

Princeton Public Schools - ISD 477  
Tuesday, June 3, 2014 at 7:00 PM  
Regular School Board Meeting  
District Office Board Room

**OUR VISION**  
**NO BOUNDARIES TO LEARNING**

**OUR MISSION**  
**TO DEVELOP THE POTENTIAL IN EACH PERSON THROUGH ACADEMIC & EXTRA-CURRICULAR PROGRAMS**

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**PROCEDURAL ITEMS**

1. Call to Order and Pledge of Allegiance
2. Roll Call
3. Citizen Comments

**REPORTS**

1. Board Member Committee Reports 3
2. Student Council Report
3. Superintendent Report

**APPROVE AGENDA**

4

**DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES**

**CONSENT AGENDA**

*The consent agenda consists of non-controversial items that the Board adopts routinely without debate. Any single member may remove an item from consent agenda by requesting removal at the time the consent agenda is moved for adoption. The full text of items approved by consent may be found at the conclusion of the agenda.*

1. Personnel 11
2. Gifts 12

**DISCUSSION**

1. Special Education Staffing (Erin Dohrmann) 13

**ACTION ITEMS**

1. World's Best Workforce (Erin Engness) 15  
Time: 10 min.
2. Princeton Teachers Growth and Evaluation Process (Presenters: Rick Kielty, Dan Voce, Kent Lestrud) 25

Time: 10 min.

3. Director of Business Services Report - Michelle Czech
  - Call for Roof Bids 35  
Time: 10 min.
  - Resolution authorizing sale of General School Obligation Bonds 36  
Time: 10 min
4. Activities Director Report - Darin Laabs
  - Fall Musical Proposal 39  
Time: 10 min.
  - Pay Schedule (Extra Curricular) 41  
Time: 10 min.
  - Cheerleaders 43  
Time: 10 min.
  - SADD 44  
Time: 10 min.
  - BOKS Activity 45  
Time: 10 min.
  - Hall of Fame 46  
Time: 10 min.
5. Early Childhood and District Office Remodel - Gwen Anderson 47

**MEETINGS TO BE SET**

1. Transportation Committee
2. Negotiations
  - Principals
  - Custodians
  - Food Service
  - Paras

**ADDITIONS TO AGENDA**

**ADJOURN**

SEE meeting 05-22-14

Steve Huser - MDE, legislative education policy changes

Alternative teacher pay @ Q-Comp are different

PSEO language changes

Colleges now allowed to recruit for PSEO in the district - money grab

Audience concern that eligibility needs to be raised to reduce number of students enrolling, failing & having to make up high school credits

Unused food can be donated to food shelves

Military compact passed

Approximately 200 Minnesota students impacted

Terri Yetter - MDE, legislative supplemental funding

General & Community Service revenue changes

Princeton

- \$94K on formulae

- \$42K community service

- No increase in teacher development or english learner

- \$50/student lease levy increase allowed

Intermediate districts only allowed to increase safe schools levy

District to district equity gap reduced another 5%

Last two years dropped from 30% to 20%

Current expenses 2% over budget

2014-2015 budget approved

126K retained earnings

\$3K added to fund balance

Pathways to Post-secondary education

Paula Palmer - MDE

Karen Hynik - mnSCU

Excellent presentation of redefining (and counseling) students to investigate college training where the most employment opportunities exist

Students educational aspirations are cast early in life but may be misdirected

In 2015 all 11th graders will take ACT exam

All students will receive career interest inventory

"Getting Prepared Report" - counts by school district students who needed developmental education when arrived at college

Most informative SEE meeting yet

The special meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the 22nd day of May 22, 2012, at 4:05 p.m. in the Superintendent's Office.

**Roll Call:    Members present:** Eric Minks, Chuck Nagle, Deb Ulm, Howard Vaillancourt, Chad Young, Superintendent Dr. Julia Espe, and Business Manager Michelle Czech.

**Members absent:** Craig Johnson and Jeremy Miller

Motion by Chad Young, seconded by Howard Vaillancourt, to approve the **agenda** as presented. Motion carried unanimously.

Motion by Eric Minks, seconded by Howard Vaillancourt, to approve the **Resolution Canvassing Returns of Votes of School District Special Election**. Motion carried unanimously (attached).

Meeting **adjourned** at 4:10 p.m.

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Deb Ulm, Chair

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Eric Minks, Clerk

Recorder:    Bridget Sorensen

EXTRACT OF MINUTES OF MEETING  
OF THE SCHOOL BOARD  
OF INDEPENDENT SCHOOL DISTRICT NO. 477  
(PRINCETON PUBLIC SCHOOLS)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a Special School Board meeting of the School Board of Independent School District No. 477 (Princeton Public Schools), State of Minnesota, was duly held in said school district on May 22, 2014, at 4 o'clock p.m. for the purpose, in part, of canvassing a special election.

Member Eric Minks moved the adoption of the following resolution:

**RESOLUTION CANVASSING RETURNS  
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 477, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the special election of the voters of this school district held on May 20, 2014, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 2,744 voters of the school district voted on the question of authorizing the issuance of school building bonds for a school acquisition and betterment program (SCHOOL DISTRICT BALLOT QUESTION 1), of which 1,675 voted in favor, 1, 069 voted against the same, and there were 0 completely blank or defective ballots related to this question. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

3. The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part and to the Commissioner of Education.

The motion for the adoption of the foregoing resolution was duly seconded by Member Howard Vaillancourt and upon vote being taken thereon, the following voted in favor thereof: Chuck Nagle, Eric Minks, Howard Vaillancourt, Chad Young, and Deb Ulm.

and the following voted against the same: None

whereupon said resolution was declared duly passed and adopted.

**Call to order and Pledge of Allegiance**

The regular meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **20<sup>th</sup> day of May, at 8:05 p.m.** in the District Office Board Room.

Roll Call: Members Present: Craig Johnson, Howard Vaillancourt, Deb Ulm, Eric Minks, and Jeremy Miller, and Chad Young

Members Absent: Chuck Nagle

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Brenda Albrecht

Citizen Comments: None

Student Council Rep: Gabriel Foede

**REPORTS**

Deb Ulm:

**Board committee meeting(s) each Board member attended**  
CE Advisory Council Meeting, Agenda Planning Meeting, Facilities Project, and the interviews for the Director of Teaching and Learning position.

Howard Vaillancourt:

Facilities Project, Food Service Negotiations, CE Advisory, and the interviews for the Director of Teaching and Learning position.

Chad Young:

Facilities, Food Service Negotiations, School Board Scholar Banquet, Oak Land Negotiations, Oak Land Board Meeting Curriculum, Finance Meeting, Director of Teaching and Learning Interviews, School Board Scholar Banquet.

Jeremy Miller:

**Student Council Report:**

Student Council Executive Board and new members are set up for next year, and now they are working on Spring Fling and the Senior Send Off event.

**Superintendent Report:**

The community Design Committee wanted Student input related to what they wanted to see in Princeton. Here are the items they submitted: Bike Trails, Splash Park, a Castle, Donut Factory, and a Giant Aquarium, under water hotels, a zoo, a movie theater, and a tiger sculpture.

Julie Williams was selected for our Director of Teaching and Learning. She is coming from the St Francis School District.

Teacher Evaluation Process. The committee members are meeting with Teachers. Teachers vote and then the board votes.

Rum River Festival Parade Units: Cheerleaders, school bus with staff and board members on board, the Middle School musicians, and combined concert choir and the band will be starting the parade with patriotic music.

North Elementary had an impressive Science Fair. There are many concerts and spring sports going on.

### **APPROVE AGENDA**

*Motion made by Chad Young, and seconded by Howard Vaillancourt, to approve the agenda as presented. Motion passed unanimously.*

### **DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES**

*Motion by Eric Minks, and seconded by Chad Young, to approve the May 6, 2014 Regular School Board meeting minutes as they are presented. Motion passed unanimously.*

### **CONSENT AGENDA**

*Motion made by Craig Johnson, and seconded Howard Vaillancourt, to approve the consent agenda items: Personnel, Bills, Wire Transfers, Treasurers Report, and Gifts. Motion passed unanimously.*

### **INFORMATION**

#### **Referendum Update**

Superintendent Espe provided an overview of the district activities since the May 6. Several presentations were conducted throughout the community, legal postings of the special election were completed, legal publications were sent to the Union Eagle and published, communication with the Head Election Judges, supplies ordered and boxed up for each of the polling sites, voting machines were picked up and tested publicly. The night before the election: phone calls were made to citizens reminding them to vote, and a Skylert message went out to all parents and staff reminding them to vote.

**2<sup>nd</sup> POLICY READINGS:** #413 Harassment and Violence, #425 Staff Development, #515 Protection and Privacy of Pupil Records, and #607 Organization of Grade Levels. All policies were approved by the board.

### **ACTION**

#### **Staffing Change for 2014 – 15**

Motion was made by Howard Vaillancourt, and seconded by Chad Young **to approve the 2014-15 Staffing Changes**. Upon roll call the following voted in favor of: Eric Minks, Jeremy Miller, Howard Vaillancourt, Craig Johnson, Chad Young, and Deb Ulm. Motion passed.

#### **Joint Powers Agreement for Rum River Special Education Cooperative**

**Motion** was made by Jeremy Miller, and seconded by Howard Vaillancourt **to approve the Joint Powers Agreement for Rum River Education Cooperative**. Upon roll call the following voted in favor: Eric Minks, Jeremy Miller, Howard Vaillancourt, Craig Johnson, Chad Young, and Deb Ulm. Motion passed.

### **MEETINGS TO BE SET –**

Special Board Meeting – Canvassing the Election Votes: Thursday, May 22, 2014. Location: District Office Board Room 4:00pm

**ADDITIONS TO AGENDA** – None

**ADJOURN** Meeting was adjourned at 8:32pm

\_\_\_\_\_  
Chair Deb Ulm

Recorder: Kelly Baker

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Clerk Eric Minks

Call to order and Pledge of Allegiance

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Citizen Comments: None. REPORTS Board committee meeting(s) each Board member attended:

APPROVE AGENDA *Motion made by Chad Young, and seconded by Howard Vaillancourt, to approve the agenda as presented. Motion passed unanimously.*

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES *Motion by Eric Minks, and seconded by Chad Young, to approve the May 6, 2014 Regular School Board meeting minutes as they are presented. Motion passed unanimously.*

CONSENT AGENDA *Motion made by Craig Johnson, and seconded Howard Vaillancourt, to approve the consent agenda items: Personnel, Bills, Wire Transfers, Treasurers Report, and Gifts. Motion passed unanimously.*

INFORMATION - Referendum Update

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MEETINGS TO BE SET – Special Board Meeting – Canvassing the Election Votes: Thursday, May 22, 2014. Location: District Office Board Room 4:00pm

ADDITIONS TO AGENDA – None

ADJOURN Meeting was adjourned at 8:32pm

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Chair Deb Ulm

Recorder: Kelly Baker

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Clerk Eric Minks

	A	B	C	D	E	F	G
1	<b>June 3, 2014</b>						
2	Name	Status	Job Title	Group	Replacing	Effective Date	Wage
3	Cross, Susan	Hour Increase from 6.5 hrs/day to 7 hrs/day	Beahavior Modification Para	ESA	N/A	2013-14 school year	N/A
4	Geving, Joyce	LOA	Teacher - HS	PEA	N/A	2014-15 school year	N/A
5	Natvig, Mary	Resignation	Title I Para - SE	ESA	N/A	6/5/2014	N/A
6	Naumann, Dillan	New Hire	SPED Teacher - HS	PEA	New Position	2014-15 school year	\$36,295 (BA, step 1)
7	Palashewski, Maureen	Resignation	Three Act Play Director	PEA	N/A	5/1/2014	N/A
8	Vanhooser, Susan	Overloads (3 trimesters)	PASS Seminar Teacher - HS	PEA	N/A	2014-15 school year (1 each semester)	\$13,343.68
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Gifts to Princeton Schools

(June 3, 2014)

School/Program	Amount/Item	Donor	Purpose
PHS Band	Clarinet, Snare Drum, Drumstand, Glockenspiel (Bell Set)	Amy Huebsch	Use in curricular ensembles

**Special Education Workload Summary**  
**Board Presentation**  
**6/3/14**

**Procedures for determining building and district level workload/staffing needs**

1. Individual teacher workloads are determined using individual student records and evaluation data.
2. Students transitioning from building to building are identified.
3. Projected building needs are determined including services provided by licensed staff and paraprofessionals.
4. Building meetings are held to document how existing building staff will be assigned based on individual student needs and caseload caps.
5. Adjustments in building assignments are made based on projected needs of students currently enrolled in the district.
6. Requests for additional staff are presented to district administration and the finance committee.
7. Once the new school year begins, building meetings are held to discuss enrollment changes. Staff assignments are adjusted based on the information gathered.
8. Throughout the year, adjustments are made for students who move in or out of the district with high level needs.

High School Special Education Enrollment

Year	Enrollment
End of 12/13	126
Anticipated 13/14	138
Current 13/14	143
Anticipated 14/15	145

Early Childhood Special Education Enrollment

Year	Enrollment
End of 12/13	74
Anticipated 13/14	64
Current 13/14	83
Anticipated 14/15	85

- ❖ MN Rule includes caseload caps for Early Childhood Special Education teachers.
  - Birth through Two-12 students
  - Three through Five-16 students
  
- ❖ MN Rule includes caseload caps for teachers who provide service to individual students greater than 50% of the day.
  - Cap of 6 students

## Special Education Workload Summary

### Board Presentation

6/3/14

- ❖ Program changes planned for 14/15 at PHS:
  - Institute a push in model in defined academic areas and social skills.
  - Increase flexibility with scheduling for students with mild to severe cognitive impairments and autism.
  - Create a level III autism program for students transitioning from PMS to PHS.
  
- ❖ Program changes planned for 14/15 in ECSE
  - Establish a specialized instructional program (STAR) for students with autism.
  - Provide support for care and treatment program in early childhood setting.
  - Provide ECSE services in third classroom

#### **2014-15 Personnel Adjustments:**

1. Continue 1.0 FTE special education teacher position at PHS authorized in December 2013.
2. Add 1.0 FTE special education teacher position at PHS.
3. Add 1.0 FTE special education teacher position in ECSE.
4. Add .23 FTE special education paraprofessional position in ECSE.
5. Add .7 FTE speech/language pathologist position(s) ECSE and district-wide testing support
6. Reduction of 2.0 FTE paraprofessionals at end of contract.

Present to DSD - April 21 at 3:30 PM  
Present to Administrators-April 28 at 3:00 PM  
Board Curriculum Committee - May 1 at 5:00 PM  
Board - June 3 at 7:00 PM



*No boundaries to learning*

**District 477 Princeton Public Schools  
Local World's Best Workforce Plan - Princeton**

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-K through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduation from high school
- All students graduate from high school

Princeton's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

**I. Goals and Benchmarks for Instruction and Student Achievement**

**District Goals**

This document contains the district vision, mission, and goals in the areas of student achievement, curriculum, instruction and assessment, budget and finance, safe and welcoming environment, and facilities.

***Academic SMART Goals:***

The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 55% in 2013 to 60% in 2014.

The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 54.1% in 2013 to 59.1% in

2014.

### **Site SMART Goals**

#### High School

The percentage of all students in grade 11 at Princeton High School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 35.5 % in 2013 to 38.75% in 2014 an increase of 3.25%

The percentage of all students in grade 10 at Princeton High School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 55.3% in 2013 to 59.9% in 2014 an increase of 4.6%

#### Middle School

From the spring of 2012 to the spring of 2013, the percentage of all students in Princeton Middle School who met or exceeded their expected growth goals on the Minnesota Reading NWEA was 51.7%. Our goal is to increase by 3% from 51.7% to 54.7% by May of 2014.

From the spring of 2012 to the spring of 2013, the percentage of all students in Princeton Middle School who met or exceeded their expected growth goals on the Minnesota Math NWEA was 43.6%. Our goal is to increase by 3% from 43.6% to 46.6% by May of 2014.

#### North Elementary

During the 2012-2013 school year, 416 out of 727 (57.2%) Princeton North Elementary students in grades 3-5 earned achievement levels of Meets or Exceeds the standards on the MCA-III Reading Assessment. For the 2013-2014 school year, 444 out of 710 (62.5%) Princeton North Elementary students in grades 3-5 will earn achievement levels of Meets or Exceeds the standards on the MCA-III Reading Assessment.

During the 2012-2013 school year, 483 out of 726 (66.5%) Princeton North Elementary students in grades 3-5 earned achievement levels of Meets or Exceeds the standards on the MCA-III Math Assessment. For the 2013-2014 school year, 501 out of 710 (70.6%) Princeton North Elementary students in grades 3-5 will earn achievement levels of Meets or Exceeds the standards on the MCA-III Math Assessment.

#### South Elementary

By the Spring of 2014, the average score in the Kindergarten LSF will increase to 48.8. This will be an average growth of 40 and a 1.43% increase from the previous year. By the Spring of 2014, the average score in the First Grade SWF will increase to 63.58. This will be an average growth of 45 and a 1.62% increase from the previous year. By the Spring of 2014, the average score on the Second Grade R-CBM will increase to 14.30. This will be an average growth of 49 and a 1.95% increase from the previous year.

Based on the Fall 2013 benchmark, grades K-2 at South elementary will achieve or exceed their Average Growth Projection, as determined by the NWEA/MAP assessment,

by the Spring of 2014.

Grade K(230): Fall 2013 Average: 145.3 2013-2014 Average Growth Projection: 17.183  
Grade 1(243): Fall 2013 Average: 160.9 2013-2014 Average Growth Projection: 18.818  
Grade 2(248): Fall 2013 Average: 177.2 2013-2014 Average Growth Projection: 14.376

### ***Staff Development Plan***

The District Staff Development Committee is comprised of teacher representatives from each building, specialists, special education teachers, director of technology, administrators, a non-licensed staff member, and a parent. In a collaborative effort the team is charged with structuring the professional development intending to improve instruction and ultimately student achievement. Together they develop district staff development goals that direct all building staff development goals and plans towards Princeton's vision. The [Staff Development calendar](#) is a work in progress for the 2014-15 school year.

#### Staff Development Goals for 2013-14

- A. 1. To provide ongoing opportunities for teachers to increase their instructional skills, enabling them to improve student achievement.
- B. 2. To facilitate the improvement of data based decision-making using the Response to Intervention process.
- C. 3. To be a catalyst for the implementation of Marzano's 14 T-elements in the classroom.

In May the team will collaborate to determine goals and a focus for the 2014-15 school year.

### ***Benchmarks Document***

A goal of the district is to develop a system of local benchmark scores which link assessments to predicted achievement on statewide assessments. Assessments included would be early Reading tests from FAST (letter name, letter sound, sight words), reading curriculum based measure, and the Measure of Academic Progress (MAP) reading and math tests.

### **[Strategic Growth and Change Documents](#)**

The district used TeamWorks International's Strategic Growth and Change FrameWork to take an in-depth look at what initiatives within each buildings are the most effective and efficient. As administrators worked through the process they were able to make informed decisions about what became "standard work" in their buildings. This creates common tasks and language for staff as they work toward helping students be college and career ready.

## **II. Assessing and Evaluating Student Progress**

### **[Alternative Teacher Professional Pay System](#)**

The Alternative Teacher Professional Pay System (ATPPS) started in 2008. The vision of the plan is a *professional pay system that will improve student learning by facilitating programs and*

*processes which will result in enhanced teacher strategies.* This system was created as a way to offer increased professional development through the use of professional learning communities, peer coaching, and mentoring.

Minnesota Statute at a [glance](#)

### ***Proficiency Rate Goal Setting Sheet***

[All Students Goal Sheet](#)

[Subgroup Goal Sheet](#)

The state of Minnesota set a goal in the No Child Left Behind (NCLB) Flexibility waiver to reduce the achievement gap by 50% by 2017. Our district is currently “partially on track” to meet the goal. The student groups we need to focus on are “all students” and “special education students.” Rather than focusing on subgroups specifically we are working systematically to make learning more rigorous and relevant to all learners.

## **III. Assessing and Evaluating Instruction and Curriculum**

### ***[Marzano Student Proficiency Chart](#)***

This chart provides a guide for leadership teams as they look to improve student achievement by aligning to the standards. The Student Proficiency Chart is based on Marzano’s research of the most effective way to lead students to higher level thinking.

### ***[Curriculum Content Format](#)***

Currently the district is in the process of identifying critical information and vocabulary for content areas Prek through grade 12. This systematic approach aligns units of instruction to standards and includes a timeline for instruction. By using a universal format teachers can easily see the vertical alignment of each content area.

### ***Teacher Evaluation***

The Teacher Evaluation for Princeton Public Schools will be based upon growth and proficiency, founded upon the Marzano Causal Framework. A teacher and administrative team are working on completion by June 1, 2014.

### ***[Principal Evaluation](#)***

The Marzano Principal evaluation model is based on an extensive review of the literature in school administrator leadership. It can be used in close conjunction with the Marzano Teacher Evaluation which our school district has also adopted. Based on a review of research literature, 24 categories of principal actions and behaviors were identified. These 24 categories were organized into domains: (1) a focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) 'school climate.

### ***Other Administrator Evaluation***

[District Level Marzano Framework](#)

The district has adopted the Marzano Framework for district leaders as a way to evaluate non-

building administrators. This framework is similar to the teacher framework in that it is research-based and is organized into domains and elements. This tool sets a good foundation for self-reflection and growth. Current research shows that the actions of administrators has a direct tie to student achievement. When evaluation systems of teachers and administrators build off of each other you can see the direct influence one has on the other. In this case district leadership directly influences school leadership, which directly influences teachers, and then ultimately the achievement of each student. Marzano calls this the [Cascading Domains of Influence](#).

#### **Organizational Assessment** - Midwest Instructional Leadership Council (miLc)

An organizational assessment of Continuous School Improvement(CSI)/Response to Intervention (Rtl) implementation was conducted by miLc this spring. The district chose to do this assessment to support ongoing strategic planning work and long-term goal setting. This assessment is expected to provide baseline data to build off of and to move forward with finding the best way our district can meet the needs of all students. The organizational assessment focused on the status of CSI/Rtl implementation in our district by analyzing three main sources of data: 1) a survey assessment completed by building and district staff, 2) focus group interviews of building-level Rtl Leadership teams, and 3) a general analysis of available permanent products and student data.

A summary of the assessment recommend eleven actions the district take including building capacity to continue with current initiatives, comprehensive review of current assessments in place, and celebrating the success we have had thus far.

## **IV. Strategies for Improving Instruction and Curriculum**

### ***Self Assessment (iObservation)***

Reflective practice is a key component of an effective instructional program. Teachers are asked to rate their implementation of instructional strategies and effective use of the identified elements in their instruction. This allows teachers to collaborate with colleagues or work independently to identify areas of potential improvement in their instruction, and reflect on ways to improve their delivery of specific elements within the Marzano Framework.

### ***Individual Growth and Development Plan***

Each year teachers develop an Individual Growth Plan (IGP). The IGP is a student achievement goal based on achievement data analysis with a plan which includes growth of instructional strategies as part of the process of achieving the goal. Teachers outline their IGP in the form of Specific, Measurable, Achievable, Realistic, Timely (SMART) goals, which must be connected to a site Alternative Professional Pay System (ATPPS) goal and district staff development goal. The evidence of completion is completion of the self-assessment and reflection (*Individual Growth Plan Results*), teacher created assessments, and pre/post test data.

### ***Professional Learning Communities***

Each Princeton teacher actively participates in a Professional Learning Community (PLC). Active participation means attending full meetings, contributing professionally to discussions in an atmosphere of collegiality, sharing ideas and samples of student work, and taking strategies learned back to the classroom and implementing them.

The goal of Professional Learning Communities is to improve instructional strategies in the classroom. Included within this is incorporating reading and/or math strategies across the curriculum in order to connect to those lower-achieving students who may otherwise not be reached. Teachers in the PLC will develop inquiry-based instructional skills and will discuss student achievement data. Each PLC must set student achievement goals based on student achievement data analysis. The goal must be a SMART goal and it must be connected to a site or district staff development goal. PLCs meet on a regular on-going basis for either 50 minutes per week or 90 minutes every two weeks.

### **Marzano Framework**

The Marzano Framework provides a common language and vision of quality teaching/leading shared by everyone in the district. The four domains (Classroom Strategies and Behavior, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism) of the Marzano Teacher Evaluation Model contain 60 elements and build on each other to support teacher growth. The focus is on Domain 1: Classroom Strategies and behaviors. This domain contains 41 elements, which have been shown in studies to have the most direct effect on student performance. The elements have been grouped under [design questions](#) to guide essential thoughts within that area. Together the four domains contain 60 elements that create a knowledge base for teaching a framework for the systematic development of expertise. Currently we are focusing on the “T” in Domain one of the instructional map. This focuses on the lesson itself and includes addressing content (which scaffolds to higher levels of thinking), routine events, and instruction enacted on the spot. By being deliberate in our areas of focus, we have given teachers a common language to use when meeting with each other and administration, as well as focusing professional development on research based instructional strategies districtwide.

### ***Instructional Rounds***

Each building has participated in instructional rounds the past year. During instructional rounds panels of administrators and teachers observe a particular teacher during a class. Observers work on a variety of skills, from constructing questions that will facilitate improvement in coaching, to interrater reliability, to finding evidence of best practice strategies. This has been an excellent opportunity for job-embedded professional development. Results have been many, from creating common language in improving instruction, to tearing down barriers between teachers, teacher coaches, and administrators. The focus is on improving administrator and teacher-leader understanding of the Marzano Framework.

### ***Teacher Coaches***

Each Princeton teacher is observed three times a year by a trained peer coach. Before each observation a pre-observation discussion occurs detailing the instructional strategies being used

in the lesson. Once the observation has concluded the teacher completes a self-analysis/reflection form. Then the coach and teacher meet for a post-observation discussion. Once feedback has been discussed, the teacher sets goals for subsequent observations which will allow them to demonstrate growth. It is the expectation that a teacher will reach an average rating of “developing” according to the Marzano Scale. Peer Observations are completed by at least 2 different Teacher Coaches, one per trimester. This method of teacher observation will help improve instructional methods and it will also help build a culture of collaboration.

### ***New Teacher Training and Mentors***

New teachers participate in 3 days of new teacher training prior to the beginning of the school year. During these days they learn about our district’s major initiatives, technology resources, health insurance information and pertinent personnel matter. There is an opportunity to get to know each other, their mentors and their administrators. They are also trained in beginning of the year classroom management.

All new teachers will be assigned a mentor who will guide them until reaching continuing contract status. These mentors will meet with them weekly and observe them each trimester. The mentors will also arrange for them to observe two other teachers and their own mentor during the school year, and review the new teacher’s post observation reflection form.

### ***Technology Coaches***

Building level technology coaches help teachers gain skill and confidence in using technology to enhance teaching. They will serve as resources to classroom teachers with the primary purpose to train teachers in technology use. The expected outcome of these roles is increased student achievement, an empowering of teachers, and the maximization of the district’s investment in technology resources.

### ***Princeton Early Childhood programs***

By providing learning opportunities for parents and children birth to 5 years of age Princeton Public schools are building a stronger organized early childhood educational system, including providing preschool for 4-year old children, we address the development needs of our children and better ensure their success in K-12 and beyond. Early Childhood Education refers to educational programs and strategies geared toward children from birth through five years of age. This time period is widely considered the most vulnerable and crucial of a person’s life. The President’s National Education Goal to be reached by 2020, is to improve student’s achievement at every level of education, including early learning. Early learning is to prevent achievement gaps before they start. By Investing in high quality early childhood education will help us to ensure that all children are on track for graduating from high school, college, and are career-ready. Our vision for the future is for all Princeton citizens to be able to take advantage of Minnesota’s quality Birth-12 and post-secondary education; then using their education in the workplace to the betterment of all Minnesotans and to contribute to a thriving and vibrant economy. We see this as possible and are investing time and resources in the early childhood education for all Princeton children.

### ***Gifted and Talented***

The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. These students are identified and given time to work on guided projects outside of the classroom. The Gifted and Talented class promotes higher-level thinking, allows for greater student expression, considers individual student strengths and weaknesses, and provides a variety of learning experiences to challenge students. A 2008 Fordham Institute report found that, while low-achieving students have made gains under No Child Left Behind (NCLB), advanced-learners are "languishing" and that teachers need to spend the bulk of their time with struggling students even though they know that others in the classroom need attention as well.

### ***English Learners***

EL students work one on one with a certified EL teacher. This allows students to be grouped by proficiency level as determined by the Assessing Comprehension and Communication in English State-to-State (ACCESS) test. Students have a personalized learning environment which allows additional exposure to content either by previewing upcoming skills, or reviewing skills. The six levels of language development (Entering, Beginning, Developing, Expanding, Bridging, and Reaching) form the basis for the model performance indicators in the English language development standards created by the World Class Instructional Design and Assessment (WIDA) Consortium. The EL teacher uses these standards to help plan lessons that will allow them to better understand classroom material, as well as the world that surrounds them.

### ***Title One***

Title One students are serviced K-5 in both reading and math. K-3 students use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) for reading which is a small-group, supplementary literacy intervention designed to provide daily, small-group instruction at the student's current level. Through leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

### ***Oak Land Cooperative Center***

Oak Land offers alternative education programming to students K-12. Middle level, high school, extended day, and extended year programming offer a student centered atmosphere, smaller class sizes, flexible scheduling, differentiated instruction, community and work based learning, as well as career planning.

### ***Literacy Plan***

This plan is intended to guide us as we work toward meeting the requirement of all students reading well by the end of third grade. Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum,

instruction, and assessments is the foundation for developing comprehensive systems of support for all learners.

### ***Science, Math, Technology and Engineering (STEM)***

#### ***Math & Science Teacher Partnership (MSTP)***

STEM education provides intentionally designed and linked learning experiences for students to develop and apply understandings of science, technology, engineering, and mathematics concepts and processes. For the past two years teachers K-12 have participated in STEM and MSTP training provided by Resource Training and Solutions. The focus of this training was to partner post secondary teachers with elementary, middle school, and high school teachers to think about how to teach science and math. Each year of the grant has a different area of focus. In addition, teachers were trained on the professional development process of Lesson Study. This process allows teachers to engage in a way to systematically examine their practice, with the goal of becoming more effective. The process centers on teachers working collaboratively to plan, teach, observe and critique the lessons.

### ***Early Childhood***

## **V. Committees and Roles**

### ***Board Curriculum Committee***

The Board Curriculum Committee oversees the work related to Curriculum, Assessment and Instruction. Presentations make up the agendas, to keep the committee abreast of continual changes, goals and strategies to improve achievement.

### ***Marzano Curriculum Content Process Committee***

This committee is an adhoc group, which is guiding the summer curriculum writing process. It is made up of administrators and teachers, and is working on providing structure and collaborative leadership for summer work.

### ***Marzano Leadership + District Staff Development Committee = District Instructional Leadership Team***

In April of 2014 the District Wide Staff Development committee and the Marzano Leadership team merged into one committee. As we move forward implementing the Marzano Framework we saw the need for professional development to help teachers with their growth goals. Because many of the members were already on both committees we felt a merge would make for more effective use of everyone's time.

### ***ATPPS Steering Committee***

Comprised of district administrators, Princeton Education representative, non-classroom teacher, and teacher representatives from each site. This committee oversees the implementation of the ATPPS program and ensures that all local and state requirements are

met.

### ***Building Level Committees***

Each building in the district uses teacher leaders and teams to help set goals, review data, and identify students in need of intervention. While the names of the teams may be different at each site the essential function of the team is the same. Some examples of these teams are: Leadership Team, Problem Solving Team and PBIS Team.

### **Report Requirements**

To meet the requirements Princeton School District will:

- Title the Report “District 477-Princeton Schools Local World’s Best Workforce Plan”
- Place the report of the district’s web page
- Submit an electronic summary to the Commissioner of the Minnesota Department of Education by October 1 of each year.
- Draft an annual budget based on the district’s improvement plan and submit to the superintendent each May. (Staff Development, Q Comp, Capital related to instruction, EL, GT, Title One
- Survey parents about their connection to and level of satisfaction with schools. The annual survey will be conducted in the spring and will be placed on the district web site. An automated caller will invite parents of students in grades prek-12 to take the survey. Results will be reviewed by the administrative team. District and site staff development committees will use data from the survey to inform improvement plans.

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (Marzano, 2007)

Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011)

Fordham Study- High Achieving Students in the era of NCLB (2008).

District Leadership That Works (Marzano and Waters, 2009).

# Princeton Teacher Growth and Evaluation Plan

## Introduction

### **The Goal:**

All teachers and administrators will collaborate to increase their expertise from year to year, producing gains in student achievement with a powerful cumulative effect.

### **The Process:**

A district team was created in the Fall of 2013 to study the legislative changes to the Minnesota teacher evaluation laws. The team was asked to create and implement the Princeton School District 477 proposal to meet these changes. The following plan will be jointly agreed upon by the employees represented by Princeton Education Association (PEA) and Princeton School District 477. After adoption, both groups will continue to oversee the implementation of the plan. The district team will review the plan annually and recommend changes and adjustments, which must be agreed upon between the exclusive representatives above.

### **The Plan:**

This plan will become terms of evaluation for all personnel employed under the Princeton Public Schools Master Contract between Princeton School District 477 and Princeton Education Association.

### **Summary of the Law:**

In 2011, the Minnesota Legislature passed new statewide teacher development and evaluation requirements. The language is part of Minnesota Statutes 122A.40 and 122.41, the law that governs employment of licensed teachers. The law was amended during the 2013 session.

Under the new requirements, all public school districts in Minnesota must have a teacher development and evaluation plan that meets statutory requirements in place by the 2014-15 academic year. Princeton School District 477 elects to develop a joint plan agreed upon by the school board and the teachers.

The legislation requires that, "Teacher evaluation processes must be based on professional teaching standards established in MN Rule 8710.2000." To comply, Princeton School District 477 will use the "Marzano Art and Science of Teaching Framework" in the evaluation process of teachers, and the "Instructional Support Member Evaluation Framework", for non-classroom licensed staff on the teacher's contract.

### **Definitions:**

Teacher: Any employee under the Princeton School District 477 Teacher's Master Agreement, including continuous contract or probationary status.

Teacher Coach: ATPPS (Qcomp) teacher coach who has applied, selected, and trained to use the "Marzano Art and Science of Teaching Framework" to observe teachers.

Summative Evaluator: For all employees on the teacher contract, the supervising administrator will conduct the summative evaluations.

## Components of Princeton Teacher Growth and Evaluation Plan

## Component 1 (65%)

### I. Teacher Growth

#### A. Student Engagement and Connection

Student engagement has different aspects which can be considered as a whole and also as separate domains. It examines a student's commitment to and involvement in learning which includes academic, behavioral, cognitive and affective dimensions.

- Participation in extracurricular activities that support students identifying with the school and keeping the students in school until graduation.
- Positive interactions between teachers and students, and students with students which fosters a climate of mutual respect and contributes to positive attitudes about the work of learning.
- Student's individual commitment to persevere in the learning process.

Teachers contribute to strong student engagement through the process of building positive relationships with students, creating supportive learning environments, and involving the students in content that is both rigorous and relevant to the student's college and career readiness.

Teachers will use Marzano's Student Surveys or other valid and reliable student surveys to gather evidence of student's perceptions during the school year. Teachers will also have the opportunity to gather other evidence of student engagement such as observational data from their teacher coaches surrounding the elements in Design Question #5: What will I do to engage students?

During the summative evaluation, the teacher will share the longitudinal data from the student surveys gathered during the school years. [Marzano Students surveys for all grade levels](#)

#### B. Professional Learning Communities

Each member will actively participate in a Professional Learning Community (PLC).

Active participation means:

- Attending full meetings
- Contributing professionally to discussions in an atmosphere of collegiality
- Sharing ideas and samples of student work, and
- Taking strategies learned back to the classroom and implementing them.

The Professional Learning Communities goal is to improve instructional strategies. Teachers in the PLC will develop research-based instructional skills and will use student achievement data to improve instruction.

Each PLC must set student achievement goals based on student achievement data analysis. The PLC and the ATPPS Site Committee are responsible for monitoring this goal in relation to the rigor and overall attainment of goal. The goal must be a SMART goal and must be connected to a site or district staff development goal. Staff should complete the *Professional Learning Community* form to be turned into the ATPPS Site Committee.

Professional learning communities will meet on the dates shown on the district staff development calendar. PLCs will be expected to meet on a regular on-going basis for either 50 minutes per week or 90 minutes every two weeks. For a meeting to count, the PLC facilitator must keep a record of the attendance with signatures, agenda, and meeting summary to be turned in to the ATPPS Site Committee by a set date. The PLC facilitator also collects the PLC forms and personal logs from each

member and provide them by a set date to the ATPPS site committee.

### **C. Mentoring and Induction**

New teachers will be trained in Marzano's Strategies of Instruction and the scales used in the observation and evaluation process. They will also spend three days training prior to the beginning of the school year. Training topics are:

- Our district's major initiatives.
- Technology resources.
- Health insurance information.
- Pertinent personnel matters.
- Getting to know each other and their mentors, as well as their administrators.
- Beginning of the year classroom management.

All new teachers will be assigned a mentor to provide guidance and support. These mentors will meet with them weekly and observe them each trimester. The mentors will also arrange for them to observe two other teachers and their own mentor during the school year, and review the new teacher's post observation reflection form.

## **II. Development and Evaluation**

### **A. The Peer Review Process**

Each member will be observed using the following format:

1. Complete a pre-observation form detailing the Marzano's instructional strategies being used to successfully complete the IGP goal. There must be an IGP goal.
2. Complete the pre-observation meeting with their Teacher Coach.
3. Be observed by the Teacher Coach.
4. Complete the self-analysis and reflection form.
5. Complete a post-observation meeting with their Teacher Coach and set goals for subsequent evaluations (Teachers will be given the opportunity for more evaluations to demonstrate growth).
6. Will reach an average of "developing" by the third observation. A teacher can not have a "not using" ratings in the final observation.

Peer Observations will be completed by at least two different Teacher Coaches, one per trimester. Each observation will consist of a pre-observation conference, observation, and a post-observation conference with the peer observation form being completed. Each member must select instructional elements that they will be demonstrating during the observation.

### **B. Summative Evaluation**

A teacher will be summatively evaluated by their administrator at the end of their 3-year evaluation cycle. The summative evaluation process will follow these steps:

1. Pre-observation conference: The teacher will describe the goals of the lesson, how the lesson will flow, and the Marzano strategies that the teacher will be focusing on using during the lesson. The administrator will ask any clarifying questions needed to understand the process or helpful to the teacher.
2. The observation: The administrator will observe the lesson and record evidence of the strategies used by the teacher.
3. Post-observation conference: The administrator will share their results of the evaluation, and discuss the ratings and evidence with the teacher. The administrator will also ask any additional questions needed to clarify those ratings and gather additional evidence to support the ratings. This

should be conducted within a reasonable amount of time.

### **Teacher Portfolio (Option for Summative Evaluation)**

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. A teacher possesses the individual right to submit a portfolio to the assigned summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence (if submitted), when determining component ratings for a summative evaluation.

Portfolios may contain evidence such as:

- Reflective statements.
- Evidence of participation in professional learning activities, leadership, and collaboration with other educators and with families.
- Sample communications to families and other stakeholders.
- Student work samples.
- Examples of teacher work such as lesson plans.
- Videos of lessons.
- Student data including results of student learning goals.

## **Component 2 (35%)**

### **Measurement of Student Growth**

#### **Individual Growth and Development Plans**

Each member will develop an Individual Growth Plan (IGP). The IGP is a student achievement goal based on achievement data analysis with a plan including growth of instructional strategies as part of the process of achieving the goal. Teachers will complete the *Individual Growth Plan* form and submit it to their ATPPS Site Committee with baseline student achievement data by a set date. This form will be reviewed prior to approval by the Site Committee to ensure rigor and equity. The completed IGP results form will show evidence of student growth and completion of goal reflection. Both must be submitted to the Site Committee by a set date for review.

Teachers will outline their IGP in the form of SMART goals, which must be connected to a site ATPPS goal and district staff development goal. Their completed IGP will be reviewed with their PLC and will be submitted for approval to the ATPPS Site Committee.

Depending upon the goals in the IGP, the evidence of completion will be determined by the PLC and the ATPPS Site Committee. The evidence of completion will be: completion of the self-assessment and reflection (*Individual Growth Plan Results*), teacher created assessments, and pre/post test data (raw and compiled). The evidence of completion will be presented at a PLC meeting, reviewed by the PLC facilitator, and approved by the site committee. Teachers must keep individual student tests and data for at least two years.

## **Teacher Assistance Program**

### **Overview**

The purpose of this program is to provide support and assistance to teachers who do not meet the district's

standards of performance. This does not include probationary teachers. The teacher will remain in this program until their performance is judged by the Princeton School District 477 to be showing growth or until Princeton School District 477 concludes that the teacher has had sufficient time and resources to improve, has not done so, and is now subject to employee discipline, including but not limited to termination of employment. PEA retains its' right to grieve any discipline of a teacher according to the contract.

The Teacher Assistance Program includes up to three phases:

1. Awareness
2. Assistance
3. Deficiency and Discipline

## **I. AWARENESS PHASE**

### **A. Initial Contact**

The principal/supervisor makes a formal contact with the teacher related to unsatisfactory teaching performance specifying in writing the following:

1. Explanation of concerns identifying the domains and elements with supporting documentation.
2. Date and time of meeting which will provide the opportunity for the teacher to present his/her evidence.
3. Right to have union representation at the meeting.
4. Summary letter of meeting that will be placed in the teacher's personnel folder.
5. If a teacher voluntarily transfers to another teaching assignment in the district, the immediate supervisor of the new assignment may decide to remove the teacher from the program.

### **B. Collaboration Meeting**

The purpose of the collaboration meeting is for the teacher and principal/supervisor to collaborate and attempt to resolve the concern. A plan will be developed for improvement (workshops, mentoring, collegial observation, peer coaching, principal observations, etc.). The following specific outcomes of the collaboration plan will be documented in writing:

1. How and what data will be collected to document resolution of the problem.
2. An agreed timeframe will be established. A minimum of one trimester is recommended.
3. Follow up/check in meetings will be scheduled throughout the timeframe.
4. Final meeting will coincide with the end of the timeframe to evaluate and review completion of all expectations laid out in improvement plan.
5. This document will be placed in the teacher's personnel folder.

### **C. Final Meeting**

At the end of the timeframe, there will be a meeting in which the principal/supervisor will review with the teacher observations, data, and documentation related to completion of expectations of the improvement plan. The principal/supervisor will document the meeting, performance improvement and a copy will be placed in the personnel file. The document must contain a final recommendation based on one of the following:

1. The teacher is performing at developing in the targeted areas and remains in the Teacher Evaluation Plan.
2. The teacher remains on the Continuing Contract Track with added goal(s) within relevant domains to the teacher's Professional Growth Plan.
3. The teacher is performing below standard and requires assistance to be performing at standard. The principal/supervisor will make a written *Recommendation for Teacher Assistance* to the superintendent. This document will be placed in the teacher's personnel folder.

4. The teacher's performance is judged to be so severely below standard that the progressive discipline article of the contract will apply, and the disciplinary phase will commence.

## **II. ASSISTANCE PHASE**

### **A. Commencement of Assistance Phase:**

A principal may recommend the Teacher Assistance Phase for a teacher who has been through the Awareness Phase and continues to perform below Princeton School District 477 professional standards. The principal will complete and submit a recommendation for Teacher Assistance to the superintendent. The superintendent will notify the teacher in writing of a meeting to be scheduled to discuss the principal/supervisor recommendation. The principal/supervisor, the superintendent, human resources director, and teacher will attend the meeting. The teacher may invite a union representation to this meeting.

Outcomes of Recommendation for Teacher Assistance Meeting:

1. Identification of the Assistance Team
2. Identification of specific areas of improvement
3. Introduction of the components of the Assistance Phase
4. Schedule progress meeting between Assistance Team and Teacher

### **B. Responsibilities of the Teacher Receiving Assistance**

To be open and flexible in implementing different and/or refined strategies to improve their performance. The teacher will engage in professional self-assessment in a thoughtful manner by reflecting on their teaching experiences. Ascertaining what is effective practice and what practice(s) need improvement. Reflection is inherent in self-assessment, which leads to a focus on professional learning and growth.

1. To ask for clarification from the Professional Assistance Team, the Superintendent, PEA representative, and the direct administrator.
2. To be responsible for maintaining their own meeting notes during the phase (if desired).
3. To request (if desired), a representative of Assistance Team to be present with him/her at any stage of the Assistance Phase (does not include conference with the principal/supervisor as part of summative evaluation).
4. To be responsible in meeting deadlines, appointments, scheduled observations, and other timelines - as identified in improvement plan.
5. To have Union Representation (if desired) at each conference and is responsible for arranging such representation.
6. To participate fully in the Teacher Assistance Program process without compensation.

### **C. Assistance Team Membership**

1. Will consist of one to two teachers appointed by the superintendent. The team shall not consist of a representative from the grade level or the department within the building of assignment of the teacher receiving assistance.
2. The teacher needing assistance is encouraged to recommend the name(s) of one or more teachers to be contacted to serve on the team or may request that a teacher(s) be recommended by the team.
3. A principal, other than the teacher's direct supervisor, will be appointed by the superintendent. In the event that the superintendent determines the evaluator should be an administrator other than the direct supervisor, the direct supervisor may become part of the teacher assistance team.
4. Teacher members of the team may submit a request of stipend for hours, at the curriculum writing rate, to their building staff development code for time spent meeting as a team member with the

teacher. Requests for payment should be turned into the district office prior to the end of the school year for verification and reimbursement.

#### **D. Role of the Assistance Team:**

The role of the Teacher Assistance Team is to use data and information provided by the teacher's principal/supervisor to develop a planned approach (**Teacher Assistance Plan**) to help the staff member meet the Princeton School District 477 standards for performance. **The Teacher Assistance Plan** may include, but is not limited to the following;

- direct observation of teaching by any or all team members including the alternate principal and/or other activities
- one or more SMART goal(s)
- professional dialogue with the teacher, peer coaching, mentoring
- classroom strategies to help the teacher be successful
- follow-up activities
- a specific timeline for completion and checkpoints for progress
- other supportive professional growth opportunities as needed

Minutes of each meeting held with the staff member will be maintained by a member of the Teacher Assistance Team and shared with the team following the final team meeting. Minutes will contain only evidence of actions taken to assist the teacher. It will give a chronological outline of meetings, tasks and related events. It will not contain evaluative statements regarding progress or the teacher's professional behaviors. One copy of the minutes will be given to the superintendent and another copy of the minutes will be provided to the teacher, when the process is completed. Team members will use the following guidelines when communicating with the teacher:

1. Suggestions for improvement will be provided and multiple options presented.
2. Comments will relate to specific situations, i.e., "Your motivational techniques worked well with your first group today, specifically, when you positioned yourself in the center of the classroom while the students did independent work, and your use of time to raise their level of concern."
3. Strict confidentiality will be maintained. No reference will be made to the name of the staff member or the school where the assistance is being provided.
4. Team members will communicate regularly with the superintendent regarding the completion of action steps in the Professional Assistance Plan.
5. Team members' observations and dialogue with the teacher are not recorded in writing, and are not reported to the teacher's direct supervisor, and do not become part of the staff member's evaluation.

#### **E. Role of Teacher Assistance Team Facilitator:**

1. Calls for full team meetings.
2. Maintains team minutes.
3. Creates agendas and facilitates meetings.
4. Creates combined minutes to be given to the superintendent (and team members) after the final team meeting.

#### **F. Role of the Superintendent and Human Resource Director:**

The role of the superintendent and human resources director is to facilitate the Teacher Assistance Phase.

1. Introduce the process to the teacher.

2. Bring together the Assistance Team and provide direction to the team.
3. Appoint a facilitator for the Assistance Team who is a teacher from the teacher's union and who is on the Assistance Team.
4. Monitor the action plan.
5. Work with the principal/supervisor to assess progress.
6. Review the minutes from the Teacher Assistance Team and the cumulative evaluation from the Principal/Supervisor.
7. Determine the course of action.

**G. Role of the Principal/Supervisor during the Professional Assistance Phase:**

The role of the principal/supervisor is to monitor the teacher's behaviors for growth and improvement. This will be done through structured observations, using the process defined for probationary teachers (three observations in a calendar year). At least one observation will occur at the end of the Assistance Phase. The superintendent may monitor the teacher's behaviors for improvement as well. The principal/supervisor will complete a cumulative evaluation in writing and submit it to the superintendent at the end of the Assistance Phase with a copy to the teacher.

**H. Informative Meeting Duration: One Hour**

**Attendance:** Teacher, superintendent, principal, union representative(s), alternate principal to verify minutes of evidence

**Objectives:** Clarify course of action

**I. Role of the Princeton Education Association (teacher rights representative)**

1. Shall be the PEA member rights representative.
2. Observe the process.
3. Protect the teacher's rights within the process.
4. Remind the teacher of their responsibility within the process and to remain neutral and objective.

**J. Cumulative Evaluation Report to the Superintendent**

The Cumulative Evaluation will recommend one of these actions:

1. The concern is resolved; the teacher is proficient and is returned to the Princeton Teacher Growth and Evaluation Plan.
2. The teacher is making progress towards developing and remains in the Assistance Phase with the team's determined revised goals and timelines. A notice of deficiency may be provided to the teacher by Princeton School District 477 at this time, as determined by the superintendent.
3. The concern is not resolved since the teacher has made little or no progress toward proficiency, and the teacher is to be moved into the disciplinary phase.

**K. Suggested Meeting Schedule**

**First Meeting:**

Duration: Approximately one hour

Attendance: Members of Assistance Team and the teacher

Objectives:

1. The committee will draft the Teacher Assistance Plan
2. Each member of the team will know his/her responsibilities and schedule related to the Teacher Assistance Plan.
3. Members will select a date for the next meeting according to the schedule in the Teacher Assistance Plan (about a month between meetings).

**Second Meeting:**

Duration: Approximately one hour

Attendance: Members of the Assistance Team and the teacher

Objectives:

1. Members of the team review the action steps completed and adjust future action steps based on “progress to date.”
2. The teacher will know “progress to date,” by receiving feedback from the team and by reflecting on his/her performance with the team.

**Additional meetings** as needed with second meeting objectives. This is based on degree of needs and may exceed 1 per month.

**Final Team Meeting**

Duration: One half hour

Attendance: Members of the Assistance Team and the teacher

Objectives:

1. The team will provide summative information to the teacher related to the improvement goal. The team will: report to the superintendent that the Assistance Plan has been completed.

Note: the team will not provide evaluative information to the superintendent.

OR

2. Add additional action steps to the plan at the teacher’s request. A modified Teacher Assistance Plan will be sent to the Superintendent with a new date for completion.

**Informative Meeting**

Duration: One Hour

Attendance: Teacher, Superintendent, Principal, Union Representative(s), Alternate Principal to verify log of evidence

Objectives: Clarify course of action

**Note: The intent of the Assistance Phase is to improve the teacher’s performance to at least a developing level. It is not intended as an opportunity to build a discipline case against a teacher; nor is it intended as an opportunity to build a case insulating a teacher from discipline. Accordingly, the participants in the Assistance Phase are encouraged to be honest and accurate with their input, whether it is positive, neutral, or constructive. The Princeton School District 477 and PEA recognize that an arbitrator would exercise his/her judgment and discretion in determining whether or not to receive evidence derived from the Assistance Phase.**

**III. DEFICIENCY AND/OR DISCIPLINARY PHASE**

1. This phase begins with a meeting between the principal/supervisor, the superintendent, human resources, teacher and designated union representative, if one is desired by the teacher.

2. The administrator will identify in writing the specific standard(s), rule or policy violation in a written reprimand with directives and/or a notice of deficiency. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate a timeline for responding back to the teacher on whether there will be any revisions to the written reprimand and/or notice of deficiency. Thereafter, depending upon whether or not the teacher corrects the deficiencies, action may be taken, such as, but not limited to, any one or combination of the following:
  - a. A specific remedial plan with timeline and with or without further involvement of the Teacher Assistance Team
  - b. Requirement of specific training or evaluation by a professional
  - c. Placement of the teacher on administrative leave
  - d. Written reprimand
  - e. Suspension without pay
  - f. Withholding a step or other scheduled salary increase
  - g. Termination pursuant to M.S. 122A.40, Subd. 9
  - h. Immediate discharge pursuant to M.S. 122A.40, subd. 13
  
3. A teacher union representative may advise the teacher and provide instructional assistance independent of the Princeton School District 477 through the use of union leave.

Sealed bids will be received by Princeton Public School District - ISD 477 in the county of Mille Lacs, MN for furnishing all equipment, labor, and materials for the following: Roofing and Mechanical Repairs. This project is a Roofing Company prime contract and shall include all roofing and mechanical requirements.

Bids shall be submitted upon the proposal form provided at the mandatory pre-bid meeting, held Monday, June 30<sup>th</sup>, 2014 at 10:00 AM. Bids and bid requirements must be submitted in duplicate and shall be addressed and delivered in an opaque envelope marked, "Sealed Bid 2014 Roofing and Mechanical Repairs" with the name of the bidder showing, no later than 2:00 PM., Thursday, July 10<sup>th</sup>, 2014. Bids received after this time will be returned unopened.

Bids shall be delivered to:

Ms. Michelle Czech  
Director of Business Services  
Princeton Public School District ISD 477  
706 1<sup>st</sup> Street  
Princeton, MN 55371

Each bid must be accompanied by a bid bond or certified check from a solvent bank in the amount of not less than five percent (5%) of the bid, payable to the Owner, as security that if awarded the work, the bidder will sign a contract.

All Contractors shall attend the mandatory pre-bid conference to inspect the job site and to ensure comprehension of the specifications. Project Drawings and Specifications will be available the Pre-Bid Conference only. Contractors who do not attend the pre-bid conference shall be disqualified from bidding. Questions regarding this project can be directed to Brian Skoog at (612) 810.4336.

The Owner reserves the right to reject any and all bids and waive informalities or irregularities and enter into such contract or contracts as deemed in the best interests of the Princeton Public School District.

**EXTRACT OF MINUTES OF A MEETING  
OF THE SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 477  
(PRINCETON)  
STATE OF MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 477, State of Minnesota, was duly held on June 3, 2014 at 7:00 P.M.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2014A; AND COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THESE BONDS**

BE IT RESOLVED by the School Board of Independent School District No. 477, State of Minnesota, as follows:

**1. Bond Authorization.** The School Board has determined that it is necessary and expedient to issue \$29,955,000 General Obligation School Building Bonds, Series 2014A.

**2. Sale.** The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent financial advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the Bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds.

**3. Official Statement; Negotiation of Sale.** Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

**4. Minnesota School District Credit Enhancement Program.** (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the "Bonds" and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

The motion for adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**STATE OF MINNESOTA** )  
 ) **ss.**  
**COUNTIES OF MILLE LACS,** )  
**BENTON, ISANTI AND** )  
**SHERBURNE,** )

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this resolution, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this 3rd day of June, 2014.

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School District Clerk

## Extracurricular Theater

### Proposed Schedule

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#### **Musical**

Offered Annually  
Auditions First Week of School  
Rehearsals Begin Second Week of School  
Performances Near/On First Two Weekends of November  
    **2014:** October 31, November 1, 2, 7, 8, & 9  
    **2015:** November 6, 7, 8, 15, 16, & 17  
    **2016:** November 4, 5, 6, 11, 12, & 13  
Governed by Local Policies/Procedures

#### **One Act**

Offered Annually  
Auditions Week Following Thanksgiving  
Rehearsals Begin *ASAP*  
Scheduled in January/February per M8 and MSHSL  
Governed by Conference and MSHSL Policies/Procedures

#### **Three Act/ Straight Play**

Offered Annually  
Auditions Last Week of February  
Rehearsals Begin First Week of March  
Performances Near/On Last Weekend of April  
    **2015:** April 24, 25, & 26  
    **2016:** April 29, 30, & May 1  
    **2017:** April 28 29, & 30  
    Dates Avoid Section/State Dates for Speech (Speech is the two weeks prior...)  
    Dates Avoid Prom (Prom is one week later...)  
Governed by Local Policies/Procedures

<b>3 ACT/FULL LENGTH PLAY</b>		
<b>REVENUE</b>	<b>\$1,600.00</b>	Based off 2013
<b>EXPENSES</b>		
<b>INSTRUCTORS</b>	<b>\$3,313.00</b>	Includes Benefits
<b>EVENT WORKERS</b>	<b>\$150.00</b>	
<b>SUPPLIES</b>	<b>\$7,000.00</b>	
<b>TOTAL BUDGET</b>	<b>\$10,463.00</b>	
<b>VARIANCE</b>	<b>\$8,863.00</b>	
<b>Musical Final Profit 2014</b>	<b>\$4,129.00</b>	
<b>ACTUAL 3ACT SPENT 2013</b>	<b>\$4,989.00</b>	
<b>Estimated cost to budget</b>	<b>\$860.00</b>	

**PRINCETON EVENT WORKERS**

6/3/2014

**2014-2015**

board meeting

**LOCAL OFFICIALS**

**LOCAL EVENT WORKERS**

<b>VOLLEYBALL</b>			TICKET TAKERS/SELLERS	\$26.49	TEACHERS
JV	\$65.00		TICKET TAKERS/SELLERS	\$9.00/HOUR	HOURLY STAFF
9TH GRADE	\$50.00		VARSITY ANNOUNCER ALL SPORTS	\$26.49	
8TH GRADE	\$50.00		V/JV/9 CLOCK OPERATOR	\$30.00	
7TH GRADE	\$50.00		V/JV SCOREBOOK	\$30.00	
			V/JV VOLLEYBALL LINES	\$30.00	
<b>BASKETBALL</b>			SWIM TABLE WORKERS	\$30.00	
JV	\$65.00		VARSITY FOOTBALL CHAINS	\$30.00	
9TH GRADE	\$50.00		TRACK EVENT WORKERS	\$40.00	
8TH GRADE	\$50.00		CROSS CONTRY WORKERS	\$40.00	
7TH GRADE	\$50.00		EVENT SUPERVISORS	\$45.00	
			FOOTBALL PATROLLERS	\$45.00	
<b>BASEBALL</b>			MUSIC USHERS	\$45.00	
JV	\$65.00		ACTIVITIES & ATHLETIC TRAINERS	\$25.00	
9TH GRADE	\$50.00				
8TH GRADE	\$50.00				
7TH GRADE	\$50.00				
<b>SOFTBALL</b>					
JV	\$65.00				
9TH GRADE	\$50.00				
8TH GRADE	\$50.00				
7TH GRADE	\$50.00				

Note the section sets varsity level officials rate of pay

	Princeton	Sauk Rapids	Sartell	Becker	Big Lake
Officials-JV	\$65.00	N/A		\$51-\$67	
Officials-7-9	\$50.00	\$66 usually back to back games	\$33-\$49.50 based on qtrs	\$40-45 (7,8,9) \$45-\$50 (10)	\$50-\$65
Event Workers	\$26.49-\$45.00	\$9/hour	\$33.00	\$28.65 all positions	\$30/1 event, \$45/2 event, and \$60/Tournament
Coaches attending state tournaments where team does not qualify:					
Sauk Rapids: provide one day use regular sub code-general fund dollars; hotel, meals, mileage 22/day per salaried coach					
Becker: Have to use a personal day to attend					
Big Lake: Coaches expenses are covered by Activities Budget					
Sartell: Entry Fee, ticket to event, sub and mileage general fund activities AD is in charge of prioritizing					

<b>CHEERLEADING</b>			
<b>REVENUE</b>	<b>\$4,625.00</b>	<b>37 PARTICIPANTS</b>	<b>\$125.00</b>
<b>EXPENSES</b>			
INSTRUCTOR Head & ASST	\$7,556.40	2 Seasons & includes benefits	
UNIFORM	\$2,960.00		
SUPPLY BUDGET	\$500.00		
TRANSPORTATION	\$8,000.00	This depends on how we transported to away games	
<b>TOTAL</b>	<b>\$19,016.40</b>		
<b>Additional Cost to Fund 01 Budget</b>	<b>\$14,391.40</b>		
CE would lose any profit they currently make from the program			

<b>SADD Program at HS</b>		
Instructor	946.53	Includes Benefits
Mock Crash or Speaker	\$500.00	
<b>Additional Cost to Fund 01 Budget</b>	<b>\$1,446.53</b>	

### BOKS Fitness Club

We have implemented a before school activity program at North Elementary School this winter. BOKS stands for Building our Kids Successes. BOKS prepares kids for a day of learning and is an important step in helping children gain an appreciation of benefits of exercise and healthy choices that will last a lifetime. BOKS was inspired by Dr. John Ratey's book, "Spark". Dr. Ratey, of Harvard Medical School, states that "exercise is the single most powerful tool that we have to optimize the function of our brains."

We are proposing running BOKS 2 days a week for 50 students with enrollment based on a lottery. Each class period would run for 40 minutes. 3 days of the week we would be doing a mileage club for all North students to run /walk prior to class.

We are asking to be paid under the salary scale letter I, elementary athletics. Each trainer, Josie Zytovicz and Kelly Dorr, would be paid for Fall, Winter, and Spring trimester programs.

Trimester 1: 23 hours of mileage club, 20 hours of BOKS for a total of 43 student contact hours.  
 Trimester 2: 26 hours of mileage club, 15 hours of BOKS for a total of 41 student contact hours.  
 Trimester 3: 18 hours of mileage club, 20 hours of BOKS for a total of 38 student contact hours.  
 These times are only student contact time and does not include planning, tracking progress, and data collection.

<b>BOKS Program at NE</b>			
Staff	\$2,480.00	2 positions	
		Includes benefits	
Additional Cost to Fund 01 Budget	\$2,480.00		

## Hall of Fame - Bylaws

The purpose of the Princeton School District Hall of Fame is to honor those alumni and individuals who have made a significant impact on Princeton Schools.

There are two categories in which an individual can be nominated for induction into the Princeton Hall of Fame.

### Categories

**Distinguished Alumni:** Recognizes alumni that have demonstrated outstanding professional accomplishments, fine arts accomplishments, and/or athletic accomplishments. Alumni that have distinguished him/herself should include accomplishments while attending Princeton Schools and after having graduated from Princeton High. In order to be nominated, alumni must be at least 10 years beyond graduation year.

**Distinguished Service:** Recognizes those that have a longstanding history of service to the Princeton School District. These individuals or organizations have provided services of time and commitment to the education of our youth. Services and time may include longstanding years of service within the district as a staff member, volunteer service, business partnerships, and contributions to education.

### Hall of Fame Selection Committee

Activities Director will chair the Selection Committee and serve as an ad hoc, non-voting member. The chair will receive nominations, maintain a nomination file, and conduct a selection meeting annually.

Selection Committee members will include:

- 2 School District Administrators— High School Principal and one other administrator.
- 2 School Staff Representatives--one from High School/Middle School and one from Elementary
- 1 School Board member appointed by the Activities Chair
- 2 Community Members

The Selection Committee will meet in May of each year to review and vote on the nominations received. Only nominations submitted prior to May 1 will be considered for induction into the Princeton School District Hall of Fame.

Nominations will be considered active and reviewed each year for a maximum of 5 years.

### Induction Ceremonies

The number of Hall of Fame Inductees will be 3-4 on an annual basis. Inductees will be honored on the Saturday of Homecoming Week. Selection Committee will be responsible for developing and conducting an induction program and ceremony.



To: District Finance Committee and Board of Education  
From: Gwen Anderson Director of Community Education

Re: Renovations to District Office

Proposed Renovation: To create 3 new classrooms spaces on the second level of the district office. To transform 1 long narrow office on the first level into 2 offices. To paint entire district office building one consistent color along with replacing flooring (carpet and laminate.)

Rationale:

*Added Space:* The new classrooms would add an additional classroom, modernize classrooms, and add inner-classroom bathrooms to all preschool classrooms, eliminating the need to supervise bathroom visits.

*Future Expansion:* The renovations would take future expansion into account with the potential of additional classroom space allowing for future growth in both the number of children we are servicing and additional programming for existing students.

*Distinguishing services:* All District services would now be housed on the main level of the district office and all Early childhood services would be on the second floor. This would eliminate confusion and provide easier access to consumers.

*Collaborative Work Spaces:* All Early Childhood services including ECFE, Preschool, Headstart, Lighthouse mental health services, Adapted PE, STAR autism program, Family Ties Social worker, Childcare and Early Childhood Special Education would be on one level of the building for collaboration and family friendly access. All district wide services including Food Service, Adult Basic Education, Teaching and Learning, Technology, Business services, Human Resources, Payroll, Superintendent office, and Community Education, would be on the main level of the District office and allow Teaching and Learning along with Technology to work in a collaborative work environment. Those 2 programs would then be in proximity to Community Education and secretarial support for all 3 programs could be shared and housed in the Community Education office.

*Health and well-being:* All Child spaces and staff offices would have windows.

*District Appeal:* New District Office painting and floor coverings would provide long overdue cosmetic appeal to the district offices (often residents' first point of contact with our schools.)