

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for January 27, 2014, Regular School Board Meeting

VI. Items for Discussion and / or Reports.

1. Transformational Technology Initiative Update.

Enclosed is a handout of the power point presentation. Also enclosed is a Director of Technology Proposal prepared by Matt Hillmann, Director of Administrative Services.

VII. Superintendent's Report

A. Items for Individual Action

2. Proposed Rescheduling of Full Day Closures – a discussion.

B. Items for Consent Grouping

2. Personnel Items.

a. Appointments *

10. Tory Borovsky, Community Services Tennis Staff for 1 hour/week beginning 01/14/2014 – 02/11/2014; \$11.25/hour.

11. Quinnesha Johnson, Special Education EA-PCA (Class IV) at Greenvale Park for 2 hours/day on student days beginning 02/03/2014 – 06/06/2014; Class IV, Step 1, \$13.49/hour.

b. Increase/Decrease/Change in Assignment

3. Tyla Christensen, Education Assistant-PCA at Bridgewater for 6.67 hours/day, change to EA-PCA at Bridgewater for 7 hours/day beginning 1/23/2014.

4. Jacob Odell, Special Education EA-PCA (Class IV) at the High School, change start date from 1/28/2014 to 1/29/2014 – 06/06/2014.

5. Lynn Fossum, Asst. Principal Admin. Assistant at the High School change in contract hours from 206 days/year at 6.8 hours/day to 180 days/year at 7.5 hours/day and 15 days/year at 3.4 hours/day. Overall time worked will not change, just how the time is scheduled.

6. Katherine Klein, Long-Term Substitute Life Science Teacher at the Middle School, extend from 1/28/2014 – 02/21/2014.

7. Jane Morrison, Child Nutrition Associate Substitute in the district, change to Child Nutrition Associate Long-Term Substitute beginning 01/16/2014 – 02/14/2014; \$13.82/hour.

8. Terri Quint, Educational Assistant-PCA at Bridgewater for 6.75 hours/day, change to EA Class III for 1 hour/day and EA-PCA Class IV for 5.75 hours/day (total 6.75 hours/day) beginning 01/23/2014.

9. Lindsay Schacht, Educational Assistant-PCA at Bridgewater for 6.67 hours/day, change to EA-PCA for 6.83 hours/day beginning 01/21/2014.

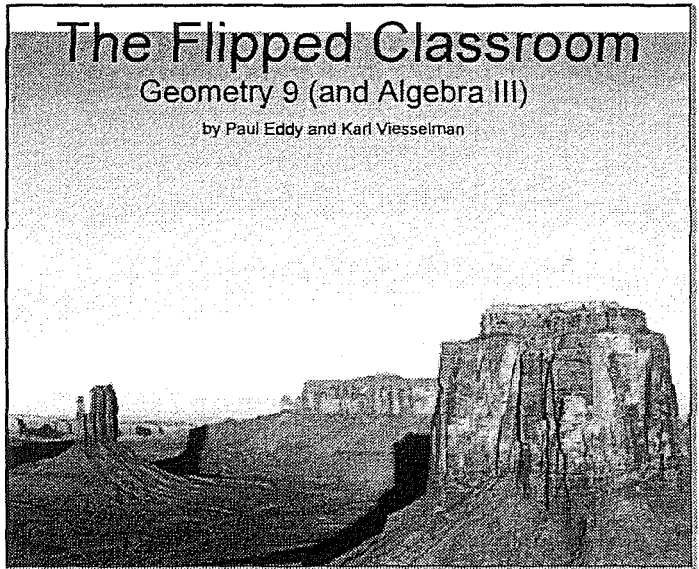
10. Alisha Traeder, Special Education EA-PCA (Class IV) at Longfellow, change start date from 1/28/2014 to 1/30/2014.

c. Resignation

1. Jerome Larson, Boys/Girls Track Pole Vault Coach, resignation effective 1/24/2014.

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

Board Presentation2.notebook



Jan 24-1:40 PM

What has worked well for us in this model?

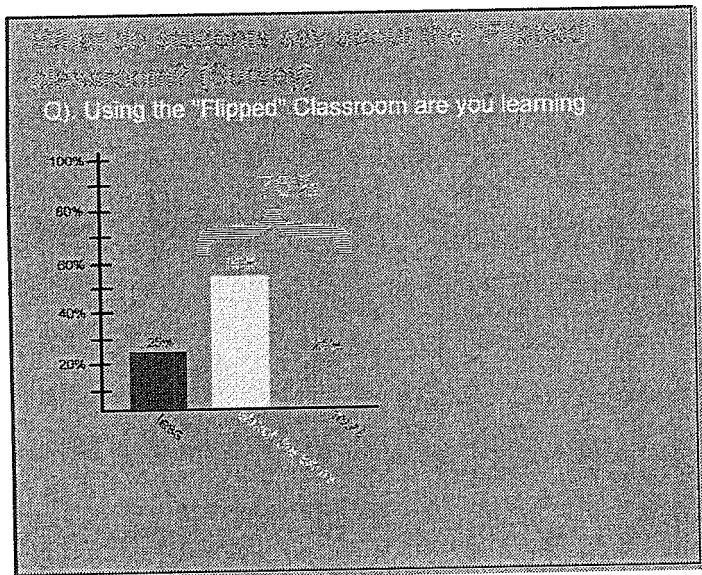
- Building relationships
- Requiring less, getting more from assignments
- More students learn it (*Mastery*)
- Developing better work habits, becoming independent learners
- Some students who struggled previously are now thriving
- Make up work due to absences
- Make up tests/quizzes *during* class

What hasn't?

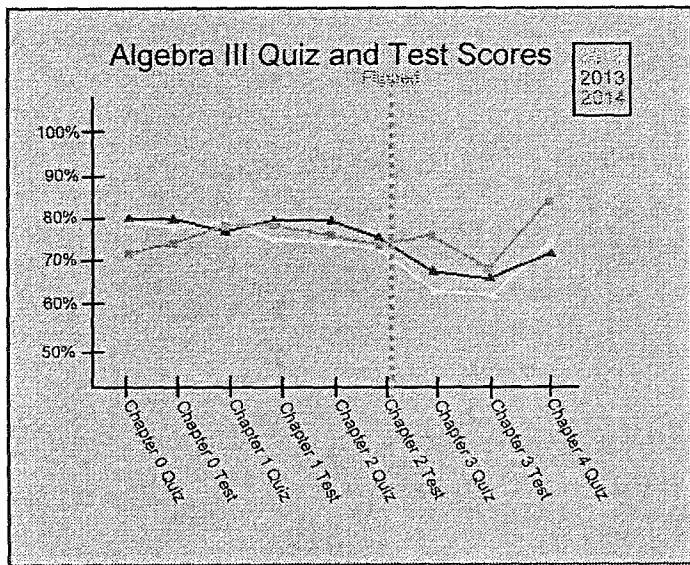
- Some students get caught in the "retake cycle"
- Don't always watch/study videos (*freedom to fail*)
- Some students prefer the interaction of in-person lessons
- Consistent *formative* assessment
- Enrichment for upper level students

Jan 14-3:42 PM

Board Presentation2.notebook



Jan 14-3:44 PM



Jan 23-7:31 AM

Director of Technology Proposal

Prepared by Matt Hillmann, Director of Administrative Services | 01.23.2014

The Northfield Public Schools combined the Director of Technology and Director of Human Resources position several years ago. In January 2013, the District did further consolidation of District Office level functions when Director of Business Affairs Stephanie Shawback left the District. The Director of Administrative Services position was created from the previous Director of Human Resources and Technology and the Director of Business Affairs position.

Non-cabinet Director level positions were identified in each District office department: Buildings and Ground, Child Nutrition, Finance, and Human Resources. The intent was to also add a Non-cabinet Director level position in Technology as well. Due to the implementation of the Transformational Technology initiative and in an effort to provide consistency during the beginning of the project, District administration determined to complete the initial student implementation before looking to fill this position.

Over the past year, the District has obviously seen great changes in the Technology department. These changes included the addition of nearly 2,800 student iPads. The Technology department, along with building level Media Specialists, has handled this implementation with grace and skill. In order to continue the momentum toward transforming teaching and learning into a more personalized experience, additional leadership is needed. We ask the Board to consider adding a Director of Technology position at the same level in the organizational structure as the Directors of Buildings and Grounds, Child Nutrition, Finance, and Human Resources. The position would report to the Director of Administrative Services and is envisioned to provide leadership in all facets of technology, including: instructional support, infrastructure design, technical services management, and professional development. The position's salary is projected for 2014-15 at \$86,611. District has approximately \$47,000 in savings remaining from the changes resulting the Director of Administrative services position.

We will recruit and hire a visionary professional who understands Pre K-12 education and how technology impacts student, staff, families, and the community. The individual will be gregarious and highly skilled in collaboration and communication.

The goal would be to post the position in Mid-February and to hire an individual by April 1st. Ideally, a new director would start this Spring, but most likely will begin on July 1.

POSITION DESCRIPTION
NORTHFIELD PUBLIC SCHOOLS
 December 2013

SECTION I: GENERAL INFORMATION

Position Title: Director of Technology Services	Department: Technology
Immediate Supervisor's Position Title: Director of Administrative Services	FLSA Status: Exempt
Band/Grade/Subgrade:	Bargaining Unit: Non Union Administrators Director
Job Summary: Under the direction of the Director of Administrative Services, the Director of Technology Services leads the planning, implementation, review, and evaluation of technology to facilitate the District's educational mission and vision.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Establish, implement, articulate, institutionalize, and evaluate the vision for technology as an accelerator of student learning.
Percent of Time:	50	
Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none"> • Leads the District Technology Steering Committee to collaboratively establish the District's technology vision and implementation action plan • Coordinates with the Director of Administrative Services to plan the financial resource parameters to implement the technology vision • Coordinates with the Director of Teaching and Learning to ensure integration of District technology with curriculum and staff development plans • Works with building level technology committees to facilitate District-wide fidelity of the technology plan while allowing for necessary differences based on individual school conditions • Facilitates planning of large and small scale initiatives to support the District's technology plan implementation • Facilitates an annual review of the impact and effectiveness of the District technology plan's implementation 		

Duty/Responsibility No:	2	Statement of duty/responsibility: Facilitate the professional development required to support the District's technology vision.
Percent of Time:	22.5	

Tasks involved in fulfilling above duty/responsibility:

- Facilitates annual professional development needs analysis based on the components of the District technology plan to establish key priorities for training
- Coordinates with the Director of Teaching and Learning to plan and schedule annual district-wide technology components of the District staff development plan
- Coordinates annual summer Tech Boot Camp professional development series
- Coordinates with building Media Specialists to facilitate regularly scheduled building-level training
- Facilitates annual review of impact and effectiveness of the District's technology professional development plan
- Coordinates with building Media Specialists to provide instructional technology integration support for faculty and staff

Duty/Responsibility No:	3	Statement of duty/responsibility: Manages the District's technology support staff to ensure reliable technology that allows the realization of the District's technology vision and supports the day-to-day instructional needs associated with that vision.
Percent of Time:	22.5	

Tasks involved in fulfilling above duty/responsibility:

- Manages and directs the District's technology support staff's daily priorities and activities in an effort to provide reliable access to computing that supports the District's mission and vision
- Participates as an active member of the technology support staff, providing instructional support to staff and students across the District as needed
- Annually evaluates the District's technology reliability and support through stakeholder surveys and support staff evaluation

Duty/Responsibility No:	4	Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as assigned.
Percent of Time:	5	

Tasks involved in fulfilling above duty/responsibility:

- Awareness of other District technology needs, not directly related to the instructional program but necessary for District operation
- Serves on District committees and task forces as needed

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<p>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</p>			
<p>REQUIRED EDUCATION/TRAINING (choose one)</p>		<p>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) Bachelor's Degree required. Master's Degree preferred</p>	
<p>less than high school diploma</p>		<p>Major field of study or degree emphasis: Education, education technology, or educational leadership</p>	
<p>High school diploma or GED.</p>			
<p>1 year college</p>	<p>2 years college</p>		
<p>3 years college</p>	<p>x 4 years college</p>		
<p>1st year graduate level</p>		<p>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</p> <ul style="list-style-type: none"> • Expertise in how technology can accelerate educational objectives • Prolific relationship builder with expertise in interpersonal skill development • Expertise in planning and implementing small and large scale projects that can impact multiple stakeholder groups • Expertise in facilitating change in a school environment • Expertise in managing and motivating people • Understanding of how to collaborate with vendors, staff, and administration to solve problems • Expertise in adult learning strategies in order to effectively train staff 	
<p>2nd year graduate level</p>			
<p>Doctorate level</p>			
<p>Required Work Experience in Addition to Formal Education/Training:</p> <ul style="list-style-type: none"> • K-12 teaching experience preferred 			
<p>Required Supervisory Experience:</p> <ul style="list-style-type: none"> • Previous supervisory experience preferred 			
<p>LICENSE/ CERTIFICATION</p>		<p>Identify licenses/certification required upon hiring:</p> <ul style="list-style-type: none"> • K-12 teaching license and/or administrative license preferred 	
<p>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</p>		<p>Skilled in:</p> <ul style="list-style-type: none"> • Interpersonal relationship development • Collaborative leadership • Organizational psychology • Systems planning and administration • Delegation of appropriate duties as needed • Needs assessment and evaluation • Self awareness • Technology systems and their relationship to teaching, learning, and youth development 	

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1	Network Manager	1
2	Technology Specialists	2
3	Workstation Specialists	2
TOTAL		5

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: 0	Total: 0

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. Duties of the job may involve some disagreeable human contact or interactions.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		X		
Walk		X		
Sit		X		
Use hands dexterously (use fingers to handle, feel)		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds		X		
up to 25 pounds		X		
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Department Head

Date

Signature – Human Resources

Date

Classification History:

DRAFT

Northfield Public Schools | Proposed Rescheduling of Full Day Closures

This year's series of polar vortices have prompted the District to develop a clear plan governing the potential scheduling of make up days for full day closures in the 2013-14 and 2014-15 school year. The charts below are intended to identify potential make up days. These charts refer only to full days lost due to closure. Late starts or early releases are not being considered for rescheduling.

2013-14

Days Missed	Proposed Make Up Plan
2	No make up days
3	No make up days
4	Teacher workshop day (1) Target date: June 9, 2014.
5	Teacher workshop days (2). Target dates: June 9 & 10, 2014
6	Student contact days (3) in place of teacher work days. Target dates: June 9, 10, and 11, 2014

2014-15

Days Missed	Proposed Make Up Plan
2	No make up days
3 - third day cancelled on or before February 13, 2015	February 16, 2015 converts from teacher workshop day into student contact day.
3 - third day cancelled after February 13, 2015	Teacher workshop day (1) Target date: June 8, 2015.
4	Teacher workshop day (1) Target dates: June 8, 2015 if third cancellation was on or before February 13, 2015. June 9, 2015 if third cancellation was after February 13.
5	Teacher workshop days (2). Target dates: June 8 & 9th, 2015 if third cancellation was on or before February 13, 2015. June 9 & 10, 2015 if third cancellation was after February 13, 2015.
6	Student contact days (3) in place of teacher work days. Target dates: June 8, 9, and 10, 2015 regardless of when the third cancellation occurred. If the third day closure and beyond take place after February 13, 2015, June 11, 2015 will be added as a teacher workshop day as well.

Another way to look at the possible make up days for the **2014-15** school year is outlined below.

<i>Day 3 on or before February 13, 2015</i>	February 16, 2015 student contact day	<i>Day 3 after February 13, 2015</i>	June 8, 2015 teacher workshop day
4	June 8, 2015 teacher workshop day	4	June 8 & 9, 2015 teacher workshop days
5	June 8 & 9, 2015 teacher workshop days	5	June 8, 9, & 10, 2015 student contact days
6	June 8, 9, & 10, 2015 student contact days	6	June 8, 9, & 10, 2015 student contact days June 11, 2015 teacher workshop day

2013 Minnesota Statutes

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section 124D.126.

History: 1Sp1997 c 4 art 6 s 3; 1998 c 397 art 1 s 36; art 6 s 124; 2000 c 500 s 1; 1Sp2003 c 9 art 2 s 3; 1Sp2011 c 11 art 1 s 3; 2013 c 116 art 1 s 2

Hours and Days of Instruction in Northfield

Hours (State requires at least 1020 hours of instruction for student in grades 7-12; 935 hours for students in grades 1-6 and 425 hours for a kindergarten student)

174 days X 6.5 hours per day = 1131 hours 1131

Minus 36 hours (1 hour per Wednesday for PLCs) 36

TOTAL Hours of Instruction in Northfield = 1095

Two full-day closures (January 6 and 7) @ 6.5 hours/per day 13

One two-hour late start (January 23) 2

1080

Days (State requires at least 165 days of instruction for students in grades 1-11)

TOTAL Number of student days in Northfield = 174

Minus two full-day closures 2

172