

Princeton Public Schools - ISD 477  
Tuesday, January 6, 2015 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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1. **PROCEDURAL ITEMS**
2. Call to Order and Pledge of Allegiance
3. Roll Call
4. Citizen Comments
5. Commendations - Students and Coaches
6. **REPORTS**
  - a. Board Members Committee Reports
  - b. Student Council Report
  - c. Superintendent Report
7. **APPROVE AGENDA**
8. **DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES** 3
9. **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.*

  - a. Additional Staffing 7
  - b. Personnel 11
  - c. Student Open Enrollments 12
  - d. Gifts 13
10. **DISCUSSIONS/INFORMATION/REPORTS**
  - a. Facility Update
  - b. Digital Community Sign 14
  - c. Early Retirement Process
  - d. Draft Goals and Action 2014-15 16

<b>11. ACTION</b>	
a. Policies - 2nd Readings ( #213, 299, 599, 601, 603, 615, 619, 710)	19
b. Early Childhood Facility Grant	41
<b>12. FUTURE BOARD COMMITTEE MEETINGS:</b>	
a. Teaching and Learning, January 13, 2015 at 4:30 p.m. in the Superintendent's Office	
b. Policy Meeting, January 20, 2015, at 5:30 p.m. in the Superintendent's Office	
13. 2015 Board Committee Meetings	48
<b>14. ADDITIONS TO AGENDA</b>	
<b>15. ADJOURN</b>	

### 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 **16th of December, at 7:00 p.m.** in the District Office Board Room.

Roll Call: Members Present: Jeremy Miller, Eric Minks, Chuck Nagle, Deb Ulm, Howard Vaillancourt, and Chad Young.

Members Absent: Craig Johnson

Others present: Superintendent Julia Espe, and the Director of Teaching and Learning Julie Williams.

Student Council Representative: Melinda Meyer

Citizen Comments: Citizen Dale Hurni had concerns about the process of the truth and taxation hearing. Mr. Hurni requested that the board hold a separate hearing from the regular board meeting so that citizen discussion could occur and that the three minute time allowance to speak be extended.

Commendations to Students and Staff

Commendations were given to: Tennis and Soccer team members for their contributions in bringing their teams to the state level tournaments, students who were given awards for breaking records in Swim and Dive competition, and Football players who were given awards for being selected to the Mississippi 8 conference team. Commendations were also given to Coach Dorr for her Coach of the Year award, and Coach Borich for his Assistant Coach of the Year award.

Truth and Taxation Comments: Citizen Dale Hurni expressed his concerns about how the levy funds are being used, and provided the board members with suggestions.

Citizen Elaine Philippi suggested that in the future the board allow citizen interaction during the hearing discussion. She asked that the board consider the tax payers when they vote on the levy item.

### Truth and Taxation Hearing

Dr. Espe presented the board with an overview of the requirements of the hearing requirements: Tax levy must be for taxes payable 2015. Discussion must include: current budget, proposed percent increase/decrease of levy, and reasons for the increase/decrease. In addition, the public must be given time to comment. Next, Dr. Espe presented the three options included taxing for: \$6,515,495.81, or \$6,091,495.81, or \$6,414,495.81/

After the presentation Chair Ulm asked for any comments: Citizen Dale Hurni proposed his recommendations were presented on a \*handout created by Mr. Hurni and given to the board members to view.

Citizen Elaine Philippi suggested that the board consider changing the procedure of citizen comments. She would like the board members to respond instead of the Superintendent. She also requested that when revenue is less than expenditures, cuts should be made. Dr. Espe responded that is another step that the board members will take after the levy vote is made. There are many steps leading to the 2015-16 budget development.

Citizen Libby Morton – Stated that board members are elected by the people and suggested that the board consider a half hour before or after a board meeting to engage in dialogue with citizens.

Citizen Bonnie Zurek – She stated that School Board members have been elected by the people, and she feels it would build trust between them and the tax payers if the board would take into consideration tonight's vote with giving the tax payers a break.

## REPORTS

### **Board Committee Meetings and School Events each Board member attended.**

Howard Vaillancourt:

Two Project Oversight Committee meetings, the Teaching and Learning meeting, Community Education Advisory meeting, and the Board Workshop.

Chad Young:

Board Workshop, and the Oak Land Board meeting.

Eric Minks:

Finance meeting and a Board Workshop.

Deb Ulm:

Community Education Advisory meeting, the Project Overview Committee meetings, the Finance meeting, and the Agenda Planning with Dr. Espe.

Student Council Report:

The council members are getting things ready for the Snow Daze in January and for hosting the fall Student Council Conference in February.

Superintendent Report:

Dr. Espe shared with the board members that she had received several nice emails from parents, teachers, and community members complimenting the district, our teachers, and students. Next, Dr. Espe introduced the PEA teacher of the year, Mary Ward. Mary works with students with special needs. She has been part of our schools for 27 years.

## APPROVE AGENDA

*Motion made by Chad Young, and seconded by Howard Vaillancourt, to approve the agenda with the removal of the Facilities Update. Motion passed unanimously.*

## DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

*Motion by Howard Vaillancourt, and seconded by Eric Minks, to approve the November 18, 2014 Regular*

**Board meeting minutes, the November 18, and December 2, 2014 Board Workshops as presented.**

*Motion passed unanimously.*

**CONSENT AGENDA**

*Motion made by Jeremy Miller, and seconded by Chad Young, to approve the consent agenda items: Personnel, Bills, Wire Transfers, Treasurer's Report, Student Open Enrollments, Field Trips Gifts, and Enrollment Update. Motion passed unanimously.*

**ACTION ITEMS**

**Set Tax Levy 2015-16**

Motion was made by Howard Vaillancourt to start a discussion, no second. Motion did not pass.

Motion was made by Chuck Nagle, and seconded by Eric Minks to approve the under levy \*Option 1 which encompasses a 25.16% increase. This offers the district an additional \$300,000.00. Total levy amount is \$6,091,495.81. The board proceeded into discussion about the \*other options available. Upon a roll call the following voted in favor of: Howard Vaillancourt, Deb Ulm, Chuck Nagle, and Eric Minks. The following voted against: Jeremy Miller, and Chad Young. Motion passed 4:2.

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District No. 477, Princeton, Minnesota, is authorized to make the following tax limitation levies for general purposes:

General Fund	\$2,317,951.35
Community Ed	\$266,805.25
Debt Service	\$3,506,739.21
Total Certified	\$6,091,495.81

Now therefore, be it resolved by the School Board of Independent School District No. 477, Minnesota, that the levy to be levied in 2014 to be collected in 2015 is set at \$6,091,495.81. The Princeton School Board is authorized to certify the following tax limitation levy to the County Auditors of Mille Lacs, Isanti, Sherburne, and Benton Counties.

**Second Readings for Policies - #404, #414, #510, #514, #516, #521, #610, #909**

Motion was made by Eric Minks, and seconded by Chad Young to approve the second readings of policies #404, #414, #510, #514, #521, #610, and #909. Motion passed 5:1; Member Chuck Nagle opposed the motion.

**First Readings of Policies - #213, #299, #599, #601, #603, #615, #619, #710**

Board member Howard Vaillancourt requested that the policy committee members reconsider: Keeping the Meet and Confer board committee (located in policies #213 and #299), and incorporate the elementary student participation fee into the student fee schedule (Policy #599).

**DISCUSSION ITEMS**

**Facilities Update Moved** to the January 6, 2014, regular board meeting agenda.

**School Board Goals 2014-15**

Dr. Espe took the board members input to fashion the School Board Goals 2014-2015. These will have an action plan for discussion in January.

**World's Best Workforce**

The Director of Teaching & Learning, Julie Williams, explained that each year the Department of Education requires districts to provide the board with a \*summary of the goals from last year and the achievement of those goals.

**FUTURE BOARD COMMITTEE MEETINGS**

January 6, 5:00 p.m. Finance Meeting - Superintendent's Office  
January 6, 6:30 p.m. Organization Board Meeting - Board Room  
January 6, 7:00 p.m. Regular School Board Meeting - Board Room  
January 20, 5:30 p.m. Policy Meeting

**MEETINGS TO BE SET:**

Teaching and Learning: January 13, 2015, at 4:30 p.m.

**ADDITIONS TO AGENDA - None**

**ADJOURN -** The meeting was adjourned at 9:35 p.m.

**Recorder: Bridget Sorensen**

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

\_\_\_\_\_  
**Clerk Eric Minks**

\*These items are located in the December 16, 2014 Agenda Board Packet at [www.princeton.k12.mn.us](http://www.princeton.k12.mn.us) home page in the School Board Box under Meeting Agenda Access.



**SUSTAINABILITY PLAN:**

**MAINTAIN ENROLLMENT AND GAIN OTHER ENROLLMENT FROM OTHER DISTRICTS**

**Office Use Only:**

**Finance Meeting: 12.16.14**

**Board Meeting: 01.06.15**

**PRINCETON PUBLIC SCHOOLS  
REQUEST TO ADD PROGRAM, POSITION, ACTIVITY TO BUDGET**

**ADMINISTRATOR REQUESTING & BUILDING:**

Erin Dohrmann, Special Education

**PROGRAM, POSITION, ACTIVITY:**

Para-Professionals for Special Education

**RATIONALE:**

**Early Childhood Program:**

A student attending our M/W mornings Star Program requires one on one para-support as defined by the student's IEP. Another student started in the T/T morning Preschool Program two weeks ago and requires one on one para-support as defined by the student's IEP.

**South:**

A student transitioned from a Private School placement to full time at South. The student started with us 3 days per week beginning Nov. 1. and started full time Dec 1. The student requires one on one para-support as defined by the student's IEP.

**EXPENSES ASSOCIATED WITH REQUEST:**

- |                      |                 |
|----------------------|-----------------|
| • Wages: \$17,935    | Supplies:       |
| • Benefits: \$10,551 | Travel:         |
| • Other:             | Total: \$28,486 |

**REVENUES ASSOCIATED WITH REQUEST:**

- |  |            |
|--|------------|
| • Enrollment:  | Gate Fees: |
| • Student Fees:  | Grants:    |
| • Other: Receive 67% of base wages minus a proration factor. |            |

**OTHER REDUCTIONS ASSOCIATED WITH REQUEST: (example: staffing, shift in programming, supplies)**

N/A

**SUSTAINABILITY PLAN:**

Based on special education needs of the students currently residing in the district.

**Office Use Only:**

Finance Meeting: Dec 16, 2014

Board Meeting: January 6, 2015



## January 6, 2015

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Bell, Larissa	New	English Teacher - HS	PEA	Mary Buzzel	1/5/2015	\$41,895.00 (BA Step 10)
Blick, Cliff	Change in Assignment	Head Clay Target League Coach (was the Assistant Coach)	PEA	Switching positions with Michelle Cunningham	Spring 2015 - 6/2015	\$3,339.00/Season (Class C Step 2)
Cunningham, Michelle	Extra Duty Change in Assignment	Assistant Clay Target Coach (was the Head Coach)	PEA	Switching positions with Cliff Blick	Spring 2015 - 6/2015	\$2,597.00/Season (Class E Step 2)
Grove, Jay	New	Wrestling Coach - M.S.	PEA	Cade Buzzell	2014-15 Season	\$735.00/Season
Hellman, Brian	New	Wrestling Coach - M.S.	PEA	Cade Buzzell	2014-15 Season	\$735.00/Season
Jhou, Huei-Mei	New	Instructional Lesson Instructor - HS	Indv.	Richard Fillafer	1/5/15 - 6/4/15	\$33.00/Hr (approx. 112 hours)
Servarty, Louie	New	Wrestling Coach - M.S.	PEA	Cade Buzzell	2014-15 Season	\$735.00/Season

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	A	B	C	D	E	F
1	<b>Open Enrolled Students (Out/In) as of January 6, 2015</b>					
2	<b>In/Out</b>	<b>Start Date</b>	<b>Resident Dist</b>	<b>Attending Dist</b>	<b>Grade</b>	<b>Reason Given</b>
3	IN	12/18/2014	Milaca	Princeton	9	Moved out of Princeton and wishes to continue attending Princeton.
4	OUT	11/3/2014	Princeton	Elk River	K	OE form received 12/18/14; Survey Sent on 12/18/14
5	OUT	1/5/2015	Princeton	Foley	3	OE form received 12/19/14; Survey Sent on 12/19/14
6	OUT	9/25/2014	Princeton	Elk River	K	OE received 12/12/14; Survey sent 12/12/14
7	OUT	12/4/2014	Princeton	Elk River	11	OE form received 12/12/14 attending an Online Program through Elk River School District.

Gifts to Princeton Schools  
January 6, 2015

School/Program	Amount/Item	Donor	Purpose
Middle School Deep Portage Trip	\$480.00	Princeton Rotary Club	Expenses and financial assistance for students to attend.

## Princeton School District 477-City of Princeton

### Digital Community Sign

General Purpose: The Digital Community Sign has a purpose to inform the public of upcoming community wide events sponsored by the City of Princeton and Princeton School District 477.

The following rules shall apply to requests for placement of display messages on the information sign:

- 1) Priority access shall be given for messages relating to City and School District business and events. Surrounding townships and counties may post emergency announcements (not storm, severe weather or tornado watches and warnings) on the Community Sign.
- 2) The following types of announcements **will be** allowed on the Community Information Sign:
  1. Meeting locations and times for meetings for the School District and the City of Princeton.
  2. Special Events that are sponsored by the School District or the City of Princeton.
  3. Other information, as of not yet defined.
- 3) The following types of announcements **will not be** allowed on the Community Information Sign:
  - a. Advertising material designed to directly promote the sale of commercial and retail products or services.
  - b. Nothing that involves directly or indirectly any lottery information or which involves a lottery.
  - c. No personal business "For Profit" ads.
  - d. No message including obscene or indecent material.
  - e. No editorial or personal messages.
  - f. No political statements or campaign messages.
- 4) In the event an error may occur, there will be no liability on either party's part.
- 5) The City of Princeton and the School District retain equal rights to edit all submissions to accommodate space limitations as necessary.
- 6) Any disputes arising from the display of any electronic message shall be resolved by the City Administrator and the Superintendent of the School. If the dispute cannot be resolved by this avenue, it will then be referred to the City Council and the School Board.

$\frac{1}{2}$  &  $\frac{1}{2}$  → Maintenance  
\$ 46,740 Bid

## Community Sign Pros and Cons 12.2014

### Pros

Way to continue to have good relationships with the City--better collaboration (key to next construction phase)

Signals collaboration to the public (City and School partnership)

Visibility for District

School Spirit

Community Pride

Keeping people not directly attached to the schools, to the schools

Less expensive instead of mailings

Push more information to increase visibility

Many people don't have internet or newspaper subscriptions

Our High School is buried. . . it would slow people down so they can find the high school

District and City safety messages (letting families know where to pick up their kids)

- Buckle up reminders for the high school
- Stay safe at Prom. Make good decisions.
- Keeping our students safe (Amber Alerts)

Snow days and late starts

Out of town directional issues (where Google sends Middle School)

### Cons

Cost

On-going maintenance

Distracting to drivers

Accountability to keep it refreshed

Decision making for what goes onto the sign

Not having total control of content on the sign

**BOARD GOALS and ACTION PLAN DRAFT  
2014-2015**

**STUDENT ACHIEVEMENT AND DEVELOPMENT**

1. Set high student academic and development standards. *80% of our goals will be met.*
  - a. Participate in the Demonstration Schools Professional Development and continue to align standards in the curriculum process.
  
2. Maximize participation in co-curricular and extra-curricular activities. *80% of our students in grades 6 through 12 will be engaged in at least one activity.*
  - a. Develop a plan to recruit inactive students and develop activities to promote student engagement.
  
3. Continue to provide a safe learning environment and promote a positive school climate. *Reduce bullying by 10%.*
  - a. Implement the new bullying policy and procedures.

**TEACHING AND LEARNING AND TECHNOLOGY**

1. Improve academic achievement by building teacher capacity so that every teacher has the skills needed to consistently implement the Marzano Framework at the applying level. *80% of teachers will successfully achieve their school and technology goal.*
  - a. Offer job embedded technology coaching and sessions needed to implement technology goals.
  - b. Implement Demonstration Schools Professional Development and Instructional Rounds.
  
2. Students will be prepared to enter the 21<sup>st</sup> Century world of work and post-secondary education. 80% of our students in grades 6 through 12 will know their own career pathway and take one action to further their career and college readiness.
  - a. Create Career and College Portfolios for use with students and families.

**BUDGET AND FINANCE**

1. Maintain the financial health of the district without compromising our mission. *Achieve better retention than the demographics study projects.*
  - a. Implement strategies to retain enrollment.
  
2. Maintain a minimum of 10% as an unreserved general fund balance.
  - a. Create a collaborative plan to maintain a minimum of 10% over the next two years.

## **COLLABORATION AND FUTURE PLANNING**

1. Promote family involvement in the student learning process. *Improve the question on our families survey by 5%.*
  - a. Develop strategies to promote family involvement in the learning process.
  
2. Create a safe and healthy work environment, which respects professionalism of all employees. *Increase the question on the employees survey by 5%.*
  - a. Develop strategies to promote a safe and healthy work environment.
  
3. Engage stakeholders in creating a Collaborative Strategic Plan for the next three years. *Present the Collaborative Strategic Plan to the Board by July 1, 2015.*
  - a. Implement action plan to complete the Collaborative Strategic Plan.
  
4. Create marketing and public relations plans to create a clear image for our District. *Present a marketing and public relations plan to the Board by July 1, 2015.*
  
5. Review school policies and create procedures to align organizational operations with our strategic plans. *Develop a minimum of 50 procedures by July 1, 2015.*

## **FACILITIES**

1. Execute the facilities plan for the new primary school, the renovations to the high school and the other projects funded by the bond referendum. *Keep process on time and within budget.*
  - a. Use the Project Oversight Committee and Board Updates to meet goals.
  
2. Study and develop other school facilities needs to improve district facilities. *Develop a plan to present to the Board by July 1, 2015.*
  - a. Involve the Administrators to create a plan.

12.30.14 revised

**PRINCETON PUBLIC SCHOOLS**  
**SCHOOL BOARD COMMITTEES**

**I. PURPOSE**

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.
- I. The school board will establish, by resolution, for each committee the number of members, the term and the charge or mission of each such committee.
- J. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof. Any changes to committee assignments must be made by the Board Chair.

### III. ~~PROCEDURES FOR SCHOOL BOARD COMMITTEES~~

- A. ~~All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.~~
- B. ~~A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.~~
- C. ~~Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.~~
- D. ~~The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.~~
- E. ~~The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.~~
- F. ~~A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.~~

#### Official Princeton School Board Committees

Activities  
 Certified Negotiations  
 Classified Negotiations  
 Community Education/Early Childhood Family Education  
 Finance  
 Meet & Confer  
 MN State High School League  
 Oak Land Vocational Project Oversight Committee  
 Rum River Special Education Cooperative  
 Schools for Equity in Education (SEE)  
 Teaching and Learning  
 Transportation  
 Wellness

~~**Legal References:** Minn. Stat. Ch. 13D (Open Meeting Law)~~

**Cross References:** Princeton Policy 201 (Legal Status of the School Board)  
 Princeton Policy 203 (Operation of the School Board – Governing Rules)  
~~MSBA Service Manual, Chapter 13, School Law Bulletin “C”~~  
~~(Minnesota’s Open Meeting Law)~~

213-2

Adopted: May 13, 2003  
Revised: July 22, 2008  
Revised: March 8, 2011  
Revised: January 6, 2015

213-3

## PRINCETON PUBLIC SCHOOLS

### SCHOOL BOARD MEMBER COMPENSATION AND EXPENSES

Minnesota statutes permit persons who serve on public school boards to receive compensation and reimbursement for expenses incurred while performing school board responsibilities. It is the policy of this district to compensate board members in the amount of **\$ 350.00 per month**. The individual board member serving as **chairperson** will receive an **additional \$100.00 per month**. Board members will receive \$50 per official standing board committee meeting. MSBA training will be allowed at \$50.00 rate per day as well. ~~The School Board Chairperson has authority to appoint a member to attend a district meeting for payment.~~

~~Official standing committees are: Finance, Grievance, Negotiations/Certified, Negotiations/Classified, Policy, Curriculum, Meet and Confer, Transportation, Activities, ECFE/Community Ed., Mille Lacs County Transition Interagency Committee, Rum River Special Education Cooperative Governing Board, Native American Parent Education, School Leadership Committee, Schools for Equity in Education, Facilities, Wellness, Security.~~

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Activities  
 Certified Negotiations  
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 Community Education/Early Childhood Family Education  
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 MN State High School League  
 Oak Land Vocational Project  
 Oversight Committee  
 Rum River Special Education Cooperative  
 Schools for Equity in Education (SEE)  
 Teaching and Learning  
 Transportation  
 Wellness

The board's compensation is part of the Organizational Meeting and will be reviewed and acted upon at the board table. This policy will be modified to reflect the actions taken at the board table.

School board members who attend meetings outside the school district will receive reimbursement for expenses as outlined in school district policy 412.

Adopted: July 2, 1987  
Revised: January 12, 1993  
Reaffirmed: January 4, 1994  
Reaffirmed: January 3, 1995  
Reaffirmed: January 9, 1996  
Revised: January 14, 1997  
Reaffirmed: January 13, 1998  
Reaffirmed: January 12, 1999  
Reaffirmed: January 11, 2000  
Revised: June 26, 2007  
Revised: February 14, 2012  
Reaffirmed: May 14, 2013  
Revised: November 18, 2014

## PRINCETON PUBLIC SCHOOLS

### STUDENT ACTIVITIES FEE SCHEDULE

#### **HIGH SCHOOL ACTIVITY FEES: SPECIAL FEES**

A season fee of \$150.00 will be assessed to each student participating in these three high school activities: Football, Fall Musical, Boys and Girls Hockey, and a season fee of \$250.00 for Trapshooting.

#### **HIGH SCHOOL ATHLETIC ACTIVITY FEES**

A season fee of \$125 will be assessed each student participating in any one high school athletic activity not listed above, \$100 for any second high school athletic activity and \$75 for each additional high school athletic activity.

#### **HIGH SCHOOL FINE ARTS ACTIVITY FEES**

A season fee of \$100 will be assessed each student participating in any one high school fine arts activity not listed above, \$75 for any second fine arts activity and \$50 for each additional fine arts activity.

#### **MIDDLE SCHOOL ATHLETIC AND FINE ARTS FEES**

A season fee of \$100 will be assessed each student participating in any middle school athletic or fine arts activity, \$75 for any second athletic or fine arts activity and \$50 for each additional middle school athletic or fine arts activity.

Middle School students participating at the high school level of varsity or junior varsity for the entire activity season will be assessed at the high school rate at the corresponding fee level.

Middle School students participating in an activity who are moved up to junior varsity or varsity level will be assessed the difference between middle school and high school fees at the corresponding fee level.

#### **ELEMENTARY SCHOOL ATHLETIC AND FINE ARTS FEES**

NO season fee will be assessed to any elementary student participating in any middle or high school athletic or fine arts activity.

Family Maximum Out-of-Pocket \$750.00.

### SPECIAL ACTIVITIES

Football	B/G Hockey	Musical
<b>Trapshooting</b>		

### ATHLETIC ACTIVITIES HIGH SCHOOL AND MIDDLE SCHOOL

Baseball	Gymnastics	B/G Track
B/G Basketball	B/G Soccer	Volleyball
Cheerleading	Softball	Wrestling
B/G Cross Country	B/G Swimming	<b>Adapted Bowling</b>
B/G Golf	B/G Tennis	

### FINE ARTS ACTIVITIES HIGH SCHOOL AND MIDDLE SCHOOL

Chamber Singers	Knowledge Bowl	Speech
FFA	Math League	Three-Act Play
FACS	Mock Trial	<b>Middle School Theater Production</b>
Jazz Band	One-Act Play	<b>Robotics</b>

### SEASON PASSES

Family Pass	\$175.00
Individual Pass	\$100.00
Student Pass	\$25.00
Middle/High School Activity Participants	Free
<b>Senior Citizen Passes</b>	<b>Free</b>
<b>Adults with Disabilities</b>	<b>Free</b>
<b>Staff Passes</b>	<b>Free if wearing Staff Badge</b>

\*If a student pays an activity fee and does not end up going out for the activity, the activity fee will be refunded minus the \$25.00 for a student season pass.

No assessment is to be made for students who provide documentation of qualification for free lunch under Federal guidelines; students qualifying for reduced lunch will be assessed at a rate of 50%.

Adopted: June 14, 1983  
 Revised: August 13, 1991  
 Revised: March 28, 1995  
 Revised: October 8, 1996  
 Revised: May 12, 1998  
 Revised: June 22, 1999  
 Revised: August 12, 2003  
 Revised: March 23, 2004  
 Revised: April 11, 2006  
 Revised: May 11, 2010  
 Revised: August 19, 2014  
 Revised: October 21, 2014

**PRINCETON PUBLIC SCHOOLS  
SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and ~~Goals 2000~~. Are aligned with creating the world's best workforce.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to establish ~~learner results toward~~ the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

**III. DEFINITIONS**

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
1. student performance on the National Association Assessment of Educational Progress where applicable;
  2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate,

postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;

3. student performance on the Minnesota Comprehensive Assessments;

4. high school graduation rates; and

5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

#### **IV. LONG-TERM STRATEGIC PLAN**

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;

2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
6. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

#### ~~IV. STUDENT PERFORMANCE GOALS~~

~~A. 1.~~ All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include the following:

- ~~1.a.~~ reading, writing, speaking, listening, and viewing in the English language;
- ~~2.b.~~ mathematical and scientific concepts;
- ~~3.c.~~ locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
- ~~4.d.~~ creative and critical thinking, decision making, and study skills;
- ~~5.e.~~ work readiness skills;
- ~~6.f.~~ global and cultural understanding.

~~B. 2.~~ Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

- ~~1.a.~~ live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
- ~~2.b.~~ bring many perspectives, including historical, to contemporary issues;
- ~~3.c.~~ develop an appreciation and respect for democratic institutions;
- ~~4.d.~~ communicate and relate effectively in languages and with cultures other than the student's own;
- ~~5.e.~~ practice stewardship of the land, natural resources, and environment;
- ~~6.f.~~ use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

- ~~C~~. 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
- ~~D~~. 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
  - ~~1~~.a. establishing and achieving personal and career goals;
  - ~~2~~.b. adapting to change;
  - ~~3~~.c. leading a healthy and fulfilling life, both physically and mentally;
  - ~~4~~.d. living a life that will contribute to the well-being of society;
  - ~~5~~.e. becoming a self-directed learner;
  - ~~6~~.f. exercising ethical behavior.
- ~~E~~. 5. Students will be given the opportunity to acquire human relations skills necessary to:
  - ~~1~~.a. appreciate, understand, and accept human diversity and interdependence;
  - ~~2~~.b. address human problems through team effort;
  - ~~3~~.c. resolve conflicts with and among others;
  - ~~4~~.d. function constructively within a family unit;
  - ~~5~~.e. promote a multicultural, gender-fair, disability-sensitive society.

**Legal References:**

[Minn. Stat. § 120B.018 \(Definitions\)](#)  
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
 Minn. Stat. § 120B.11 (School District Process)  
[Minn. Stat. § 120B.30, Subd. 1 \(Statewide Testing and Reporting System\)](#)  
[Minn. Stat. § 120B.35, Subd. 3 \(Student Academic Achievement and Growth\)](#)  
[Minn. Stat. § 122A.40, Subd. 8 \(Employment; Contracts; Termination\)](#)  
[Minn. Stat. § 122A.41, Subd. 5 \(Teacher Tenure Act; Cities of the First Class; Definitions\)](#)  
[Minn. Stat. § 123B.147, Subd. 3 \(Principals\)](#)  
 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)

Adopted: November 10, 2008  
Revised: November 18, 2014

**PRINCETON PUBLIC SCHOOLS**  
**CURRICULUM DEVELOPMENT**

**I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

**II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

**III. RESPONSIBILITY**

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its **learning school** sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
1. Provide for articulation of courses of study from kindergarten through grade twelve.
  2. Identify minimum objectives for each course and at each elementary grade level.
  3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
  4. Provide a program for ongoing monitoring of student progress.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Integrate required and elective course standards in the scope and sequence

of the district curriculum.

7. Meet all **applicable** requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading)  
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)  
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)  
[Minn. Rules Parts 3501.1200-3501.1210 \(Academic Standards for English Language Development\)](#)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
Princeton Public Schools Policy 613 (Graduation Requirements)  
Princeton Public Schools Policy 614 (School District Testing Plan and Procedure)  
Princeton Public Schools Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
Princeton Public Schools Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: November 10, 2008  
Revised: September 14, 2010  
Revised: November 18, 2014

## PRINCETON PUBLIC SCHOOLS

# BASIC STANDARDS AND GRADUATION REQUIRED TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEP, SECTION 504 ACCOMMODATION, AND LEP STUDENTS

### I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having IEP, Section 504 Accommodation, or LEP needs to meet the graduation requirements of state-required basic skills and graduation required testing.

### II. GENERAL STATEMENT OF POLICY

- A. The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.
- B. Students with LEP needs must be identified and accommodations made.

### III. DEFINITION OF TERMS

See the “Procedures Manual for the Minnesota Assessments” which can be found on the Minnesota Department of Education’s website at: ~~(<http://education.state.mn.us>)~~  
[http://www.mnstateassessments.org/wp-content/uploads/2013/07/2012-13\\_Procedures\\_Manual.pdf](http://www.mnstateassessments.org/wp-content/uploads/2013/07/2012-13_Procedures_Manual.pdf)

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See the “Guidelines for Accommodations in the Minnesota Assessment System” document ~~which can be found on the Minnesota Department of Education’s website at:~~  
~~(<http://education.state.mn.us>)~~

### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District [Teaching and Learning](#) Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

***Legal References:*** Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
~~Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~  
~~Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~  
Minn. Rules Parts 3501.0505-0640-3501.0635 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

***Cross References:*** Princeton Policy 104 (School District Mission Statement)  
Princeton Policy 601 (School District Curriculum and Instruction Goals)  
Princeton Policy 613 (Graduation Requirements)  
Princeton Policy 614 (School District Testing Plan and Procedure)  
Princeton Policy 616 (School District System Accountability)

Adopted: July 21, 1998  
Revised: April 22, 2008  
Reviewed: November 23, 2010  
Revised: November 18, 2014

## PRINCETON PUBLIC SCHOOLS

### STAFF DEVELOPMENT FOR STANDARDS

#### I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Academic Standards Graduation Assessment Requirements and with students as they progress to achievement of those Academic Standards Graduation Assessment Requirements and meet ~~the federal and state requirements~~ and meet the requirements of the No Child Left Behind Act.

#### II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Academic Standards Graduation Assessment Requirements and the federal and state requirements.

#### III. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~Advisory Committee for Comprehensive Continuous Improvement of Student Achievement~~ District Instructional Leadership Committee (the "Committee"), shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Academic Standards Graduation Assessment Requirements and the ~~federal and state requirements.~~ No Child Left Behind Act at all levels. The Committee will advise the school board on the planning of staff development opportunities. The superintendent may direct the duties of the Committee to any existing committee with similar and relevant responsibilities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Academic Standards Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Academic Standards Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Academic Standards Graduation Assessment Requirements at all levels for all students, including those with special needs.

#### IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.
- B. Teachers/Administrators
1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
  2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
~~Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~  
~~Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~  
Minn. Rules Parts 3501.~~0505-0640~~-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (~~repealed Minn. L. 2013, Ch. 116, Art. 2, § 22~~)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Independent School District #477  
Princeton, Minnesota 55371

Adopted: June 9, 1998  
Revised: July 21, 1998  
Revised: November 22, 2005  
Revised: April 22, 2008  
Revised: November 18, 2014

**PRINCETON PUBLIC SCHOOLS****EXTRACURRICULAR TRANSPORTATION****I. PURPOSE**

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

**II. GENERAL STATEMENT OF POLICY**

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

**III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION**

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

**IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES**

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

## V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
[Minn. Stat. § 169.011, Subd. 71\(a\) \(Definition of a School Bus\)](#)  
[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards – Exemption\)](#)

**Cross References:** MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA Service Manual, Chapter 2, Transportation

Adopted: August 28, 2001  
Revised: April 22, 2008  
Revised: March 9, 2009  
Revised: November 18, 2014



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

Re: Renovations to District Office 1/6/2015

**Match Request:** To secure a district match of \$690,000 for the purposes of applying for a Minnesota Department of Education Construct or Rehabilitate Facilities for Early Childhood Programs grant in the amount of \$690,000. The grant instructions state: *MATCHING REQUIREMENT - Minnesota Statute, section 256E.37, requires that these state offered general obligation bonding grant dollars must be matched on a dollar-for-dollar basis using non-state funds. Priority will be given in the selection process to applications with committed dollar-for-dollar matches from non-state sources.*

**Proposed Renovation:** To update and convert the District Office Building and Family Education Center to include all Early Learning. Programs included in the Family Center would be, Early Childhood Family Education, Hand in Hand Preschool, Headstart, and Hand in Hand Preschool Childcare. The renovations would also include the relocation of the Onward Transitional program and Adult Basic Education to the former Princeton Police Station. The budget includes renovations to the District Office Building and the estimated costs associated with converting the former Police Station into Adult learning spaces as well as the possibility of relocating other potential programs currently located in the District Office building along with district storage.

**Added Space:** Renovations would create 3 additional preschool classrooms, create larger more suitable spaces for multiple programs, modernize the location and create a space for the district Onward program, which is currently displaced.

**Exceeded Capacity and Current Numbers:** We currently at capacity in our preschool program. At this time we have 3 preschool classrooms, 2 of which are hosting a 4 day program (12 hours/week) and 1 of which has a 2 day (5 hours/week) and 3 day (7.5 hours/week) section. While this allows us to serve more children the actual time spent in the classroom is less. An additional classroom would allow us the flexibility of an additional section of a 4 day program. The MN Department of Education has determined the optimal amount of time a child should attend a preschool class as 15 hours per week. We currently have 2 sections of a 4 day program and anticipate the demand for the 4 day sections will exceed 2 sections in the 2015-2016 school year.

***Future Expansion:*** The renovations would take future program expansion into account with the potential of an additional classroom space allowing for future growth in both the number of children we are servicing and allow for additional collaborative community partnerships.

***District Appeal and Update:*** Renovations would include painting and floor coverings in the Family Center/District Office building. The Family Center would be the first point of contact for the families our school district serves. Currently we are strategizing on an outreach plan to increase and sustain enrollment in our district. Enhancing the accessibility and appeal of this location is the single most critical step in this process as it is the first impression families have of our district.

Thank you for your consideration.

## **Grant to Rehabilitate Facilities for Early Childhood Programs**

### **A. Project Summary**

1. This will be completed once the narrative is nearly done.
2. The summary is a section that will stay with the project through its completion and occupancy.
3. It will indicate the project renovation, the overall design and goals of the project. It will also include sustainability.

### **B. Description of the Program**

1. ECFE, school readiness, ECSE, preschool, screenings
2. Collaborations
  - a. Lighthouse
  - b. Mille Lacs County Social Services
  - c. Children's Dental Services.
3. Population served
4. Staff experience
5. History of District 477
6. Lead staff and collaborative partners
7. Goals and objectives of programs

### **C. Predesign**

1. Purpose
  - a. To update and convert the District Office building into a Family Education Center.
2. Scope
  - a. Waiting for updated plan from Wold/ICS.
    - ii. Move CE offices to the DO suites. This will become a Family Center to hold all Early Childhood services and Adult Basic Education, the Transition Program, central duplicating and building and grounds.
    - iii. Classroom 1 would become the Tiger Club childcare room
    - iv. Create three new preschool classrooms with bathrooms and additional windows on the second floor.
3. Schedule
  - a. Will need this information from ICS.
4. Information on staffing and operating budget for the facility.

### **D. Need**

1. Mission of District 477
  - a. To develop the potential in each person through academic and co-curricular excellence.
2. Strategic plan
  - a. In the process of a strategic plan. Currently in Phase II.
3. Board goals
  - a. Includes facilities: Study and develop other school facilities needs to improve district facilities.
4. Need for project
  - a. Upgrades needed: Building was built in 1948 and has had five remodels done since then. Needs painting as well as a heating upgrade.

## **Grant to Rehabilitate Facilities for Early Childhood Programs**

- b. Special Ed students can only enter at one entrance. Difficult for some students and must go through District Office area. Main entrance for CE and EC does not allow for special ed busses to drop students.
  - c. Classroom 2 has no bathroom. Time study showed that teachers are spending half of their time taking students to the bathroom.
  - d. None of the classrooms are handicapped accessible. Toddler playground is not directly accessible by wheelchair. Must circle the entire building to access it.
  - e. Generally still set up like a hospital with more than a dozen bathrooms upstairs. This is wasted space that is needed.
  - f. EC is spread between two levels. It is confusing for families and unproductive for staff.
  - g. With only one ECFE classroom, program offerings are very limited. Currently 15 program offerings must be scheduled around one classroom. During transition times, sheets cover possible choking hazards before toddlers enter the room.
  - h. Currently no space for gross motor skills through adaptive physical education. It's being offered in the board room - this is not sufficient space.
  - i. More office space for staff needed. In one case, seven staff are sharing one office.
  - j. Childcare -- need more information here...
5. Outcome - still working on this part.
  6. Need for early childhood services in the community
  7. How the renovation will help serve low income families.
  8. Referral system to reach the target population.

### **E. Schedule**

Need this information from Wold/ICS

### **F. Budget proposal**

1. Asking for \$690,000 from MN Dept of Human Services. Requires \$690,000 dollar for dollar match from the school district. Total: \$1.38 million. Waiting for updated budget from Ryan.

### **G. Operating budget**

1. Getting this from Mary E/Gwen

### **H. Required Statements**

1. District administration working on these.

**ICS Consulting, Inc.**

3890 Pheasant Ridge Drive NE  
Blaine, MN 55449  
Ph: (763) 354-2670 / Fax: (763) 780-2866

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**Date :** December 31, 2014

**Project:** Princeton Schools – ECFE Renovation  
Princeton, MN

**Subject:** Preliminary Milestone Timeline

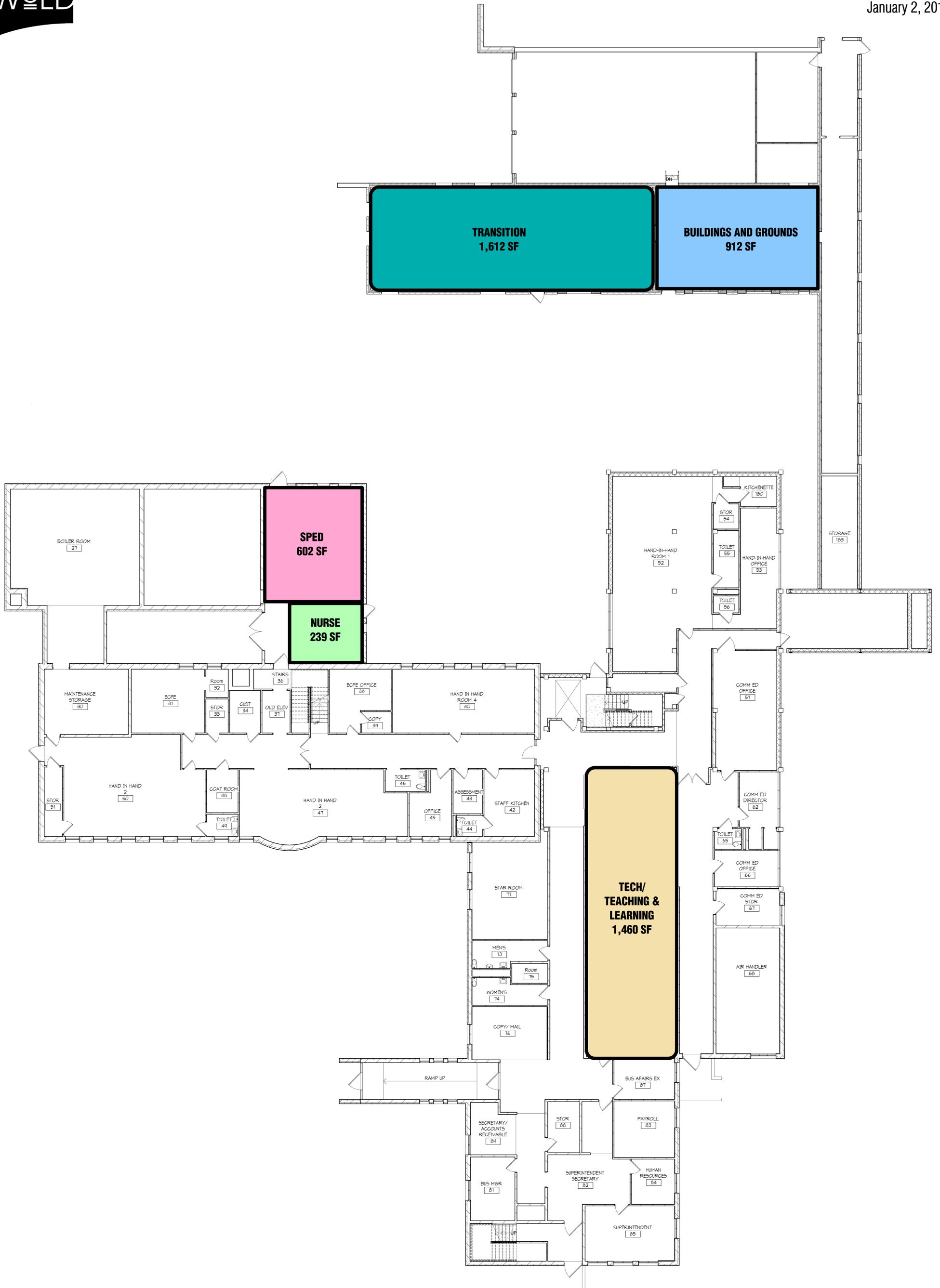
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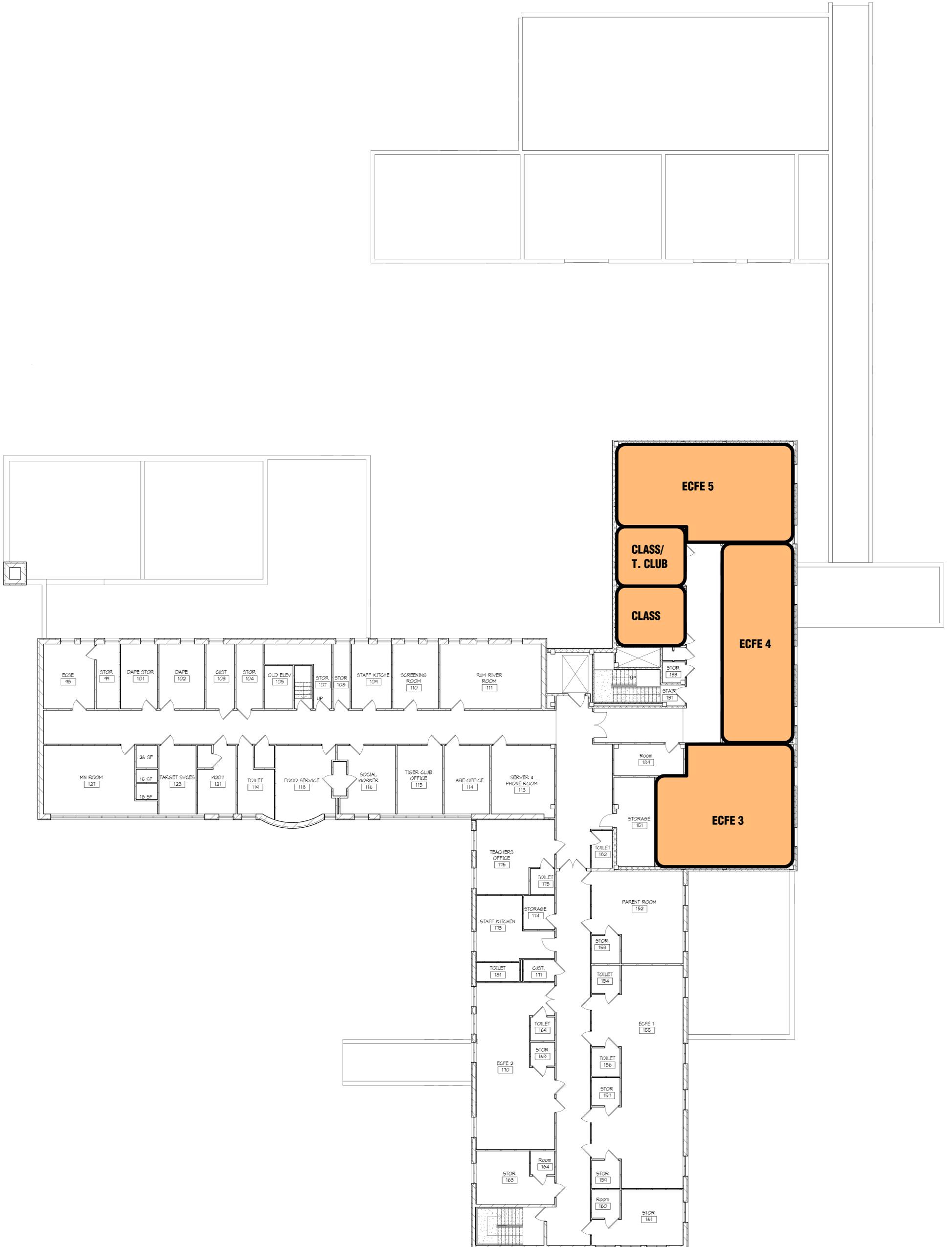
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***Approximate timeline for grant approval and construction completion is as follows\*:***

- Apply For Grant: January 2015
- Approval of Grant: Spring 2015
- Design/User Group Development: April 2015
- Final Construction Documents: May – June 2015
- Bid Period: July 2015
- Construction Period: August – December 2015
- Move In: January 2016

***\*Final award of the grant could impact design and construction schedule. This timelines shows receiving approval in late March 2015. If approval is given in or after March of 2015, the classroom areas will not be completed for school start in fall of 2015.***





## Princeton 2015 School Board Committees and Positions

1. **ACTIVITIES COMMITTEE** - Serve as board representative along with Activities Director, **CHAIR:** High School Principal and Superintendent to review Activities proposals. Meets three times per year.

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**CHAIR:**

2. **FINANCE COMMITTEE** - Serve on the committee with the Director of Business Services and the Superintendent. Meets to review finance and business topics. Meetings are monthly before the first Board meeting.

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

3. **COMMUNITY EDUCATION ADVISORY**

**BOARD** - Serve as Princeton board representative on committee. The advisory board makes program recommendations to the school board. Committee meets five times per year at noon.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

4. **MEET AND CONFER COMMITTEE**-Serve on the committee along with the Human Resource Director and the Superintendent to listen to PEA concerns and share District concerns. Meets after school three times per year.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

5. **MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)**-Represents the District in the State meetings to vote on numerous issues. Meets two times per year in the fall and spring area meetings.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

6. **NEGOTIATIONS/CLASSIFIED**-Represents the District in the negotiations process and if grievances in the classified staff reach the board level. Meets several times until contracts are settled.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

7. **NEGOTIATIONS/CERTIFIED**-Represents the District in the negotiations process and if grievances in the certified staff reach the board level. Meets several times until contracts are settled.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

## Princeton 2015 School Board Committees and Positions

**8. OAK LAND VOCATIONAL GOVERNING**

**CHAIR:**

**BOARD-**Represents the District on this Board which oversees our Area Learning Center and Targeted Services Program. Meets at 7:00 PM nine times per year.

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**9. POLICY COMMITTEE-**Serve on the Committee to review/revise policies. Director of Business Services, Human Resources Director and the Superintendent also participate. Meets once per month before the second Board meeting.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**10. PROJECT OVERSIGHT COMMITTEE-**Serve on the Committee, which oversees referendum projects. Director of Business Services, Director of Building and Grounds, Director of Early Childhood, and the Superintendent also participate. Meets at 4:00 PM every other Thursday.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**11. RUM RIVER SPECIAL EDUCATION COOPERATIVE GOVERNING BOARD-**

Represents the District, along with the Superintendent, to govern over the program that meets the needs of some of our special education program. Meets at 7:00 PM two times per year in October and May.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**12. SCHOOLS FOR EQUITY IN EDUCATION**

**(SEE)-**Represents the District along with the Superintendent for General Membership meetings. Morning meetings held five times per year.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**13. TEACHING AND LEARNING COMMITTEE-**

Serve on the Committee, along with the Director of Teaching and Learning and the Superintendent. Addresses governance issues related to Teaching and Learning. Meets four times per year at 4:00 PM.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

# Princeton 2015 School Board Committees and Positions

**14. TRANSPORTATION COMMITTEE-** Serve on the Committee, along with the Director of Business Services and the Superintendent. Addresses governance issues related to Transportation, such as negotiations. Meets three times per year.

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

**15. WELLNESS COMMITTEE-**Serve on the Committee, along with the Director of Business Services, Director of Food Services, Director of Community Education and the Superintendent. Addresses policy and implementation issues around the federal wellness law. Meets three times per year at 7:00 AM

**CHAIR:**

Craig Johnson	Jeremy Miller	Eric Minks	Chuck Nagle	Howard Vaillancourt	Deb Ulm	Chad Young

