eleventh year of operation as a charter school under the sponsorship of the Northfield Public Schools, and an overview of this current school year. Prairie Creek's 2012-2013 Annual Report is enclosed for your review.
Ryan will review Arcadia's program and present their 2012-2013 Annual Report, which is enclosed.
Arcadia, formerly ARTech, is in its tenth year of operation.
These reviews and written reports fulfill state requirements for annual reporting as well as our District's request that each charter school authorized by the Northfield Public Schools present an annual report to the School Board.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. All Day Kindergarten Space in Elementary Buildings.
The Superintendent's Cabinet completed a thorough review of the short-term need to provide a minimum of four full day kindergarten classrooms in each elementary building in order to support the implementation of state funded all day kindergarten in the Northfield Public Schools for the 2014-15 school year and beyond. The Board has reviewed the information and the recommended short-term option to support this implementation. They have had the opportunity to review the other options considered and understand the issues that resulted in the rejection of those options.

Superintendent's Recommendation: Motion to approve providing space for four kindergarten classrooms at Sibley by relocating the District DCD Moderate program from Sibley Elementary to Greenvale Park Elementary beginning in the 2014-15 school year.
 2. Demographic Study.
The Superintendent's Cabinet has provided the Board with a significant amount of information about the current demographics and building capacities of the District's facilities. To develop a long-term plan to meet our student's needs in the coming years, we need projections of overall student enrollment for the next decade as well as a study of district housing, neighborhoods and demographics that will allow us to predict the District's future population and facilities needs.

Superintendent's Recommendation: Motion to approve the proposal of Hazel Reinhardt Consulting Services to complete an Enrollment Projection Study and Housing Unit Study at a cost not to exceed \$9,300.00

3. School/Site Improvement Plans.

Over the last several Board meetings, Board members have had an opportunity to hear presentations for each of the elementary and secondary buildings, the Area Learning Center and the Community Services Division concerning their progress on their 2012-13 school improvement plans as well as their continuous site improvement plan for the 2013-14 school year. Each site identified one or more achievement and climate goals and provided specific activities, benchmarks and evaluation criteria that will be used to chart their progress in supporting increased student achievement and enhanced building climate. The action of the Board is to affirm the work of each site in the development and implementation of these plans.

Superintendent's Recommendation: Motion to approve the seven site improvement plans submitted by building or program staffs for the 2013-14 school year.

B. Items for Consent Grouping

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

1. Region Facilities Use Agreement.

The School Board is asked to approve the enclosed Region Facilities Use Agreement with the Minnesota State High School League (MSHSL). The MSHSL is formalizing a process that has been in place in Northfield for several years. Anyone employed for a Region 1AA game needs to be an employee of the Northfield Public Schools and not the MSHSL.

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

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

3. Student Activity Account – Speech.

Activities Director Tom Graupmann is requesting Board approval to designate up to \$2000 from the Speech Team's student activity account to pay for additional coaches to work with participants. The rate of pay will be \$12 - \$14 per hour. The Speech Team intentionally fundraised so that more coaches could be secured.

4. Gift Agreement.

The Board is asked to accept a \$13,248.29 gift from the Greenvale Park PTO to Greenvale Park Elementary School to be used at Greenvale Park as follows:

Field Trip Fund for Students - \$5,258.00; Licensed Staff Classroom Funds - \$4,200.00;
Funds for Specialists - \$2,573.72; Music Teacher Funds - \$600.00; Music Bleachers - \$616.57

5. Personnel Items.

a. Appointments*

1. Trisha Beacom, Early Ventures Site Assistant at Longfellow/Community Services for 19 hours/week beginning 01/06/2013; Step 3 - \$11.84/hour.
2. Nikki Elliott, Early Ventures Site Assistant at Longfellow/Community Services for 36 hours/week beginning 01/06/2014; Step 3 - \$11.84/hour.
3. Daniel Ericksen, 1.0 FTE Long Term Substitute Orchestra Teacher at the MS & HS, beginning on or about 01/10/2014 – 03/21/2014; BA-Step 1.
4. Amy Franklin, ECFE Long Term Substitute Teacher at the NCRC beginning 01/13/2014 – 03/21/2014 for 4 hours/day Monday-Thursday; Year 2 - \$24.36/hour.
5. Karen Roback, Middle School EA-PCA (Class IV) at the Middle School for 20 hours/week beginning 01/08/2014 – 06/06/2014; Class IV, Step 1 \$13.49/hour.

6. Elizabeth Robinson, PLUS Site Assistant at Greenvale Park Elementary for 1.25 hours/day beginning 01/10/2014 – 04/24/2014; Step 1, \$11.25/hour.
 7. Maelynn Rosas, Middle School Youth Center Site Assistant for up to 7 hours/week beginning 01/08/2014 – 05/15/2014; Step 1, \$11.25/hour.
 8. Emily Shimota, Community Services Swimming Lessons & Birthday Party Staff \$7.50/hour; Lifeguard \$8.00/hour beginning 12/09/2013 – 04/01/2014.
 9. Elizabeth Schmidt, Long Term Substitute EA-PCA (Class I .17 hours/day & Class IV 6.75 hours/day) at Sibley for 6.92 hours/day beginning 01/08/2014 – 06/06/2014; Class I-Step 2 \$12.95/hour; Class IV-Step 2 \$14.00/hour.
 10. Tom Sola, Weight Room Assistant at the High School beginning 12/16/2013 – 03/21/2014; Level K, Step 1 (25% stipend shared position).
 11. Paul Stanaway, Middle School Weight Room Coach (Spring) beginning 02/03/2014 – 03/22/2014; Level K, Step 1.
 12. Bob Sullivan, Weight Room Assistant at the High School beginning 12/16/2013 – 03/21/2014; Level K, Step 1 (25% stipend shared position).
 13. Alisha Traeder, KidVentures Site Assistant at Greenvale Park Elementary for 2.5 hours/day beginning 01/06/2013; Step 1 - \$11.25/hour.
 14. Event Workers – Activities:
John Bade, Fred Beumer, Sydney Delp, Rosemary Fink, Amanda George, Stacy Gustafson, Candace Hard, Anne Jarvis, Mark Langevin, Elizabeth Robinson, Jennifer Severson, Alisha Traeder, Nicole Wagner and Connor Wray
 15. Community Services Fall/Winter Recreations Positions – beginning 02/01/2014 – 04/01/2014:
Savannah Dimick, Basketball Staff, \$7.50/hour; Derek Henle, Basketball Coach, \$9.00/hour; Michael Hodges, Boys Basketball Program Supervisor, \$10.00/hour; Christopher Kragness, Basketball Coach, \$9.00/hour; Anna Pfefferle, Basketball Staff, \$7.75/hour; Claire Vasilis, Basketball Staff, \$7.75/hour.
- b. Increase/Decrease/Change in Assignment
1. Carol Beumer, Educational Assistant-PCA (Class IV) at the High School, change from 6.5 hours/day to 6.75 hours per day, retroactive to 09/03/2013 – 06/06/2014.
 2. Elaine Harries, ALC Special Education Instructor, add homebound instructor for 5 hours/week beginning 01/06/2014.
 3. Katherine Klein, Long-Term Substitute Life Science Teacher at the Middle School, extended time to begin 01/06/2014 – 01/27/2014.
 4. Karen Koester, Business Education Teacher at the High School, change from 1.0 FTE to .60 FTE for semester 2 beginning 01/28/2014 – 06/06/2014.
 5. Margaret Paradise, LTS 5th Grade Teacher at Bridgewater from 11/18/2013 – 12/20/2013; change last day of work to 12/13/2013.
 6. Kristy Severson (Endersby), LTS teacher at Sibley, add additional substitute hours for ½ day beginning 12/11/2013 – 12/20/2013.
- c. Leaves of Absence
1. Teresa Findlay, FMLA leave of absence beginning 12/06/2013 – 12/18/2013, partial days 12/19/2013 – 12/20/2013.
 2. Dana Holden, FMLA leave of absence beginning 01/06/2014 on an intermittent basis as needed for up to 60 work days.
 3. Jeff Jasan, FMLA leave of absence beginning 12/16/2013 to continue for up to 60 work days.
- d. Retirement / Resignations
1. Asia Black, Early Ventures Site Assistant, resignation effective 12/13/2013.
 2. Nicole Gill, Education Assistant, resignation effective 12/30/2013.
 3. Samantha Glowacki, PLUS Site Assistant, resignation effective 12/19/2013.
 4. Amber Iwanski, Educational Assistant/Plus Site Assistant, resignation effective 12/17/2013.
 5. Lois Kelly, Read 180 Education Assistant, resignation effective 01/06/2014. Lois will continue to work as a substitute Education Assistant.

6. Karen Koester, Business Education Teacher at the High School, retirement effective 01/24/2014. Karen will continue to teach part time .60 FTE for the remainder of the 2013-14 school year – Semester 2 beginning 01/28/2014 – 06/06/2014.
7. Lacey Neumann Bissonnette, Family School Education Assistant, resignation effective 12/13/2013. Lacey will continue to work as a substitute EA with the ECFE classes, including Family School and Sibling Care.
8. Heidi Peterson, MS Life Science Teacher, resignation effective 12/28/2013.
9. Rachel Woldum, MS Youth Center Site Assistant, resignation effective 01/01/2014.

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

VIII. Items for Information

1. 2014-2015 School Year Calendar.

Enclosed is a copy of the 2014-15 School Year calendar as recommended by the District Meet and Confer Committee, which met on January 7, 2014. The calendar maintains 174 student contact days and reflects the interests identified by the District. Finally, it addresses the need to identify student make-up days in the event that we continue to experience multiple weather-related closings in the coming years. The Board will be asked to take action on the proposed 2014-2015 school year calendar at its meeting on January 27, 2014.

2. Proposed 2013-14 Student Make-Up Day.

Due to the extremely cold temperatures associated with this January's 'Polar Vortex', we already have had two weather-related full day school cancellations. We ask the Board to consider authorizing administration to convert the March 31, 2014, teacher work day to a student contact day (students attend school) should the District need to cancel two additional full day student contact days (bringing the total to four) before March 24, 2014, the beginning of Spring Break.

Should the Board decide to act on this item, the proposed Superintendent's Recommendation would be as follows: Motion to authorize District administration to convert March 31, 2014, to a student contact day (students attend school) should the District have to cancel two additional full day student contact days before March 24, 2014, the beginning of Spring Break.

3. Educational Assistant Recognition Week – January 12-18, 2014.

This week has been designated as Educational Assistant Recognition Week. Educational Assistants are persons who are essential to every school. They work in a variety of positions in a school district. Their roles include those who work as instructional assistants, pupil support assistants, special education educational assistants, job coaches, lunchroom and playground assistants, hall monitors, and media center assistants. Buildings are recognizing the contributions of educational assistants this week.

4. TIES Exceptional Teachers.

Congratulations to Northfield Middle School Science Teachers Amy Allin and Katrina Meehan on being selected as the Northfield School District's "Exceptional Teachers" during the TIES Education Technology Conference on December 17. Amy and Katrina were honored and congratulated by Minnesota Commissioner of Education Brenda Casselius for their work. Amy and Katrina were selected for their leadership efforts to integrate technology in their 7th grade Science courses. Their collaboration to create digital iBooks content for students is just one example of their efforts to engage students using technology in class. TIES is an education technology consortium of Minnesota schools. Their annual conference draws teachers from around the world each year and is the premier education technology conference in the Midwest. This year's conference saw more than 3,600 attendees. Congratulations to Amy and Katrina on their outstanding work!

IX. Future Meetings

Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, February 10, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

School Board Minutes

School Board Minutes

December 9, 2013

Northfield High School Media Center

- I. Call to Order.
Board Chair Ellen Iverson called the Regular meeting of the Northfield Board of Education to order at 7:00 PM. Stratmoen was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
Dave and Angel Dockendorf, parents of Cooper Dockendorf, voiced concerns about moving the DCD program from Sibley to Greenvale Park. Devon Barnes has a daughter who attends Sibley, who frequently talks about how great it is having Cooper Dockendorf being a student there.
- IV. Approval of Minutes
On a motion by Maple, seconded by Pritchard, the minutes of the Regular School Board meeting held on November 25, 2013, were unanimously approved.
- V. Announcements and Recognitions
 - In celebration of the 92nd American Education Week, Northfield Public Schools and the Northfield Education Association honored several staff members for years of service to the District at its annual Staff Appreciation Breakfast on Wednesday, November 27. Forty-years – Lee Engleby; thirty-years – Jeff Eckhoff and Mary Hanson; twenty-five years – Sheri Hagen, Gail Kohl, Mary Magnuson, Arlette Nelson and Connie Nelson; and twenty-years – Kevin Dahle, Dan Kust, Dave Piper, Kim Slegers, Earl Weinmann and Deborah Winkleman. The NEA gave the following awards: Friend of Education went to Accelerate Northfield founders, Fritz Bogott and Rachel Matney; Paraprofessional of the Year Award – Lee Murray at Bridgewater; and Teacher of the Year Award to Cathy Penning, who is a vocal music teacher at Northfield Middle School.
 - The Bush Foundation announced that Northfield Promise is one of its inaugural Community Innovation Grant recipients! Northfield Promise was one of 34 projects selected for funding. The two-year, \$50,000/year grant will help with some of the infrastructure support to launch Northfield Promise over the next two years and will provide seed money to the action teams.
 - Pritchard thanked Roger Jenni for organizing his students to play Christmas music at Wells Fargo bank today. It sounded fabulous and thank you to Wells Fargo for serving the students lunch.
 - Pritchard thanked the numerous businesses that support the publishing of the student directories.
 - Superintendent Richardson recognized Dr. Gary Lewis for his years of service to the District as Director of Student Services. Dr. Lewis is retiring at the end of December.
- VI. Items for Discussion and / or Reports
 1. Truth in Taxation Presentation for the Payable 2014 Property Tax Levy followed by Public Comment.
The amount of the proposed levy for 2014 is \$15,277,610.44 and represents a 0.52% decrease from the prior year. Director of Administrative Services Matt Hillmann and Director of Finance Val Mertesdorf reviewed the levy and the current year's revised general fund budget. Carl Caskey addressed the Board. He asked for clarification as to why his taxes increased. A response to Mr. Caskey's question was provided by Ms. Mertesdorf and Superintendent Richardson.
 2. School Improvement Plan Presentations – Greenvale Park Elementary School and the Area Learning Center.
The final site continuous improvement plan presentations by the Area Learning Center and Greenvale Park Elementary School and the Area Learning Center first documented the progress made on each building's site improvement goals from the 2012-13 school year, then representatives from each building described their building's 2013-14 site improvement goals, the data or evidence that was used to identify those goals, and the specific performance targets that will be used to determine success in reaching the goals. The presentations also highlighted specific activities and that will be completed during the 2013-14 school year. Presenting for the Area Learning Center was Director Daryl Kehler. Principal David Craft and Response to

Intervention Coaches Diane Torbenson and Heather Ryden, and Educational Assistant Kelle Edwards presented Greenvale Park's improvement plan.

3. All Day Kindergarten Facilities Needs, Demographic Study and Pre-K – 12 Facilities Study.
As a follow up to the November 21st School Board work session, Superintendent Richardson, with support from Cabinet members, responded to questions from the Board about short-term options for addressing additional classroom space needs at Sibley precipitated by State-funded all day kindergarten as well as the proposed first two steps in developing and implementing a long-range plan to meet current and future enrollment, demographic and program needs for the students of the Northfield Public Schools. The recommendation of the Superintendent's Cabinet to the School Board is to relocate the Special Education DCD program from Sibley to Greenvale Park next school year and to conduct comprehensive demographic and facilities studies to support long-range planning. This discussion provided direction for formal recommendations to be presented to the Board for consideration at the January 13th Board meeting.

During the discussion, on a motion by Nelson, seconded by Pritchard, the Board unanimously agreed to extend the Board meeting past 10:00 PM.

VII. Superintendent's Report

A. Items for Individual Action

1. Certify Final 2013 Payable 2014 Tax Levy.
On a motion by Hardy, seconded Nelson, by the Board unanimously certified to County Auditors the 2013 Payable 2014 Final Certified Net Tax Levy in the amount \$15,277,610.44.
2. Fiscal Year 2013-2014 General Fund Budget Adjustment.
On a motion by Pritchard, seconded by Maple, the Board unanimously approved the revised budget for FY 14 with revenues of \$41,604,919 and expenditures of \$41,710,658.

B. Items for Consent Grouping

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

1. Gift Agreement.
The Board accepted a \$9949 gift from the Tom Cieslukowski Memorial Fund to be used for a new tennis backboard.
2. Personnel Items.
 - a. Appointments*
 1. LeAnne Fricke, Assistant Gymnastics Coach at the High School beginning 11/26/2013 – 02/22/2014; \$12.00/hour.
 2. Katherine Klein, .44 FTE Long-Term Substitute Life Science Teacher at the Middle School for 16 hours/week beginning 12/03/2013 – 12/20/2013; MA-Step 2.
 3. Peter Tomczik, Community Services Birthday Party Staff and Basketball Staff beginning 12/09/2013 – 04/01/2014; \$7.50/hour.
 4. Activity Event workers, as listed on December 3, 2013 memo from Tom Graupmann. (James Pasch, Chiamaka Isiguzo, Elizabeth Granquist, Jeff Heckroth and Mark Whitson)
 5. Activity Event Workers, as listed on December 6, 2013 memo from Tom Graupmann. (Craig Johnson, Natalie Kruger, Melvin Miller, Brian Stevens and Mary Wojick)
 - b. Increase/Decrease/Change in Assignment
 1. Ritva Barsness, Child Nutrition 3 at Greenvale Park for 7 hours/day, change to CNA 3 at Greenvale for 6.5 hours/day beginning 12/02/2013.
 2. Sue Leidner, EA-Class IV at Sibley, add 2.75 hours on Thursdays only beginning 01/09/2014 – 06/06/2014.
 3. Amy Moeller, .5 FTE HS/ALC English Instructor, change to .65 FTE English Instructor at the ALC and High School beginning 1/28/2014 – 06/06/2014 (semester 2).

4. Susan Mary Nelson, .55 FTE Long-Term Substitute Read 180 Instructor at Bridgewater, change from short call license to regular teaching license; MA-Step 6.
 5. Margaret Paradise, 1.0 FTE Long-Term Substitute Fifth Grade Teacher at Bridgewater; change from MA-Step 3, to MA-Step 4 beginning 11/18/2013 – 01/10/2014 (half days 01/06/2014-01/10/2014).
 6. Andrea Waldock, Educational Assistant (Class IV) at Head Start, add .5 hours/day Monday-Thursday from 3:05-3:35 p.m. beginning 12/03/2013.
 7. Lacey Neuman Bissonnette, Family School Education Assistant at the NCRC, will no longer be working in this position beginning 12/12/2013.
 8. Darren Corbin, High School Weight Room Assistant for the winter season – change from 100% to 50% stipend beginning 12/6/2013 – 03/21/2014.
 9. Peggy Sheehy, Education Assistant (Class I) at the NCRC for 15 hours/week, add Family School Education Assistant (Class I) at the NCRC for additional 8 hours/week (23 hours total) beginning 12/10/2013.
- c. Leaves of Absence
1. Heidi Peterson, Leave of Absence beginning 12/02/2013 – 01/03/2014.
 2. Ann Schmidt, FMLA Leave of Absence beginning 11/26/2013 on an intermittent basis for up to 60 work days.
- d. Resignations
1. Amy Allin, Eagle Bluff Coordinator, resignation effective 12/03/2013.
 2. Zeebo Karouso, Kid Ventures Site Assistant/CS Basketball Scorekeeper, Targeted Services Enrichment Coordinator; resignation effective 12/20/2013.
 3. Peggy Sheehy, Educational Assistant-PCA (Class IV) at Headstart, resignation effective 12/06/2013.
- e. Additional
- The Board approved the 2013-14 Teacher Seniority List and the 2013-14 Principals/Assistant Principals Seniority List.

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

VIII. Items for Information

1. Enrollment Report – December 2013.

IX. Future Meetings

Monday, January 13, 2014, 7:00 PM, Organizational School Board Meeting followed by Regular School Board Meeting, Northfield High School Media Center

Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

- X. On a motion by Fossum, seconded by Maple, the Board adjourned at 10:25 PM.

Noel Stratmoen
School Board Clerk

PRAIRIE CREEK COMMUNITY SCHOOL

2013 Annual Report on Curriculum, Instruction and Student Achievement



Minnesota Charter School District #4090

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INTRODUCTION

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

MISSION

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

Mission Statement

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

SCHOOL PROGRAM, ENROLLMENT, AND STUDENT ATTRITION

Authorizer

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

Relationship with Authorizer

PCCS opened in 2002

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

Each fall, the director sends a formal report to the Northfield Board of Education regarding the previous school year. The authorizer has been pleased with PCCS and the Board has been supportive of its goals. On May 10, 2013, Dr. Richardson spent a day reviewing the program and meeting with students, staff and parents.

School Calendar & Hours of Operation

The first day of school was September 4, 2012 and school ended on June 4, 2013. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesday from 9:15 am to 2:30 pm.

Student / Classroom Teacher Ratio

PCCS employed nine classroom teachers to serve 180 students in grades K-5. The student/classroom teacher ratio in 2012-2013 averaged 20:1.

Enrollment

PCCS has detailed admissions procedures and preferentially admits applicants who have a sibling enrolled at PCCS or applicants who are the children of staff members. If applications exceed the number of openings, admission of additional students is based on a lottery system. The Director publishes the date of the lottery and draws names of applicants until all spaces are filled. At that time the Director also constructs a wait list so that, should a student withdraw from PCCS, openings can be filled from the wait list. A limited amount of information is gathered on the application forms, including student's name, age of kindergarten, whether or not the applicant has a sibling enrolled at PCCS (siblings of current PCCS students are enrolled prior to other applicants), and parent/guardian contact information.

Prairie Creek maintained full enrollment and had a wait list at every grade level except fifth grade in 2012-2013.

Attrition

Two students transferred during the school year: one student to a home school environment (medical reasons), one because the family moved out of state.

At the end of the school year two students transferred out because their families moved out of town or out of state. One child transferred to an elementary school in the neighboring Northfield School district. These places were filled from the wait list with new students.

Characteristics of PCCS Students

Table 1 below outlines gender, ethnicity, and other characteristics of PCCS students.

Table 1: Characteristics of PCCS Students¹

PCCS Students	08-09	09-10	10-11	11-12	12-13
Enrollment (K-5) ²	119	177	178	180	180
Average Daily Membership ³	119.50	177.42	179.15	178.39	178.71
Male	58 (49%)	83 (47%)	98 (55%)	84 (47%)	86 (48%)
Female	61 (51%)	94 (53%)	80 (45%)	96 (53%)	94 (52%)
Race/Ethnicity					
American Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian/Pac. Islander	6 (5%)	12 (7%)	8 (4%)	8 (4%)	10 (6%)
Black/Non-Hispanic	1 (0.8%)	4 (2%)	4 (2%)	2 (1%)	4 (2%)
Caucasian	111(93%)	158 (89%)	162 (91%)	165 (92%)	165 (92%)
Hispanic	1 (0.8%)	3 (2%)	4 (2%)	5 (3%)	1 (1%)
Students of Color	8 (7%)	19 (11%)	16 (9%)	15 (8%)	15 (8%)
Free and Reduced Lunch	11 (9%)	30 (17%)	41 (23%)	32 (18%)	25 (14%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	14 (12%)	19 (11%)	20 (11%)	18 (10%)	24 (13%)
Mobility Index ⁴	0.06	0.03	0.01	0.05	NA ⁵

¹ Source: Minnesota Department of Education (<http://education.state.mn.us>)

² This number represented the count of students who were enrolled on October 1 of the school year.

³ ADM is computed by taking the number of days the student was reported as enrolled divided by the number of instructional days reported for that school.

⁴ The *Mobility* represents how much activity annually occurs based on student transfers after the school year begins.

⁵ Not yet available.

GOVERNANCE AND MANAGEMENT

Membership:

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and a community member. The nine members of the 2012-2013 board all have completed all three required training modules in the areas of employment law, governance and finance.

Number, Tenure, and Qualifications:

Since the 2010-2011 school year, the permanent Board consists of nine members, six of whom will be chosen from the parent community, two of whom will be chosen from the faculty, and one from the community at large. The director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30. Members serve no more than two consecutive terms and at least one year must separate the second term from the next period of service.

There were nine voting members of the PCCS Board for the 2012-2013 school year. Specific information for each Board member can be found in Table 14 below. Overall, Board members had an average attendance rate of 87%.

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

Table 2: PCCS Board Members

Name	Board Position	Represents	Contact Information	Attendance
Randy Clay	Treasurer	Parent	rbclay@gmail.com	75%
Roz Eaton-Neeb	Secretary	Parent	eatonnee@stolaf.edu	84%
Trish Ferrett	Member	Parent	TFerrett@carleton.edu	75%
Bonnie Jean Flom	Board Vice Chair	Community	bjflom@charter.net	67%
Daniel Hollerung	Member	Parent	daniel.hollerung@gmail.com	84%
Dan Kelley	Board Chair	Parent	tgx012@yahoo.com	92%
Kelsey Fitschen	Member	Faculty	kfitschen@prairiecreek.org	100%
Cathy Oehmke	Member	Faculty	coehmke@prairiecreek.org	100%
Heidi Welsch	Member	Parent	heidi.welsch@gmail.com	75%
Keith Johnson	Ex-officio Member	CFO	keith_johnson@hotmail.com	100%
Simon Tyler	Ex-officio Member	Director	styler@prairiecreek.org	100%

Table 3:Board Training Record

Board Member	Governance	Financial	Employment
Randy Clay	8/16/11	8/9/11	8/24/11
Roz Eaton-Neeb	8/16/11	8/9/11	8/24/11
Trish Ferrett	1/8/11	8/9/11	1/8/11
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen	9/15/12	9/15/12	9/15/12
Dan Kelley	11/19/11	3/10/12	8/24/11
Daniel Hollerung	9/15/12	9/15/12	9/15/12
Cathy Oehmke	8/16/11	8/9/11	8/24/11
Heidi Welsch	11/19/11	8/9/11	8/24/11

SCHOOL STAFF

Table 12 below shows the rates of turnover among teaching and non-teaching staff. As can be seen in the table, turnover rates in 2012-2013 were similar to the previous year. The turnover rate for 2012-2013 was 13.3% among teaching staff (n=15), 31.25% among non-teaching staff (n=16), and 22.6% overall.

Note: Because PCCS maintains a small number of staff, a change of one staff member represents nearly a 3% overall turnover rate. As a result, proportions should be interpreted cautiously.

Table 4: Turnover Rates Among Teaching and Non-Teaching Staff at PCCS

	2008-2009	2009-2010	2010-2011	2011-2012	2012 - 2013
Teaching Staff	4/14	3/19	3/20	2/14	2/15
Non-teaching staff	1/6	1/5	1/7	3/12	6/16
Total	5/20 (25%)	4/24 (16.6%)	4/27 (14.8%)	5/26 (19.2%)	8/31 (25.8%)

Table 13 below shows all staff employed at PCCS for the 2012-2013 year, their position, and whether or not they will be returning for the 2013-2014 year. Eight staff will not be returning for the 2013-2014 school year.

Table 5: School Staff by File Folder and Position

Name	File Folder	Position	FTE	12-13 Staff	13-14 Staff	Reason for change
Simon Tyler	933000	Director	1.0	Y	Y	
Ona Sheets		Business Manager	1.0	Y	Y	
Colleen Braucher		Administrative Assistant	1.0	Y	Y	
Teresa Nemec		Office Assistant	Part-time	Y	Y	
Susan Kesselring	249667	Kindergarten & 1st Grade	1.0	Y	Y	
Elise Erickson	453388	Kindergarten & 1st Grade	1.0	Y	N	Personal
Jeanne Avery	435291	Kindergarten & 1st Grade	1.0	Y	Y	
Amy Haslett-Marroquin	374525	2nd & 3rd Grade	1.0	Y	Y	
Nancy Dennis	394260	2nd & 3rd Grade	1.0	Y	Y	

Molly McGovern Wills	427419	2nd & 3rd Grade	1.0	Y	Y	
Amy Brown	398391	4th and 5th Grade	1.0	Y	Y	
Michelle Martin	406690	4th & 5th Grade	1.0	Y	Y	
Cathy Oehmke	421554	4th & 5th Grade	1.0	Y	Y	
John Witt	60219	Spanish	0.4	Y	Y	
Rachel Geffers	432580	Music Teacher & Classroom Assistant	0.5 0.5	Y	N	Personal
Angie Ekern	397283	Visual Arts Teacher	0.375	Y	Y	
Laura Medwetz	369425	Special Education Teacher	1.0	Y	Y	Position will be 0.8 in 13/14
Kelsey Fitschen	450336	Special Education Teacher	1.0	Y	Y	
Michelle Bigalke	180100	Special Education Teacher	1.0	Y	Y	
Amy Narveson		Special Education PARA	1.0	Y	Y	
Natalie Ojala		Special Education PARA	1.0	Y	Y	
Lisa Molitor		Special Education PARA	1.0	Y	Y	
Nikki Teske		Special Education PARA	1.0	Y	Y	
Kate Sartoris		Special Education PARA	1.0	Y	N	Moving out of state
Kelsey Riha		Special Education PARA	1.0	Y	N	Seeking licensed teaching position
Margaret Johnson		Teaching Assistant	1.0	Y	N	Accepted licensed teaching position in another school
Anna Racer		Teaching Assistant	Part-time	Y	Y	
Hannah Feltzer		Teaching Assistant	Full-time	Y	Y	
Kate Buckmeier		Teaching Assistant	Part-time	Y	N	Personal
Ann Myers		Teaching Assistant/Title One Paraprofessional	Full-time	Y	N	Personal
Dorinda Grandbois		Librarian	Part-time	Y	N	Moving out of state

PROFESSIONAL DEVELOPMENT

The Prairie Creek faculty works collaboratively to determine professional development foci. Professional development at Prairie Creek is very robust. Typically, two hours a week is devoted to professional development activities led by Prairie Creek faculty and outside experts. In addition, the teaching staff participates in two days of professional development at the end of the year for reflection on the year's work and goal setting focused on the mission and purpose of the school. The staff also participates in four days of workshops prior to the start of the school year. The faculty functions as an authentic learning community with teacher leadership utilized to develop workshops related to academic and non-academic goals.

Work in 2012-2013 primarily focused on reading assessment and instruction, math assessment and instruction, and cultural awareness and PE/health.

As can be seen in the table below, weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session. Activities ranged in time from a few hours to full one or two credit classes of professional development.

Table 6: PCCS Professional Development Implementation

Description	Hours	Participants
Sharing and discussion of literacy plan assessments	2	All teaching staff
Teachers who attended the Hamline Literacy conference share with staff	1	All teaching staff
Discussion of, and entering data into, the theme curriculum database	Appr.6	All teaching staff
Reading instruction and ways to support Title I readers	2	All teaching staff
Review of bullying policy	1	All teaching staff
Teacher workshop day: Cultural awareness	3	All teaching staff
Teacher workshop day: PE/Health	3	All teaching staff
Instructional technology: Smartboard, iPad, apps	2	All teaching staff
Math: discussion of our new Title I math	1	All teaching staff; Ann Myers, Title I teacher
Math: discussion of and researching PD curricula: DMI, Lesson study, Think Math curriculum	5	All teaching staff
Cultural awareness: review of spaces, reading and discussion, self-assessment, and school-wide cultural competence observation checklist	2	All teaching staff
Book club discussion: Each teacher read a different book about reading instruction, summarized and shared	2	All teaching staff

Writing instruction: writing circles	1	All teaching staff
View video on literacy instruction and discuss	2	All teaching staff
PE: Sharing our practice; breaking down the games we use to analyze the skills and habits they teach	2	All teaching staff
Cultural Awareness: Presentation and discussion with author Julie Landsman	2	All teaching staff
Cultural Awareness Book club: <u>Other People's Children</u> by Lisa Delpit	2	All teaching staff
Staff wellness: trip to Carleton to play tennis	2	All teaching staff
DMI workshops (Developing Mathematical Ideas)	12	Cathy Oehmke Michelle Martin Laura Medwetz Kelsey Fitschen Gabe Meertz Nancy Dennis Amy Haslett-Marroquin Molly McGovern Wills
It's About Time Conference (St.Olaf / MDE)	7	Simon Tyler Jeanne Avery
Cognitive Coaching	16	Simon Tyler Michelle Martin
Hamline Literacy Institute	40	Susan Kesselring
St. Croix Watersheds Institute	24	Jennifer Nelson Amy Brown
ISES Back to School Workshop	8	Laura Medwetz
MDE Special Education File Review	24	Laura Medwetz

DIRECTOR PROFESSIONAL DEVELOPMENT PLAN

In addition to participating in many of the above activities, PCCS's director, Simon Tyler, also completed his administrative licensure in December 2012 through the University of Saint Thomas.

ACADEMIC PERFORMANCE

Goals and Accountability Plan

PCCS developed two academic and two non-academic goals for the 2012-2013 school year as part of their commitment to accountability. All of the academic and non-academic goals were developed with specific measurement tools and indicators of success (see Table 1 below).

Table 7: PCCS's 2012-2013 Accountability Plan

Academic Goals	Indicators of Success	Measurements
<u>Math</u> Growth goals for students who are in grades 4 and 5. Fall to Spring growth goals for students in grades K – 5.	<u>Growth:</u> The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth in math will increase from 79.6% to 83% as measured by MCA III. PCCS students in each grade will, on average, show a significant increase in math scores from fall to spring.	MCA III Mathematics Assessment <ul style="list-style-type: none"> • Grades: 4 and 5 • Students making “medium” or “high” growth Work Sampling Assessments <ul style="list-style-type: none"> • Domain: Mathematical Thinking • Administration: Fall and Spring • Students are measured on a three point scales: “not yet”, “in process”, “proficient” • Mean average in each grade will show an increase from fall to spring of 0.6
<u>Reading</u> Growth goals for students who are in grades 4 and 5. Fall to Spring growth goal for students who are in K – 5.	<u>Growth:</u> The number of PCCS students in grades 4 and 5 attaining “medium” or “high” levels of growth in reading will increase from 69.5% to 74.6% as measured by MCA III. PCCS students in each grade will, on average, show a significant increase in language	MCA III Reading Assessment <ul style="list-style-type: none"> • Grades: 4, 5 • Students making “medium” or “high” growth Work Sampling Assessments <ul style="list-style-type: none"> • Domain: Language and Literacy • Administration: Fall and

	and literacy scores from fall to spring.	<p>Spring</p> <ul style="list-style-type: none"> Students are measured on a three point scales: "not yet", "in process", "proficient" Mean average in each grade will show an increase from fall to spring of 0.6
Non-Academic Goals	Indicators of Success	Measurements
<p><u>Diversity and Cultural Awareness</u></p> <p>Increase PCCS faculty's awareness of issues connected to diversity and cultural awareness.</p>	<p><u>Standard:</u></p> <p>100% of classroom teachers will participate in diversity and cultural awareness focused professional development for a minimum of 5 hours</p> <p>A committee consisting of teachers and parents will be formed to study the issue and will meet 6 times during the year. Minutes will be distributed to members as well as all PCCS faculty.</p>	<p>Attendance logs of professional development</p> <p>Committee Meeting Minutes</p>
<p><u>Health and Wellness</u></p> <p>Increase staff, student and community awareness of health and wellness practices and policies.</p>	<p><u>Standard:</u></p> <p>100% of classroom teachers will participate in professional development to review PE standards, curriculum and instructional practices for at least five hours.</p> <p>Under the leadership of the policy committee, the wellness policy will be reviewed and revised.</p> <p>A sub-committee will be established to review staff health and wellness issues.</p>	<p>Attendance logs of professional development.</p> <p>Board minutes that indicate revised policy was reviewed and approved.</p> <p>Surveys of staff to identify staff health/wellness needs.</p> <p>Minutes from sub-committee meetings.</p>

Summary of Academic Performance

- **Academic Goals:** PCCS used a number of instruments to assess student progress towards academic goals including the Work Sampling System (WSS) and the Minnesota Comprehensive Assessment, Series II/III (MCA-II/III).

Changes in academic performance of PCCS students are noted as follows:

- PCCS students showed large percentage gains from fall-to-spring on WSS in the mathematical thinking domain (58.6%). This is 13 percentage points higher than last year.
- PCCS had two goals relating to progress on the WSS, one for Mathematical Thinking and one for Reading:
 - Students met the growth goal on the WSS in math. The average student made a .97 gain in math. Every grade level was above the .6 goal.
 - Students met the growth goal on the WSS in literacy and language. The average student made a .86 gain in this domain. Every grade level was at or above the .6 goal.
- On the MCA-III Reading, 65.50% of PCCS students met or exceeded proficiency; the proficiency rate exceeded statewide levels. On the MCA – III Mathematics, 63.60% of PCCS students met or exceeded proficiency, which was higher than statewide proportions. On the MCA – III Science test, 5th graders at PCCS had a proficiency rating of 71.40%, which was higher than the statewide proficiency rate (59.70%).
- PCCS met its MCA growth data goal for reading (83% of students in grades 4 and 5 made medium or high growth). PCCS did not meet the growth goal for math (71.70% of students in grades 4 and 5 made medium or high growth).

Work Sampling System

The Work Sampling System (WSS) was adopted by the Minnesota Department of Education from November 1999 to May 2003 in response to a Title I legislative requirement for evaluating student progress. The WSS is used to record a student's knowledge and skills across an array of curricular areas at different time periods (fall, winter, and spring) in order to inform teaching staff. The WSS Guidelines provide a set of criteria for performance based on standards from curriculum organizations, national and state standards, and child development research. The Guidelines also provide teachers with a set of shared expectations for children's learning.

Curricular areas assessed by the WSS include personal and social development, mathematical thinking, scientific thinking, social studies, arts, and physical development. PCCS staff used two sections of the WSS to measure student academic progress towards

accountability goals in 2012-2013: mathematical thinking and the literacy and language domain. Each domain consists of six to ten indicators. Students are scored on a three-point scale on each indicator: “Not Yet” (student cannot demonstrate indicator), “In Process” (student demonstrates indicator intermittently), and “Proficient” (student can reliably demonstrate indicator). The Prairie Creek staff uses the electronic version of the Work Sampling System.

Whether or not a child is proficient within an entire domain depends on the average score on each indicator within the domain. A child who is proficient scores a “3” on an indicator, if the child is “In Process” he or she receives a “2”, and a child who is not yet demonstrating that indicator receives a “1”. Overall proficiency is determined by the total number of points possible in a domain (number of indicators multiplied by 3). A child who has a total score of more than $\frac{2}{3}$ of the points possible is considered “proficient” in that domain.

Gains in an area are determined in two ways. The gain score is of a possible 2 points. For example, if a child moved from “not yet” to “proficient” in an indicator, he or she would have made a gain of two. To determine the average gain in a domain, a child’s gains for each indicator within the domain are added and divided by the number of indicators. While it may be tempting to equate a point gain to a year’s growth, they are not analogous. This instrument cannot measure growth accurately for students who are already at grade level in a particular indicator in the fall.

The percent gain is the proportion of the “2” possible levels of gain that the child scored. For example, if a child moves an entire level (from “not yet” to “in process”), their percentage gain would be 50% because they had grown half of the possible 2 levels. Of course, for children who begin the year “in process” (which is, in the case of 5th grade language and literacy, 57.1% of students) their *maximum gain* would be 50%. For children who begin the year proficient (21.4% of the same sample), no gains are possible according to this assessment.

PCCS students were observed by staff in fall 2012 and again in spring 2013. Table 2 below shows the proportions of students scoring as “In Process” or “Proficient” in the spring of 2013. In the mathematical thinking domain, all grade levels exceeded the .6 gain set forward as an indicator of success in the annual goals.

Table 8: Number of Students Scoring Proficient on the WSS Math Domain by Spring 2013

Math Domain - Spring 2013			
Grade	Not Yet	In Process	Proficient
K		3	27
1		2	28
2		13	16
3		7	25
4		15	13
5		9	19
Percent of all Students	0%	28%	72%

PCCS also measured average progress from fall 2012 to spring 2013 on the Mathematical Thinking domain.

Table 9: Growth from Fall to Spring in Math Domain

Gains Fall to Spring - Math Domain		
Grade	Gain	Percent Gain
K	.95	50.80%
1	.93	47.18%
2	1.13	81.88%
3	1.18	76.62%
4	.82	51.90%
5	.8	43.24%
Average Gain	.97	58.60%

The second academic goal focused on reading and was measured by students who made a .6 gain from fall to spring. All grade levels met or exceed that goal as seen in Table 5.

Table 10: Number of Students Scoring Proficient on the WSS Language and Literacy Domain by Spring 2013

Language and Literacy Domain - Spring 2013			
Grade	Not Yet	In Process	Proficient
K		4	26
1		2	28
2		14	15
3		8	24
4	1	11	16
5		7	21
Percent of all Students	.6%	26%	73.4%

Table 11: Growth from fall to spring in Language and Literacy

Gains Fall to Spring – Language and Literacy Domain		
Grade	Gains	Percent Gain
K	.9	47.12%
1	.9	46.39%
2	1.06	69.74%
3	1.0	59.88%
4	.7	39.55%
5	.6	28.99%
Average Gain	.86	48.61%

Minnesota Comprehensive Assessments, Series II and III

The Minnesota Comprehensive Assessments (MCA) is a mandatory, statewide assessment of reading (Series III of the MCA) and mathematics (Series III of the MCA) performance in grades 3-8, writing in grade 9, reading in grade 10, and mathematics in grade 11. The MCA-II/III is used to measure students' progress toward mastery of Minnesota's academic standards and was first administered in spring 2006. Performance on the MCA-III is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, exceeds expectations). Those students who achieve 'meets expectations' and 'exceeds expectations' are identified as having proficiency with Minnesota's academic standards by the Minnesota Department of Education.

Table 6 shows the proportion of students meeting or exceeding proficiency for the last five administrations of the MCA-II/III for PCCS, schools in the Northfield Public School district, and

all schools in Minnesota. On the Reading test, PCCS students aligned with the average of Northfield schools, and exceeded the Minnesota average. On the Mathematics MCA-II/III, a smaller proportion of PCCS students met proficiency than Northfield schools and statewide proportions.

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

Table 12: Proportion of PCCS, Northfield Schools, and Greater Minnesota School Students Scoring At or Above Proficiency over the Last Five Administrations of the MCA

Year	Reading			Mathematics		
	PCCS	Northfield Schools	Minnesota Schools	PCCS	Northfield Schools	Minnesota Schools
2013 (Grade 3-5)	65.50%	66.40%	57.80%	63.60%	70.10%	62.60%
2012 (Grade 3-5)	82.00%	82.10%	76.00%	49.45%	74.40%	65.40%
2011 (Grade 3-5)	86.60%	83.70%	77.90%	54.90%	66.10%	63.70%
2010 (Grade 3-5)	81.40%	79.90%	72.30%	68.80%	76.60%	65.90%
2009 (Grade 3-5)	83.60%	84.20%	75.00%	59.00%	80.60%	74.10%

Please note: because the enrolled students differ for each school (e.g. 3rd grade students in 2012 were not tested as 2nd graders in 2011), it is inappropriate and inadvisable to make a direct comparison between performance in 2011 and 2012. Also, the MCA-III was used for mathematics for the first time in 2011 and in reading in 2013, also making comparisons to previous years inadvisable.

The MCA also measures progress in science education starting in grade 5. Table 7 below shows the proficiency rates in science from 2009 through 2013 at PCCS, Northfield Schools, and Minnesota Schools. As can be seen in the table, in 2013, 5th graders at PCCS had a proficiency rating of 71.4% which exceeded the rates of Northfield and the state average.

Table 13: Proportion of PCCS, Northfield Schools, and Greater Minnesota School Students Scoring At or Above Proficiency over the Last Five Administrations of the MCA.

Science			
Year	PCCS	Northfield Schools	Minnesota Schools
2013 (Grade 5)	71.4%	53.7%	59.7%
2012 (Grade 5)	86.7%	62.5%	57.7%
2011 (Grade 5)	66.7%	47.1%	46.0%
2010 (Grade 5)	32.0%	50.6%	66.7%
2009 (Grade 5)	68.5%	47.4%	45.0%

Adequate Yearly Progress (AYP)

PCCS was above target in eleven categories that counted for AYP (participation, proficiency and attendance – math and reading sub-groups), and below target in one category (special education math sub-group for proficiency).

Multiple Measurement Rating (MMR)

PCCS Multiple Measurement Rating (MMR) for 2012-13 was 43.82%.

Table 14: Percent of students demonstrating medium or high growth on the MCA for past five years.

This growth chart indicates Minnesota Department of Education (MDE) measurement of student growth from spring to spring according to MCA math and reading scores.

	MCA Medium or High Growth				
	2008 - 2009	2009 -2010	2010 - 2011	2011 -2012	2012-2013
PCCS					
Reading	80.00%	80.00%	93.00%	69.50%	83.00%
Math	81.00%	76.00%	62.00%	79.60%	71.70%
Northfield					
Reading	82.00%	84.00%	84.00%	83.20%	75.85%
Math	82.00%	87.00%	72.00%	86.90%	74.40%
State of Minnesota					
Reading	75.00%	76.10%	81.73%	77.52%	72.10%
Math	72.80%	75.40%	73.16%	77.62%	72.60%

Note: The MCA-III was used for mathematics for the first time in 2011 and for reading in 2013 making comparisons to previous years inadvisable.

OPERATIONAL PERFORMANCE

In the 2012-2013 academic year, PCCS measured progress towards two non-academic goals. The first goal that PCCS reviewed was Diversity and Cultural Awareness and a focus on increasing PCCS faculty's awareness of issues connected to diversity and cultural awareness. The second goal was centered on Health and Wellness with a focus on increasing staff, student and community awareness of health and wellness practices and policies.

PCCS met their non-academic goals. Specifically:

Diversity and Cultural Awareness

This goal was measured by the standard that 100% of classroom teachers will participate in diversity and cultural awareness focused professional development for a minimum of 5 hours. Additionally, a committee consisting of teachers and parents was formed to study the issue and set a goal to meet 6 times during the year. Minutes were distributed to members as well as all PCCS faculty.

Table 15 – Diversity and Cultural Awareness Professional Development at Prairie Creek Community School 2012-2013

Diversity and Cultural Awareness Focused Professional Development	Number of hours
Teacher workshop day: Cultural awareness	3
Cultural awareness: review of spaces, reading and discussion, self-assessment, and school-wide cultural competence observation checklist	2
Cultural Awareness: Presentation and discussion with author Julie Landsman	2
Cultural Awareness Book club: <u>Other People's Children</u> by Lisa Delpit	2

Health/Wellness

This goal was measured by 100% of classroom teachers participating in professional development to review PE standards, curriculum and instructional practices for at least five hours. Under the leadership of the policy committee, the wellness policy was reviewed, revised and approved at the August board meeting. A sub-committee was established to review staff health and wellness issues and a survey conducted to assess staff needs.

Table 16: Physical Education Professional Development at Prairie Creek Community School 2012 -2013

Physical Education Focused Professional Development	Number of hours
Teacher workshop day: PE/Health	3
PE: Sharing our practice; breaking down the games we use to analyze the skills and habits they teach	2

Parent Satisfaction Survey

Each spring, PCCS distributes a parent engagement and satisfaction survey to parents/guardians of PCCS students. The survey was designed to measure four domains of parent satisfaction: (a) Community and Climate (8 questions); (b) Curriculum and Learning (8 questions); (c) Faculty and Staff (4 questions); and (d) Governance and Administration (5 questions). Questions in the four domains were close-ended with four response options (4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree). A fifth domain (Progressive Education) was an open-ended question and parents were asked to identify ways that “PCCS is staying true to its mission as a progressive school.” The last section of the survey consisted of demographic questions (e.g., city of residence, volunteering) and was a mix of close-ended (yes/no, multiple choice) and open-ended questions. Of the 133 total families at PCCS, 106 completed the survey for a response rate of 80%.

The results of the survey were very positive.

- There was an overall positive response in all four domains: Faculty and Staff (99%), Community and Climate (99%), Curriculum and Learning (95%), and Governance and Administration (94%).
- Average ratings across the four survey domains of the Parent Satisfaction Survey were also very positive. On average, parent ratings were between 3 (“Agree”) and 4 (“Strongly Agree”) for Faculty and Staff (3.69), Community and Climate (3.66), Curriculum and Learning (3.47), and Governance and Administration (3.52). Averages were very similar to previous survey administrations.
- Parents overwhelmingly agreed that PCCS effectively implements a progressive education approach with students.
- Parents were asked if they have more than one child enrolled at Prairie Creek. The majority of parents (68.6%) stated they do not have more than one child enrolled. Parents were also asked to identify the city of their mailing address. A majority of parents listed Northfield (82.7%) as their mailing address.

- The largest proportions of parents indicated they volunteered at PCCS between 1-5 hours (39%), less than an hour (27.8%), or 6-10 hours (16.5%) per month and the most commonly reported ways they volunteered included: in the classroom, serving lunch, assisting with events, and assisting/chaperoning field trips. The number of parents who reported volunteering less than 1 hour a month increased by 12% from last year. A new parent/teacher group has formed to enhance opportunities for parent engagement.
- Of the respondents, 96.2% indicated they attend parent events at PCCS and the most commonly reported events attended were concerts, classroom events, May Day, and curriculum night. 100% of parents attended all of their child's conferences, held three times throughout the year.

Table 17 displays the proportion of parents averaging positive responses across the four domains. Nearly all parents (99%) averaged positive responses when asked their opinions about faculty and staff, community and climate, while the large majority averaged positive responses, curriculum and learning (95%) and governance and administration (94%).

Table 17: Proportion of Parents Averaging Positive Responses across Domains

Domain	Proportion of Parents with an Average Positive Response (3.0 or higher)
Faculty and Staff	99%
Community and Climate	99%
Curriculum and Learning	95%
Governance and Administration	94%

Table 18 shows the average score for the four survey domains. As can be seen in the table, the average rating for all four domains fell between the "Agree" (a rating of 3) and "Strongly Agree" (a rating of 4) response options.

Table 18: Average Response on Parental Engagement and Satisfaction Survey over Time

Domain	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Faculty and Staff	3.68	3.72	3.70	3.69	3.69
Community and Climate	3.63	3.55	3.62	3.67	3.66
Curriculum and Learning	3.55	3.45	3.51	3.44	3.47
Governance and Administration	3.38	3.38	3.38	3.52	3.52

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

- “*At PCCS, my child has many opportunities to make connections with children in other grades.*” (100%)
- “*PCCS teachers use their knowledge of individual learning styles to optimize learning.*” (100%)
- “*The School encourages my child to pursue areas of personal interest in daily learning.*” (100%)
- “*PCCS leadership promotes the mission of the school effectively.*” (100%)
- “*The Director is responsive to parent concerns.*” (100%)

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

- “*I am satisfied with the foreign language experiences my child has at PCCS.*” (17% weren't satisfied) (28.4% in 2011-2012) (32.2% in 2010-2011)
- “*I am satisfied with my child's progress in becoming a competent and confident mathematician.*” (10.5% weren't satisfied) (12.6% in 2011-2013) (14.5% in 2010-2011)
- “*I feel informed about the work of the Board.*” (21.6% didn't feel informed) (18% in 2011-2012)

In all other areas, well over 90% of parents were satisfied. In two of the three areas, growth has been continuous for three years. Communication from the board continues to be a need felt by the community. Please note that for the statements that had the largest proportions of Disagree and Strongly Disagree, the majority of parents still responded positively to the items.

INNOVATIVE PRACTICES AND IMPLEMENTATION

In addition to the feedback from parents, PCCS staff reflected on the successes and challenges encountered by their program this year. The following list represents staff perceptions of successes, innovative and best practices used at PCCS, challenges, and future plans for the upcoming school year.

- **Environmental Education**
 - The school continues to be innovative in taking the student learning opportunities beyond the classroom walls. Fifth grade students, for example, continue to spend a week each winter at the Wolf Ridge Environmental Learning Center.
 - A butterfly garden project was completed with parent volunteer support.
 - The school landlords were not able to fund a proposed “outdoor classroom” pavilion space to support environmental education on our school grounds. However, the school has created an outdoor classroom space with a circle of sturdy benches. Additionally, a shed has been constructed to store and manage equipment for outdoor learning needs.
- **Math**
 - PCCS developed a school-wide math plan that revised, articulated and mapped the school’s math curriculum from team to team. It was approved by the school board and published on the school website.
 - Faculty continues to engage in math professional development that supports the excellence our math program in a progressive education setting. Six teachers participated in a 24-hour series of DMI (Developing Mathematical Ideas) training.
- **Diversity and Cultural Awareness**
 - PCCS faculty engaged in a major study of diversity and cultural awareness. Respected speakers, including author Julie Landsman, provided professional development to staff. Faculty also engaged in cultural awareness training and reviewed curriculum and resources from a diversity perspective.
- **Curriculum Mapping**
 - Prairie Creek stays true to its mission by providing students with opportunities to learn through interdisciplinary themes. For both accountability and planning purposes, the school created a template by which to track themes and projects with alignment to standards. This new mapping system was implemented and reviewed in 2012-2013 and will be updated throughout the 2013 – 2014 school year.
- **The Arts**
 - PCCS continued to embrace arts education. Under the leadership of the visual arts and music teachers, the school explored new ways to share the process of arts education with families.

- An event called “Woven Voiced” celebrating the visual arts, music and Spanish was hosted for the community. Woven Voices was a collaboration of the specialist teachers.
- PCCS collaborated with the Flying Foot Forum and Carleton College in a dance residency that culminated with a performance of Alice In Wonderland at the Weitz Creativity Center on Carleton’s campus.
- **Employee Manual**
 - A comprehensive employee manual was created by the policy committee and reviewed and approved by the school board. It will be used by staff beginning the 2013-2014 school year.

FUTURE PLANS

- **Community Connections**
 - The school continues to be innovative in providing opportunities for parent engagement and involvement. A staff/faculty sub-committee will organize and schedule a series of events for parents and families to build deeper community connections throughout the year.
- **Arts Initiatives**
 - Prairie Creek will collaborate with St. Olaf College in 2013 – 2014 to create and perform an opera. This month-long residency will see Prairie Creek students and staff working alongside St. Olaf faculty and students.
 - The 2013-2014 school year will see the launch of the Prairie Creek orchestra. The orchestra will be open to all students in fourth and fifth grades.
- **Service Learning**
 - Prairie Creek will host a Family Service event in the winter of 2013-2014.
- **Health Services**
 - A part-time nurse has been added to the Prairie Creek faculty for the 2013 – 2014 school year.
 - Under the leadership of the Health/Wellness committee, a Puberty Education curriculum was developed and reviewed. It will be implemented in the fourth and fifth grade team in the 2013 -2014 school year.
- **Extra-Curricular Activities**
 - Prairie Creek will host a Lego club. Staff, with parent volunteer support, will lead the activities. Students will study robotics and engage in a Lego league and competition.
- **Facility Management**
- With the support of the school landlord, PCCS will work with a facility management company this year to manage building systems and strategically plan.
- **Title 1 Services**
 - PCCS continues to program for the academic needs of all student. In 2013 – 2014 a Title 1 teacher will be hired to extend the Title 1 program to serve students in both the areas of math and literacy.
- **Professional Development**

PCCS will incorporate an innovative professional development committee structure. Faculty will lead and develop activities in the areas of academics, social and emotional intelligence, and progressive education.

SCHOOL FINANCIAL INFORMATION

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Ona Sheets is the Business Manager and oversees HR, payroll and the business office. Keith Johnson is the Chief Financial Officer and attends all monthly Finance Committee and Board meetings, drafting detailed monthly financial statements including year-to-date budget versus actual statement, disbursement listing, cash flow projection, and a summary of fiscal highlights since the last Board meeting. The Prairie Creek Board and Finance Committee carefully review these documents each month.

Prairie Creek has slowly built a fund balance reserve, finishing the 2012-2013 school year with a fund balance of \$579,844.93. This figure is 34.9% of Prairie Creek's operating budget, which has kept the school fiscally sound and helped it to weather the holdback requirements of recent years.



The audited Financial Statements for the year ending June 30, 2013, show General Fund total revenue at \$1,734,385 and General Fund total expenses in the amount of \$1,661,396 resulting in a Net Income of \$72,989.

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

Appendix A

Registration with Minnesota Attorney General's Office

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Search Results

Organization Name	PRAIRIE CREEK COMMUNITY SCHOOL
Federal ID#	421530416
For Fiscal Year Ending	6/30/2011
Income	
Direct Public Support	\$32,950
Government Grants	\$1,514,546
Other Revenue	\$183,061
Total Revenue	\$1,730,557
Expenses	
Amount Spent for Program or Charitable Purposes	\$1,382,448
Management/General Expense	\$229,686
Fundraising Expense	\$0
Total Expenses	\$1,612,134
Excess/Deficit	\$118,423
Total Assets	\$1,065,612
Total Liabilities	\$108,953
End of Year Fund Bal/Net Worth	\$956,659

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Arcadia Charter School

District #4091

1719 Cannon Road

Northfield, MN 55057



(507) 663-8806

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info@arcadiacharterschool.org

www.arcadiacharterschool.org

2012-2013

Annual Report on Curriculum, Instruction and Student Achievement Year 10

Submitted to:

Arcadia Charter School Board of Directors, Northfield School District #659
Minnesota Department of Education

Prepared by: Ryan Krominga

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Introduction

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

Mission

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

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

School Description

Arcadia Charter School (Previously The Northfield School of Arts and Technology – ARTech)
District #4091

First Year of Operation: 2003-2004

Grades Served: 6th through 12th

Enrollment Cap: 126 Students

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

School Enrollment

The Arcadia school enrollment cap was 126 for the 2012-13 school year and will remain the same for the 2013-14 school year. Arcadia's program is structured to serve 18 students per grade – 54 middle school students and 72 high school students.

Grade level enrollment numbers vary as the school seeks to maintain overall enrollment of 126. The school population is divided into four advisories, two middle school and two high school.

The middle school advisories each with a 27-student cap and the high school advisories each with a 36-student cap.

For the 2013-14 year, the school has budgeted for 119 students.

Demographic data as of August 2013 (EOY Report):

School Year	6	7	8	9	10	11	12	Enrollment Total through year	Average Daily Membership
2009-10	16	19	19	26	14	21	22	137	125.80
2010-11	20	17	15	19	26	14	21	132	118.45
2011-12	14	21	18	12	20	29	17	131	115.14
2102-13	21	14	22	20	11	20	30	138	121.02
Percent Change	50%	-33%	+22%	+67%	-45%	-31%	+76%		
Estimated 2012-13	18	19	12	22	19	13	16	126	126

School Year	Free and Reduced	IEPs %	Northfield Residents %	Non- Northfield Residents%	Minorities
2008-09	27.5%	27.5%	76.43%	23.57%	10.8%
2009-10	29.92%	24.81%	81.81%	19.19%	13.14%
2010-11	24.6%	23.1%	75.0 %	25.0 %	10.0%
2011-12	26.7%	26%	81%	19%	9.9%
2012-13	29.4%	22.2%	86.5%	13.5%	7.9%

Demographic Notes:

The 22 % of students who are not from Northfield reside in communities including Cannon Falls, Faribault, Farmington, Kenyon, Montgomery-Lonsdale, Medford, and Prior Lake.

Student Attrition

With each year in operation, we see fewer and fewer students coming and going during the school year. We do see student attrition in 8th grade. This is a natural breaking point between middle school and high school where students and their families make the decision whether to continue in our program or try something else like the local High School. This last year we retained most of our 8th grade students into our 9th grade high school program. This is also a natural break for other schools and we have seen students enter our high school program that were previously at the Northfield High School, Faribault High School and many others.

Governance and Management

2012-13 School Year Charter Public School Board
2013-14 Anticipated Election Month: May 2014

This table contains information for ALL board members.

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Member Meeting Attendance Rate
Tammy Prichard	Chairperson	Parent	10/11/10	10/14/10	08/2013	91.6%
Sheri Acosta	Vice Chair	Parent	10/3/11	10/13/11	08/2014	91.6%
Lindsey Nibbe	Treasurer	Teacher			08/2014	62.5%
Tim Goodwin	Secretary	Parent	10/11/10	10/14/10	08/2013	91.6%
Gary Braun	Member	Teacher			08/2014	75.0%
Anne Klawiter	Member	Teacher	10/3/11	10/13/11	08/2013	58.3%
Laura Stelter	Community Member	Community Member	10/3/11	10/13/11	10/2014	75%
Sara Line	Member	Parent			08/2013	41.7%
Dawn Taggart	Member	Parent			08/2015	16.7%

Board Training by Board Member

	Board Governance	Finance	Employment
Tammy Prichard	June 2011	June 2011	June 2011
Gary Braun	March 2013	March 2013	March 2013
Sara Line	March 2013	March 2013	March 2013
Tim Goodwin	June 2011	June 2011	June 2011
Dawn Taggart	Dawn did not attend the required training in 2012-13 and resigned from the board in September 2013		
Anne Klawiter	April 2012	April 2012	April 2012
Laura Stelter	April 2012	April 2012	April 2012
Lindsey Nibbe	March 2013	March 2013	March 2013
Sheir Acosta	April 2012	April 2012	April 2012

- All board trainings were completed by MDE approved trainers.

This table contains contact information for ALL board members.

Name	Phone Number	E-Mail Address
Tammy Prichard	(507) 581-0270	tamprichard@hotmail.com
Sheri Acosta	(651) 470-4571	sheri@charter.net
Lindsey Nibbe	(507) 663-8806	lnibbe@arcadiacharterschool.org
Anne Klawiter	(507) 663-8806	aklawiter@arcadiacharterschool.org
Gary Braun	(507) 663-8806	gbraun@arcadiacharterschool.org
Laura Stelter	(507) 663-8806	laurastelter@gmail.com
Tim Goodwin	(507) 645-3213	tgoodwin@s-sm.org
Dawn Taggart	(507) 663-8806	
Sara Line	(507) 663-8806	Sara.line@nfl.k12.mn.us

Arcadia Charter School meets the second Thursday of each month at 6:30 PM. The meetings take place on location at the school (1719 Cannon Road, Northfield, MN 55057).

Staffing

2012-13 School Management and non-licensed staff Information

Name	File Folder Number	Assignment	Years Employed by the School	Left During 11-12	Not Returning 12-13
Ryan Krominga	#396604	Executive Director	9		
Rebecca McMullen	N/A	Business Manager	10		
Kim Hansen	N/A	Administrative Assistant	5		
Lisa Malecha	#330990	Social Worker	6		
Laura Sathre	N/A	Paraprofessional	10		
Kim McMillan	N/A	Paraprofessional	1		
Mera Colling	N/A	Paraprofessional	2		

Staffing Structure

The Staff is organized by teams:

- Administration – Director; Business Manager; Social Worker; Administrative Assistant
- Middle School Advisors
- High School Advisors
- Special Education

Teams meet weekly throughout the year for curriculum planning and Q Comp focused staff development. The staff meets weekly throughout the year.

Director Professional Development

In 2012-13 the director, Ryan Krominga, continued working on his course work at the University of Minnesota to complete his administrator's licensure. Ryan also attended workshops in Special Education Law and Cognitive Coaching.

Staff / Teaching Faculty Information

2012-13 Teaching Faculty Information

Name	File Folder Number	Assignment	Years Employed by the School	Left During 12-13	Not Returning 13-14
Scott Grave	#321415	Advisor/Language Arts Specialist	8		
Bob Gregory-Bjorklund	#399346	Advisor/Speech and Theater Arts Specialist	9		
Tami Kasch-Flugum	#435399	Advisor/Science Specialist	4		
Annie Klawiter	#359797	Advisor/Language Arts Specialist	9		X
Ryan Krominga	#396604	Director/Mathematics Specialist	8		
Joe Pahr	#385763	Advisor/Social Studies Specialist	9		
Dan Peace		Advisor/Science Specialist	1		
Kate Beiswanger	#455230	Advisor/Science/Math/Social Studies Specialist	2		
John Witt	#470780	Spanish Language Specialist	1		
Sarah Wallis	#445782	Visual Arts Specialist	2		
Maria Musachio	#269870	Special Education Teacher	5		
Gary Braun		Special Education Teacher	1		

Faculty Staffing Changes

- Anne Klawiter will not be returning for the 2013-14 school year. Anne helped open the school in the fall of 2003 and has been a staple in our community. Anne has taken a position at the local community college, teaching language arts.
- In the 2012-2013 school year Arcadia shared an art teacher between our school and the STEM school in Faribault. We are thrilled to have Sarah, our art teacher on full-time for the 2013-2014 school year. Sarah is stepping into the middle school advisor role vacated by Anne Klawiter this last summer.

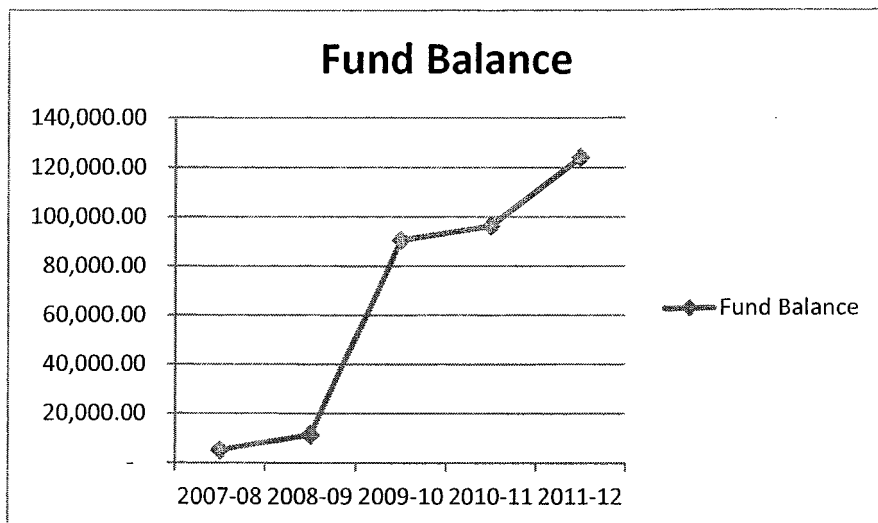
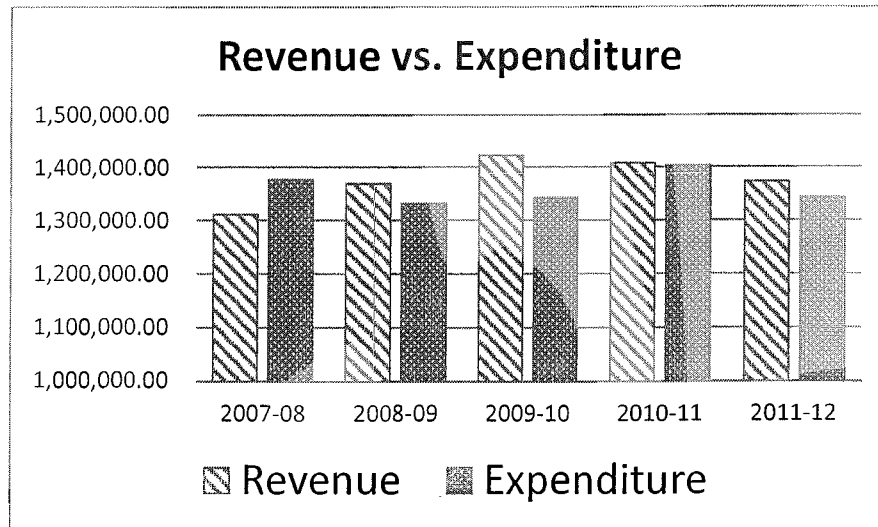
Finances

Conservative management of the budget, fund-raising, and grant writing all contributed to the school's ability to meet its fund balance policy and maintain cash-flow. The school continues to budget conservatively for a projected enrollment of 119 students. The end of year enrollment data enabled the

school to increase the fund balance by \$29,650 in FY2012. The school did meet it's fund balance goal of 2% of revenues based on the 2011-12 school budget.

Financial Highlights from FY12 Financial Audit

- Total assets, which include capital assets, are valued at \$524,708. Total liabilities of \$337,607 and no Long Term Liabilities. Total net assets are valued at \$187,101.
- At June 30, 2012, the School's General Fund reported unrestricted fund balance of \$124,035, an increase from the overall fund balance of \$29,650 from FY 2011.



* At the publishing of this report the FY13 school audit was in process and scheduled for October 3rd, 2013.

Academic Performance

High School Program Description

High School students have a mixture of required core subject seminars, elective seminars and project work to complete their required and elective academic credits. Students in grades 9-12 complete their required academic and elective credits through elective seminars and independent projects approved by his or her advisor. The projects and seminars are aligned with the Minnesota Academic Standards. Arcadia high school students are required to complete a total of 23 credits for graduation.



Subject	Credits Required
Language Arts	4.0
Science	3.0 (<i>1.0 Credit of Biology, 1.0 Credit Physical Science</i>)
Social Studies	3.5
Mathematics	3.0 (<i>1.0 Advanced Algebra</i>)
Arts	2.25 (<i>0.25 credits in Arts Analysis</i>)
Electives	7.25
Total Credits	23.0

The project-based learning model is a creative process and serves well to teach students writing, research, and reading skills. This is demonstrated by our continued success on standardized testing in writing, language usage, and reading comprehension (see Accountability Data).

High school seniors complete a Senior Project as part of their high school experience. Guided by an essential question, the Senior Project is an opportunity for in-depth inquiry on a topic of the student's own choosing. The project has a significant research component that is both experiential and text-based. An I-search paper documents the process and students are required to finalize their project before a community audience at the end of the year.

Middle School Program Narrative

Students in grades 6-8 complete core classes, utilizing a project-based methodology in math, science, language arts, social studies, and the arts. The theme approach informs the core

curriculum of science, social studies, language arts, and arts/music. This was the second year of a three-year cycle of themes. The curriculum was organized around the content of a different piece of literature each term. This has been determined to be a successful approach to integrating student learning and the three-year cycle will continue in the fall of 2013. Additionally, each quarter, the middle school students were guided through a project as a means of teaching the process of project-based learning.

The themes and supporting text for 2012-2013 were as follows:

Term	Theme	Literature
1	Journeys	Memory Boy by Will Weaver
2	Personal Discovery	Code Talkers by Joseph Bruchac
3	Race	Diary of Anne Frank
4	Humans and Water	The Lightning Thief by Rick Riordan

In addition, they may also participate in electives that include theater, visual arts, media studies, and Spanish classes.

The project process was carefully structured through the course of the school year, with students showcasing their project work at three presentation evenings. Middle School students also have approximately 30% - 40% of their academic day with scheduled time to work on projects connected to quarter long literature-based themes or independent projects of their own interest and design.

8th grade students create an in-depth “honors” project in the fourth quarter designed to help prepare them for the high school project process.

The middle school advisories continued to implement a structured social curriculum with daily circles at the beginning and end of each day. The middle school advisors are all trained in, and utilize, the Developmental Designs social curriculum.

Academic and Non-Academic Goals 2012-2013

Academic Goal #1

Math Goal – Q Comp

Part 1: The percentage of all students enrolled October 1 in grades 6,7,8 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA (all accountability tests) will increase from 42.23% in 2012 to 46.03% in 2013

Arcadia did not meet this goal, scoring 41.20% of grades 6,7,8 proficient or better. Statistically, the school remained the same from 2012, with 1% difference and with each student counting for approximately 1.8%.

Part 2: The percentage of all students enrolled October 1 in grade 11 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA (all accountability tests) will increase from 12.50% in 2012 to 23.50% in 2013.

Arcadia did meet this goal, scoring 56.3% of 11 grade proficient or better.

Academic Goal #2

Reading Goal

The number of Arcadia students enrolled October 1 in grades 6,7,8 and 10 scoring “M” or “E” (Proficient), will improve from 77.6% in 2012 to 81.6% in 2013 as measured by MCA III.

Arcadia did not meet this goal, scoring 71.9% of grades 6,7,8, and 10 proficient or better. The school scored above the State average of 58.9%. The State of Minnesota switched tests to the MCA III, making this year a base-line data year.

Non-Academic Goal #1

Volunteer Support

Arcadia is a small, relationship-based community that encourages parent involvement in all aspects of the program. This goal was an on-going goal from the 2011-2012 school year.

Arcadia will track parent volunteer involvement in the following areas:

- Board committees
- Building Work Days
- Fund-raising events
- Program support

Goal: 60% of Arcadia families, as represented by one or more parents or guardians, will have provided volunteer support at least once during the 2012-2013 school year.

Non-Academic Goal #2

Board and School Strategic Planning

The School board will initiate a process for developing a School Strategic Plan for the next 5 to 10 years.

- *The School Board held a planning session with all constituents in April 2013.*

- *The School Board met with the board and staff of Arcadia in June 2013 to continue the Strategic Planning.*
- *The School Board is developing a strategic planning document with goals in the fall of 2013.*

Accountability Data

Arcadia continues to score above the State average on the MCA reading exams. This success can be attributed to the faculty's continued focus on reading in all disciplines. Reading was the school wide goal for Qcomp for 6 years. Three years ago, the staff started making mathematics the goal for our Qcomp Program.

Arcadia MCA Reading Test Data (Meeting or Exceeding Standards)

6 th Grade	7 th Grade	8 th Grade	10 th Grade	School Proficiency Average	2013 State Proficiency Average
63.2%	76.9%	65.0%	88.9%	70.5%	57.8%

Arcadia MCA Math Test Data

6 th Grade	7 th Grade	8 th Grade	11 th Grade	School Proficiency Average	2012 State Proficiency Average	2013 State Proficiency Average
50.0%	38.50%	33.30%	56.30%	44.0%	62.0%	61.0%

Arcadia MCA Science Test Data

6 th Grade	7 th Grade	8 th Grade	HS Grade	School Proficiency Average	2012 State Proficiency Average	2013 State Proficiency Average
XXXXX	XXXXX	31.8%	80.0%	46.9%	50.5%	52.1%

There are many factors in standardized testing that we are working on diligently throughout each year. Our student population continues to be “bi-model”, to say we have students who are “high-flyers” and students who are under-performing on standardized tests, with very few students that are considered “average” on standardized tests. Because of our small size and our population with very diverse skills, we can be very confident that our data will remain erratic from year to year.

MCA Growth Data

At the printing of this report, we did not have access to 2013 growth data from the Department of Education.

Operational Performance

Arcadia sends out an annual parent survey to all school families. The survey data is used to critique the operational performance of the school. Arcadia has always had a lot of parent involvement and continues to encourage more parent involvement.

We had 64 respondents to our annual survey. This year we created two surveys to enable parents to give specific responses for our middle and high school programs. 34 respondents were parents of high school students, while 30 respondents were parents of middle school students.

Parents consistently provide positive feedback regarding our culture and environment. They appreciate the small class and school setting, as well as the emphasis on social curriculum. An area for improvement would be the collaboration and coordination of special education services/interventions. Parents noted that special education implementation did not feel consistent on a daily basis.

Communication with parents has seen improvement with the addition of the Engrade system for parents to monitor work completion in seminars/core classes. About half the respondents noted that there were inconsistent responses to specific parent concerns from advisors and special education staff. On the other hand, it was also noted that it is easy to figure out whom to talk to when there is a concern. There were very positive responses in regards to over all communication regarding school activities and events – as well as clear, consistent access to daily announcements.

A yearly theme with our annual surveys is that parents would like an increase in academic rigor across the building, not only within seminars/core class instruction, but also with expectations around the project process. Something new noted as a concern by parents this year with academic programming spoke to the grading process. What is the difference between a 1, 2, 3, and 4 (we grade on a 4 point scale) and that there is not consistency in how instructors assign a grade.

Our director received positive feedback in all areas assessed in the survey. He received the highest rating in accessibility and responsiveness to parent concerns.

Overall, the areas parents would like to see improvement are the following:

- a. Consistent and timely communication with advisors and core class instructors.
- b. A building wide grade system, so parents have a clear understand of what a 1, 2, 3 or 4 represents.
- c. Communication regarding the rigor and academic expectations for the project process and core classes.
- d. Increased access to the arts, instrumental instruction and physical activity.
- e. Concrete and specific collaboration between general education and special education programming and interventions.

Innovative Practices and Implementation

May Term

Arcadia continued its practice of scheduling a “May Term” for the last three weeks of the school year. During May Term, students participate in either full-day or two half-day intensive courses. Often, these projects provide opportunity for students to study off-campus and make community connections.

2012-2013 May Term activities included:

- Forensic Science
- Craft Time
- Photography
- Cycling
- Self Defense
- Comedy
- Village at Prairie Creek
- Video-graphy

Artist in Residence

Arcadia had 36 students work with Joe Kvala on the Alice in Wonderland Dance Project with St. Olaf and Carleton. We had 40 middle school students and 20 high school students work with spoken word artist, Dessa for a week long workshop. Our middle school students were riveted during the workshop and our high school students performed on the last night and Dessa was the emcee.

Donations

This year we had three significant donations to the school. One donation was to purchase new science lab equipment and a safety shower for the science lab. The second donation was to our theatre program to purchase new lights. We purchased LED lights for our stage that were used in our production of the Laramie Project. The third donation was to pay for the Dessa Spoken Word Residency.

Senior Presentation Nights

This year we graduated our largest class of students in our ten year history. We had 28 seniors graduate and complete the state requirements and a senior project. Our senior projects included outside mentors, editors, internships and hands-on learning. Some of the project topics included: Writing a Novel, Animation, Sustainable Food Systems and Agriculture, Linux, Geology, Nursing, Photography, and many more.

Theater

This year, Arcadia did a middle school show, My Emperor’s New Clothes and a High School show, The Laramie Project. Both shows took a lot of planning and work on the part of Bob Gregory-Bjorklund. This

year was also a Rock n' Roll revival year at Northfield High School and many of our students participated in that program. Theatre is a big piece of our community and program.

Q Comp

Arcadia continues to incorporate the Q Comp program into program design and staff evaluation. In the 2011-2012 school year, Arcadia shifted the focus of the site-wide goal to math.

In the 2012-2013 school year, the staff focused it's staff development on mathematics and student management research. The Q-comp staff researched best practices and presented those findings to the entire Arcadia Staff.

For the 2013-2014 school year, the Arcadia staff is moving to an electronic system to track evaluation data and rubrics. We've always used a paper version and are now going to be using Teachscape.com to track all of our staff evaluations. Because Arcadia has participated in the Q-comp program, we are very prepared for the law changes in teacher evaluation.

Future Plans

Building Refinements

We continue to work on our building to make it more conducive to a school environment. This year we are focusing on our entrance and exit of the building and will be adding in two electronically locked doors to increase our vigilance over student safety.

Professional Development

Our Q-comp program continues to promote outside workshop for all staff members and Cognitive Coaching Training for our Q-Comp staff. Our program focus for the 2013-14 school year included project-based learning best practices and a focus on mathematics instruction to students with disabilities.

Conclusion

The 2012-2013 school year was a great success for staff and students and the school. We've seen many accomplishments and a few changes going into the 2013-2014 school year. This was the 10th year of school operations, and the second year of our five year contract with Northfield Public Schools.

The 2013-2014 school year is starting off well, with 121 students enrolled. The school board is currently finishing its strategic planning process and it will be exciting to plan out the next five to ten years.

Addressing District Enrollment, Demographic and Facilities Needs

Issue:

The implementation of State-funded all day every day kindergarten beginning with the 2014-15 school year has triggered the need to provide additional classrooms in almost every elementary school building across the State. In Northfield, we have actively worked to provide appropriate spaces for all programs especially in elementary buildings that were not originally constructed to house all day kindergarten or the variety of space intensive special education programming that is currently required of public school districts. While an imbalance of enrollment has left one elementary building with the potential of additional classroom space, the other two elementary schools are already at capacity with no additional space for growth in students or in additional programs. This situation is compounded by community support of neighborhood elementary schools while maintaining the freedom to transfer between buildings to accommodate daycare and the desire of parents to attend a particular building. In addition, our District and community's support of open enrollment and charter/parochial school choice increases the complexity of addressing enrollment and facilities needs.

To resolve this issue we believe it will be important to gather data about current enrollment as well as demographic trends for the Northfield area by engaging the support of a demographer. We also need to engage the support of an architect or planner to complete a long-term facilities study. We also will need to work with Benjamin Bus and a transportation consultant to review the current elementary boundaries and bus routes to determine how boundary changes might provide the best balance of students in each elementary school that would allow us to get maximum efficiency and effectiveness from the classroom spaces in each building.

While a short-term solution may allow us to address the immediate kindergarten space needs, a long-term plan is also needed if we are to continue to demonstrate good stewardship of our District's facilities and financial resources.

Background:

As the Northfield Public Schools prepares for the implementation of voluntary, free all day every day kindergarten at all three elementary buildings, we are facing the following significant issues:

1. Despite efforts to provide additional elementary classroom space and specially constructed special education spaces to house district-wide special education programs at Sibley Elementary, open enrollment to and from other school districts and charter/parochial school choice by Northfield families have continued to result in an imbalance of both student enrollment and demographic factors between the 3 elementary buildings.
2. Current elementary enrollments at the three buildings are:
 - a. Bridgewater – 555 students with a district-wide special education EBD and Deaf and Hard of Hearing programs.
 - b. Greenvale Park – 473 students.

- c. Sibley – 582 students with district-wide special education Autism Spectrum, DCD Moderate, and Low Incidence (LI) programs.
3. The imbalance in building enrollments is coupled with an imbalance in enrollment of students in poverty, students of color and students who are English learners. While the higher concentration of poverty provides additional State compensatory dollars to Greenvale Park, it also increases the needs that must be addressed by the regular classroom teachers.
4. Bridgewater currently has 4 kindergarten classrooms and has no additional rooms available if kindergarten enrollment would require a fifth kindergarten classroom.
5. Greenvale Park currently has 4 kindergarten classrooms and has 1 additional kindergarten classroom available based on needs.
6. Sibley currently has 3 kindergarten classrooms. Sibley does not have a fourth kindergarten classroom available unless support staff are moved to a portable classroom or one of Sibley's current district-wide programs moves to Greenvale Park.
7. There is a reasonable expectation that kindergarten enrollments will maintain or increase next fall. Currently, St. Dominic's and Randolph have full day kindergarten programs at a lower cost than Northfield or for free. When our program is free, parents may be more likely to stay within the Northfield School District for free all day kindergarten programming. Across the state and in Northfield, there also seem to be families who have held their kindergarten student back a year perhaps in order to take advantage of the free all day program available beginning in 2014-15.
8. With construction of new subsidized housing in the Sibley attendance area and the relocation of tenants in the apartment buildings on Dresden from the Greenvale Park attendance area to the Sibley attendance area, we may see even larger enrollments at Sibley.

Long-Term Solution Parameters:

The ideal long-term solution would provide the following:

1. Accurate data about current elementary enrollment and enrollment projections.
2. A minimum of four permanent all day every day kindergarten classrooms in each building based on current enrollment data with the ability to house an additional fifth all day kindergarten section if needed.
3. Minimum disruption of current programming or relocation of programs to other spaces within the building or in other buildings.
4. Building enrollment that balances student numbers and provides the flexible capacity of each building to comfortably house building programs.
5. Demographic factors, including students in poverty, students of color, and English learners are better balanced across all three elementary buildings.
6. Minimum or no reduction in state funding available to meet the needs of students in poverty and English learners.
7. Clear understanding by our community about range of options and the issues, rationale, and solutions that are proposed for implementation.

Recommended Short-Term Option - Shift the district-wide DCD Moderate special education program from Sibley Elementary to Greenvale Park impacting four students. Four special education classrooms at Sibley were specifically constructed to serve the needs of our most complex special education students:

1. The current Low Incidence (LI) classroom was constructed using Federal special education dollars and for that reason, cannot be moved. No other space in another elementary building has the toileting facilities necessary to support the LI program.
2. The adjoining classroom is used for students with moderate cognitive disabilities. Because they are adjoining, they are able to share resources and the teachers and EAs support one another.
3. The two Neuro-Biological (NB) classrooms were constructed to support the needs of students on the Autism Spectrum. They adjoin one another so that teachers and EAs can go back and forth to support one another, they are located next to the motor room (actually one room has an accordion type wall that can open into the motor room), and special education dollars were used to purchase and install a Smart Board in one classroom (this must remain in a special education classroom).
4. The motor room is used by both LI and NB students. If one of the programs moves to another building, that building would also need a special education motor activity room.
5. We deliberately constructed these classrooms so they are near the psychologist office, a testing room, and handicapped accessible restrooms.

Pros:

1. Opens up one classroom space at Sibley Elementary for an all day every day kindergarten classroom.
2. All 3 elementary buildings have space for up to 100 kindergarten students.
3. Slightly decreases enrollment at Sibley while slightly increasing enrollment at Greenvale Park.
4. Short-term solution would have the least impact on the structuring of curriculum and assigning of teachers.

Cons:

1. Does not significantly address imbalance in elementary enrollment between the three buildings or the imbalance in enrollment of students in poverty, students of color and students who are English learners.
2. Moving the DCD Moderate classroom to another building would result in having to purchase additional materials (often expensive) to support the program, and the loss of the ability to physically support one another could result in the need to add additional staff.
3. One of the reasons for moving the LI and other programs to Sibley was to reduce special education transportation costs and time. The more schools with district-wide special education programs requiring special education transportation stops, the longer the bus routes, and the greater the cost.

4. Does not provide space for a fifth all day kindergarten section if kindergarten enrollment exceeds 100 students.

Recommended Periodic Demographic Study and Pre-K-12 Facilities Review –

Review attendance boundaries to determine needs to balance enrollments and/or provide adequate classroom spaces for kindergarten and all other Pre-K-12 regular education classrooms and programs as well as special education/special needs programs. Desired results of the demographic study and Pre-K-12 Facilities Review include:

1. Each elementary building's enrollment is controlled at approximately 535 students.
2. Potentially decreases the imbalance of students in poverty, students of color and students who are English learners in each building.
3. Allows the school district to maintain the classrooms that were specifically designed for special education students. (LI and NB at Sibley)

If attendance boundary modifications are warranted:

1. May require Board action eliminating parent choice in selection of elementary building for intradistrict, non-resident agreement, and open enrollment building requests.
2. Has the potential to negatively impact district funding when parents are not able to make choices about their child's elementary building attendance and choose to leave or open enroll outside our district or not request a non-resident agreement or open enrollment into our district.

If modifications beyond adjusting attendance boundaries are warranted, the District should be prepared to consider long-term options that may require remodeling or construction.

Long-Term Options – If the results of the demographic study and the Pre-K-12 Facilities Review determine that even more additional classroom space is required to address current and future enrollment needs, the District will need to develop multiple long-term options for the Board and community's consideration. These options would need to consider a variety of scenarios that could impact not only our elementary buildings but our entire Pre-K-12 program. A few of the possible options that would free-up multiple elementary classrooms in each elementary building could include:

- Creating an early childhood center that would support preschool and kindergarten regular and special education programming
- Creating leveled elementary programs with two grade levels per building
- Creating a different middle school configuration that would include a current elementary grade

**Other Short Term Options Considered But Not Recommended By
Superintendent's Cabinet To Address State-Funded All Day Kindergarten
Needs – December 3, 2013**

Short-Term Option B – Lease two portable classrooms at Sibley to house math and reading support programs (100 individual students), ESL programs (54 students in groups of up to 8 students) and RtI programs (up to 4 students at a time).

Short-Term Option C – Rent classroom space in the community to place Sibley grade level classroom.

Short-Term Option D – Move 5th grade Companeros classrooms from all three elementary buildings to Middle School

Short-Term Option E – Move four sections of 5th grade from Sibley Elementary to Middle School

Short-Term Option F – Move one classroom of kindergarten students from Sibley to Greenvale Park

Demographic Study Recommendation

Northfield Public Schools | December 30, 2013 | Matt Hillmann, Director of Administrative Services

The District requested quotations from three vendors:

1. Hazel Reinhardt. Ms. Reinhardt is a former State demographer and has been a known quantity in completing demographic studies for Minnesota school districts for several decades. She completed the 2003 demographic study for the Northfield Public Schools.
2. SchoolFinances.com. The District contracts with SchoolFinances.com for our Financial Planning Model software. We also use their costing model software for projecting the financial impact of negotiated contracts and agreements with the District's 16 bargaining groups.
3. Tom Gillaspy. Mr. Gillaspy, another former State demographer, has just retired. His name was suggested by Joel Sutter of Ehlers and Associates. He has not completed a school district demographic study before, but is interested in doing so in the future. He chose not to submit a proposal at this time due to other commitments.

I recommend the use of Hazel Reinhardt's services. The level of detail offered by the proposal, her previous work for the Northfield Public Schools, and her decades of experience provide great confidence in the work she produces.

In addition, I recommend completing the Housing Unit Study. This will provide a detailed level of analysis that will be helpful in future discussions about enrollment, neighborhood school boundary alignments, and other district level decisions. A quality data set about enrollment is critical since that is the driver for programming, funding, and staffing.

Finally, I recommend that we ask Ms. Reinhardt to provide analysis and as much projection data as possible on special populations within our community. These could include projections by ethnicity, English Learners, free/reduced lunch, and Special Education segments of our population.

The completion of a demographic study is a key component in long range strategic planning for the Northfield Public Schools. This will provide critical data that can inform the District's decisions for years to come.

A summary of Ms. Reinhardt's services is shown below:

Element	Services
Methodology	<ul style="list-style-type: none">• Cohort Survival• Housing Unit Method
Projections	10 years
Special Populations	Will include for additional fee of \$250 per segment. Limited projection ability for SpEd.
Migration	Included - methodology includes a historical average.
Attendance area	Housing Unit Projection component
Cost	\$5,000 (Demographic Study) \$3,300 (Housing Unit Study) \$250 each for special populations studies
Completion Time	<ul style="list-style-type: none">• Demographic study: Approximately six weeks• Housing Unit Projection: Available early April

Region Facilities Use Agreement

This Agreement is entered into on January 1, 2014 by and between Minnesota State High School League Region One AA ("Region") and _____ ("Host School").

WHEREAS, Region conducts playoff contests in various interscholastic athletic and arts activities and Host wishes to conduct and administer such contests.

NOW, THEREFORE, in consideration for the promises contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. When applicable, Host agrees to provide reasonable and necessary facilities (the "Facilities") to conduct Region contests at a date, time, and location to be determined once sub-section/section contest sites are determined. A specific contest facilities agreement shall be executed as soon as reasonably possible after sub-section/section contests sites are determined based on the usual and customary practice regarding fees, including but not limited to information from the Region "One AA" Tournament Report Form. Host is responsible for compliance with all federal, state, and local laws and regulations, including those relating to public health, safety, and welfare.
2. Host understands and acknowledges that during Region contests the Facilities are to be used exclusively for Region contests and are not to be shared with other events. Host agrees to comply with all MSHSL and Region bylaws, policies, and guidelines, including but not limited to those relating to media credentials, ticket pricing, passes, program/merchandise sales, televising, videotaping, audiotaping, webstreaming, and any other electronic recording. MSHSL and Region reserves and retains the exclusive rights to any and all advertising, copyright, broadcast and other similar or related rights to the contests.
3. When applicable, Region shall be responsible for obtaining and compensating game officials and the tournament director/manager for the contest.
4. Subject to Paragraph 3, Host shall provide, manage, pay, and supervise all other personnel reasonably necessary to safely and properly conduct the contest, including for illustrative purposes only, ticket sellers/takers, announcers, concession workers, statisticians, time-clock/scoreboard operators, security personnel, custodial workers, and others deemed necessary to safely and properly conduct the contest. Host shall be solely responsible for compliance with all laws and regulations regarding payment for the labor and/or services of individuals hired by Host as part of its management responsibilities, including without limitation, compliance with IRS and Minnesota Department of Revenue regulations regarding income tax, FICA and other withholdings, the issuance of tax reports, and any and all other applicable federal, state, and local laws and regulations.
5. This Agreement cannot be transferred or assigned by Host to any other party without the express written consent of the Region.
6. Host agrees to indemnify, defend and hold harmless Region and its officers, agents, employees, board members, contractors, and volunteers from and against any and all claims, damages or allegations arising from or relating to this Facilities Use Agreement except for claims that arise from the gross negligence or intentional misconduct of Region or its agents. Region agrees to indemnify, defend and

Region Facilities Use Agreement

hold harmless Host and its officers, agents, employees, board members, contractors, and volunteers from and against any and all claims, damages or allegations arising from or relating to this Facilities Use Agreement except for claims that arise from the gross negligence or intentional misconduct of Host or its agents.

7. Region may terminate this agreement immediately at any time it reasonably determines the Facilities are not adequate, safe, or otherwise suitable for the contests. Region may terminate this agreement by written notice if Host materially breaches this Agreement and such breach has not been cured within five (5) days of written notification.

8. This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements or discussions. No changes to this Agreement will be valid or enforceable unless in writing and signed by all parties. The undersigned warrants and represents that he/she is authorized to enter into this agreement for and on behalf of Host.

9. The parties understand and agree that the invalidity or partial invalidity of any portion of this Agreement shall not invalidate the remainder of it, and the remainder shall remain in full force and effect. This Agreement is to be interpreted and enforced in accordance with the laws of the State of Minnesota.

This agreement is signed by the member school designee acting on the authority of the local school board.

School Name _____

Authorized Signer Name _____

Title _____

Date _____

MSHSL Region One AA

Authorized Signer Name Kerwin Engelhart

Title Executive Secretary-One AA

Date December 14, 2013

FORM B/C
Minnesota State High School League Foundation
Application for Grant
School Year 2013-2014

Mission Statement: *Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.*

Awarding of Grants: *The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size and geographic location to the extent possible.*

PLEASE REFER TO THE GRANT REQUEST CATEGORIES FOUND ON THE MSHSL FOUNDATION WEBSITE WWW.MSHSLFOUNDATION.ORG BEFORE YOU COMPLETE THIS APPLICATION. BE SURE TO INDICATE THE APPROPRIATE CATEGORY AS REQUIRED BELOW.

The entire application form and the requested attachments must be submitted to:

Minnesota State High School League Foundation
2100 Freeway Boulevard
Brooklyn Center, MN 55430
foundation@mshsl.org

THE APPLICATION MUST BE POSTMARKED OR SUBMITTED ELECTRONICALLY TO THE MSHSL FOUNDATION NO LATER THAN FEBRUARY 1, 2014. ALL REQUIRED INFORMATION MUST BE INCLUDED IN ORDER FOR THE APPLICATION TO BE CONSIDERED (see Items #6 and #7).

Date of Application 12-23-13 _____

Northfield High School _____ 41-6008327 _____
Name of School/Organization Federal Tax ID Number

1400 Division Street South _____
Street

Northfield _____ MN _____ 55057 _____
City State Zip Code

(507) 663-0630 _____ (507) 645-3455 _____
Phone Fax

Please identify the SPECIFIC Category for which you are requesting funding: (i.e. B-1; C-5)

B ☒ X _____ C _____ Amount Requested: \$ _____ \$5,000.00 _____ (Maximum \$5,000.00)

A SCHOOL/NON-SCHOOL ORGANIZATION MAY ONLY APPLY FOR ONE (1) CATEGORY

1. Describe your school district and the community(ies) the district serves OR Describe your organization and its major services and programs.

Northfield High School is a public high school in Northfield, Minnesota, a small community forty miles south of the twin cities of Minneapolis and St. Paul, Minnesota. The high school includes grades 9-12 with an enrollment of 1,300 students. The senior class numbers are approximately 300. NHS seniors have the option of enrolling part-time at either college through their Honors program.

Specify the geographic area covered by the grant request and the people who will be served if the grant is approved. Specific names of individuals are not required, but information regarding gender and race; national origin/ethnicity is requested.

We would like to request funding to continue the support of our RALIE and Life of an Athlete programs (both programs designed to build/teach student leadership). RALIE began 26 years ago at Northfield High School. It's an acronym that stands for Raider Activity Leaders Improving Enthusiasm. It stemmed from the death of a Northfield High School student who was struck by a drunk driver. The family of this student worked collaboratively with the school to create the RALIE program and the program has flourished for years. It is a program for juniors and seniors. Currently there are approximately 90 Northfield High School students in the RALIE program. That is roughly 7.2 % of the student body. It's a student leadership group who have made a drug-free pledge and who've vowed to make the school and the activities program a more positive place by providing leadership within each activity and by hosting events that promote a chemically free lifestyle.

Our Life of An Athlete (LOA) program is in its 5th year. Within the last two years, the LOA program has become "student-directed." We have an adult facilitator, but the facilitator's main role to help keep the group organized; the LOA students determine the direction and initiatives. There are nine LOA students (all juniors and seniors). LOA also helps lead our RALIE group, so we have students leading students, rather than adults in that role. LOA's main missions are to work with our activities program in keeping away from drugs, alcohol, and tobacco as well as educating our students in the following health areas as well: nutrition, hydration, over use injury prevention; all designed to work toward the best educational experience possible for all students.

2. Describe (1) your request, (2) the amount requested, (3) a DETAILED LINE ITEM BUDGET and (4) your timetable for completing the project. Additional pages can be attached to this request if necessary. **FOOD ITEMS WILL NOT BE CONSIDERED OR APPROVED.**

We request a grant in the amount of \$5,000.00 to support RALIE and LOA and our efforts in our school and our community, assisting us in taking a positive stand with our student leaders and their choice to lead a drug-free life during their high school career. As noted in the detailed line item budget (please see next page), all of the funds to recruit, promote and run RALIE and LOA come from the MSHSL Foundation Grant. We would like to request funding from the MSHSL Foundation to continue our program with hopes of expanding this opportunity to other Northfield students. RALIE's and LOA's efforts are on going; this request will help with expenses incurred for school year 2013-14.

Anticipated RALIE/LOA budget for 2013-14

Anticipated Expense	Cost	Grants/Donations	Possible Credit	Balance
		MSHSL Grant	\$5,000.00	\$5,000.00
Conference	-\$500.00			\$4,500.00
Honorarium	-\$1,000.00			\$3,500.00
Supplies	-\$1,500.00			\$2,000.00
Transportation	-\$600.00			\$1,400.00
T-Shirts	-\$1,400.00			\$0.00
-----				-----
	-\$5,000.00			\$0.00

Expenses Defined

Conference: Attend Region 1AA Leadership Workshops.
Honorarium: Honorarium for annual speaker to promote drug-free lifestyle and leadership.
Supplies: Supplies purchased for RALIE meetings and special events.
Transportation: Transportation to and from leadership workshops and activities in Minnesota.
T-Shirts: One t-shirt for each participant to strengthen community and publicize RALIE in school and community.

3. Describe how the funds requested for the identified project furthers the stated mission and primary goal(s) of the MSHSL Foundation.

In keeping with the mission of the MSHSL Foundation, we want to provide all of our students with the option to participate in extra-curricular programs. Studies have shown a direct correlation between the participation in co-curricular programs and increased academic achievement. We believe these funds will increase the likelihood that many of our student leaders will choose to lead a drug-free life; one that will serve as a model for other students. Thereby, providing leadership to our students while promoting the “growth of high school students through participation in valuable extra-curricular activities.”

4. Are there any other similar programs that serve the same geographic area and groups of people identified in question number one (1) above? If the answer is, “Yes”, please explain the relationship between the two programs. If the answer is, “No”, please continue on to question number five (5).

No

5. List other actual or proposed sources for funding of the project, including the amounts of the other requests and commitments from other entities. Indicate those sources from which commitments have been received with an asterisk.

None

6. If your School, School District, Region Committee, or Activity Conference is submitting a grant request, please attach the following information.

- a. A copy of the MSHSL Foundation Board of Director's resolution requesting funds from the Foundation as identified in your grant request.
- b. Other documents you may determine to be important for the MSHSL Foundation Board of Directors to review

7. If your **Booster Club** is submitting a grant request, please attach the following information:

- a. A copy of the IRS determination letter regarding exempt status or other evidence of exempt status
- b. A copy of the most recent Form 990 or Form 990T, if applicable, with all schedules submitted to the IRS and/or an explanation of the organization's fund balance, including restricted and non-restricted funds
- c. Overall organization budget, including a specific project budget indicating items for which MSHSL Foundation support is requested. You may attach a brief narrative explanation of the budget if necessary.
- d. A list of the names of the Board of Directors or other governing body
- e. Other documents you may determine to be important for the MSHSL Foundation Board of Directors to review

Grant requests submitted by Booster Clubs must be accompanied with documentation approved by the school board of the member school. Any Booster Club grant approved by the MSHSL Foundation Board of Directors will be sent directly to the member school to be used exclusively by the member school. Only one (1) grant will be approved per member school.

This application will not be considered unless the entire application is completed, including the required attachments. Please note that the MSHSL Foundation Board of Directors may request additional information regarding any proposal.

Tom Graupmann
Printed Name of Person Requesting the Grant

tom.graupmann@nfld.k12.mn.us
Email Address


Signature of Person Requesting the Grant

12-23-13
Date Completed

**FORM B/C MUST BE POSTMARKED OR EMAILED NO LATER THAN
FEBRUARY 1, 2014.**

Northfield

Public Schools I.S.D. 659 MINNESOTA

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

Tom Graupmann, Activities Director

To: Dr. Chris Richardson
From: Tom Graupmann
RE: Student Activity Account/ Speech
Date: December 12, 2013

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

I have a request from the Speech Team to designate up to \$2,000.00 from their Speech student activity account to pay for additional coaches to work with our participants. The rate of pay will be \$12 or \$14 per hour (depending whether or not they are a licensed teacher). The Speech team intentionally fundraised so that more coaches could be secured.

If you have any questions, please contact me.

Thanks!

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This Agreement made this 18th day of November, 2013, by and between Greenvale Park PTO hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, hereinafter the "District", pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

Field trip funds for students - \$5,258.00
Classroom/licensed staff funds - ~~\$4,200.00~~ (\$100)
Specialist partial 13-14 funds - \$2,573.22 (643.43_{KY})
Music teacher 13-14 rem. funds advance - \$600.00
Music bleachers advance from PTO - 616.57
\$13,248.29

Greenvale Park PTO
Rob Nutt, Treasurer, Donor

BY: X Robert J. Nutt

Approved by resolution of the School Board on the 13 day of January, 2014.

Independent School District No. 659

Clenk

Northfield Public Schools

2014-2015

School Calendar

Recommended by

Meet and Confer

JULY

S M T W T F S

1 2 3 4 5 4th of July Holiday
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

AUGUST

S M T W T F S

1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23 18,19 New Teacher Inservice
24 25 26 27 28 29 30 25,26,27,28 Teacher Workshop/Workdays
31

SEPTEMBER

S M T W T F S

1 2 3 4 5 6 1 Labor Day; 2 1st day of school
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

OCTOBER

S M T W T F S

1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18 16-17 No School; Ed MN
19 20 21 22 23 24 25
26 27 28 29 30 31 31 End of 1st qtr

NOVEMBER

S M T W T F S

1
2 3 4 5 6 7 8 3 No School; Teacher Workday
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29 26 No School; Teacher Workday; 27-28 Thanksgiving Break
30

DECEMBER

S M T W T F S

1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27 Winter Break No School Dec 22-Jan 2
28 29 30 31

JANUARY

S M T W T F S

1 New Year's Day Holiday; 2 No School 1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
26 No School; Teacher Workday
(Jan 26 - First possible make-up day)

FEBRUARY

S M T W T F S

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28

MARCH

S M T W T F S

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
20 End of 3rd qtr
23-27 Spring Break No School
30 No School; Teacher Workday
(Mar 30 - Second possible make-up day)

APRIL

S M T W T F S

1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

MAY

S M T W T F S

1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31
25 Memorial Day; No School

JUNE

S M T W T F S

1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30
31 Graduation; 5 Last Day of School (2-hr early dismissal)

Weather make-up days:

If before 1/23 school is closed 3 days, make-up day is 1/26.

If before 3/20 school is closed 3 days, make-up day is 3/30.



Teacher Workday/Workshop (no school)

No School

Student Days:

Term 1: 42 days

Term 2: 45 days

Term 3: 39 days

Term 4: 48 days

TOTAL: 174 days

(87 days-first semester; 87 days-second semester)

Summary:

174 student contact days

9 non-student contract days

4 contract days off calendar

(4 conferences)

Total: 187 contract days

School Calendar Meet and Confer – January 2014

School Calendar District Interests

1. Maintain at least 174 student contact days
2. Identify snow make up days, criteria for use and mark clearly on calendar.
3. Plan for after Labor Day start (statutory).
4. Provide the maximum number of high impact instructional days prior to State MCA testing window.
5. Completion for students by end of the first full week of June.
6. Support instructional continuity by reducing the number of shortened weeks or combining shortened weeks with teacher worktime/professional development.
7. Maximize student attendance by avoiding scheduling less than three student contact days in any week.
8. Provide four days of preschool inservice to support PreK-12 staff development and preparation for the start of the year as well as individual student assessment and parent interaction at the elementary level.
9. Combination of teacher worktime/staff development at end of each semester.
10. Strive for balance in 1) semesters, 2) quarters
11. Provide consistent staff development using professional learning communities (PLC's) on a weekly basis during regular school hours throughout the school year. The research is clear that teachers need regular and timely opportunities to review student achievement data, develop student goals, implement teaching strategies to achieve those goals and evaluate the strategies to see how well they have worked.