

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

**TO:** Board of Education  
**FROM:** L. Chris Richardson, Ph.D., Superintendent  
**RE:** Table File Items for March 9, 2015, Regular School Board Meeting

VI. Items for Discussion and /or Reports

A handout for each of the items for discussion listed below is enclosed in the table file.

1. Feedback from Transformational Technology Listening Sessions.
2. Follow up to the February 23, 2015, Preliminary District Master Facilities Plan Presentation.

VII. Superintendent's Report

B. Items for Consent Grouping

2. Personnel Items.

a. Appointments \*

9. Inga Ewing, Special Education Educational Assistant-PCA at the High School for 6.5 hours/day beginning 03/12/2015 – 06/05/2015; SpecEd EA-PCA, Step 1, \$13.73/hour.
10. Jessica Rose, Child Nutrition Student Associate at the ALC/Longfellow for 1 hour/day beginning 03/12/2015 – 06/05/2015; \$8.00/hour.
11. Rachael K. Schlossin, Assistant Track Coach at the Middle School beginning 03/31/2015 – 05/29/2015; Level I, Step 1.

b. Increase/Decrease/Change in Assignment

4. Laura Berdahl, Community School Co-Coordinator at Greenvale Park, change from 40 weeks/year to 45 weeks/year beginning 3/9/2015.
5. Colleen Hohrman, Child Nutrition Associate I at the Middle School for 3.75 hours/day, change to Child Nutrition Associate II at the Middle School for 7.6 hours/day beginning 03/18/2015.

c. Retirements/Resignations

6. Brenda Niebuhr, Math Teacher at the High School, retirement effective 06/05/2015.

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

VIII. Items for Information

2. Closed Negotiation Strategy Session immediately following the April 13, 2015, Regular School Board meeting.

## A Brief Summary and Responses to Transformational Technology Feedback

The following feedback is a summary of survey responses and listening sessions including:

- 2 Family listening sessions and 10 staff listening sessions
- 60 Family survey responses and 26 staff survey responses

Distractions:

- Distractibility was the number one concern with 1:1 iPads, and we received numerous requests to close the App Store.
- Current research shows that passive use of technology and TV/Entertainment consistently playing in the background increase distractibility.
- All platforms allow for games and distractions, so we need to learn how to best teach, model, and monitor for healthy use of technology.
- Education is the best way to promote positive use of technology.

Screen Time:

- Research was cited on last AAP recommendation (2010) that focuses on screen time for entertainment, mostly TV viewing.
- There is an updated Pediatric Journal article that focuses on limiting television and movie watching and monitoring for violent and sexual content.
- Several new articles focus on active vs. passive screen time, noting that not all screen time is equal and that many uses of technology are beneficial.
- Not all effects of mobile technology and technology for learning are known. We need to continue to monitor recommendations and research and provide support for healthy use at school and at home.

Responsible Use:

- We've seen repeated requests for restrictions to the App Store, as well as questions about how that would limit access to learning apps.
  - This concern has been strong enough that we will be changing our current practice of having the App Store completely open by the start of the 2015-16 school year.
- Appropriate use of the internet is also a concern, both at school and at home. Filtering is an imperfect tool, but is our best option for maintaining an age-appropriate online environment.
- Ongoing education is the best tool available for developing digital skills for students to participate in our dynamic world. This includes education for students, staff, and families.

Achievement:

- Some have noted a particular decline in grades--higher level of D, F, and Incomplete grades last year during 4th quarter and higher failure rate among last year's 9th grade students.
- In a longitudinal look at each class and each school year over the past 5 years, we can see a small increase in F grades (percentage of F's in total grades given) in the 2013-14 school year.
- The 2014-15 Semester 1 grades demonstrate the lowest rate of failure of any term for students in almost all grad years.
- Our intent is to provide a powerful digital tool for student learning. The original plan specifically indicated that improving standardized test scores was not a goal associated with Transformational Technology. At the same time, we need to be mindful and aware of any correlations to student performance, whether intentional or not.

High School English Learners (EL) Family Survey

- Reports we had received indicated major struggles with EL families surveyed by high school EL department.

- In analyzing individual responses to the survey, we see a balanced response that shares both concerns and satisfaction with our current approach (2/23 negative, 7/23 positive, others mixed).
- Several families requested blocking apps, some only wanting them blocked while at school and open outside of school.

#### Classroom use--Professional development and expectations

- We need to provide continuous professional development and examples of best/next instructional practices for student learning.
- Need to clarify that iPads do not need to be used all the time, that there are times when it's beneficial and times when it's not, using it for highest impact learning opportunities is what matters.
- Some teachers report feeling that their effectiveness is judged based on their use of iPads. In support of teacher efficacy, we need to reframe instructional technology integration and convey confidence in teachers' professional decision-making for student learning.
- Culture of learning--we must foster an environment of learning by doing, risk-taking, question asking, and open authentic communication as a progressive learning community.

#### Parent and Family Support

- We need to increase our parent/family engagement and provide helpful resources to families.
- Families need to know how to monitor technology use.
- Families need updates and access to research regarding technology use.
- Families need the opportunity to use iPads to understand how students can and do use them in school. Parent and family education needs to be a priority moving forward.
- Parents and families need school support in monitoring and taking ownership of the devices when they are at home.

#### Elementary iPad/App Management:

- True innovation has proven difficult with pods of 6 iPads/classroom. Almost all teachers at listening sessions expressed wanting additional iPads in elementary classrooms in order to transform practice for student learning (also for SpEd, Rtl, and EL).
- Classroom iPads need to be managed in some way to push out apps to groups instead of requiring them to be installed on individual devices.
- Elementary teachers need support with logistics of managing full sets of iPads.

#### Device Options:

- Several teachers made inquiries or requests regarding Chromebooks or laptops at the secondary level, more at the high school than middle school. Matt Hillmann will be offering an opportunity for teachers to test out other devices.
- The most common reason for this request is access to a keyboard and formatting tools for word processing. Others seek access to Flash (available with iPad app) and less distractibility (provided through App Store limitations with new management system).
- Some raised questions regarding the durability and maintenance of other devices without protective cases.
- The most common concerns regarding changing devices are consideration for teachers' investment in developing curriculum and materials over the past couple of years and loss of the flexibility for creative projects using the touch screen and camera.
- Neither staff nor parent respondents desired returning to a learning environment without access to innovative technology.

## Master Facilities Plan Review and Update

March 9th, 2015

**Purpose:** The purpose of this document is to review the steps taken so far in the Master Facilities planning process, to provide data for questions that were asked by the Board at the February 23rd preliminary Master Facilities Plan presentation, and to explain potential next steps in the Master Facilities planning process.

**Master Facilities Planning Process Review:** Over the past year, the District has completed work that has resulted in a preliminary Master Facilities Plan. As a review, the steps taken to get to this point were:

- A demographic study was completed and reported to the Board in June 2014.
- A facilities study reviewed deferred maintenance and educational adequacy issues at each District site and was reported to the Board in August 2014.
- A series of 18 meetings with staff, students, and community members during October 2014. These included a staff and parent meeting at each site where District programming is offered. Online surveys offered additional opportunities to gather staff and community feedback.

The preliminary Master Facilities Plan was presented to the Board of Education on February 23rd by Mark Hayes of ATS&R Architects.

A few questions emerged from the Board after the February 23rd presentation:

### When do our current bond issues expire?

The District has several taxpayer bonds that are currently being paid. Due to bond refundings that saved taxpayers interest, some projects listed in the table below are a mix of multiple bond issues.

Issue Date	Original Issue	Purpose	Final Maturity
07.05.2006	\$2,100,000	Roofs	02.01.2016
01.03.2013	\$5,965,000	Refund 03A/03C	02.01.2017
02.16.2010	\$22,615,000	Refund 01 MS/HS/MF	02.01.2022
12.07.2011	\$9,750,000	Refund 03A MS/HS/MF	02.01.2024
12.19.2012	\$9,825,000	Refund 04/05 Indoor Air	02.01.2025
05.13.2014	\$1,525,000	GVP/HS Roofs	02.01.2025

*Note: MF = Master Facilities*

## **How much does it cost (per square foot) to operate our current facilities?**

Operational costs, typically calculated per square foot, are an effectively measurement of a building's energy efficiency. Below are the operational costs calculated based on January 2015 data for each district-owned site.

- Longfellow School - \$0.70 per square foot
- Bridgewater Elementary - \$0.77 per square foot
- Sibley Elementary - \$0.81 per square foot
- Northfield High School - \$0.90 per square foot
- Greenvale Park Elementary - \$1.01 per square foot
- Northfield Middle School - \$1.30 per square foot

Note: Northfield Middle School's energy consumption is down approximately 9% from the baseline year of 2008 but still ranks in the bottom 18 out of 645 similar schools on the State B3 energy efficiency benchmarking program.

### **Longfellow/Greenvale Park: Interdependent Plan Update**

The preliminary 'interdependent' plan presented at the February 23rd Board meeting showed daycare facilities remaining at Longfellow School and also being integrated in the repurposed Greenvale Park early childhood center. After additional review, the District's licensed day care facility (a four star Parent Aware program) would be relocated to the repurposed Greenvale Park early childhood center. This location would allow for expansion of the program, which has a waiting list.

### **Northfield High School: Interdependent Plan Update**

A request was made to review if part of the current Northfield High School could be used as part of the 'interdependent' plan that suggests the construction of a new high school on the current site and then demolishing the current structure in order to reclaim green space for athletic/activity fields. The District is still working with ATS&R to determine how saving any portion of the current building would impact the rest of the site layout.

We anticipate there will be other plan updates as we work to secure feedback from staff and the community.

### **Potential Next Steps - Community Feedback**

The District plans to share the preliminary Master Facilities Plan with staff, students, and the community through a series of community meetings in April. The schedule would be similar to the series of meetings held this past October - a meeting at each site where District programming exists for staff and a meeting at each site where District programming exists for parents/community. We will also meet with the District Youth Council to share the plan. Their feedback during the October meeting series was outstanding.