

**NORTHFIELD PUBLIC SCHOOLS**  
**Office of the Superintendent**  
**Memorandum**

**TO:** Board of Education  
**FROM:** L. Chris Richardson, Ph.D., Superintendent  
**RE:** Table File Items for August 25, 2014, Regular School Board Meeting

VI. Items for Discussion and / or Reports.

2. School Board Work Session Follow-Up / Community Engagement.

The enclosed summary document, "District Enrollment/Demographic Study and District Master Facilities Work," describes the work done on the District Master Facilities Plan to date and provides a basis for this discussion item.

3. Summary of Superintendent's Evaluation.

Enclosed in the table file is a Summary of Superintendent Performance Appraisal for Dr. L. Chris Richardson prepared by Board Chair Ellen Iverson.

VII. Superintendent's Report

B. Items for Consent Grouping

1. Personnel Items.

a. Appointments \*

7. Ruth Amerman, Site Lead for Summer Blast at the Middle School for 5.5 hours/day beginning 08/04/2014 – 08/07/2014; Step 1, \$13.88/hour.
8. Thomas Dickerson, 7<sup>th</sup> Grade Football Coach at the Middle School beginning 08/25/2014 – 10/15/2014; \$12.00/hour.
9. Lexi Dotterweich, SpecEd Education Assistant-PCA (Sign Fluent) for 6.75 hours/day at Sibley Elementary beginning 08/25/2014 – 06/05/2015; SpecEd, Step 2, \$14.25/hour.
10. Hermes Lanza, Special Education EA-PCA with Headstart for 7 hours/week beginning 08/25/2014; SpecEd Step 1, \$13.73/hour.
11. Brittany Laue, SpecEd Education Assistant-PCA for 3.85 hours/day (4 days), and 4.25 hours/day (1 day) Longfellow beginning 08/25/2014 – 06/05/2015; SpecEd, Step 1, \$13.73/hour.
12. Erin Maher, SpecEd Educational Assistant-PCA for 6.5 hours/day at the Middle School beginning 09/02/2014; SpecEd, Step 1, \$13.73/hour.
13. Jed McGuire, Weight Room Assistant (Fall Season) at the High School beginning 09/02/2014 – 11/14/2014; Level K, Step 1.
14. Jeff Wendt, 6<sup>th</sup> Grade Boys Soccer Coach at the Middle School beginning 09/02/2014 – 10/15/2014; Level J, Step 2.
15. Abraham Zamora, SpecEd Education Assistant-PCA for 6.5 hours/day at the High School beginning 08/25/2014; SpecEd, Step 3, \$14.58/hour.
16. Event Workers – Activities: Doug Antoine, Patrick Bougie, Mark Ensrud, Mark Etzell, Kent Pederson, Larry Sanftner, Lucas Skrove, Cheryl Strike and Donna VanderHoof.

b. Increase/Decrease/Change in Assignment

4. Shannon Flegel, .8 FTE Occupational Therapy at Longfellow/Greenvale Park, change to 1.0 FTE Occupational Therapy at Longfellow/Greenvale Park beginning 08/25/2014.
5. Lisa Kruger Robb, .6 FTE ESL Teacher at the High School, change to .8 FTE ESL Teacher at the High School beginning 08/25/2014 – 06/05/2015 (2014-15 school year).
6. Stephanie Mahal, .8 FTE Occupational Therapy at Sibley/Middle School, change to 1.0 FTE Occupational Therapy at Sibley, Middle School, High School and Bridgewater beginning 08/25/2014.

d. Resignations

4. Dawn Swanson, KidVentures Site Assistant at Sibley Elementary, resignation effective 09/05/2014. Dawn will continue in the substitute capacity for KidVentures.

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

## **A Summary of District Enrollment/Demographic Study and District Master Facilities Plan Work To Date – August 25, 2014**

### June 9, 2014 Board Meeting

- Received Enrollment/Demographic and Housing Unit Study from Hazel Reinhart
- Key findings from studies
  - District enrollment will drop 100 to 200 students in the next 10 years
  - Enrollment will decrease at the elementary level in the first 5 years then regain some students in the second 5 years
  - Enrollment will be stable at the Middle School for the first five years then drop in the second five years as elementary students enter Middle School
  - Enrollment at the High School will grow slightly during the first 5 years then level off in the second five years
  - The two year projected housing starts are not expected to impact enrollment

### July 14, 2014 Board Meeting

- ATS&R presented building-level deferred maintenance and educational needs without costing estimates on pictorial charts of each building
- ATS&R presented building theoretical capacity based on projected enrollment and number of existing identified regular classrooms
- Determined that while buildings had theoretical capacity, non regular education classroom, meeting and office space needs could result in overcrowded buildings

### August 20, 2014 Board Work Session

- Administration underscored the expected outcome for the meeting was, “not to find solutions, but rather to understand the difficult challenges of balancing deferred maintenance needs against educational adequacy needs- both weighed against the needs for our schools to accommodate the changes that are taking place in our classrooms”
- Administration reviewed key findings from the Enrollment/Demographic Study presented by Hazel Reinhart on June 9, 2014
- ATS&R presented building-level deferred maintenance needs with consideration level and costing estimates attached
  - Reflects many initiatives completed over last 10 years
  - Reflects progress made through ten year facilities plan
  - Larger concerns cannot be addressed through the current ten year plan alone
  - Ten year plan must be realigned with ATS&R facilities review
- ATS&R presented building-level educational adequacy needs without costing estimates
  - Core spaces in many of our buildings are not ‘right sized’ to meet current enrollment and utilization needs.
  - Drop-off and pick-up areas are a major concern; congestion is prevalent and does not provide the level of safety desired by the district.
  - There does not now exist ‘equality’ in spaces in our buildings across the district.
  - Building accessibility, especially at Longfellow and the High School is not ideal.
  - There is a difference between the ‘designed’ capacity of a building and the reality of building capacity when considering the advent of special education, EL and intervention programs (after most of our current buildings were constructed).
  - Early childhood and special education are particularly short of the space needed to appropriately serve their students’ needs.

- ATS&R led Board and Cabinet through an exercise to articulate a facilities vision for the future by asking the question, “If you could design space that accommodates and supports the many changes in the teaching/learning process today, what would it look like?” Listed are the responses generated by the three (3) teams:
  - WE WOULD CREATE SPACES...
    - that are flexible in nature; able to change size and shape to accommodate different learning activities
    - where teachers can work collaboratively as professionals and with students. Roles and responsibilities would be all inclusive.
    - in our schools where ‘real world’ learning and experiences would be a part of every student’s education.
    - in our buildings that ‘intentionally’ provide a sense of community.
    - that can and will accommodate both current and future programming needs through flexible and interchangeable learning environments.
    - that support the modeling of skills, knowledge and behaviors that every student will need to be successful in a fast paced, ever-changing technologically advanced 21<sup>st</sup> century world.
    - that are able to accommodate a variety of instructional methods such as coaching, mentoring and community involvement in a natural and meaningful way.
    - that allow opportunities to integrate technological literacy into learning that matches real world use of technology when acquiring and creating knowledge.

#### August 25, 2014 Board Meeting

- Administrators summarize the work toward the objective of developing and acting upon a District Master Facilities Plan through the collaborative efforts of Board, professional staff, community, designers, and engineers. This effort will strive to ensure that the buildings and grounds of the Northfield Public Schools will be well maintained, efficiently operated and effectively support the educational programs and services desired by the community
- Board reflects on what the information they have received
- Administrators suggest and Board responds to possible next steps
  - Board presentation by ATS&R on broad approaches that other districts have implemented to address the kinds of needs that have been identified in Northfield
  - Identification of the point at which enough information has been provided that authentic discussions with the school community (parents, students, community) would provide meaningful ideas, feedback and opinions on big picture elements
  - Building level meetings that would invite all stakeholders to learn about what is being discussed and weigh in on big picture elements and broad concepts
    - What works for your building?
    - What doesn’t work for your building?
    - What would you like to see in your building?
  - ATS&R develops preliminary District Master Facilities Plan reviewed by administrators
  - ATS&R presents District Master Facilities Plan for Board review and approval
  - Board determines additional actions and community outreach required

## Summary of Superintendent Performance Appraisal for Dr. L. Chris Richardson

For the appraisal period of 7/08/13 to 7/09/14 for Northfield Public Schools

Summarized by Board Chair, Ellen Iverson for the August 25th, 2014 Board Meeting

For this review period all seven board members completed the superintendent performance appraisal form. The form was developed by the Minnesota School Boards Association and covers the many facets of the Superintendents' job responsibilities. Board members provide numeric ratings on a 1 to 5 scale (1=low and 5=high) for 49 job responsibilities organized around ten major topics. In addition to the numeric ratings, board members are encouraged to include additional comments.

Board Chair, Ellen Iverson compiled and summarized all board members' input for Dr. Richardson. For the numeric ratings, means were calculated. While this scale should be interpreted more as categorical data rather than interval data, in an effort to provide a more "at a glance" interpretation, means were used for each item (as the range of values for each item was very small). The few items were marked where the deviation across the ratings was greater than one. If board members were unable to answer, they marked "UA" next to the item. This was also marked as part of the summary. All written comments by board members were also included as part of the review.

Board members gave Dr. Richardson an exceptional review and ratings identified achievement of outstanding performance (46 of 49 items) or very good performance (3 of 49 items) in all items. Dr. Richardson's continued leadership for the district resulted in:

- During this review period, through Dr. Richardson's forward thinking leadership, a Workforce Development Initiative was developed with a strong participation in the first district-business summit.
- The iPad one-to-one initiative entered its next phase with restructured professional development for instructional staff, an exciting range of opportunities for students, and ongoing communications with the community about the implementation celebrations and challenges. In addition, a new technology position description was developed with a strong hire in place for the upcoming academic year.
- With Dr. Richardson's leadership the cabinet responded to the state mandate for all day kindergarten. The cabinet thoroughly researched all options. Dr. Richardson and his team were accessible and responsive to board and parent questions throughout the decision making process.
- RtI and PBIS continued with implementation plans. When it was clear that instructional staff required an additional year of coaching at the elementary level, Dr. Richardson and his leadership staff collaborated on a solution to provide continuing support without jeopardizing the overall district plans.
- Once again, all board members unanimously recognized Dr. Richardson and his team's outstanding leadership in overseeing all financial operations.

Finally, all board members unanimously recognized Dr. Richardson's outstanding leadership in overseeing all financial operations and empowering his leadership team in this area.