

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, November 24, 2014, 7:00 PM
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. School Improvement Plan Presentations – Bridgewater Elementary School and Northfield Middle School.
 - 2. FY 2014 Audit Report.
 - 3. Guiding Principles for Reviewing Later Start Options for Northfield Schools.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. FY 2014 Audit.
 - 2. Revisions to School Board Policy 441 – Use of Technology and Telecommunications Systems by Employees and School Board Policy 805 – Waste Reduction, Recycling, Environmental Protection and Compliance.
 - B. Items for Consent Grouping
 - 1. Overnight Trip Request.
 - 2. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Options Report.
 - 2. Property/Casualty/Liability Insurance Preview.
 - 3. Fall Parent-Teacher Conferences.
- IX. Future Meetings
Monday, December 8, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, January 12, 2015, 7:00 PM, Organizational School Board Meeting immediately followed by Regular School Board Meeting,
Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, November 24, 2014, 7:00 PM
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 November 24, 2014, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of Regular School Board meeting held on November 10, 2014, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. School Improvement Plan Presentations – Bridgewater Elementary School and Northfield Middle School.
On Monday night Bridgewater Elementary School and Northfield Middle School will present their school improvement plans to the Board. The presentation will include a progress report on the goals set for the 2013-14 school year as well as new goals for the 2014-15 school year.
 2. FY 2014 Audit.
Craig Popenhagen, Partner with CliftonLarsonAllen, LLP, will present the results of the 2013-14 fiscal year audit. Comments will focus on the executive summary. A full report will be brought to the Board meeting for review.
 3. Guiding Principles for Reviewing Later Start Options for Northfield Schools.
Superintendent Richardson will share preliminary information about start and end times for the Big 9 Conference and other school districts as well as Conference superintendent's thoughts about modifying the school day. Dr. Richardson will also share preliminary information about the impact of later start and end times on students and teachers needing to leave classes in order to attend various conference events and contests. The superintendent would also like to dialogue with the Board about potential guiding principles that Board members might use in determining how they would consider the possibilities of a modified school day.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. FY 2014 Audit.
Superintendent's Recommendation: Motion to accept the 2013-2014 audit report as presented.
 2. Revisions to School Board Policy 441 – Use of Technology and Telecommunications Systems by Employees and Policy 805 – Waste Reduction, Recycling, Environmental Protection and Compliance.
At the November 10, 2014, meeting, the Board was presented with revisions to these two policies that were precipitated by the School District receiving a federal grant for the community school at Greenvale Park. The revisions are in bold and underlined. The Board is asked to approve the revisions to Policy 441 and Policy 805 on Monday night.

Superintendent's Recommendation: Motion to approve revisions to School Board Policy 441 – Use of Technology and Telecommunications Systems by Employees, and School Board Policy 805 – Waste Reduction, Recycling, Environmental Protection and Compliance, as presented.

B. Items for Consent Grouping

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

1. Overnight Trip Request.

Please refer to the enclosed memo from High School Principal Joel Leer. He is asking Board approval of an overnight field trip, which would be added to the list of Overnight Trips for 2014-15. This list was approved by the Board on May 27, 2014.

2. Personnel Items.

a. Appointments*

1. Shelby Callahan, Weight Room Assistant (Winter) at the High School beginning 11/17/2014 – 03/20/2015; Level K, Step 1.
2. Savannah Dimick, CS Recreation Birthday Party Instructor and Program Substitute beginning 11/08/2014 – 05/31/2015; \$8.00/hour.
3. Juan Lopez Ramirez, Targeted Services PLUS Student Site Assistant at Bridgewater for 1.5 hours/day (M & W) beginning 11/19/2014 – 04/16/2015; \$8.39/hour.
4. Ali Ryan, Early Ventures Site Assistant at Longfellow for 32 hours/week beginning 11/26/2014; Step 3, \$12.28/hour.

b. Increase/Decrease/Change in Assignment

1. Lindsey Downs, Kindergarten Teacher at Sibley Elementary, change Targeted Services PLUS Program Teacher at Sibley for approximately 1.25 hours/day, from 4 days/week to 2 days/week (M-Th) beginning 11/17/2014 – 04/16/2015; Year 7 - \$27.73/hour.
2. Gretel Ryan, PLUS Student Site Assistant at Bridgewater for 1.5 hours/day from 4 days/week, change to 2 days/week (M-Th) beginning 11/13/2014 – 04/16/2015; \$8.39/hour.
3. Gina Swenson, Targeted Services PLUS Program Teacher at Sibley for 1.25 hours/day from 2 days/week, change to 4 days/week (M-Th) beginning 11/17/2014 – 04/16/2015; Year 2 - \$27.11/hour.

c. Leaves of Absence

1. Barb Brunette, Family/Medical Leave of Absence extended through 01/02/2015.
2. Teresa Findlay, Unpaid Leave of Absence beginning 11/13/2014 – 03/05/2015.
3. Jessica Rushton, Family/Medical Leave of Absence beginning 11/25/2014 – 12/8/2014.
4. Renae Schuster, Family/Medical Leave of Absence beginning 11/17/2014 – 11/24/2014. (return to work 11/25/2014)

d. Resignations

1. Julia Daly, Early Childhood Educator, resignation effective 12/12/2014.
2. Sydney Delp, Assistant Speech Coach at the High School, resignation effective 11/11/2014.
3. Stephanie Mahal, Assistant Boys/Girls Track Coach, resignation effective 11/11/2014.
4. Mark Thornton, Assistant Boys/Girls Track Coach, resignation effective 11/14/2014.

e. Administration is recommending approval of the increase in Non-Licensed Substitute Pay Rates as attached

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

VIII. Items for Information

1. Enrollment Options Report.

Student Information Systems Specialist Christine Neset has provided the enclosed 2014-2015 Enrollment Options Report. The Northfield Public Schools has 282 students attending our schools from other school districts this school year compared to 281 last year. 759 Northfield students are attending school elsewhere, including other public schools (187), charter schools (288), home schools (121) and non-public schools (163). Last year 757 students attended school elsewhere.

2. Property/Casualty/Liability Insurance Preview.

Director of Administrative Services Matt Hillmann will share an overview of the District's property/casualty/liability insurance renewal process. The renewal date for this portion of the District's insurance is January 1st. Quotations from vendors are due November 26th and will be brought to the Board on December 8th for consideration.

3. Fall Parent-Teacher Conferences.

	<u>2014</u>	<u>2013</u>
Greenvale Park	Available at Board meeting	96%
Sibley	98%	99%
Bridgewater	98%	95%
Middle School	73%	82%
High School	40%	46%
Area Learning Center	32%	61%

IX. Future Meetings

Monday, December 8, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

Monday, January 12, 2015, 7:00 PM, Organizational School Board Meeting followed by the Regular School Board Meeting,
Northfield High School Media Center

X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

School Board Minutes

November 10, 2014

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. No one was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was no one.
- IV. Approval of Minutes
On a motion by Pritchard, seconded by Maple, minutes of the Regular School Board meeting held on October 27, 2014, were unanimously approved.
- V. Announcements and Recognitions
 - Northfield Public Schools Community Service's Adult Basic Education program, Dakota Prairie ABE, and the Northfield Public Library are recipients of a Northstar Digital Literacy Grant through the St. Paul Public Library and the St. Paul Community Literacy Consortium. This funding allows community partners to determine how best to assess and quantify digital literacy knowledge among lower-skilled adults, as well as for displaced workers who might lack such skills. For the Northfield community, this means better access to digital literacy instruction through the adult basic education program and the library. Partner agencies include the Northfield Community Action Council, the Northfield Senior Center, and Workforce Development, Inc.
 - South Central Service Cooperative (SCSC) and Mankato Community Education/Recreation (CER) partnered on November 1 to offer the Fall Chess Tournament to students from across south central Minnesota. Congratulations to the following Sibley Elementary students that participated – Collin Thomas-Green, Saxon Egge and Peter Hillmann.
 - Greenvale Park raised \$740.03 for Trick or Treat for UNICEF...Way to go Geckos!
 - Board members were invited to Bridgewater's annual Veteran's Day assembly on November 11th and to Grandparents Day on November 25th.
 - The Northfield Public Schools has been ranked in the top 10 Best School Districts in Minnesota by K12.Niche.com, an organization that ranks 8,738 school districts across the country based on dozens of key statistics and 4.6 million opinions from 280,000 students and parents. A high ranking indicates that the district contains great schools with exceptional teachers, sufficient resources, and a diverse set of high-achieving students who rate their experiences very highly.
 - In recognition of the innovation and success of the Tackling Obstacles Raising College Hopes (TORCH) initiative, the Northfield Public Schools was also named a District of Distinction by District Administration magazine. The district was among only 49 districts in the country that were honored in the inaugural round of Districts of Distinction, the magazine's new national recognition program.
 - Board members who attended the High School's fall play, "The Matchmaker," reported that it was superb.
- VI. Items for Discussion and / or Reports
 1. Presentation by Dr. Bryan Hoff – A later start to the school day and its impact on adolescent health.
Dr. Bryan Hoff, Physician at the Allina Clinic and Medical Director of the Northfield Sleep Center, presented information and research on sleep issues for adolescents. Dr. Hoff would like to see school start times for secondary students moved back one hour. While recognizing that the school district and parents may experience challenges to a later start to the school day, Dr. Hoff also presented the adolescent research-based benefits, such as improved academic performance and mental health and reduced tardiness and absenteeism. Following Dr. Hoff's presentation, Board members discussed the importance of this issue and what type of further study might be warranted. School District administration and staff were

tasked with conducting a preliminary internal analysis of the pros and cons of a later start to the school day and what the options might be. This analysis will be brought back to the School Board for its consideration.

2. Site Improvement Plan Presentations – Northfield High School and Community Services.

High School Principal Joel Leer presented the High School's school improvement plan. Principal Leer began by giving a progress report on the school's two annual objectives – to improve school climate and to improve student achievement. The implementation of PBIS (Positive Behavioral Interventions & Supports) and MTSS (Multi-Tiered Systems of Support) are key elements in the school's improvement plan for the current school year. MTSS Coaches Leah Sand and Carrie Duba followed Principal Leer's presentation and described the various elements of MTSS at the High School and preliminary data and examples of how PBIS is being implemented.

The Community Services' site improvement plan was presented by Director Erin Bailey and Breezy Barrett, Ventures Coordinator. They spoke about the progress being made on the implementation of the Collective Impact Initiative in the community and engaging the Ventures childcare sites in a continuous improvement model. These initiatives are directly and positively impacting the District's Worlds Best Workforce goals and the community's Northfield Promise initiative. They closed their presentation by citing some interesting facts for fiscal year 2013-2014:

- 31,431 children, youth and adults participated in a Community Services program (a 400 person increase over last year)
- 83,801 people had access to a school district facility through Community Services (a nearly 5000 person increase over last year)
- Community Services provided scholarships to 256 program participants in 33 program areas. These scholarships totaled \$8,462.

VII. Superintendent's Report

A. Items for Individual Action

1. Resolution Canvassing the Results of the November 4, 2014, School Board Election.

On a motion by Nelson, seconded by Maple, the Board unanimously approved the adoption of the Resolution Canvassing Returns of Votes of the School District's General Election as presented. Voting 'yes' was Fossum, Maple, Pritchard, Nelson, Hardy, Stratmoen and Iverson. No one voted 'no.'

2. Resolutions Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Duties.

On a motion by Pritchard, seconded by Fossum, the Board unanimously adopted the Resolution Authorizing Issuance of Certificates of Election and Directing the School District Clerk to Perform Other Election Related Duties as presented. Voting 'yes' was Fossum, Maple, Pritchard, Nelson, Hardy, Stratmoen and Iverson. No one voted 'no.'

3. American Education Week Proclamation.

On a motion by Nelson, seconded by Stratmoen, the Board unanimously approved the following American Education Week Proclamation.

American Education Week Proclamation

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees--be they custodians or teachers, bus drivers or librarians--work tirelessly to serve our children and communities with care and professionalism; and

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

NOW THEREFORE, the Northfield Public Schools Board of Education does hereby proclaim November 16 – 22, 2014, as the 93rd annual observance of American Education Week.

The following are the events being planned in recognition of the 93rd annual observance of American Education Week. Both events are co-sponsored by the Northfield Education Association (NEA).

- Retired Educators Luncheon, November 17 at the Northfield Community Resource Center (NCRC).

- Staff Appreciation Breakfast, November 26 at the Northfield Middle School. Highlights will include recognition of those employees who have reached years of service milestones with the district, as well as the NEA's presentation of the "Teacher of the Year," "Education Assistant of the Year" and "Friend of Education" awards.

B. Items for Consent Grouping

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

1. Personnel Items.

a. Appointments*

1. Nichte-Ha Calvario Castillo, Targeted Services Student Site Assistant at Sibley for 1.5 hours/day (M-Th) beginning 11/3/2014 – 04/16/2015; \$8.39/hour.
2. Zach Greenlund, SpecEd EA-PCA (Bus) at Longfellow for 1.4 hours/day (M-Th-F) beginning 11/04/2014 – 06/05/2015; Step 1, \$13.73/hour.
3. Nina Mattson, Targeted Services PLUS Club Leader at Sibley for 1 hour/day (M-Th) beginning 11/04/2014 – 04/16/2015; \$18.68/hour.
4. Diane Minske, Long-Term Substitute Child Nutrition Associate at the Middle School for 3.75 hours/day beginning 11/04/2014 – 01/30/2015; \$15.21/hour.
5. Justine Tramontana, Assistant Girls Basketball Coach at the High School beginning 11/17/2014 – 03/21/2015; Level E, Step 1.
6. Event Workers: Lindsay Byhre and Nancy Sparby
7. Hannah Hartz, CS Recreation – WSI Instructor \$10.00/hour; Lifeguard \$8.50/hour beginning 11/10/2014 – 05/31/2015.
8. Josue Perez, Targeted Services PLUS Student Site Assistant at Sibley for 1.5 hours/day (2 days/week) beginning 11/13/2014 – 04/16/2015; \$8.39/hour.
9. Christa Udelhofen, GenEd EA (Media) at the Middle School for 2 hours/day beginning 11/13/2014 – 06/05/2015; Step 1, \$13.21/hour.

b. Increase/Decrease/Change in Assignment

1. Mary Jo Arndt, Parent Educator at the NCRC, change to up to 8 hours/week beginning 09/02/2014.
2. Lindsey Downs, Kindergarten Teacher at Sibley Elementary, add Targeted Services PLUS Program Teacher at Sibley for approximately 1.25 hours/day (M-Th) beginning 11/03/2014 – 04/16/2015; Year 7 - \$27.73/hour.
3. Cheryl Dueffert, Second Grade Teacher at Greenvale Park Elementary, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (one day/week) beginning 11/04/2014 – 04/16/2015; Year 1 - \$27.11/hour.
4. Rachael Hudson, Middle School Musical Co-Director beginning 10/30/2014 – 12/12/2014; Level I, Step 2 (3/5 of Stipend).
5. Tyler Hudson, Middle School Musical Co-Director beginning 10/30/2014 – 12/12/2014; Level I, Step 2 (2/5 of Stipend).
6. Anne Larson, Second Grade Teacher at Greenvale Park, add Targeted Services PLUS Program Teacher at Greenvale Park for approximately 1.25 hours/day (one day/week) beginning 11/03/2014 – 04/16/2015; Year 1 - \$27.11/hour.
7. Brittney Neset, GenEd EA at the HS, add PLUS Site Assistant at Sibley (change from BW) for 1.5 hours/day (M-Th) beginning 10/27/2014 – 04/16/2015; Step 1, \$11.67/hour.
8. Heather Olivier, Orchestra Teacher at the HS/MS, add Orchestra Activity (co-curricular) at the Middle School, Level G, Step 7.
9. Gretel Ryan, KidVentures Student Site Assistant at Bridgewater, add PLUS Student Site Assistant at Bridgewater for 1.5 hours/day (M-TH) beginning 10/28/2014 – 04/16/2015; \$8.39/hour.
10. Carina Zick, SpecEd EA-PCA at Sibley for 6.75 hours day, add GenEd EA-Supv. at Sibley for .42 hours/day (6.75 hours/day to 7.17 hours/day) beginning 11/17/2014.
11. Melissa Larson, School Social Worker at Greenvale Park, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (one day/week) beginning 11/07/2014 – 04/16/2015; Year 1, \$27.11/hour.
12. Tiffany Malecha, Kindergarten Teacher at Greenvale Park, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (one day/week) beginning 11/07/2014 – 04/16/2015; Year 2, \$27.11/hour.

13. Nina Mattson, Targeted Services PLUS Club Leader at Sibley, change to TS Club Leader for 1 hour/day (Monday & Thursday) \$18.68/hour, and TS PLUS Site Assistant for 1.5 hours/day (Tuesday & Thursday); Step 1, \$11.67/hour, beginning 11/10/2014 – 04/16/2015;
14. Rachael Schlossin, 6th Grade Teacher at the Middle School, add Targeted Services BLAST Teacher at the Middle School for 1.25 hours/day (one day/week) beginning 11/07/2014 – 04/16/2015; Year 1, \$27.11/hour.
15. Gina Swenson, First Grade Teacher at Sibley, add Targeted Services PLUS Program Teacher at Sibley for 1.25 hours/day (two days/week) beginning 11/10/2014 – 04/16/2015; Year 2 - \$27.11/hour.
16. Mary Youngblut, First Grade Teacher at Greenvale Park, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (one day/week) beginning 11/07/2014 – 04/16/2015; Year 1, \$27.11/hour.

c. Leaves of Absence

1. Barb Brunette, Family/Medical Leave of Absence extended through 11/12/2014.
2. John Mahal, Unpaid Leave of Absence beginning 12/1/2014 for the 2014-2015 school year.
3. Brianna Spittle, Family/Medical Leave of Absence extended to 12/01/2014.
4. Briana Bulfer, Extended Childcare Leave of Absence through 01/16/2015.

d. Resignations / Retirement

1. Darren Corbin, Winter Weight Room Coach at the High School, resignation effective 10/31/2014.
2. Arlette Nelson, Child Nutrition Manager at Bridgewater Elementary, retirement effective 03/23/2015.
3. Tom Sola, Winter Weight Room Coach at the High School, resignation effective 11/03/2014.
4. Bob Sullivan, Winter Weight Room Coach at the High School, resignation effective 11/03/2014.
5. Brittney Neset, Targeted Services PLUS Site Assistant, resignation effective 11/07/2014. (Brittney will continue her employment as GenEd EA at the High School).

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

VIII. Items for Information

1. Enrollment Report – November 1, 2014.
2. Revisions to Policy 441 – “Use of Technology and Telecommunications Systems By Employees” and Policy 805 – “Waste Reduction and Recycling”.

The Board was presented with revisions to these two policies that were precipitated by the School District receiving a federal grant for the community school at Greenvale Park. In compliance with Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving,” the addition to Policy 441 will include a section requiring each School District employee to refrain from text messaging or using electronic mail (1) when driving a school district owned, leased or rented vehicle, (2) when driving a personally owned vehicle on official school district business; and (3) using electronic equipment supplied by the school district when driving any vehicle (even during off-duty hours).

The addition to Policy 805 establishes compliance with Section 306 of the Clean Air Act and Section 508 of the Clean Water Act. Basically, the school district is prohibited from doing business with a facility that is listed on the EPA List of Violating Facilities.

The Board will act on the revisions to Policy 441 and Policy 805 at its November 24, 2014, meeting.

IX. Future Meetings

Monday, November 24, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, December 8, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

- X. On a motion by Stratmoen, seconded by Fossum, the Board adjourned at 9:45 PM.

Noel Stratmoen
School Board Clerk



2013-14 Site Progress Report and 2014-15 Site Improvement Plan Bridgewater Elementary School

Site Vision Statement:

We believe the best way to achieve our mission is to work as a professional learning community.

We will:

- Work together to achieve building goals.
- Research and implement best practice for improving student achievement.
- Monitor each student's progress; and
- Reinforce social skills and respect for all.

Site Statement of Collective Commitments:

To achieve the vision of Bridgewater Elementary School, we commit to:

- Provide an inviting school environment for students –an environment with clear expectations, consistent consequences, and specific academic goals.
- Understand and use methods of assessment to monitor progress and inform instruction.
- Engage in meaningful staff development to enhance professional skills.
- Involve parents and the community in the education of our children so that as a team, we work together to increase student achievement by modeling the qualities and characteristics we hope to instill.

Site Improvement Team Members:

Nancy Antoine, Paul Bernhard, Kristen Cade, Adam Danielson, Sarah DuChene, Brittany Ellerbusch, Brenda Hand, Kristin Hummel, Hope Langston, Elizabeth Larson, Kim Rohr, Anna Rubin, Judi Vitito

Reviewed by Staff:

Signature

Anna Rubin *Samuel A. Chatham*

Date

10/15/2014

Final Approval by

Site Improvement Team:

Signature

Hope Langston

Date

10/15/14

Final Approval by

Superintendent:

Signature

[Signature]

Date

10/20/14

Bridgewater Elementary School

Site Improvement Objective: #1

Site Improvement Objective: All students will demonstrate growth toward grade level proficiency or above in math as measured by MCA and MAP assessments.

New/Continuing Objective: Continuing Length of Objective: 3 years Which Year: 2

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2013-14.

DEPAC 2013-14 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2013-14 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

Measurable Evidence of Need:

Spring 2013 MCA and MAP results indicated the need for continued improvement in the area to ensure acceleration for all students in the area of math.

Currently, 84.2% of students K-5 met their individual growth target on the Spring 2013 Math MAP measuring growth from fall to spring. The following percentage of students grades 3-5 met or exceeded grade level proficiency on the Spring 2013 Math MCA III: Grade 3-81.7%, Grade 4-87.1%, Grade 5-61.3%.

Student SMART Achievement Goal:

- 85% of all students in grades K-5 will test within 2 points or surpass their individual growth target on the Spring 2014 Math MAP.
- Proficiency level on the MCA will be as follows: Grade 3-82%, Grade 4-85%, Grade 5-70%.
- All subgroups will meet AYP standards.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Implement Xtra Math in grades 1-5 to build fact fluency.	√		Xtra Math on classroom iPad minis.
2	Math Flex Groups 4x/week, Grades 4 & 5	√		See grade level schedules.
3	Tier 2 Interventions-Math Elevations in Grades 3-5	√		This was used by Math Corp and used in grades 3-5; we did not see the same results as with targeted interventions the prior year.
4	Increase awareness of Math data through grade level PLCs, staff meetings, and grade level Intervention Team meetings.	√		See intervention pool document and PLC schedule.
5	Create and implement math interventions.	√		Implemented Math Elevations.
6	Create and share a list of students who are struggling in math with staff who need to know for instructional purposes.	√		See intervention pool document.
7	MCAs will be given in the group/environment in which the students will receive math instruction when possible.	√		See testing schedule. Groups were created by PLCs and service providers.
8	Focus on the lowest fifth grade math strands and increase math instruction in these areas during flex time.	√		Refer to curriculum materials used during flex.

9	Host family math events.	√	Math games played at Grandparent's Day and the Learning Fair
---	--------------------------	---	--

Which of these steps were especially powerful: Math flex groups and the implementation of Xtra Math.

What implications do this year's results have for 2014-15: Fifth grade is moving to a self-contained model for math instruction. We are returning to targeted math interventions based on skill deficits at all grade levels. Third-Fifth grade flex groups are determined by unit pretests.

2013-14 Site Progress Report

Bridgewater Elementary School

Site Improvement Objective: #2

Site Improvement Objective: All students will demonstrate growth toward grade level proficiency or above in reading as measured by MCA and MAP assessments.

New/Continuing Objective: Continuing Length of Objective: 3 years Which Year: 2

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2013-14.

DEPAC 2013-14 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2013-14 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

Measurable Evidence of Need:

- Although many students met their individual growth targets, we did not meet our goal of 85% of all students meeting individual growth targets. 73% of Bridgewater students met their individual growth target. This was an increase from 65% the previous year.
- Proficiency on the MCA was lower than past years. 70% of 3rd, 4th, 5th graders met proficiency.

Student SMART Achievement Goal:

- 75% of all students in grades K-5 will test within 2 points or surpass their individual growth target on the Spring 2014 Reading MAP.
- Proficiency level on the MCA will be as follows: Grade 3-75%, Grade 4-75%, Grade 5-75%.
- All subgroups will meet AYP standards.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to focus on the use of reading data to inform instruction and prescribe interventions through PLCs, grade level meetings and grade level data retreats.	√		See intervention pool.
2	Monitor and remediate underachieving students providing specific and appropriate interventions.	√		See intervention pool.
3	Continue using the Readers Workshop model which includes mini lessons, guided reading, individual conferencing and independent reading.	√		See classroom schedules.
4	Continue using the Writers Workshop model to increase daily writing skills.	√		See classroom schedules.
5	Use nonfiction materials to promote comprehension in the content areas.	√		NWEA resources shared with teachers. Circulation checkout of books in the Media Center.
6	Emphasize literacy in parent communications.	√		Monthly newsletters.
7	Provide homework help before school.	√		Daily homework help by VISTA.
8	Use DIBELS and BAS to	√		Viewpoint and DIBELSnet data.

	benchmark all students K-5; progress monitor and provide interventions to students below benchmark standards.			
9	Continue to provide READ 180 program for up to 15 students below grade level benchmarks in grades 4 & 5.	√		READ 180 Scholastic Growth Report
10	Continue flexible grouping at all grade levels to ensure that all students are challenged at an appropriate level.	√		See classroom schedules.
11	Provide information on MCA reading specifications for MCA III.	√		MCA test specifications information shared with 3-5 grade level teachers by DAC.
12	Identify iPad apps that are appropriate to use with students to improve reading skills.	√		BW Tech Team minutes.
13	Emphasize oral reading fluency across the building.	√		See DIBELSnet data.
14	Implement Words Their Way in all classrooms.	√		See classroom schedules.
15	Increase reading stamina in preparation for spring reading testing.		√	

Which of these steps were especially powerful: Monitor and remediate underachieving students providing specific and appropriate interventions. Use nonfiction materials to promote comprehension in the content areas.

What implications do this year's results have for 2014-15: The teachers are aware of the need for a literacy scope and sequence and common assessments tied to Common Core Standards. Building stamina for reading text that may not necessarily be chosen by the student is also a need that we will address in 14-15.

Bridgewater Elementary School

Site Improvement Objective: #3

Site Improvement Objective: All students and staff will contribute to a respectful, safe and welcoming environment.

New/Continuing Objective: Continuing Length of Objective: 3 years Which Year: 3

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2013-14 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2013-14 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

Measurable Evidence of Need:

- The Climate Survey results indicated the need for continuous improvement and attention in this area. We needed to improve climate for students, staff and parents. We need to continue to make Bridgewater a safe place for all learners. The number of fix-it plans (212) indicated that we needed to continue teaching students desired expectations and providing guidance and boundaries that are attainable.
- We needed to focus on improving the building climate for teachers so they can be the best that they can be for students. Creating a positive school climate for teachers and staff is essential for student success.

Student SMART Achievement Goal:

- Conference attendance will remain at or above 95% participation by one or both parents.
- In completing the climate survey, 95% of parents will agree that they are informed about their child's progress.
- 85% of students will receive no more than one fix-it plan for the school year following the Bridgewater behavior guidelines of work, respect, belong and safety.
- In completing the climate survey, 95% of staff will agree that they are supportive of their colleagues.
- In completing the climate survey, 95% of staff will agree that they contribute to a positive climate at Bridgewater.
- Reduce the number of fix-it plans by 5%.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Parent Events planned by grade levels.	√		See TLC minutes; one per grade level completed plus Learning Fair
2	Kindness Retreat for fourth grade students.	√		9/19/13
3	D.A.R.E. program for fifth grade students.	√		Completed May 2014
4	Character traits supported on morning announcements.	√		Character trait of the week with daily examples.
5	Annual Bus Driver Appreciation Breakfast	√		Friday, October 25, 2013
6	Volunteer Appreciation	√		April 2014
7	Staff Connection Activities	√		Monthly
8	Student Recognition		√	
9	Grandparent's Day	√		Tuesday, November 26, 2013
10	Climate Builders-Morning Connection	√		Monthly
11	Monitor fix-it plans and implement appropriate behavioral interventions.	√		Quarterly
12	Continue effective communication with parents through Skylert.	√		Weekly Skylert message to parents.
13	Support Responsive Classroom Initiatives	√		RC Committee
14	Continue staff communication though grade level meetings, staff meetings, face-to-face conversations and email.	√		See Committee Schedule for the year and PLC visit schedule

15	Continue communicating with parents on student progress through conference reports and report cards.	√		Two report cards sent home, two conference reports shared at parent-teacher conferences.
16	Increase building security	√		Security cameras and buzzer system installed at the front door.

Which of these steps were especially powerful:

- Veteran's Day Assembly
- Grandparent's Day
- Staff Connection Activities-Amazing Race
- Kindness Retreat

What implications do this year's results have for 2014-15: We need to continue inviting our community into our building to make them feel welcome and wanted. We also need to continue working on connection activities for staff to build our support systems for each other.

Bridgewater Elementary School

Site Improvement Objective: #1

Site Improvement Objective: All students will demonstrate growth toward grade level proficiency or above in reading and math as measured by the MCA in grades 3-5, MAP in grades 1-2 and the Northfield Kindergarten Academic Benchmarks for kindergarten students.

New/Continuing Objective: New **Length of Objective:** 3 years **Which Year:** 1

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Assessment - We will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2014-15 Teaching and Learning - Staff will teach the standards of instruction by utilizing authentic assessment and grading while implementing multi-tiered systems of support to meet the needs of all students.

DEPAC 2014-15 Student Services - The District will refine the implementation of the MTSS model, which includes RtI, PBIS, and Social Emotional Learning.

DEPAC 2014-15 Student Services - The District will investigate systems and services that will provide comprehensive approach to children’s mental health within the MTSS and Problem Solving Model.

Measurable Evidence of Need:

- Of the 283 students, which include grades K-2, and new students in grades K-5, 81% tested within 2 points or surpassed their individual fall-to-spring growth target on the Spring 2014 Math MAP.
- Using the spring-to-spring results, 56% of students tested within 2 points or surpassed their individual spring-to-spring growth target on the Spring 2014 Math MAP.
- MCA Math proficiency results: Grade 3-67%, Grade 4-87%, Grade 5-64.4%
- Of the 276 students who were tested, 56% tested within 2 points or surpassed their individual fall-to-spring growth target on the Spring 2014 Reading MAP.
- Of the 437 students who were tested, 56% tested within 2 points or surpassed their individual spring-to-spring growth target on the Spring 2014 Reading MAP.
- MCA Reading proficiency results: Grade 3-56.2%, Grade 4-66%, Grade 5-87.2%

Student SMART Achievement Goal: 80% of our students, K-5, will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Common Assessment Development	August 2014	June 2015	PLCs	PLC time	Quarterly	Student assessment results
2	Identify and support the growth of students in each subgroup.	Sept 2014	June 2015	PLCs, SST	PLC and SST time	Quarterly	Student assessment results
3	EL training for staff	11/1/14	6/5/15	EL, SST and DCSDC	Time	On-going	Participation numbers
4	Ensure LEP students receive services while testing is done.	Oct 2014	June 2015	Classroom Teachers and EL Teacher	Sub costs	On-going	Number of days with/without teacher or substitute teacher
5	Begin exploring co-teaching model	Nov. 2014	June 2015	TLC and PLCs	Time	May 2015	Staff Survey
6	Common assessment training for teachers-one per grade level	Nov. 2014	June 2015	TLC and PLCs	Time and Cost of Training, Cost of Subs	On-going	Participation numbers
7	Further develop data collection and analysis of the assessment results	Nov. 2014	June 2015	TLC, SST and PLCs	Time, Cost of Subs	On-going	Student assessment results and analysis.

Bridgewater Elementary School

Site Improvement Objective: #2

Site Improvement Objective: All students and staff will contribute to a respectful, safe and welcoming environment.

New/Continuing Objective: New Length of Objective: 5 years Which Year: 1

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Climate – We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships – We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Student Services - The District will refine the implementation of the MTSS model, which includes RtI, PBIS, and Social Emotional Learning.

DEPAC 2014-15 Student Services - The District will investigate systems and services that will provide comprehensive approach to children's mental health within the MTSS and Problem Solving Model.

DEPAC 2014-15 Student Services – The District will foster school connectedness amongst students, families, and staff promoting mutual respect and responsibility to enhance engagement.

Measurable Evidence of Need:

- 79% of parents agree that their child's social and academic needs are being met at school.
- Conference attendance is above 90% by one or both parents.
- 97% of parents agreed that they are informed about their child's progress.

- 87% of students received no more than one fix-it plan for the school year by following the Bridgewater behavior guidelines of work, respect, belong and safety.

Student SMART Achievement Goal:

- 88% of students will receive no more than one fix-it plan for the school year following the Bridgewater behavior guidelines of work, respect, belong and safety.
- In completing the climate survey, 95% of staff will agree that they are supportive of their colleagues.
- In completing the climate survey, 95% if staff will agree that they contribute to a positive climate at Bridgewater.
- In completing the parent survey, 90% of parents will agree that their child’s social and academic needs are being met at school.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Parent Events planned by grade level teams.	Sept. 2014	June 2015	Teachers	Invitations, Food, Time	Discuss at TLC meetings	Number of parents attending each event.
2	Kindness Retreat for fourth grade students.	10/2/14	10/2/14	Fourth Grade Teachers, Social Worker, Youth Frontiers Staff	In-kind funding from PTO, high school volunteers, teacher time.	On-going	Individual Student Behaviors
3	D.A.R.E. Program for fifth grade students.	3/1/15	6/5/15	D.A.R.E. Officer, Fifth Grade Teachers, Students	In-kind funding from Nfld Police Dept. Time in 5 th grade schedule.	6/5/15	Student survey, D.A.R.E. graduation
4	Veteran’s Day Assembly	11/11/14	11/11/14	Staff and Students	Invitations, refreshments for Veterans	11/12/14	Assembly participation by classes and attendance by veterans
5	Bus Driver Appreciation	10/24/14	10/24/14	Staff and Students	Food prepared by staff, cards, performances created by students and staff.	10/24/14	Bus Driver Attendance
6	Grandparent’s Day	11/25/14	11/25/14	All staff	Food for reception and	11/25/14	Attendance

		14	/14		activities planned by teachers.		
7	Monitor Fix-It Plans and implement appropriate behavioral interventions	9/2/14	6/5/15	Principal, Social Worker and School Psychologist	Time, Skyward	Quarterly	Number of fix-it plans and interventions.
8	Volunteer Appreciation	9/2/14	6/5/15	All staff	Daily gratitude and appreciation. Volunteer event in April 2015.	On-going	Number of returning volunteers.
9	Staff Connection Activities	October 2014	June 2015	TLC and Principal	Ideas, events and incentives	On-going	Staff Survey
10	Continue communication with parents through the use of Skylert	August 2014	June 2015	Principal	Skylert program, time	On-going	Parent Survey



2013-14 Site Progress Report and 2014-15 Site Improvement Plan Northfield Middle School

Site Vision Statement:

Northfield Middle School: Preparing for Success in a Dynamic world.

Site Statement of Collective Commitments:

- We acknowledge the variety of levels of our students in order to help them achieve their potential.
- We recognize the strengths of our diversity of program and opportunities for students in academics, the arts, and activities.
- We establish and maintain high and consistent expectations of students.
- We are aware of and are interested in the social and emotional welfare of our students.
- We encourage students to develop as learners and citizens in our school community.
- We develop young minds, challenge all students to excel and provide guidance when they encounter challenges.
- We recognize positive accomplishments of students and staff to enhance school pride and individual accomplishment.

Site Improvement Team Members:

Greg Gelineau, Jennifer Streefland, Heather Ims, Amy Sieve, Anita Fisher Egge, Mary Hillmann, Judi Vitito, Katy Schuerman, Angela Denardo-Meagher, Mar Valdecantos.

Reviewed by Staff: Signature

A handwritten signature in black ink, appearing to be 'Greg Gelineau', written over a horizontal line.

Date

10-13-14

Final Approval by

Site Improvement Team: Signature

A handwritten signature in black ink, appearing to be 'Jennifer Streefland', written over a horizontal line.

Date

10-13-14

Final Approval by

Superintendent: Signature

A handwritten signature in black ink, appearing to be 'John...', written over a horizontal line.

Date

10/20/14

Northfield Middle School

Site Improvement Objective: #1

Site Improvement Objective:

To provide the flexibility necessary for all secondary Professional Learning Communities to set meaningful goals that reflect their area of teaching expertise.

New/Continuing Objective: Continuing Length of Objective: 3 years Which Year: Year 3 of 3

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

Measurable Evidence of Need:

Only Math, Reading and Science teachers are able to directly align their SMART goals with MCA or MMR data.

Student SMART Achievement Goal:

We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either passing rates or common assessments selected by Professional Learning Communities. These will be measured by June 6, 2014.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Attach new staff members to the most logical fit from the previous year's PLC teams and proceed with final evaluations of their SMART goals for the annual report.	9-4-13		Every staff member participated in a PLC during the 2013-14 school year.
2	Enable teams to submit SMART goal drafts to support ongoing groups or establish new groups.	10-9-13		Submitted Northfield Middle School's PLC rosters to the Director of Teaching and Learning.
3	Identify a facilitator for each PLC.	10-9-13		Submitted Facilitator names to the Director of Teaching and Learning.
4	Provide student supervision for late starts to enable weekly one hour PLC meetings.	6-4-14		Weekly PLC meetings were held from 7:45-8:45 every Wednesday during the 2013-14 school year.
5	On-going professional development opportunities for training and peer review.	6-4-14		Completed annual staff development report.

Which of these steps were especially powerful:

Providing student supervision during the hour-long PLC meeting time.

What implications do this year's results have for 2014-15:

Northfield Public Schools continues to make weekly one-hour late starts for PLC time a priority.

Northfield Middle School

Site Improvement Objective: #2

Site Improvement Objective:

To support continued growth of positive, value-added parent conference experiences that also build a sense of ownership and confidence in our students.

New/Continuing Objective: Continuing Length of Objective: 2 Years Which Year: Year 2 of 2

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

Measurable Evidence of Need:

The general curriculum provides a limited number of opportunities for our students to develop the oral communication skills necessary for them to be successful in higher education and future employment. Effective student to parent communication is a reliable predictor of student achievement.

Student SMART Achievement Goal: We will provide increased opportunities for students to apply oral communication skills, to include expanding spring student led conferences into eighth grade by February 8, 2014.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Assign grade level facilitator roles to staff.	1-6-14		Principal distributed student rosters to facilitators.

2	Grade specific training sessions for facilitators.	1-27-14		Principal offered training sessions to facilitators and distributed a portfolio template.
3	Schedule all Will Program students for goals conference.	4-4-14		Principal and Lead Teacher of Will Program held quarterly goal conferences.
4	Planning meetings with 9 th grade staff and other Career and Technical Education (CTE) partners.	1-27-14		8 th grade student led conference dates were set and value added events scheduled for the same night. Both events were held at Northfield High School.
5	Schedule and conduct at least one student led conference per pupil.	2-8-14		90% of parents attended the conference, per a parent survey.

Which of these steps were especially powerful:

The value added piece of conferences was well received by families and they found it very informative.

What implications do this year's results have for 2014-15:

The Middle School Principal and High School Principal will work together to improve on this event.

Northfield Middle School

Site Improvement Objective: # 3

Site Improvement Objective:

To maintain the quality learning environment achieved by the respect-based student management system that we have developed over the past five site improvement plans.

New/Continuing Objective: Continuing Length of Objective: 2 years Which Year: Year 2 of 2

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

Measurable Evidence of Need:

Annual site statistics indicate that our level of disciplinary referrals has decreased by 72% over the past five years. This has yielded a commensurate drop in lost instructional time due to student behavior issues. Our learning environment benefits significantly if this level can be maintained.

Student SMART Achievement Goal:

We will maintain a school-wide disciplinary referral level that is 50% below the 2008-2009 baseline end of year Skyward discipline tracker for the final year of this six-year plan. We will begin to implement a companion campaign to teach and acknowledge pro-social skills; including elements of Positive Behavior Interventions and Supports (PBIS) during the 2013-14 school year.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Classroom training sessions for 6 th grade students	9-30-13		Assistant Principal held class meetings to train students on behavior program
2	In-service training for any new staff members	8-29-13		Principal introduced and trained new staff on behavior program.
3	Staff the planning room	9-9-13		Will Program Lead teacher and two Educational Assistants were trained to do Fix-It Plans.
4	Morning meetings utilizing the Developmental Designs Model	6-6-14		6 th grade teams had regularly scheduled meetings with students to do activities on positive behavior.
5	6 th grade Constitutional Assembly	9-26-13		Passed out classroom posters with 6 th grade Constitution.
6	8 th grade challenge event		5-30-14	

Which of these steps were especially powerful:

6th grade class meetings on behavior expectations

What implications do this year's results have for 2014-15:

We are now moving into a PBIS model.

2014-15 Site Continuous Improvement Plan

Northfield Middle School

Site Improvement Objective: #1

Site Improvement Objective:

To provide time for our teachers to analyze summative and formative data which will be used to differentiate their curriculum.

New/Continuing Objective: New **Length of Objective:** 1 year **Which Year:** Year 1 of 1

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Teaching and Learning - Staff will teach the standards of instruction by utilizing authentic assessment and grading while implementing multi-tiered systems of support to meet the needs of all students.

Measurable Evidence of Need:

2013-14 MCA test results showed Northfield Middle School scored 8.5% higher than the state average in Mathematics and 10.1% higher in Reading.

Student SMART Achievement Goal:

1. Northfield Middle School's 2014-15 MCA Mathematics results will be 12% higher than the Minnesota state average.
2. Northfield Middle School's 2014-15 MCA Reading results will be 13% higher than the Minnesota state average.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	All full time staff will participate in a in a one-hour late start on Wednesday's during the 2014-15 school year for Professional Learning Communities.	9-3-14	6-3-15	All Middle School full time teachers	The District has made the one hour late start a priority and will continue to fund and support this initiative.	All PLCs will show in writing evidence that they are making	Administration will monitor weekly PLC summaries to assure all groups are making progress. Administration will also

						progress on their goals at least 2 times a year.	visit PLCs regularly.
2	On-going professional development opportunities for training and peer review.	8-27-14	6-3-15	Principal and DCSDC	Professional days	4 times a year	Evaluation for annual staff development report.
3	All PLCs will report back to the staff.	8-27-14	6-3-15	PLCs	Professional days	The last staff meeting of the year.	All PLCs will turn in their evidence of practice prior to the last day of school.

2014-15 Site Continuous Improvement Plan

Northfield Middle School

Site Improvement Objective: #2

Site Improvement Objective:

Northfield Middle School MTSS Coaches will look at MAP and MCA data to identify a group of students who they will support and create classroom interventions that will increase the student’s academic success.

New/Continuing Objective: New **Length of Objective:** 1 year **Which Year:** Year 1 of 1

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

DEPAC 2014-15 Teaching and Learning - Staff will teach the standards of instruction by utilizing authentic assessment and grading while implementing multi-tiered systems of support to meet the needs of all students.

DEPAC 2014-15 Student Services – The District will refine the implementation of the MTSS model, which include RtI, PBIS, and Social Emotional Learning.

Measurable Evidence of Need:

Looking at Northfield Middle School’s 2013-14 MCA data we scored 71% proficient in Mathematics and 67.9% proficient in Reading, which are both above the state average. However, taking a look at our English Learners, Special Education Students and Students who receive free or reduced lunch we scored below or slightly above the state average in all three categories.

Student SMART Achievement Goal:

1. 75% of the students identified by the Northfield Middle School’s MTSS Coaches will improve from “does not meet standard” to “partially meets standard” or from “partially meets standard” to “meets standard” in Mathematics and Reading.
2. 75% of the students identified by the Northfield Middle School’s MTSS Coaches will show a minimum of 5% growth on the MCA test, when compared to their 2013-14 score.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Meet with MTSS Coaches to create a plan for the 2014-15 school year.	8-26-14	9-3-14	Principal	MTSS Coaches have one hour a day designated to this program.	Principal will check in at least 4 times during the	Principal will receive a written update from MTSS Coaches.

						year.	
2	MTSS Coaches will look at MCA and MAP data to create a group of students to give added support.	9-3-14	10-14-14	MTSS Coaches	MTSS Coaches have one hour a day designated to this program.	Coaches will give Principal a list of the students they will be supporting by 10-14-14.	Principal receives list of students from MTSS Coaches.
3	MTSS Coaches will track progress through formative and summative assessments.	10-1-14	6-3-15	MTSS Coaches	MTSS Coaches have one hour a day designated to this program.	Written update at the end of quarter 2, 3 and 4.	Principal will receive a copy of the student progress.
4	MTSS Coaches will analyze 2014-15 MCA Data to determine individual growth.	4-15-15	5-15-15	MTSS Coaches	MTSS Coaches have one hour a day designated to this program.	Coaches will complete their analysis by 6-5-15.	Principal will receive a written summary of student growth.

2014-15 Site Continuous Improvement Plan

Northfield Middle School

Site Improvement Objective: #3

Site Improvement Objective:

We will look at a group of students who have struggled with Science in the past and work to improve their organization skills, study habits and build self-confidence through a specialized Science program.

New/Continuing Objective: New Length of Objective: 1 year Which Year: Year 1 of 1

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

DEPAC 2014-15 Assessment - Students, teachers, and parents will collaborate to implement and evaluate individualized and holistic approaches leading to personal growth aligned with student strengths and challenges.

Measurable Evidence of Need:

Northfield Middle School had 43.9% of last years 8th grade students score proficient on the 2013-14 MCA Science test. Even though we are looking at a different group of students than in 2013-14, we want to be more intentional in addressing the needs of a select group of students during the 2014-15 school year.

Student SMART Achievement Goal:

Northfield Middle School's 2014-15 MCA Science results will be 5% higher than the Minnesota state average.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Assign Students to Geoscience Plus Class	5-14-14	7-1-14	Principal	7th grade teachers recommended students for program and Student Support staff collaborated.	Need to finalize by 7-1-14	Schedule students into both Science Plus and Geography Plus class.
2	Curriculum Writing to prepare for Plus class	7-1-14	8-15-14	Plus Teacher	Building will pay for Plus teacher to write	Teacher will keep the	Principal receives a copy of the curriculum outline

					curriculum over the summer.	Principal informed during the summer.	for the Science Plus
3	Letter sent to parents of students assigned to program	8-1-14	8-15-14	Principal	Program teachers created letter over the summer explaining the program.	Mailing needs to happen prior to 8-20-14	Parents received letters on 8-21-14
4	Plus teacher will monitor progress	9-3-14	6-5-14	Plus Teacher	Teacher will monitor student progress through seminar sessions and formative/summative assessments.	Weekly checks during seminar once a week plus assessments throughout the year.	Data on student progress will be tracked.
5	Final analysis of 8th grade Students	5-12-15	6-4-15	Principal	Principal and Plus Teacher will analyze data	Begin looking at data when State MCA data is available.	Final summary of 8th grade MCA Science Test.

Northfield Middle School

Site Improvement Objective: #4

Site Improvement Objective: To provide the flexibility necessary for all secondary Professional Learning Communities to set meaningful goals that reflect their area of teaching expertise.

New/Continuing Objective: Continuing Length of Objective: 2 years Which Year: Year 1 of 2

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

Measurable Evidence of Need:

Only Mathematics, Reading and Science teachers are able to directly align their SMART goals with MCA or MMR data.

Student SMART Achievement Goal:

We will demonstrate increased proficiency for each student in the essential learning of content areas as measured by either MCA passing rates or common assessments selected by Professional Learning Communities. These will be measured by June 5, 2015.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Full time staff members confirmed the PLC team that they will participate in.	8-26-14	9-10-14	Principal and full time staff	Professional development time and the first 2 PLC Wednesdays.	9-10-14	Principal will check and make sure all full time staff are participating in a PLC
2	PLC teams will complete their SMART Goals for the 2014-15 school year	8-26-14	9-17-14	PLC teams	Weekly PLC meetings	9-24-14	Principal will check to make sure all PLC teams have a working SMART Goal
3	Provide student supervision for one-hour late starts every Wednesday.	9-3-14	6-3-15	Assistant Principal and EAs	EAs are paid their normal rate for supervising students.	Every Wednesday	PLCs meet for one hour every Wednesday.
4	PLC teams will show their evidence of practice twice a year.	8-26-14	6-3-15	PLC teams	Weekly PLC meetings	Twice during the year	PLCs will submit Evidence of Practice documents the end of each semester.

2014-15 Site Continuous Improvement Plan

Northfield Middle School

Site Improvement Objective: #5

Site Improvement Objective: We will continue to work on implementing a Positive Behavior Interventions and Supports (PBIS) program with full implementation beginning September 2015.

New/Continuing Objective: New Length of Objective: 2 years Which Year: Year 1 of 2

District or DEPAC Strategy/Strategies Supported:

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

DEPAC 2014-15 Student Services - The District will refine the implementation of the MTSS model, which includes RtI, PBIS, and Social Emotional Learning.

DEPAC 2014-15 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and responsibility to enhance engagement.

Measurable Evidence of Need:

During the 2013-14 school year Northfield Middle School sent a team of teachers, student support staff and an administrator to 6 PBIS trainings. The Middle School team started introducing the program in 2013-14 while making sure to have at least 80% of the staff supporting the program. During the 2014-15 school year the PBIS team will attend 3 more trainings and complete our implementation process with the staff.

Student SMART Achievement Goal:

Northfield Middle School will fully implement PBIS for the 2015-16 school year with a minimum of 80% support from all Middle School staff, as identified through staff surveys.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Staff will discuss and agree to what is a major or minor offense	8-26-14	8-28-14	Middle School Staff	2 hours of Staff Development time will be used	8-26-14	A list of major and minor offenses will be generated

2	Staff will introduce the Middle School behavior matrix to students	8-26-14	9-12-14	Middle School Staff	Staff agreed to use time from each hour of the day to introduce a category on the matrix	8-12-14	Students know the expectations for the different areas of the building
3	Signs will be posted in the building representing PBIS	8-26-14	6-3-15	PBIS team	PBIS team will meet every other week	Continued all year	Signs will be posted through the building
4	Booster lessons for 6th grade	10-8-14	10-15-14	Principal	Principal will review the behavior matrix and PBIS with each 6 th grade team	10-8-14 and 10-15-14	Principal meets with teams in their team area.
5	Staff and student rewards programs throughout the year	9-2-14	6-4-15	PBIS Team	PBIS Team will look at using funds to purchase awards for students and ask the community to donate resources	Continual throughout the year	Students and staff receiving rewards throughout the school year.
6	PBIS lessons written for staff to teach at the beginning of the 2015-16 school year	6-4-15	8-20-15	PBIS Team	Curriculum writing will be approved to allow PBIS team to create PBIS lessons.	PBIS Team will give a monthly update during the summer	Lessons will be created and ready for staff to present by the beginning of the 2015-16 workshop week.

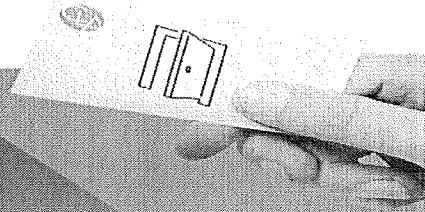
ISD NO. 659 NORTHFIELD

June 30, 2014



CliftonLarsonAllen

CLAconnect.com



INDEPENDENT SCHOOL DISTRICT #659
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
GENERAL FUND
YEAR ENDED JUNE 30, 2014

©2014 CliftonLarsonAllen LLP

	Nonspendable		Capital Related Restriction				General Fund Total
	Assigned & Unassigned	Non-Capital Restrictions	Operating Capital	Health & Safety	Deferred Maintenance	Total	
Revenues	\$ 38,176,584	\$ 2,605,886	\$ 771,218	\$ 270,452	\$ 232,892	\$ 1,274,562	\$ 42,057,032
Expenditures and							
Operating Transfers	37,499,317	2,605,886	1,094,226	265,327	163,623	1,523,176	41,628,379
Excess (Deficit) Revenues Over Expenditures	677,267	-	(323,008)	5,125	69,269	(248,614)	428,653
Fund Balance June 30, 2013	13,637,109	-	808,661	(47,120)	124,272	885,813	14,522,922
Fund Balance June 30, 2014	\$ 14,314,376	\$ -	\$ 485,653	\$ (41,995)	\$ 193,541	\$ 637,199	\$ 14,951,575

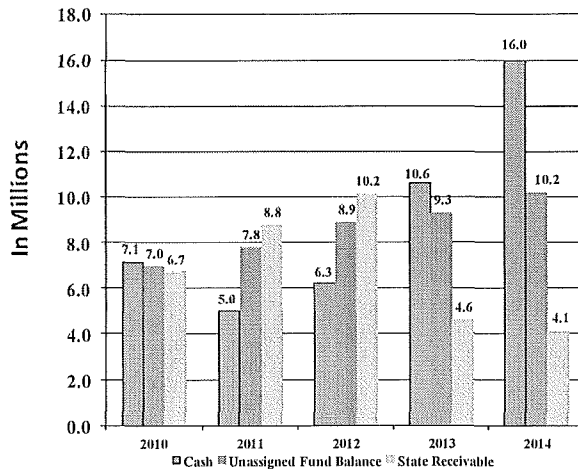


CliftonLarsonAllen

CLAconnect.com

ISD NO. 659 NORTHFIELD
 General Fund
 Comparison of Cash Balance, Unassigned Fund Balance and State Receivable

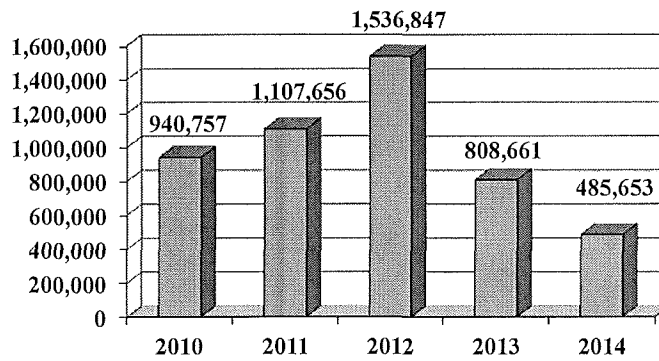
© 2014 CliftonLarsonAllen LLP



 CliftonLarsonAllen
 CLAnconnect.com

ISD NO. 659 NORTHFIELD
 General Fund
 Operating Capital Fund Balance

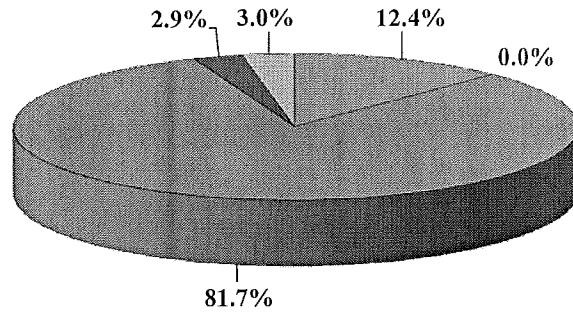
© 2014 CliftonLarsonAllen LLP



 CliftonLarsonAllen
 CLAnconnect.com

ISD NO. 659 NORTHFIELD
General Fund Revenue
Year Ended June 30, 2014

© 2014 CliftonLarsonAllen LLP

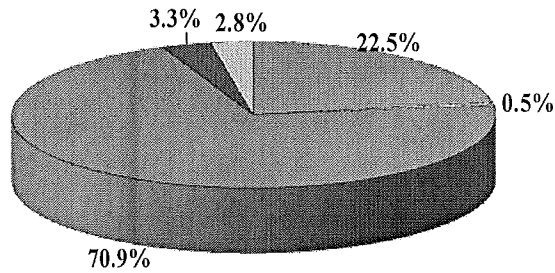


Local Property Taxes Property Tax Shift State Sources Federal Sources Other

 CliftonLarsonAllen
CLAAconnect.com

ISD NO. 659 NORTHFIELD
General Fund Revenue
Year Ended June 30, 2013

© 2014 CliftonLarsonAllen LLP

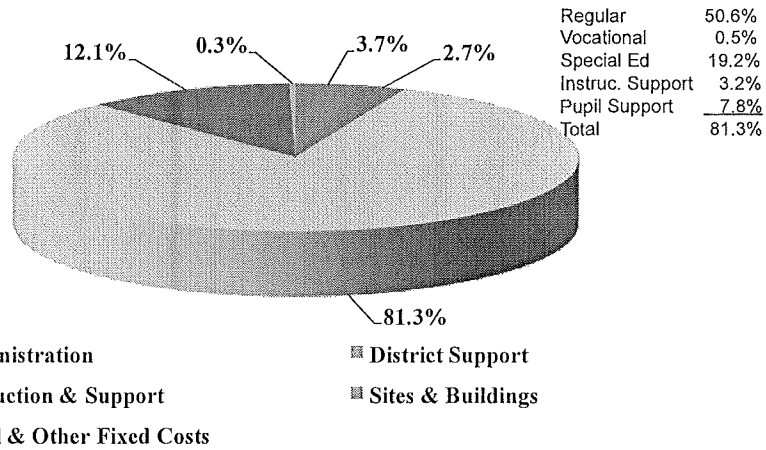


Local Property Taxes Property Tax Shift State Sources Federal Sources Other

 CliftonLarsonAllen
CLAAconnect.com

ISD NO. 659 NORTHFIELD
 General Fund Expenditures
 Year Ended June 30, 2014

© 2014 CliftonLarsonAllen LLP

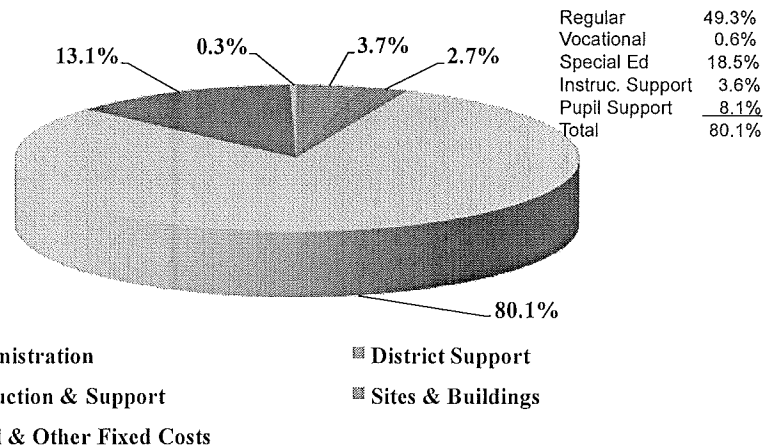


Regular	50.6%
Vocational	0.5%
Special Ed	19.2%
Instruc. Support	3.2%
Pupil Support	<u>7.8%</u>
Total	81.3%

CliftonLarsonAllen
 CLAAconnect.com

ISD NO. 659 NORTHFIELD
 General Fund Expenditures
 Year Ended June 30, 2013

© 2014 CliftonLarsonAllen LLP



Regular	49.3%
Vocational	0.6%
Special Ed	18.5%
Instruc. Support	3.6%
Pupil Support	<u>8.1%</u>
Total	80.1%

CliftonLarsonAllen
 CLAAconnect.com

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

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2014



CliftonLarsonAllen

CliftonLarsonAllen LLP
CLAconnect.com

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

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

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

CliftonLarsonAllen LLP

Craig Popenhagen, CPA
Principal

**NORTHFIELD SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 659
TABLE OF CONTENTS
JUNE 30, 2014**

EXECUTIVE AUDIT SUMMARY	1
FORMAL REQUIRED COMMUNICATIONS	2
INTERNAL CONTROL COMMUNICATION	6
INTERNAL CONTROL COMMUNICATION – STUDENT ACTIVITY FUNDS	7
APPENDIX A	
FINANCIAL TRENDS OF YOUR DISTRICT	10
APPENDIX B	
TECHNICAL UPDATES	15
APPENDIX C	
LEGISLATIVE UPDATES	18

**EXECUTIVE AUDIT SUMMARY (EAS) FOR
INDEPENDENT SCHOOL DISTRICT NO. 659
YEAR ENDED JUNE 30, 2014**

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the District's financial records for the year ended June 30, 2014.

Audit Opinion

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

Internal Control Over Financial Reporting

No findings in internal controls were noted.

Yellow Book Compliance Findings

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

Single Audit

No findings were noted relating to compliance and internal control over compliance, based on our audit of compliance of Special Education Cluster programs, Child Nutrition Cluster programs, and the Title I, Part A program.

Minnesota Legal Compliance

There was one Minnesota Legal Compliance finding related to timely payments of bills.

Student Activity Funds

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

There were two compliance findings noted for student activity funds. The compliance findings relate to Proper student representative approval and lack of Statement of Purpose Forms.

FORMAL REQUIRED COMMUNICATIONS

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

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 659 (the District) as of and for the year ended June 30, 2014, and have issued our report thereon dated October 29, 2014. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Accounting Policies

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

Independent School District No. 659 changed accounting policies related to certain items that were previously reported as assets and liabilities and recognizes, as deferred outflows of resources or deferred inflows of resources, by adopting Statement of Governmental Accounting Standards (GASB Statement) No. 65, *Items Previously Reported as Assets and Liabilities*, in 2014. Implementation of this Statement resulted in writing-off \$233,546 of bond issuance costs.

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

Accounting Estimates

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

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

Board of Education
Independent School District No. 659

- Estimated useful lives of depreciable capital assets
- Estimated severance benefits payable
- Other postemployment benefits payable

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2012-13. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the District. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2013 is not finalized until well into the next fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2012-13. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SERVS reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

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

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

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

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

Financial Statement Disclosures

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

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

Board of Education
Independent School District No. 659

Difficulties Encountered in Performing the Audit

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

Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Corrected Misstatements

None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

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

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 29, 2014.

Management Consultations with Other Independent Accountants

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

Significant Issues Discussed with Management Prior to Engagement

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

Other Information in Documents Containing Audited Financial Statements

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

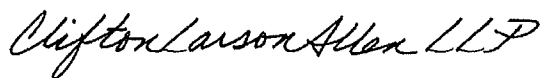
Board of Education
Independent School District No. 659

With respect to the Schedule of Expenditures of Federal Awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 29, 2014.

With respect to the Schedule of Revenues, Expenditures, and Changes in Fund Balance –Budget to Actual – Debt Service Fund, the Schedule of Changes in Fund Equities, and the Uniform Financial Reporting and Accounting Standards Compliance Table (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 29, 2014.

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

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



CliftonLarsonAllen LLP

Austin, Minnesota
October 29, 2014



CliftonLarsonAllen

CliftonLarsonAllen LLP
CLAconnect.com

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

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 659 as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered Independent School District No. 659's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

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

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

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

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

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Austin, Minnesota
October 29, 2014



CliftonLarsonAllen LLP
CLAconnect.com

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

In planning and performing our audit of the financial statement of the student activity funds of Independent School District No.659 as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the student activity funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the student activity funds' internal control. Accordingly, we do not express an opinion on the effectiveness of the student activity funds' internal control.

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

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

Material Weaknesses

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

Management's Response

Independent School District No.659's written response to the material weakness identified in our audit was not subjected to the audit procedures applied in the audit of the financial statement and, accordingly, we express no opinion on it.

Board of Education
Independent School District No.659

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

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Austin, Minnesota
October 29, 2014

Schedule of Findings and Responses:

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

CORRECTIVE ACTION PLAN (CAP):

Explanation of Disagreement With Audit Findings

There is no disagreement with the audit finding.

Actions Planned in Response to Finding

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

Official Responsible for Ensuring CAP

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

Planned Completion Date for CAP

December 31, 2014

Plan to Monitor Completion of CAP

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

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

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

INDEPENDENT SCHOOL DISTRICT #659
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES
 GENERAL FUND
 YEAR ENDED JUNE 30, 2014

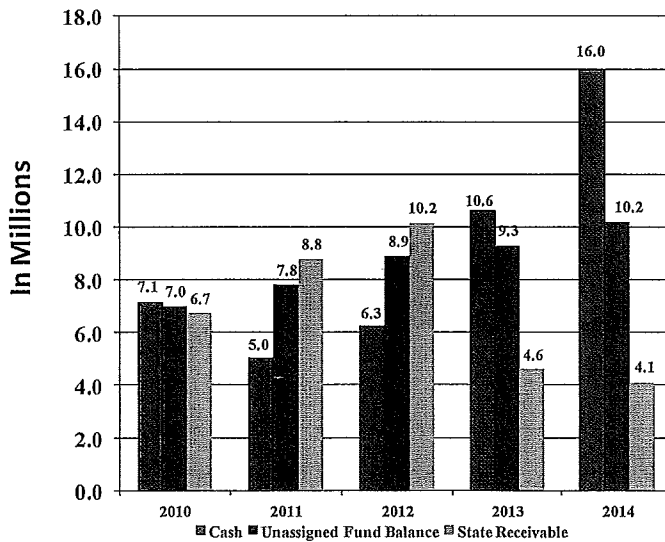
© 2014 CliftonLarsonAllen LLP

	Nonspendable		Capital Related Restriction				General Fund Total
	Assigned & Unassigned	Non-Capital Restrictions	Operating Capital	Health & Safety	Deferred Maintenance	Total	
Revenues	\$ 38,176,584	\$ 2,605,886	\$ 771,218	\$ 270,452	\$ 232,892	\$ 1,274,562	\$ 42,057,032
Expenditures and							
Operating Transfers	37,499,317	2,605,886	1,094,226	285,327	163,623	1,523,176	\$ 41,628,379
Excess (Deficit) Revenues Over Expenditures	677,267	-	(323,008)	5,125	69,269	(248,614)	428,653
Fund Balance June 30, 2013	13,637,109	-	808,661	(47,120)	124,272	885,813	\$ 14,522,922
Fund Balance June 30, 2014	\$ 14,314,376	\$ -	\$ 485,653	\$ (41,995)	\$ 193,541	\$ 637,199	\$ 14,951,575



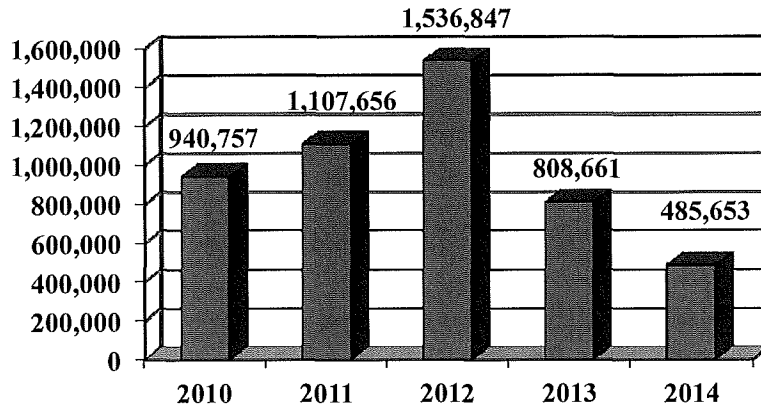
ISD NO. 659 NORTHFIELD
 General Fund
 Comparison of Cash Balance, Unassigned Fund Balance and State Receivable

© 2014 CliftonLarsonAllen LLP



ISD NO. 659 NORTHFIELD
General Fund
Operating Capital Fund Balance

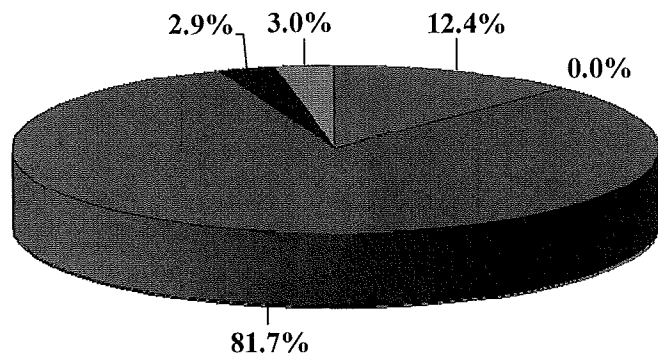
©2014 CliftonLarsonAllen LLP



 CliftonLarsonAllen
CLAnetconnect.com

ISD NO. 659 NORTHFIELD
General Fund Revenue
Year Ended June 30, 2014

©2014 CliftonLarsonAllen LLP

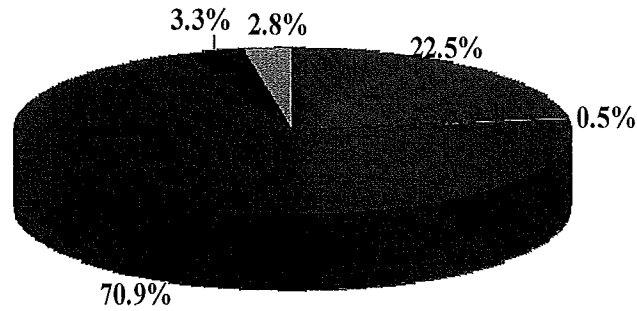


■ Local Property Taxes ■ Property Tax Shift ■ State Sources ■ Federal Sources ■ Other

 CliftonLarsonAllen
CLAnetconnect.com

ISD NO. 659 NORTHFIELD
 General Fund Revenue
 Year Ended June 30, 2013

© 2014 CliftonLarsonAllen LLP

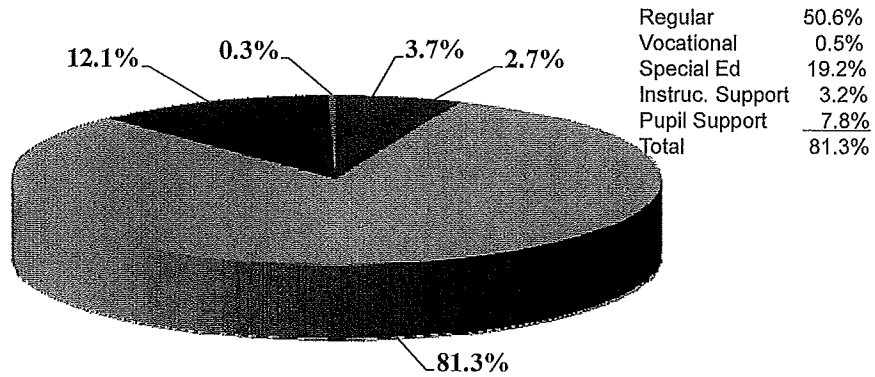


- Local Property Taxes
- Property Tax Shift
- State Sources
- Federal Sources
- Other



ISD NO. 659 NORTHFIELD
 General Fund Expenditures
 Year Ended June 30, 2014

© 2014 CliftonLarsonAllen LLP

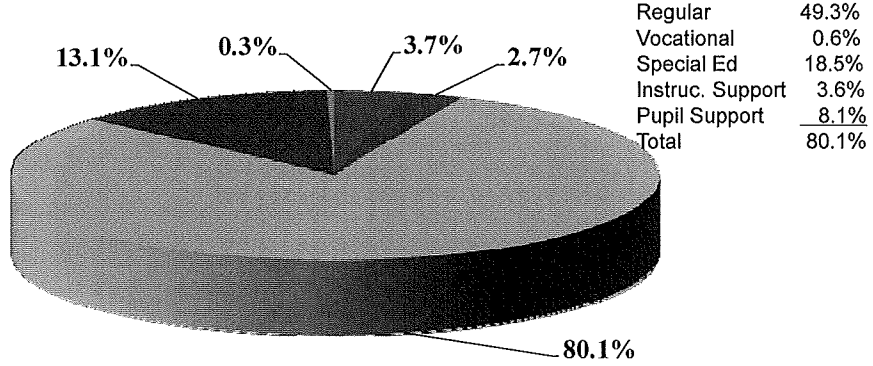


- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs



ISD NO. 659 NORTHFIELD
 General Fund Expenditures
 Year Ended June 30, 2013

© 2014 CliftonLarsonAllen LLP



- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs

APPENDIX B

TECHNICAL UPDATES

GASB Statement No. 65 – Items Previously Reported as Assets and Liabilities

This statement is a companion to GASB Statement No. 63 and will be effective for the school district's fiscal year ended June 30, 2014. Upon adoption of GASB 65, certain items previously reported as assets will be reported as deferred outflows, and certain items previously reported as liabilities will be reported as deferred inflows. One common liability —property taxes levied for subsequent year (deferred revenue) — demonstrates the significance of the changes in how financial statements will appear.

Minnesota school districts levy property taxes and have a tax calendar that looks like this:

- January 1 — Tax levy occurs and lien attaches
- May 1 — First half of annual taxes collected
- July 1 — New fiscal year begins
- October 1 — Second half of annual taxes collected

Currently, school districts would report a property tax receivable, and a comparable deferred revenue liability (property taxes levied for subsequent year), for the portion of the property tax levied but not yet collected as of June 30. Under GASB 65, the deferred revenue amount will be presented as a deferred inflow rather than a liability.

This statement also provides other financial reporting guidance related to the impact of the financial statement elements deferred outflows of resources and deferred inflows of resources, such as changes in the determination of the major fund calculations and limiting the use of the term *deferred* in financial statement presentations.

GASB Statement No. 67 – Financial Reporting for Pension Plans – An Amendment of GASB Statement No. 25

The primary objective of this statement is to improve financial reporting by state and local governmental pension plans. In Minnesota this will be applicable to statewide pension plans such as PERA and TRA for the fiscal year ended June 30, 2014. GASB Statement No. 67 replaces the requirements of GASB Statements Nos. 25 and 50 for pension plans that are administered through trusts or equivalent arrangements that meet the following criteria: contributions from employers and nonemployer contributing entities to the pension plan and earnings on those contributions are irrevocable; pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms; and pension plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members. The requirements of GASB Statements No. 25 and No. 50 remain applicable to pension plans that are not administered through trusts covered by the scope of this statement. All retiree health care benefits and OPEB benefits are not subject to the GASB's new pension standards. Instead, they are subject to the GASB's current OPEB standards provided in Statements 43 and 45, although the OPEB standards are also currently under review by GASB.

GASB Statement No. 68 – Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27

The primary objective of this statement is to improve accounting and financial reporting by state and local governments for pensions. This statement is effective for school district financial statements for the fiscal year ending June 30, 2015, although earlier application is encouraged. This statement replaces the requirements of GASB Statements Nos. 27 and 50, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria (as described above for GASB Statement No. 67). This statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. In addition, this statement details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions. This statement also addresses circumstances in which a nonemployer entity has a legal requirement to make contributions directly to a pension plan.

Included in this statement are major changes in how employers that participate in cost-sharing pension plans, such as TRA and PERA, account for pension benefit expenses and liabilities. In financial statements prepared using the economic resources measurement focus and accrual basis of accounting (government-wide and proprietary funds), a cost-sharing employer that does not have a special funding situation is required to recognize a liability for its proportionate share of the net pension liability of all employers with benefits provided through the pension plan. A cost-sharing employer is required to recognize pension expense and report deferred outflows of resources and deferred inflows of resources related to pensions for its proportionate share of collective pension expense and collective deferred outflows of resources and deferred inflows of resources related to pensions. In addition, the effects of (1) a change in the employer's proportion of the collective net pension liability and (2) differences during the measurement period between the employer's contributions and its proportionate share of the total of contributions from employers included in the collective net pension liability are required to be determined. These effects are required to be recognized in the employer's pension expense in a systematic and rational manner over a closed period equal to the average of the expected remaining service lives of all active and inactive employees that are provided with pensions through the pension plan.

GASB Statement No. 68 – Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27 (Continued)

When GASB Statement No. 68 is implemented, pension costs will be much more prominent in school district financial statements – each employer’s share of the TRA or PERA unfunded liability will have to be shown on the face of the government-wide financial statements. Previously school districts showed the annual contributions they paid to the pension systems to pay down that unfunded liability. Both TRA and PERA will regularly report actuarial valuation results for each school district. The unfunded portion of the school district’s pension obligation will be reported to the school district so that it can show it as a liability in its financial statements and that amount may be substantial for many. School districts currently have no comparable reporting requirements in statements, footnotes or schedules. Instead, they report their annual contributions to the pension systems.

APPENDIX C

This year's Omnibus Education Finance and Policy bill included \$485 million in new spending over the next biennium (FY14-15), including annual increases in the basic general education formula, statewide all day, every day kindergarten, early learning scholarships, and special education funding reform.

Pupil Accounting Changes Effective FY 2014

Length of School Year

A school district is required to have at least 165 days of instruction for grades 1 through 12 in each school year unless the Commissioner has approved a four-day week schedule.

Extended Time Revenue for Grade Level Acceleration

The ability of school districts and charter schools to generate extended time revenue for programs designed to accelerate grade level advancement so that students graduate before their peers was eliminated.

Pupil Accounting Changes Effective FY 2015

Pupil unit weights were simplified with the changes as follows:

- Pre-kindergarten Disabled: from 1.25 to 1.0
- Part-time Kindergarten: from .612 to .55
- All-Day Kindergarten: from .612 to 1.0
- Grades 1-3: from 1.115 to 1.0
- Grades 4-6: from 1.06 to 1.0
- Grades 7-12: from 1.3 to 1.2

Marginal Cost Pupil Units

Eliminates "marginal cost" calculations from the definition of pupil units. Beginning in FY 2015, establishes a new component of general education revenue, "declining enrollment revenue," to replace funding previously provided to districts with declining enrollment through marginal cost pupil units. Sets declining enrollment revenue equal to the decline in adjusted pupil units between the prior year and the current year times 28 percent of the formula allowance.

All Day Kindergarten

To qualify for the higher 1.0 kindergarten weight, a pupil must be enrolled in a free all-day program that is available free to all kindergarten students at the pupil's school, and the annual school calendar for the kindergarten program must have at least 850 hours of instruction.

For purposes of calculating extended time revenue, an all-day kindergarten pupil must first receive at least 850 hours of instruction during the year before generating extended time pupil units.

Early Admission to Kindergarten

Requires that board-adopted policies for early admission be based on a comprehensive evaluation to determine the child's ability to meet kindergarten expectations and progress to first grade in the subsequent year. Requires a school board that has adopted a policy to allow a child under the age of five to enroll in kindergarten to establish a comprehensive evaluation to be used to determine the kindergarten pupil's cognitive, social, and emotional development. Requires parents and the commissioner to have access to the board's early kindergarten admission policy.

Pension Adjustment Effective FY 2015

The aid reduction for the 1997 change in employer contribution rate for Teachers Retirement Association (TRA) and other pension rate changes was eliminated. Districts with a below average reduction for pension adjustment will be provided pension adjustment revenue to guarantee state average gain from elimination of pension adjustment. The basic formula will be adjusted to neutralize the overall statewide impact.

General Education Formula Allowance

For FY 2014 the formula allowance was increased by \$78 from \$5,224 to \$5,302 (1.5%). The old pupil unit and formula structure remain in effect.

For FY 2015 the formula allowance increases to \$5,806 (1.5% after adjusting for new pupil weights and the elimination of the aid subtraction for pension rate changes). The formula allowance was determined by: 1) Calculating the state total general education revenue for FY 2015 with an \$80 (1.5%) increase in the formula allowance and no change in pupil weights or other formula changes, and 2) Setting the formula allowance at the amount that generates the same state total general education revenue with the new pupil weights, pension adjustment change and other formula changes in place. Of the \$504 increase over FY 2014, \$80 is for inflation at 1.5%; the remaining \$424 is to adjust for the pupil weight change, pension adjustment change and other restructuring.

Examples of Rate Adjustments to Neutralize Pupil Weighting Changes FY 2015

- Extended time allowance was increased from \$4,601 to \$5,017
- Adjusts the compensatory revenue formula for fiscal year 2015 and later by deducting \$839 from the formula allowance for compensatory revenue calculations instead of \$415
- Deducts \$530 from the formula allowance used in calculating elementary and secondary sparsity revenue for FY 2015 and later
- Gifted & Talented allowance was increased from \$12 to \$13
- Adjusts the transportation sparsity formula to account for the removal of marginal cost pupil unit accounting and the new pupil weights including a change in the deduction factor from 4.85% to 4.66% of basic revenue
- Includes small high schools in geographically isolated school districts with more than one high school in the small schools revenue formula. Small Schools adjusted from \$522.40 to \$544 and the threshold was adjusted from 1,000 to 960 pupil units
- Operating Capital was adjusted from $\$73 + \$100 \times \text{building age index}$ to $\$79 + \$109 \times \text{building age index}$ and the learning year rate increases from \$30 to \$31
- Equity sliding scale was increased from \$75 to \$80; the basic allowance for a district with no referendum revenue increases from \$13 to \$14; and the equity flat rate that applies to all districts was increased from \$46 to \$50
- EL (LEP) rate was adjusted from \$700 to \$704

Uses of General Education Revenue (Effective FY14 unless noted)

- Statute was clarified that operating capital revenue may be used to purchase or lease computers and related hardware, software, and annual licensing fees.
- Teacher evaluation was added to the allowable uses of staff development revenue.

Uses of General Education Revenue (Effective FY14 unless noted) (Continued)

- A district is allowed to use up to 5% of its compensatory revenue for programs designed to prepare children for entry into school including early education programs, parent-training programs, school readiness programs, early kindergarten programs for four-year olds, and voluntary home visits and other outreach. This is in addition to the 5 percent that districts currently have flexibility with. The remaining 90 percent of compensatory revenue must be spent at the site where the revenue is generated.
- A district is allowed to use revenue generated for all-day K to meet the needs of 3 and 4 years olds in the district. (Effective FY 15).

Uniform General Education Levy Effective FY 2015 (Pay 2014 Levy)

The uniform general education levy was reinstated at \$20 million (called "student achievement levy") and is spread on net tax capacity. The operating capital equalizing factor was increased to offset the uniform general education levy. There was no net change in state total levy; districts that are "off the formula" for operating capital levy will see a small levy increase while other districts will see a small levy decrease.

Operating Referendum Revenue Effective FY 2015 (Pay 2014 Levy)

The operating referendum revenue was converted from an amount per Resident Marginal Cost Pupil Unit to an amount per Adjusted Pupil Unit (APU). The separate alternative attendance adjustment was eliminated and rolled into an allowance per APU. The new rate per pupil unit will generate the same revenue for each district for FY 2015 as the sum of the old rate per pupil unit and the old alternative attendance adjustment.

The standard and grandfather referendum caps will be recalculated to reflect the pupil unit weighting changes and conversion to a rate per adjusted pupil unit. The new standard cap is \$1,845 per new pupil unit for FY 2015, and is adjusted for inflation using the consumer price index in later years. For a district receiving location equity revenue, the grandfather cap is reduced by the location equity allowance.

School boards are allowed to convert up to \$300 per APU from voter-approved to board-approved. Board action had to be taken before September 30 of prior year so that levy is included in proposed property taxes (no authority to increase levy without election after September 30). Districts with less than \$300 per APU are permitted to authorize additional referendum revenue up to a total of \$300 per APU. The equalization was increased with a new 3 tiered formula.

A district is prohibited from conducting a referendum election to increase its referendum allowance for FY 2015. Exceptions include:

- A district may renew an expiring referendum at the same allowance as the expiring referendum;
- A district is exempt from the freeze if it adopted a board resolution prior to June 30 to conduct a referendum in 2013.
- A district is exempt if it did not authorize an operating referendum in fiscal year 2014.
- A district is exempt if it is in statutory operating debt as of June 30, 2013.

Location Equity Revenue Effective FY 2015

School districts with any land area in 7 county metro area qualify for \$424 per APU location equity levy, equalized at \$510,000. School districts not eligible as metro districts and with > 2,000 adjusted ADM in the 3rd prior fiscal year qualify for \$212 location equity levy, equalized at \$510,000. Location equity revenue is board approved; it is deducted from operating referendum revenue. A district may opt out of location equity revenue by a board vote taken by September 1 of the fiscal year before the fiscal year when the revenue takes effect (Sept 2013 for FY 2015 revenue).

MDE will implement the calculation of Operating Referendum and Location Equity revenue in the following order: 1) For districts that do not opt out of location equity revenue, MDE will first calculate a district's net voter approved referendum allowance by subtracting the location equity allowance from the initial voter approved referendum allowance, 2) Eligibility for a board-approved referendum increase (up to \$300 per APU) is determined after the referendum allowance is reduced for location equity revenue, 3) Under this calculation order, the increases in board-approved revenue from the two provisions are additive (stackable), with the maximum board approved allowances being \$724 for metro districts and \$512 for non-metro districts with ADM that is more than 2,000.

Other General Education Changes

Q Comp was rolled out of the general education revenue program to a new categorical beginning FY 2015 with no change in the program or funding formula.

Early Graduation Scholarships and Military Service Awards was repealed beginning FY 2014.

Learning and Development Revenue Set-aside was modified such that the current class size reduction set aside will be converted from an amount based on pupil unit weights to an equivalent amount per student in ADM -- \$299 per kindergarten student plus \$459 per student in grades 1-6, beginning FY 2015.

Career Technical Education (CTE) Revenue

The career and technical education (CTE) levy was converted to an equalized aid and levy, with an equalizing factor of \$7,612, beginning in FY2014. The statewide revenue limit for career and technical revenue for fiscal year 2014 was increased from \$15,393,000 to \$20,657,000. The revenue for FY 2014 continues to be based on the old CTE formula, with the proration factor adjusted to hit the statewide revenue target. Beginning in FY 2015, the statewide revenue limit expires, and revenue is computed using the new formula enacted in 2012 that bases funding on 35 percent of approved program expenditures. The expenditure calculations for career and technical programs offered jointly by school districts was also clarified--the costs for reimbursing another district for CTE instructional salaries is included in the revenue calculations for the districts paying the reimbursement and deducted from the revenue calculation for the district receiving the reimbursement.

Safe Schools Levy

The safe schools levy for taxes payable in 2014 and later was increased from \$30 to \$36 per pupil unit - \$4 of the increase is new revenue and the other \$2 is to adjust for pupil unit weighting changes. The safe schools levy for intermediate district members remains at \$10 per PU. Statute was clarified that uses of the safe school levy includes facility security enhancements, efforts to improve the school climate, and costs associated with mental health services.

Lease Purchase Levy; Integration Programs

Minneapolis, St. Paul, Duluth, and Rochester are authorized to continue to use the lease purchase levy under MS 126C.40, subdivision 6, if the acquisition of property is determined by the commissioner to contribute to the implementation of their approved desegregation plan. Other districts eligible for achievement and integration revenue are allowed to use the lease purchase levy for projects that are primarily used for interdistrict desegregation efforts.

Pupil Transportation (FY 2014)

- PSEO: Allows school districts to transport PSEO pupils to and from the postsecondary institution if the pupil is participating in an articulated program.
- Homeless: Allows a district to include the cost of transporting a child who does not have a school of origin to the same school attended by that child's sibling if the siblings are homeless in finance 728 (eligible for special education aid)
- Cost Allocation: Allows a school district that contracts for transportation services to allocate certain transportation expenses based on contract rates if the rates are reasonably consistent on a cost per mile, cost per hour, cost per student or cost per route basis. Districts must maintain records to document rate consistency to auditors.

Compulsory Attendance Age Increase

The age of compulsory attendance was increased to age 17. A student 16 years or older is allowed to be assigned to an area learning center.

Achievement and Integration Revenue

The old Integration Revenue was replaced beginning in FY 2014. The initial revenue equals $\$350 \times \text{APU} \times \text{prior year minority concentration percent} + 66\%$ of difference between FY 2013 integration revenue and amount computed using the rate for FY 2014. There is also an incentive revenue which equals $\$10 \times \text{APU}$, therefore, total revenue equals initial revenue + incentive revenue. Revenue cannot exceed expenditures under an approved budget.

At least 80% of a district's revenue is required to be used for innovative and integrated learning environments. Up to 20% of revenue is allowed to be used for professional and staff development. Administration expenditures are limited to no more than 10% of revenue.

The Commissioner is directed to determine after three years if a district has met its goals. Districts that have met their goals are allowed to submit another three year plan. For districts not meeting goals, districts must work in consultation with the Commissioner to develop a new plan and strategies and the Commissioner may direct the use of up to 20% of a district's revenue to implement the new plan.

New Special Education Funding Formula Effective FY 2016

For FY 2016 and later, defines special education initial aid as the least of:

- (1) 62 percent of the district's old formula special education expenditures for the prior fiscal year;
- (2) 50 percent of the district's non-federal special education expenditures for the prior year; or
- (3) 56 percent of the amount calculated using a new pupil-driven formula based on prior year data.

New Special Education Funding Formula Effective FY 2016 (Continued)

Plus:

- (ii) \$10,400 times the district's number of students who are autistic, developmentally delayed, or severely multiply impaired;
- (iii) \$18,000 times the district's number of students who are deaf, hard of hearing, or have emotional or behavioral disorders; and
- (iv) \$27,000 times the number of students in the disability area of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, or deafblind.

Excess cost aid is the greater of:

- (1) 56 percent of the difference between the district's unreimbursed nonfederal special education cost and 7 percent of the district's general education revenue, or
- (2) 62 percent of the difference between the district's unreimbursed old formula special education cost and 2.5 percent of the district's general education revenue.

Calculated using prior year data.

State total special education aid is increased by \$39 million for FY 2016 and by \$41 million for FY 2017. Beginning in FY 2016, special education aid will be paid directly to cooperatives and intermediate districts, rather than having those aids flow through the resident district. Tuition bills will be reduced to offset the aid paid to the cooperatives and intermediates.

Special Education Funding Transition to New Formula: FY 2014 – FY 2015

Current special education – regular formula remains in place for FY 2014 and FY 2015 – no change from current law (4.6% growth continues).

New cross subsidy reduction aid is added for FY 2014 and FY 2015 only:

- Aid for FY 2014 equals the lesser of \$20 per ADM served or 1% of the amount generated for the district under the new pupil-based formula component.
- Aid for FY 2015 equals the lesser of \$48 per ADM served or 2.27% of the amount generated for the district under the new pupil-based formula component.
- State total aid entitlement is \$13 million for FY 2014 and \$30 million for FY 2015.
- Cross subsidy reduction aid applies only to school districts; charter schools and cooperatives are not eligible.

Excess cost aid changes for FY 2014 and FY 2015:

- Aid will be calculated using prior year data.
- Special education tuition receipts and expenditures will not be taken into account in excess cost aid calculations, to expedite the excess cost aid calculations and eliminate circularity between tuition billing and excess cost aid.
- Special education cross subsidy aid and the general education aid attributable students served outside the regular classroom more than 60% of the time are taken into account in excess cost aid calculations.

Special Education Tuition Billing Effective FY 2015

Beginning in FY 2015, requires the serving district or charter school to cover 10 percent of unfunded special education costs, reducing the amount borne by the resident district from 100 percent to 90 percent. Intermediate districts, cooperatives and charter schools where at least 70 percent of students are eligible for special education are exempt from this provision and continue to be able to recover 100% of unfunded special education costs from the resident district.

Facilities - Overview

The fixed, standing appropriation for debt service equalization aid was converted to an open and standing appropriation. The rates for debt service equalization and deferred maintenance revenue were adjusted to conform to pupil unit weight changes. The authority for the Minneapolis and St Paul school districts to annually issue and sell \$15 million in facility bonds without voter approval was made permanent.

School Lunch Aid

The rate for each school lunch served was increased from 12 to 12.5 cents, effective July 1, 2013.

Fund Transfers - FY 2014 and FY 2015 Only

The authorization provided in 2012 legislation was modified for a school district, upon approval of the commissioner, to transfer money in FY 2014 and FY 2015 from any fund or account to any other fund or account unless that transfer would have an impact on state aids or local levies. Transfers from the Community Service Fund, Food Service Fund, or the reserved account for staff development revenue are prohibited.

Other Accounting Issues

Integration Revenue - continues to forward shift the integration levy for Minneapolis, St Paul and Duluth.

Eliminates the forward-shifting of the integration aid program.

Special Education Aid - combines the regular, cross subsidy and excess cost aids into one appropriation and uses 97.4% of entitlement in computing current payments.

Accelerated Repayment of Education Aids - created a mechanism for one-time repayment of education shifts based on September 30, 2013 Minnesota Management and Budget estimate of any positive unrestricted budgetary state general fund balance as of June 30, 2013. The repayment of the aid shift, if any, would occur in October 2013; repayment of tax shift, if any, would occur in June 2014.

Early Childhood and Lifelong Learning

Adult Basic Education (ABE) - increased the growth factor from 1.02 to 1.025 for FY15 and later

Early Learning Scholarships

- For a family to receive a scholarship it must have a child age 3 or 4 on September 1st of the current year and has income equal to or less than 185% of federal poverty level
- Allows for a parent under the age of 21 who is pursuing a high school degree to be eligible for a scholarship for a child age zero to 5
- Any sibling between zero and 5 has access to a scholarship to attend same program
- Scholarships may be awarded up to \$5,000 per child per year

Nonpublic Pupil Aids

Clarifies that all-day kindergarten pupils are counted as 1.0 pupil for purposes of nonpublic pupil aid.

Potential Guiding Principles for Reviewing Later Start Options for Northfield Schools

(E = Elementary; S = Secondary; E&S = District)

1. Aligning school day with medical research on adolescent sleep patterns (S)
2. Later start and end times for secondary (S)
3. Later start time for practices (S)
4. Increased missed class time for away contests (S) (see chart)
5. Aligning school day with other Big 9 Conference or similar schools (see charts)
6. Later start times for community use of facilities (E&S)
7. Later start times for other community groups (E&S)
8. Later start for family activities and homework (E&S)
9. Later start and end times for elementary (E)
10. Increased parent responsibility for supervision with later elementary and middle school start time (E&S)
11. Willingness to consider allowing practices, remedial or enrichment programs to be held before schools (E&S)
12. Willingness to consider reducing length of student contact day to reduce extended end times for elementary and secondary students (E&S) (contractual considerations)
13. Willingness to consider reducing length of class periods to reduce extended end times for secondary students (S)
14. Willingness to consider reducing number of secondary class periods (7 to 6 or less) to reduce extended end times for secondary students (S) (contractual considerations)
15. Impact on Wednesday morning PLC late start (E&S)
16. Willingness to capture reduced student contact time to provide daily PLC and professional development time (E&S) (contractual considerations)
17. Additional transportation costs for flipping secondary and elementary start times (E&S)

Secondary Student Athletes and Coaches

Dismissals from 2:40-3:40 PM (if 7th hour is approximately 2:50-3:45)

November 2014

	Number of Events	Number of Days Affected	Student Athletes	Teacher Coaches
Spring 2014	28	16	834	44
Fall 2014	44	19	1242	65
Winter 2014-15	61	27	1301	53
TOTAL	133	62	3377	162

Big 9 Conference Schools Bell Schedules:

District	High School Schedule Time	High School Student Contact Time	Middle School Schedule Time	Middle School Student Contact Time
Albert Lea	8:00 – 2:50	6 hours 50 minutes	8:10 – 3:05	6 hours 55 minutes
Austin	7:55 – 3:00	7 hours 5 minutes	8:00 – 3:00	7 hours 0 minutes
Faribault	8:15 – 3:05	6 hours 50 minutes	8:00 – 2:42	6 hour 42 minutes
Mankato	8:15 – 3:05	6 hours 50 minutes	8:15 – 3:05	6 hour 50 minutes
Northfield	7:51 – 2:45	6 hours 54 minutes	7:57 – 2:51	6 hours 54 minutes
Owatonna	8:00 – 2:30	6 hours 30 minutes	8:15 – 3:00	6 hours 45 minutes
Red Wing	7:40 – 2:15	6 hours 35 minutes	7:45 – 2:25	6 hours 40 minutes
Rochester	7:40 – 3:03	7 hours 23 minutes	7:40 – 3:03	7 hour 23 minutes
Winona	9:00 – 3:30	6 hours 30 minutes	9:00 – 3:30	6 hours 30 minutes

Big 9 Status of Discussions on Later Secondary Start Times

District	Considering Change in Start Times?
Albert Lea	May consider based on review of busing quotes
Austin	Later HS start being considered as part of calendar work group review
Faribault	No Change
Mankato	Reviewed and determined not to change
Northfield	Listened to initial citizen presentation on later secondary start times
Owatonna	Considering lengthening the school day
Red Wing	No comment available
Rochester	Board is considering as part of contemplated busing changes
Winona	No change anticipated

School District		Length of Student Day
Burnsville – 172 days		Elem: 6 hrs, 25 mns (385 mns) Sec: 6 hrs, 43 mns (403 mns)
Eden Prairie – 171 days		Elem: 6 hrs, 10 mns (370 mns) Sec: 6 hrs, 35 mns (395 mns)
Edina – 173 days		Elem: 6 hrs, 30 mns (390 mns) Sec: 6 hrs, 55 mns (415 mns)
Farmington – 174 days		6 hrs, 30 mns (390 mns)
Hopkins – Elementary: 171 days Secondary: 173 days		Elem: 6 hrs, 32 mns (392 mns) Sec: 6 hrs, 48 mns (408 mns)
Lakeville – Elementary: 173 days Secondary: 175 days		Elem: 6 hrs, 30 mns (390 mns) Sec: 6 hrs, 35 mns (395 mns)
Mahtomedi – 172 days		Elem: 6 hrs, 20 mns (380 mns) Sec: 6 hrs, 28 mns (388 mns)
Minnetonka – 173 days		Elementary & Secondary: 6 hrs, 40 mns (400 mns)
Mounds View – 175 days		Elementary & Secondary: 6 hrs, 30 mns (390 mns)
New Prague – 173 days		6 hrs, 35 mns (395 mns)
Northfield – 174 days		Elem: 6 hrs, 55 mns (415 mns) Sec: 6 hrs, 54 mns (414 mns)
Owatonna – 176 days		6 hrs, 30 mns (390 mns)
Prairie Creek Community School – 168 days		Elem: 6 hrs, 10 mns (370 mns)
Prior Lake – Grades 1-8: 172 Grades 9-12: 173 days		HS: 6 hrs, 55 mns (415 mns) MS: 6 hrs, 50 mns (410 mns) Elem: 6 hrs, 30 mns (390 mns)
Richfield – K-8: 168 days 9-12: 169 days		All: 6 hrs, 30 mns (390 mns)
Rosemount/Apple Valley/Eagan 171 days		Elem: 6 hrs, 35 mns (395 mns) MS: 7 hrs (420 minutes) HS: 6 hrs, 50 mns (410 mns)
St. Louis Park – Elementary: 173 days Secondary: 174 days		Elem: 6 hrs, 30 mns (390 mns) MS: 6 hrs, 42 mns (402 mns) HS: 6 hrs, 50 mns (410 mns)
Shakopee – 172 days		6 hrs, 40 mns (400 mns)
Stillwater – 175 days		Elem: 6 hrs, 30 mns (390 mns) MS: 6 hrs, 42 mns (402 mns) HS: 6 hrs, 50 mns (410 mns)
Waconia – 172 days		Elem: 6 hrs, 40 mns (400 mns) Sec: 6 hrs, 50 mns (410 mns)
Waseca – 174 days		6 hrs, 52 mns (412 mns)
Wayzata – 172 days		Elem: 6 hrs, 40 mns (400 mns) Sec: 6 hrs, 50 mns (410 mns)

Policy 441 - Use of Technology and Telecommunications Systems By Employees

I. Purpose

The school district provides technology and telecommunications resources for district employees to support the educational and operational mission of the school district. Access to and use of technology resources for students and employees is a fundamental part of the school day. This policy covers district employee use of all technology and telecommunications resources in the district. The purpose of this policy is to govern and guide the appropriate use of these resources.

II. General Statement of Policy

The school district provides technology to district employees in order to support quality education, information and communication systems. It is the expectation that staff will use these technologies for meaningful educational activities that support the curriculum and district operations needs, as well as provide strong guidance and supervision toward appropriate student use.

III. Acceptable/Unacceptable Uses

1. Each employee shall act responsibly when utilizing technology resources

- a. The use of the school district network/Internet/email system is a privilege, not a right. Employees may occasionally access district networks/Internet/email for personal use as long as it does not interfere with the employee's job duties and performance.
- b. Employees will not use the school district technology resources to access, display, store, upload, download, distribute or print pornographic, obscene or sexually explicit materials.
- c. Employees will not use the school district technology resources to access, display, store, upload, download, distribute or print materials that advocate violence, harassment or discrimination or are disruptive in any way.
- d. Employees will not send abusive, intimidating, harassing, or unwanted material causing the work of others to be disrupted.
- e. Employees will not use the school district technology resources to vandalize, damage or disable the property of another person, will not make deliberate attempts to degrade, vandalize or disrupt equipment, software, or system performance, will not violate the network's security in any way, and will not use the school district network/Internet/email system in any way so as to disrupt the use of the system by other users.
- f. Employees will not use the school district technology resources to gain unauthorized access to resources, passwords, accounts, information or files without direct permission from a network authority.
- g. Employees will not use school district technology resources to violate copyright laws, download or pirate software or plagiarize information.
- h. Employees will not send or forward unnecessary or frivolous emails or messages in any quantity to other users of the district email system. Transmission of chain letters and pyramid schemes is strictly prohibited.
- i. Employees will not use school district technology resources for commercial purposes, political lobbying or solicitation of any kind.
- j. No non-district owned equipment (computers, printers, peripherals, etc.) can be used to access school or district file/data servers without specific District permission.
- k. Employees will not use district technology resources to communicate under a false name or designation or a name or designation they are not authorized to use, including instances in conjunction with representing that they are somehow acting on behalf of or under the auspices of the school district.
- l. Employees will not use the name "Northfield Public Schools" in any form or use any symbol or logo or graphic used by Northfield Schools without the district's prior consent.
- m. Employees will use electronic information resources in compliance with all existing school board policies.

2. Each employee shall respect private passwords, copyright and other intellectual property rights.

- a. Copying of data, files or using passwords belonging to others will be considered a violation of school district policies, a violation of law, and may constitute fraud, plagiarism or theft.
 - b. Software licensed by the school district must only be used in accordance with applicable license specifications and agreements. Illegal copying and/or installing of software on district computers is strictly prohibited.
 - c. Modifying or damaging information without authorization including but not limited to altering data, introducing viruses or damaging files or data is unethical and a violation of school district policies.
- 3. Each employee shall abide by security restrictions on all systems and information.**
- a. Distributing or making your password or another person's password or access code available to others or otherwise attempting to evade, disable or "crack" passwords, desktop security systems, or other security precautions, or assisting others in doing so threatens work, privacy and the integrity of school district information, and is a serious violation of school district policy.
 - b. Attempts to "bypass" virus protection software on workstations or servers are violations of district security procedures.
 - c. Software or applications are generally installed by District technology services staff. Software or applications may only be installed by employees with specific permission from the District.
- 4. Each employee shall recognize limitations to privacy and use of electronic communications.**
- Employees and staff do not own school district technology and telecommunications equipment or software. The school district reserves the right to access user files at any time to protect the integrity of the systems and property of the school district.
- a. The district may examine or make copies of files that are suspected of misuse, or that have been corrupted or damaged. Files may be subject to search by law enforcement agencies if files contain information, which may be used as evidence in a court of law.
 - b. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies.
 - c. Employees do not have the "right" to remove computers from their classrooms or offices for home use. Any use of district technology equipment off district grounds is an exception, allowable only via supervisor approval.
- 5. Each employee shall be aware that data and other materials in files maintained on school district property may be subject to review, disclosure or discovery under State and Federal legislation, including the Minnesota Government Data Practices Act.**
- a. The School District can and will monitor the online activities of all employees and students, and employ "filtering" protection measures during any use by employees and/or students. The "filtering" measures are intended to block Internet sites that contain violent, obscene, pornographic or sexually explicit materials. The district will comply with any and all state and federal requirements around Internet filtering for student use. The use of this software does not guarantee that students or staff will not be able to obtain objectionable or pornographic materials over the Internet, but the chances have been minimized.
 - b. It is mandatory that staff closely monitor and supervise student use of the Internet and all other technology resources at school to ensure appropriate, educational use.
- 6. Each employee shall be aware of Limitation of School District Liability.**
- Use of the school district system is at the user's own risk. While the school district will take precautions with the installation of hardware and software in the security of data and systems, there are no foolproof means for absolutely securing all data and systems.
- a. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district disks, tapes, hard drives, or servers, or for delays or changes in or interruptions of service.
 - b. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district network/Internet/email system. The school

district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

7. Each employee shall refrain from text messaging or using electronic mail while driving. In compliance with Executive Order (EO) 13513, "Federal Leadership on Reducing Text Messaging While Driving," it is Northfield School District's policy to:
 - a. Ban any and all text messaging, including electronic mail, by all Northfield School District employees and encourage contractors to adopt policies that ban text messaging. This prohibition includes the time waiting for a traffic signal to change.
 - (1) When driving Northfield School District owned, leased or rented vehicles,
 - (2) When driving a personally owned vehicle while on official Northfield School District business; and
 - (3) Using electronic equipment supplied by Northfield School District when driving any vehicle (even during off-duty hours);
 - b. Take appropriate disciplinary action for violation of this mandatory ban on texting, up to and including removal from employment; and
 - c. Encourage Northfield School District employees and contractors and their families to refrain from texting, or from engaging in any behavior that distracts attention from driving safely, at any time.

Policy 441 Adopted: 4/13/98

Policy Revised: 7/19/01, 5/10/04, 6/10/13, 11/24/14 (proposed)

Renumbered: 3/28/05

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

805 WASTE REDUCTION, RECYCLING, ENVIRONMENTAL PROTECTION and COMPLIANCE

I. GENERAL STATEMENT OF POLICY

It is the policy of the School District to reduce waste, encourage recycling and promote conservation of resources. (Minn. Stat. § 115A.15, Subd. 1)

II. DEFINITIONS

- A. "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)
- B. "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters and other materials collected, processed, and disposed of as separate waste materials. (Minn. Stat. § 115A.03, Subd. 21)
- C. "Packaging" means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)
- D. "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)
- E. "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)
- F. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. "Recyclable materials" means materials that are separated from mixed solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, and source-separated compostable materials. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. "Resource conservation" means the reduction in the use of water, energy and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1A(b))
- K. "Source-separated compostable materials" means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process residues do not exceed 15 percent by weight of the total materials delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials. (Minn. Stat. § 115A.03, Subd. 32a)
- L. "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - 1. reusing the product in its original form;
 - 2. increasing the life span of a product;

3. reducing material or the toxicity of material used in production or packaging; or
4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated. (Minn. Stat. § 115A.03, Subd. 36b)

III. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
 1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility will have containers for at least three of the following recyclable materials: paper, glass, plastic and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
 1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
 2. develop and implement a plan for managing the potential liability; and
 3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)
- E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
 1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 2. the land unless approved by the PCA; or
 3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)
- F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
 1. in solid waste; or
 2. in a wastewater disposal system.

(Minn. Stat. § 115A.932, Subd. 1(a))
- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been

removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))
- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)
- J. The school district may not place yard waste:
1. in mixed municipal solid waste;
 2. in a disposal facility;
 3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
 4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).
- (Minn. Stat. § 115A.931)
- K. The school district may not place a telephone directory:
1. in solid waste;
 2. in a disposal facility; or
 3. in a resource recovery facility, except a recycling facility.
- (Minn. Stat. § 115A.951, Subd. 2)
- L. The school district may not:
1. place major appliances in mixed municipal solid waste; or
 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.
- (Minn. Stat. § 115A.9561)
- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)
- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

IV. **ESTABLISHING COMPLIANCE WITH SECTION 306 OF THE CLEAN AIR ACT AND SECTION 508 OF THE CLEAN WATER ACT (40 CFR 15)**

1. **Any facility to be utilized in the performance of business operations by Northfield School District or any subcontractor shall not be a facility listed on the EPA List of Violating Facilities pursuant to 40 CFR 15.20.**
2. **Northfield School District will comply with all requirements of Section 306 of the Clean Air Act, as amended, and Section 508 of the Clean Water Act, as amended, and all regulations and guidelines issued thereunder.**
3. **Northfield School District will promptly notify the Department of Environmental Quality of any notification received from the Director of the Office of Federal Activities, EPA, indicating that a facility utilized or to be utilized by Northfield School District is under consideration to be listed on the EPA List of Violating Facilities.**

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than ten percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16B.122, Subd.3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16B.122, Subd. 3(b))

V. OTHER

Buildings and Grounds staff will be trained in proper disposal of all materials. All staff will be made aware of proper disposal of materials commonly used in their work area.

Policy 805 – Waste Reduction and Recycling

Adopted: 10.27.08

Updated: April 2012, November 24, 2014 (proposed)

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References:

- Minn. Stat. § 16B.122 (Purchase and Use of Paper Stock; Printing)
- Minn. Stat. § 115A.03 (Definitions)
- Minn. Stat. § 115A.15 (State Government Resource Recovery)
- Minn. Stat. § 115A.151 (State and Local Facilities)
- Minn. Stat. § 115A.46 (Requirements)
- Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
- Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
- Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
- Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
- Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
- Minn. Stat. § 115A.931 (Yard Waste Prohibition)
- Minn. Stat. § 115A.932 (Mercury Prohibition)
- Minn. Stat. § 115A.951 (Telephone Directories)
- Minn. Stat. § 115A.9561 (Major Appliances)
- Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
- Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
- Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
- Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
- Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
- Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
- National Solid Waste Management Ass'n v. Williams, et al.*, 966 F. Supp. 844, (D.Minn. 1997), *aff'd* 146 F.3d 595 (8th Cir. 1998)

17 November 2014

To: Dr. Chris Richardson, Superintendent
Board of Education

From: Joel Leer, Principal

Re: Additional Overnight Field Trip

Katie Casson, German teacher, is proposing an additional field trip for four (4) students to attend a German language immersion weekend at the Concordia Language Village in Bemidji. Students would leave February 6th and return February 8th. Students would be traveling with Ms. Casson as well as students from Farmington High School.

As Ms. Casson is new to our staff this fall, it was not possible to include this request in the Spring overnight field trip submission.

Thank you for considering this request.

Joel Leer

NORTHFIELD HIGH SCHOOL
1400 Division Street South
Northfield, MN 55057
PH 507.663.0630 • FAX 507.645.3455
www.nfld.k12.mn.us

MEMO TO: Dr. Chris Richardson
FROM: Joel Leer
DATE: May 2014
REGARDING: Tentative Overnight Trips Planned for 2014-15

I recommend for school board approval the overnight field trips listed below for the 2014-15 school year. Some dates are tentative and there is a possibility that there may be other trips planned at a later date. Any additional trips will be forwarded to the school board for approval.

- LEADERSHIP/SERVICE** - March 19-29, 2015 to Ecuador; 1 school day missed; approximate cost \$3200-\$3500.
- GERMAN** - June 2015 to Germany; no school days missed; approximate cost \$2500.
- GERMAN** - Oct. 24-26, 2014 to S/E MN & Wisc. Dells; 1 school day missed; \$150 approximate cost.
- DECA CONFERENCE** - Oct. 25-26, 2014 to Minneapolis; one school day missed, Oct. 26th; approximate cost is \$75.
- DECA CONFERENCE** - Dec. 5-7, 2014 to Minneapolis; one school day missed, Dec. 5th; Approximate cost is \$125.
- DECA STATE COMP** - March 8-10, 2015 to Minneapolis; two school days missed, March 9th & 10th; approximate cost is \$125.
- ORCHESTRA** - March 20-23, 2015 TBD (Chicago-like distance); one school day missed, March 20th; approximate cost is \$800.
- BRITISH LIT.** - March 20-28, 2015 to London/Paris; approximate cost \$2446.
- AP CHEM & AP PHYSICS** - May 14-16, 2015 to Chicago; one school day missed – May 15th; approximate cost is \$375.
- YOUTH & GOVERNMENT** - January, 2015 (exact dates to be determined) to Minneapolis; 1 ½ school days missed; approximate cost \$400.
- CONCERT CHOIR** - October 2014 to Camp Omega; no school days missed; approximate cost is \$100.
- CONCERT CHOIR** - April 2015 weekend tour (destination not yet set); no school days missed;

MEMORANDUM

TO: Dr. Chris Richardson
Board of Education

FROM: Molly Viesselman
Director of Human Resources

RE: Recommendation for Substitute Pay

DATE: November 17, 2014

An increase in the hourly rates of pay for substitute employees is recommended effective January 1, 2015

Substitute Educational Assistants	\$13.06/hour	<i>currently \$12.59/hour</i>
Substitute Child Nutrition Associates	\$10.95/hour	<i>currently \$10.56/hour</i>
Substitute Clerical	\$13.06/hour	<i>currently \$12.59/hour</i>
Substitute Custodial	\$13.06/hour	<i>currently \$12.59/hour</i>
Substitute Nurse	\$26.80/hour *	<i>currently \$16.50/hour</i>

* This change is part of a market adjustment done during the updating of the School Nurse contract covering the 2014-16 school years.

MEMO TO: Dr. L. Chris Richardson
 Board of Education

FROM: Chris Neset

DATE: November 19, 2014

RE: 2014-15 Enrollment Options Report

Open Enrollment/Nonresident Student Transfers

Public Schools	Northfield Students Out		Non Resident Students In	
	2013-14	2014-15	2013-14	2014-15
Austin	2	1		
Benton Spec Ed	1			
Bloomington	2	3		
Brooklyn Center		1		
Burnsville	2	3		1
Cannon Falls	7	4	17	13
Dakota County Spec Ed	1	1		
Eden Prairie	1			
Edina		1	1	
Faribault	9	9	167	171
Farmington	20	27	12	10
Fergus Falls	1	2		
Goodhue	1	1		
Hastings	1	1	3	3
Houston	8	4		
Intermediate 287	2			
Kenyon-Wanamingo	3	2	14	15
Lakeville	18	24	2	5
Mahtomedi	1			
Medford			1	2
Meeker/Wright		1		
Minneapolis	2		1	1
Minnetonka			1	1
NE Metro Intermediate		1		
New Prague	22	22	19	16
Onamia	1	2		
Owatonna	2	2	2	3
Prior Lake	1			
Randolph	45	55	24	18
Red Wing			1	
Rosemount-Apple Valley-Eagan	5	8		1

St. Cloud		1		
St. Paul	2			
St. Peter	1	1		
Tri City United	9	10	16	22
Totals	170	187	281	282

Northfield Students Going To Non-Public Schools:

	2013-14	2014-15
Academy for the Deaf/Blind	4	2
Bauer Emerson Academy		1
Bethany Academy	3	2
Bethlehem Academy	5	2
Blake School		1
Christian Heritage-Rosemount	1	
Divine Mercy Catholic		2
First Baptist-Rosemount	1	1
Glory to Glory		1
Good Shephard	1	2
Holy Cross Catholic	6	11
Montessori	2	5
Parkside Christian	2	2
Perpich Center	2	
Riverbend		1
Shattuck-St. Mary's	5	7
St. Dominic's	151	122
St. Paul Academy	1	
St. Thomas Academy		1
Total Non-Public	184	163

Northfield Students Going To Home School:

	2013-14	2014-15
Grade K	2	6
Grade 1	8	5
Grade 2	9	15
Grade 3	13	10
Grade 4	9	16
Grade 5	14	8
Grade 6	10	14
Grade 7	11	9
Grade 8	7	10
Grade 9	9	7
Grade 10	4	8
Grade 11	11	3
Grade 12	4	10
Total Home School	111	121
Total Families	43	56

Northfield Students Going To Charter Schools:

	2013-14	2014-15
Arcadia	104	107
Blue Sky	1	2
Cannon River STEM	6	2
Eagle Ridge Academy		1
Edvisions Off Campus	1	4
International Academy On-Line	1	
MTCS Connections	21	12
Nerstrand Charter	4	3
Prairie Creek	153	156
St. Paul Conservatory	1	1
Total Charter Schools	292	288