

Princeton Public Schools - ISD 477
Tuesday, March 1, 2016 at 4:30 PM
Regular School Board Meeting
District Office Board Room

Our vision

Princeton is an innovative leader in instruction, developing in EVERY learner the ability to succeed in an ever-changing world.

our mission

Princeton will equip every student to be career and college ready through personalized instruction, community partnerships and collaboration.

1. PROCEDURAL ITEMS

- a. Call to Order and Pledge of Allegiance
- b. Roll Call
- c. Citizen Comments

2. REPORTS

- a. Board Members Committee Reports
- b. Student Council Report
- c. Superintendent Report

3. APPROVE AGENDA

4. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

5. 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. Personnel 7
- b. Open Enrollment 8
- c. Fundraisers 9
- d. Construction-Change of Order 17
- e. Revised 2016-2017 Calendar 18

6. INFORMATIONAL ITEMS

- a. 1st Reading of Policies-104, 202, 304, 510, 511, 624, 701, 701.1, 701.2 19
- b. One Day Less for students-South Elementary Only

| | |
|---|----|
| c. Building Project Update | 54 |
| 7. ACTION | |
| a. Oak Land Dissolution- Recommend the board approve the Oak Land Dissolution Agreement substantially in the form as presented and authorize administration to finalize the agreement and provisions as needed. | 58 |
| b. Revised Budget | 68 |
| c. Strategic Plan Goals and Action Plan | 78 |
| d. Call for Milk Bid MOTION DETERMINING THE NECESSITY TO SOLICIT AND SEEK BIDS FOR MILK. BIDS WILL BE ADVERTISED IN ACCORDANCE TO PUBLIC BID LAWS IN THE STATE OF MINNESOTA | |
| e. Call for bids for the Communications VoIP Phone Project MOTION DETERMINING THE NECESSITY TO SOLICIT AND SEEK BIDS FOR COMMUNICATIONS VoIP PHONE PROJECT. BIDS WILL BE ADVERTISED IN ACCORDANCE TO PUBLIC BID LAWS IN THE STATE OF MINNESOTA | |
| 8. FUTURE MEETING(s) INFORMATION | |
| 9. ADDITIONS TO AGENDA | |
| 10. MOVE TO A CLOSED MEETING-Pursuant to Minnesota Statutes section 13D.05, subdivision(b), a motion to close the meeting for real estate discussion and negotiation strategies. | |
| a. ALC Real Estate | |
| b. Secretary Contract | |
| 11. MOVE TO AN OPEN MEETING | |
| a. Action-ALC Real Estate | |
| b. Secretary Contract | |
| 12. ADJOURN | |

Call to order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Jeremy Miller on the **16th day of February, at 7:00 p.m.** in the District Office Board Room.

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

Members Absent: None

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech

Student Council Representative: None

Citizen Comments: None

REPORTS

Board committee meeting(s) and School Events each Board member attended.

| | |
|----------------------|---|
| Howard Vaillancourt: | Policy Meeting |
| Chuck Nagle: | No report |
| Deb Ulm: | Native American Indian Parent Committee, Superintendent and Board Chair from Royalton meeting |
| Eric Minks: | No report |
| Jeremy Miller: | Policy Meeting, Agenda Planning Meeting |
| Chad Young: | No report |
| Craig Johnson: | No report |

Student Council Report: No report

Superintendent Report: Julia Espe spoke about the MMEA concert for the PHS choir. For staff development, we had three sessions on Coaching on Implementation at North, Middle and High Schools. There is great progress on their Learning Progressions. She met with Rep. Sondra Erickson and Bob Wedl on legislation. Work has started on the renovations at City Hall.

Recognition of Our School Board Members: This week is School Board Recognition week. Our school board members will have their names on the community sign. Julia Espe handed out certificates to all the board members.

APPROVE AGENDA

Motion made by Howard Vaillancourt seconded by Deb Ulm, to approve the agenda as presented . Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion by Deb Ulm and seconded by Chad Young, to approve the February 2nd, 2016 Regular Board meeting minutes as presented and the Organizational Meeting Minutes. Motion passed unanimously.

CONSENT AGENDA

Motion made by Chad Young and seconded by Craig Johnson to to approve the consent agenda as presented: Personnel, Bills, Wire Transfers, Treasurer's Report, Gifts, Open Enrollment, Enrollment, Fundraisers and Field Trips. Motion passed unanimously.

INFORMATION

Oak Land Dissolution- Julia Espe presented the agreement on the Oak Land Dissolution. This information can be found on the board book agenda.

Revised Budget- Michelle Czech presented information on the revised budget. Michelle reviewed the funds and the budgets that did not change for next year. These documents can be found on the board book agenda.

Strategic Plan Goals and Action Plans- Julia Espe handed out information on the Strategic Plan Goals and Action Plans. This information is also on the board book agenda.

ACTION ITEMS

Second Reading of Policies– Policies # 550 and 610 - Julia Espe reviewed the policy # 550. They are looking into honoring more students than just the valedictorian and salutatorian. Policy # 610 is the field trip policy. The changes are under the regulations section, The proposal will add an additional step of communicating with the Activities Director to avoid conflicts. It is proposed to add that the Community Ed Field Trips would have to meet different criteria than the other school field trips. Motion was made by Eric Minks and seconded by Craig Johnson to approve the policies. *Motion passed unanimously.*

Call for Bids- Motion determining the necessity to solicit and seek bids for demolition work at South Elementary School and the construction of Ball fields on District owned land, North of the Existing Middle School. Bids will be advertised in accordance to public bid laws in the State of Minnesota. Motion was made by Craig Johnson and seconded by Chad Young to make a motion to call for bids. Upon roll call the following voted for: Chad Young, Eric Minks, Deb Ulm, Howard Vaillancourt, Craig Johnson. Opposed: Jeremy Miller, Chuck Nagle. *Motion passed 5:2*

Future Meetings -

Secretary Negotiations- Feb 24th at 4:30pm

Finance meeting will be held on Monday, February 29th at 5:30 pm.

Regular board meeting will be held on March 1st at 5:00pm-6:00pm.

Policy meeting on March 15th will be cancelled.

Transportation Committee Meeting, will be held on March 21st at 5:00.

Move to Closed Meeting-Pursuant to Minnesota Statutes section 13D.05, subdivision 2(b), a motion to close the meeting for real estate discussion was made by Craig Johnson seconded by Eric Minks. The meeting went into a closed meeting at 8:03 p.m.

ADJOURN - There was no action taken as the result of the closed meeting. Howard Vaillancourt made a motion to close the regular meeting, Chad Young seconded the motion. Meeting was adjourned at 8: 41 p.m.

Chair Jeremy Miller

Clerk Eric Minks

Recorder-Kari Plafcan

Call to order

The closed meeting of the School Board of District #477 was called to order by Chair Jeremy Miller on the **16th day of February, at 8:06 p.m.** in the District Office Board Room.

Closed meeting minutes: Michelle Czech and Julia Espe discussed different locations that are a possibility for ALP.

There are two businesses that are interested in the possible sale of the land on northwest corner of the High School property. The board is discussing what the possibilities, that could be, if they sold the land.

Howard made a motion to go back into an open meeting. Seconded by Deb. Closed meeting was adjourned at 8:39.

Recorder: Kari Plafcan

Chair Jeremy Miller

Clerk Eric Minks

3.1.16


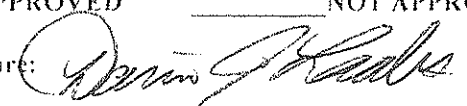

| Name | Status | Job Title | Group | Replacing | Effective Date | Wage |
|---------------------|-------------------|----------------------------------|--------------|--------------------------|----------------|-----------------------------|
| Bahlman, Bill | Assignment change | SpedPara-HS | Para | Corry Rogalski (no show) | 2.16.16-EOY | \$13.50 |
| Brown, Jeffrey | Resignation | Sped Teacher-HS | PEA | N/A | 6.1.16 | |
| Hembre, Kenneth | Extra Duty | HS Asst. Boys Hockey Coach .5 | | Sharing with Erik Ross | 11.9.15-3.5.16 | \$1,662.00 |
| Lerfald, Josh | New Hire | Assist. Gym Coach-HS | | New position | 11/15-3/16 | 50.00/practice; 100.00/meet |
| McGathey, Olivia | Extra Duty | Gold Coach-MS | | Kelly Dorr | 2.22.16 | \$1,847.00 |
| Rossmma, Kathy | Resignation | Para-SE | Para | N/A | 2.26.16 | |
| Rudlong, Michelle | Resignation | Playground Para-NE | Para | N/A | 2.24.16 | |
| Vanderhoff, Candace | Resignation | Server-HS | Food Service | N/A | 3.18.16 | |
| | | | | | | |
| | | | | | | |

Open Enrolled Students (Out/In) as of February 29, 2016

| In/Out | Start Date | Resident Dist | Attending Dist | Grade | Reason Given |
|---------------|-------------------|----------------------|-----------------------|--------------|---------------------|
| Out | 10.31.15 | Princeton | Elk River | 10 | Moving |
| out | 12.19.15 | Princeton | Elk River | 3 | Currently Enrolled |
| Out | 2.9.16 | Princeton | Milaca | 12 | Currently Enrolled |
| Out | 2.9.16 | Princeton | Camridge | 12 | Currently Enrolled |
| Out | 2.9.16 | Princeton | Elk River | 5 | Currently Enrolled |
| | | | | | |

COPY

FUNDRAISING APPROVAL FORM

| | | | |
|--|---|---|-------------------------------|
| Date of fundraiser: 8/15/16 - | | Projected profit: 8000 | Amount earned: 7500 |
| Group or organization proposing the fundraiser: Football Booster club | | Item(s) being sold: Discount card | |
| Company/organization supplying items to be sold: - Business in Princeton | | | |
| The money raised will be used for: Buying volunteer coaches | | | |
| <p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p> | | <p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> | |
| | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> ▪ K-8: Only allowed if a parent or guardian is with the student ▪ 9-12: Groups of two or more students working together. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | |
| Date: 2/22/16 | | Teacher/Sponsor Signature:  | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | |
| Date: 2/22/16 | | Administrator Signature:  | |
| Date: 2.24.16 | | Superintendent Signature:  | |
| Date: | | School Board Chair Signature: | |

COPY

FUNDRAISING APPROVAL FORM

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|---|---|---|--|---|--|----|--|
| Date of fundraiser: 3-22-16 - 4/5/16 | | Projected profit: 1000 ⁰⁰ | | Amount earned: 300 per pizza | | | |
| Group or organization proposing the fundraiser: Football Boners Club | | | | Item(s) being sold: Heggies pizza | | | |
| Company/organization supplying items to be sold: Heggies Pizza | | | | | | | |
| The money raised will be used for: - Attending Football camp | | | | | | | |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. | | | | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. | | | |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions: | | | | | | | |
| | | | | Yes | | No | |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | ✓ | | | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | ✓ | | | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | ✓ | | | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | ✓ | | | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | ✓ | | | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | ✓ | | | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | ✓ | | | |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: | | | ✓ | | | |
| | | | | K-8: Only allowed if a parent or guardian is with the student | | | |
| | | | | 9-12: Groups of two or more students working together. | | | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | | | |
| Date: 2/22/16 | | Teacher/Sponsor Signature: Roy Doy | | | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | | | | | |
| Date: 2/22/16 | | Administrator Signature: [Signature] | | | | | |
| Date: 2.24.16 | | Superintendent Signature: Julia Espe | | | | | |
| Date: | | School Board Chair Signature: | | | | | |

COPY

FUNDRAISING APPROVAL FORM

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|---|--|--|--|---|----|
| Date of fundraiser: <i>9/1/16</i> | | Projected profit: <i>- part of the CARD</i> | | Amount earned: <i>per hot dog card</i> | |
| Group or organization proposing the fundraiser: <i>Football Boost club</i> | | | | Item(s) being sold: <i>Discount card</i> | |
| Company/organization supplying items to be sold: <i>- Free admission First Home game</i> | | | | | |
| The money raised will be used for: <i>wt - room equipment</i> | | | | | |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. | | | | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. | |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions: | | | | | |
| | | | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | <input checked="" type="checkbox"/> | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | <input checked="" type="checkbox"/> | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | <input checked="" type="checkbox"/> | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | <input checked="" type="checkbox"/> | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | <input checked="" type="checkbox"/> | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | <input checked="" type="checkbox"/> | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | <input checked="" type="checkbox"/> | |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> ◦ K-8: Only allowed if a parent or guardian is with the student ◦ 9-12: Groups of two or more students working together. | | | <input checked="" type="checkbox"/> | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | |
| Date: <i>2/22/16</i> | | Teacher/Sponsor Signature: <i>Ry [Signature]</i> | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | | | |
| Date: <i>2/22/16</i> | | Administrator Signature: <i>[Signature]</i> | | | |
| Date: <i>2.24.16</i> | | Superintendent Signature: <i>Julia Espe</i> | | | |
| Date: | | School Board Chair Signature: | | | |

COPY

FUNDRAISING APPROVAL FORM

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|--|---|---|--|--|----|
| Date of fundraiser: <u>Spring 2016 TBA</u> | | Projected profit: <u>unknown</u> | | Amount earned: | |
| Group or organization proposing the fundraiser: <u>Princeton Baseball</u> | | | | Item(s) being sold: <u>None</u> | |
| Company/organization supplying items to be sold: <u>Pitch-a-Thon</u> → <u>we will accept "per strike" donations to program, ex \$5/strike</u> | | | | | |
| The money raised will be used for: <u>General/Whistlefund/Equipment needs</u> | | | | | |
| <p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p> | | | | <p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> | |
| | | | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | X | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | X | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | X | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | X | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | X | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | X | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | X | |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. | | | X | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | |
| Date: <u>2/19/16</u> | | Teacher/Sponsor Signature: <u>Jordan Neubauer</u> | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. | | | | | |
| | | APPROVED | | NOT APPROVED | |
| Date: <u>2/22/16</u> | | Administrator Signature: <u>[Signature]</u> | | | |
| Date: <u>2.24.16</u> | | Superintendent Signature: <u>Julia Espe</u> | | | |
| Date: | | School Board Chair Signature: | | | |

FUNDRAISING APPROVAL FORM

| | | | | | |
|---|---|---|--|---|----|
| Date of fundraiser: <i>Spring 2016</i> | | Projected profit: <i>Baseballs</i> | | Amount earned: | |
| Group or organization proposing the fundraiser: <i>Princeton Baseball</i> | | | | Item(s) being sold: <i>NA</i> | |
| Company/organization supplying items to be sold: <i>Local Businesses → Sponsor a game/series by donating the funds for baseballs.</i> | | | | | |
| The money raised will be used for: | | | | | |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. | | | | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. | |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions: | | | | | |
| | | | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | X | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | X | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | X | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | X | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | X | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | X | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | X | |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: | | | X | |
| | | | | | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | |
| Date: <i>2/14/16</i> | | Teacher/Sponsor Signature: <i>[Signature]</i> | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | | | |
| Date: <i>2/22/16</i> | | Administrator Signature: <i>[Signature]</i> | | | |
| Date: <i>2.24.16</i> | | Superintendent Signature: <i>[Signature]</i> | | | |
| Date: | | School Board Chair Signature: | | | |

COPY

FUNDRAISING APPROVAL FORM

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|--|---|---|--|--|----|
| Date of fundraiser: <i>Spring 2016</i> | | Projected profit: <i>Couple thousand</i> | | Amount earned: | |
| Group or organization proposing the fundraiser: <i>Princeton Baseball</i> | | | | Item(s) being sold: Food | |
| Company/organization supplying items to be sold: <i>Steak Fry / 1st Pitch Banquet (Pre-Season)</i> | | | | | |
| The money raised will be used for: <i>General (Activity) Fund / Equipment</i> | | | | | |
| <p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p> | | | | <p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> | |
| | | | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | X | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | X | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | X | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | X | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | X | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | X | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | X | |
| 8. | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. | | | X | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | |
| Date: <i>2/19/16</i> | | Teacher/Sponsor Signature: <i>[Signature]</i> | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | | | |
| Date: <i>2/22/16</i> | | Administrator Signature: <i>[Signature]</i> | | | |
| Date: <i>2.24.16</i> | | Superintendent Signature: <i>Julia Espe</i> | | | |
| Date: | | School Board Chair Signature: | | | |

COPY

FUNDRAISING APPROVAL FORM

| | | | | | |
|--|--|---|--|--|----|
| Date of fundraiser: <u>Spring 2016</u> | | Projected profit: <u>1,000 - 2,000</u> | | Amount earned: | |
| Group or organization proposing the fundraiser: <u>Princeton Baseball</u> | | | | Item(s) being sold: <u>Apparel</u> | |
| Company/organization supplying items to be sold: <u>Eastbury</u> | | | | | |
| The money raised will be used for: <u>General (ACT) Fund balance / Equipment</u> | | | | | |
| <p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p> | | | | <p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> | |
| | | | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | | X | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | | X | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | | X | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | | X | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | | X | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | | X | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | | X | |
| 8. | <p>Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards:</p> <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. | | | X | |
| I have reviewed Policy #511 Fundraising and agree to its provisions: | | | | | |
| Date: <u>2/19/16</u> | | Teacher/Sponsor Signature: <u>[Signature]</u> | | | |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED | | | | | |
| Date: <u>2/22/16</u> | | Administrator Signature: <u>[Signature]</u> | | | |
| Date: <u>2/24/16</u> | | Superintendent Signature: <u>[Signature]</u> | | | |
| Date: | | School Board Chair Signature: | | | |



TO: Princeton Public School School Board
FROM: Dan Voce, Middle School Principal
DATE: February 22, 2016
RE: Donors Choose Fundraiser Request

Explanation of Donors Choose:

Donors Choose is a an online charity that makes it easy for anyone to help students in need. Public school teachers post classroom project requests on the site, and people can give any amount to the project that they choose. The projects and teachers must meet the Donors Choice criteria.

When a project reaches its funding goal, the materials are shipped to the school. Teachers must send thank you letters and provide photos of the project taking place.

If a project is partially funded and the time allowed expires, donors get their donations returned. Therefore, not all projects get funded. Teachers who have projects that are funded receive materials, not monetary donations. Students are not involved in selling products for this fundraiser. Some of the projects listed below may not be funded or approved for funding through the Donors Choose program.

On Dec. 4, 2015, teachers at Middle School and the High School received training on how to apply for projects to be funded by Donors Choose. Ms. Czech indicated that one fundraiser request is sufficient for the remainder of this year in lieu of multiple teachers submitting requests.

Those listed below are requesting approval to participate and are included on this fundraising approval request.

Ashley Croteau, 7th Grade English - Purchase items for a special student project.

Angel Brown, 8th Grade STEM - Purchase batteries for STEM clock project.

OK Julia Espe
2.24.16

CHANGE ORDER REQUESTS

03.01.16

| | ADD | DESCRIPTION |
|--------------------|------------|--------------------------------|
| Rochon Corporation | \$2,618.70 | Joist pockets in existing roof |
| Rochon Corporation | \$7,750.05 | Parapet blocking at Gym Roof |
| Rochon Corporation | \$2,963.10 | Area "A" roof insulation |

Princeton Public Schools

2016-2017 School Calendar

| July 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
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| 31 | | | | | | |

| August 2016 | | | | | | |
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| September 2016 | | | | | | |
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| November 2016 | | | | | | |
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| January 2017 | | | | | | |
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| February 2017 | | | | | | |
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| March 2017 | | | | | | |
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| April 2017 | | | | | | |
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| May 2017 | | | | | | |
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| June 2017 | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

-  School Closed
-  Late Start Day
-  Last Day of Trimester

-  Staff Development Day
-  First and Last Day of School

| | |
|--------------|---|
| Aug 29-31 | New Teacher Workshop |
| Sep 5 | Labor Day |
| Sep 6-8 | Staff Development Days |
| Sep 12 | First Day of School for Students |
| Sep 27 | Late Start Day |
| Oct 20-21 | MEA--No School for Staff/Students |
| Oct 28 | Staff Development Day--No School for Students |
| Nov 17 | Late Start Day |
| Nov 24-25 | Thanksgiving Break--No School for Staff/Students |
| Dec 1 | Last Day of Trimester 1 |
| Dec 2 | Staff Development/Grading--No School for Students |
| Dec 26-Jan 2 | Winter Break--No School for Staff/Students |

| | |
|-------------|---|
| Jan 16 | Staff Development Day--No School for Students |
| Feb 1 | Late Start Day |
| Feb 20-22 | No School for Staff/Students |
| March 3 | Last Day of Trimester 2 |
| March 6 | Staff Development/Grading--No School for Students |
| March 7 | Staff Development Day--No School for Students |
| March 20 | Late Start Day |
| April 14-17 | No School for Staff/Students |
| May 29 | Memorial Day--No School for Staff/Students |
| June 2 | High School Graduation |
| June 7 | Last Day of School/Trimester 3 |
| June 8 | Staff Development/Grading--No School for Students |

PRINCETON PUBLIC SCHOOLS SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. SCHOOL DISTRICT GOALS

NEW MISSION

~~To develop the potential in each person through academic & co-curricular excellence.~~ Princeton is an innovative leader in instruction, developing in EVERY learner the ability to succeed in an ever-changing world.

NEW VISION

~~No boundaries to learning.~~ Princeton will equip every student to be career and college ready through personalized instruction, community partnerships and collaboration.

A. ~~Student Achievement Goals~~

1. ~~Set high academic standards and ensure students achieve, on average, above state and national averages.~~ Provide personalized instruction for every student.
2. ~~Improve academic achievement by utilizing data.~~ Prepare 21st Century students to be college and career ready.

- ~~3. Maximize participation in co-curricular activities. Implement innovative programming.~~
4. Improve communication and engagement with staff, parents, business and community partners in order to maximize student success.

~~B. Curriculum, Instruction, Assessment~~

- ~~1. Continue the review cycle for curriculum areas as scheduled.~~
- ~~2. Continue to provide relevant and rigorous learning experiences with an emphasis on core curriculum.~~

~~C. BUDGET AND FINANCE~~

- ~~1. Maintain the financial health of the district without compromising our mission.~~
- ~~2. Work toward a minimum of 10% as an unreserved general fund balance.~~

~~D. SAFE AND WELCOMING ENVIRONMENT~~

- ~~1. Continue to provide a safe learning environment, promote a positive school climate and work toward improving student social and academic behavior.~~
- ~~2. Continue to promote parental involvement in the student learning process.~~

~~E. FACILITIES~~

- ~~1. Develop a plan to provide school facilities that will ensure appropriate space for students and support our mission of teaching and learning.~~

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270
Minn. Stat § 123.972 (School District Policy)

Cross References:

Adopted: February 11, 2003

Revised: November 28, 2003
Reviewed: February 23, 2010
Revised: February 16, 2016

PRINCETON PUBLIC SCHOOLS SCHOOL BOARD OFFICERS

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.

B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

A. The persons who perform the duties of clerk and treasurer need not be members of the school board.

B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.

2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be

paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk / Acting Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teacher's term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.

5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.

6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair / Parliamentarian

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence, and be assigned the duties of parliamentarian unless the board designates another member.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

2. The superintendent shall perform the following:

a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;

b. recommend to the school board employment and dismissal of teachers;

c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;

~~e~~. d. superintend school grading practices and examinations for promotions;

~~d~~. e. make reports required by the commissioner; and

~~e~~. f. perform other duties prescribed by the school board.

F. Student Representative

A high school student shall be assigned to the school board as a non-voting member.

Legal References: Minn. Stat. § 123B.12 (Finance)
 Minn. Stat. § 123B.14 (Officers)
 Minn. Stat. § 123B.143 (Superintendent)
 Minn. Stat. § 126C.17 (Referendum Revenue)
 Minn. Stat. Ch. 205A (School District Elections)

Cross References: Princeton Policy 101 (Legal Status of the School District)
 Princeton Policy 201 (Legal Status of the School Board)
 Princeton Policy 203 (Operation of the School Board – Governing Rules)
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: April 8, 2003
 Revised: November 23, 2010
 Revised: January 8, 2013
 Revised: February 16, 2016

**PRINCETON PUBLIC SCHOOLS
SUPERINTENDENT EVALUATION**

I. PURPOSE

The purpose of this policy is to provide for a systematic evaluation of the Superintendent.

II. GENERAL STATEMENTS

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent. Measurement of those duties shall be by the performance appraisal outlined in this document.
- C. A Superintendent Evaluation shall be conducted at least annually by June 30 (the board chair will meet with the Superintendent prior to the Superintendent evaluation.) This evaluation shall be per this document and the results of this evaluation shall be documented, shared with the Superintendent, and a record copy of this evaluation retained in the Superintendent's personnel file.

III. PROCESS AND REQUIREMENTS

A. SETTING OF GOALS

In July of each year the School Board and the Superintendent shall meet to establish the below items. Agreement of the below items shall be by consensus between the majority of the board and the Superintendent. These goals and action plans shall be documented. This group may establish multiple year goals and action plans, however only the upcoming year's goals and action plans shall be used for evaluation purposes of the Superintendent.

- 1. School district goals for the upcoming year
- 2. Superintendent action plan for the upcoming year

B. MONITORING PROGRESS

Periodically throughout the year the Superintendent shall update the School Board on progress made toward the district's goals and Superintendent's action plan. This update shall be at a frequency mutually agreed to by the Superintendent and the School Board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 5, School Board-Staff Relationships (See Model Contract and Appraisal)

Adopted: April 8, 2003

Revised: July 18, 2006

Reviewed: May 25, 2010

Reviewed: November 12, 2013

Reviewed: February 16, 2016

PRINCETON PUBLIC SCHOOLS

ACTIVITIES PROGRAM

Purpose

The purpose of this policy is to support development and implementation of a quality student activities program. This will assure a wide range of opportunities, experiences and expectations to meet the needs and interests of students in the Princeton Public Schools.

Definition of Activity

“Activity” refers to any activity whether athletic, academic or fine arts. It also applies to all levels, including elementary, middle, senior high levels and Community Education sponsored activities.

General Statement of Policy

The Princeton School District will provide opportunities for students to safely participate, enjoy and excel in a quality activities program. In order to accomplish this mission:

1. Students will strive to achieve their personal best and compete at the most challenging level appropriate to their abilities.
2. The activities program will provide staff, leadership and resources to support student opportunities.
3. Coaches/Advisers will, on an annual basis or at the end of a season, submit a written evaluation on the program to the district Activities Director. This evaluation, including anonymous parent and student input, will be written on a form developed by the Activities Director.
4. The Activities Director will evaluate all head coaches/advisers on a bi-annual basis and all new head coaches during their first year. Head coaches will be responsible for evaluating the assistants of their respective programs at the end of each season and submit a written evaluation to the appropriate building principal. Additional and periodic evaluations will occur as needed.

Belief Statements

1. A variety of activities should be available to accommodate a wide range of students’ interests. All students should have support to achieve their full potential. Everyone who wants to participate in a specific activity should be able to participate at a level appropriate to his or her ability.

2. The activities program should be **FUN** for all who work and participate in it.
3. Teamwork and respect should be the foundation of all aspects of the activities program.
4. Competition is valued and consists of commitment to success, working hard, and achieving one's personal best.
5. Commitment to communication by parents, students and the school district is required for positive and successful relationships.
6. Participation complements, rather than compromises, students' academic responsibilities.
7. All activities will provide opportunities for students to enhance self-esteem and self-confidence. Understanding expectations and experiencing encouragement are important to building self-esteem.
8. All activities will have equal value and should have appropriate access to resources and support. Expectations for students and recognition of achievements should also be equal.
9. Consistent processes and procedures for starting, evaluating, modifying or eliminating programs must be applied to all activities.
10. Striving for excellence will include a commitment to achieving goals and the self-discipline to work toward continuous improvement.
11. All students are responsible for their own behavior, work ethic, and positive attitude before, during and after participation in their chosen activity.
12. All students, coaches, parents, and supporters should abide by the Conference Code of Ethics:
 - As an **athlete/participant**, I will respect the rights and property of others. I will accept responsibility for my actions and follow the rules of my sport. I will respect and obey the rules of my school, community, state and country.
 - As a **coach/advisor**, I will constantly uphold the honor and dignity of the profession. I will coach each athlete/participant to the best of my ability, knowing that sports and activities are an extension of my community's accepted educational program.
 - As a **fan**, I will show positive support for my school's teams and coaches. I will respect opponents and abide by the decisions of officials. I will keep in mind that I represent my family, my school and my community.
13. Minnesota State High School League policies and regulations and District 477 policies and regulations will guide eligibility, participation and conduct and must be followed.

14. Rehearsals and practices will be scheduled to run no later than 10:00 p.m. on school nights for high school students and no later than 9:00 p.m. for middle school students. When rehearsals are scheduled for extended periods of time, coaches/advisers/staff will find ways to allow students to study during periods of time when they are not directly involved.
15. Every effort will be made to leave Wednesday evenings and Sundays open so that students may participate in non school activities. There will be no practices, rehearsals, or activities after 6:00 p.m. on Wednesdays. Any exceptions must be approved by the school board prior to the event occurring.
16. Must follow Policy 902 – Facility Use Policy.

Activities Communication

STUDENT OR PARENT/STAFF COMMUNICATION:

1. The following is recommended to resolve communication issues and to insure the concerns are resolved at the appropriate level. This communication protocol specifies the person who should be contacted first when there is a concern about a coach/adviser's action or decisions. When a concern is expressed, the following communication protocol should be followed as listed. If resolution of the issue is not achieved at the first level of communication, the next person in the communication protocol can be contacted. The discussion and decision will be documented and filed at each level. All parties involved in addressing the situation will receive a copy of the final resolution:

| | |
|----------------|--|
| Level 1 | Coach/Advisor directly involved with the student |
| Level 2 | Head Coach/Advisor |
| Level 3 | Activities Director |
| Level 4 | Principal |
| Level 5 | Superintendent |
| Level 6 | School Board |

2. If the concern arises at an event, contact with the coach/advisor should be made the following school day. The person with the concern should make a telephone contact or schedule an appointment.
3. All staff members in the communication protocol following coach/advisor are obligated to follow the policy and determine that the line(s) of communication have been followed.

STAFF/STAFF COMMUNICATION:

1. Activities Director and Coach/Advisor communications should address concerns in a one-on-one conference. If resolution is not reached, the issue should be referred to the next level in the protocol (i.e. Principal, Superintendent, School Board).
2. All affected staff may be asked to participate in the discussion.

Activity Schedule Conflicts

1. When conflicting activity schedules occur, the event with the highest level of performance/competition takes precedence. The following performance/competition levels are listed in order from lowest to highest:
 - Rehearsal or practice
 - Scrimmage
 - Non-conference, non-sectional or invitational meet/game
 - Extended student field trip
 - Conference or sectional game and a regularly scheduled performance (i.e., seasonal concert or play production)
 - Sectional or conference play-offs
 - State competition
2. All extended student field trips may not conflict with conference championship, MSHSL sub-section, section or state tournaments.
3. When schedule conflicts occur at the same level of performance, the coaches/advisors will work out the conflict with the Activities Director. Student athlete/participant will not be punished for missing a lower level activity (i.e., being forced to sit out a game/meet/concert for missing a practice due to participation in another activity).
4. School calendar events with annual corresponding dates will dictate that competing major events cannot be scheduled on those dates (i.e., seasonal concerts, play performances, prom).
5. Events properly scheduled on the district events calendar will take precedence over events not scheduled or added to the calendar.
6. Events which need to be rescheduled due to school closings or weather will be handled on a case-by-case basis with sensitivity to dates already scheduled.

Activity Start-Up/Modification/Elimination

The following process will be followed to start, modify or eliminate an activity (ies):

ACTIVITY START-UP

1. Notification of Activities Director.
2. Demonstrated student interest at an earlier age through intramural, club, community education/middle school/elementary school participation, interest survey, consistent participation (2-4 years).

3. Expenditure Evaluation.
 - Advisory Staff: Qualified/certified – number of staff required
 - Facilities
 - Equipment
 - Transportation: Lodging – travel
4. Activities Director recommendation to the School Board.
5. School Board evaluation and decision.
6. Probation for 3 years.

ACTIVITY MODIFICATION

1. Add a level.
 - Add a coach/advisor.
 - Add an appropriate schedule.
 - Review participation (prior year).
 - Examine facilities.
 - Activities Director recommendation to the School Board.
 - School Board evaluation and decision.

ACTIVITY ELIMINATION

1. Activities Director notifies coach/advisor.
2. The activity is being placed on probation.
 - Probationary period 2-3 years or less.
 - Continued decreasing participation.
 - Review of middle school program.
 - Lack of competitive opportunities.
3. Cooperative opportunities will be investigated.
4. The activity is being dropped.
 - Temporary situation (lack of participation at combined levels).
 - When participation increases, the activity will be reactivated.

5. The activity is being eliminated.

- Recommendation by Activities Director to the School Board.
- School Board evaluation and decision.

Legal References: Minn. Stat. § 123B.49 (Co curricular and Extracurricular Activities)

Cross References: Policy 413 (Harassment and Violence)
 Policy 423 (Employee /Student Relationships)
 Policy 503 (Student Attendance)
 Policy 505 (Distribution of Non school Sponsored Materials on School Premises by Students and Employees)
 Policy 506 (Student Discipline)
 Policy 597 (Interscholastic Eligibility)
 Policy 610 (Field Trips)
 Policy 902 (Facility Use)
 MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted: December 19, 2000

Updated: July 20, 2004

Revised: July 19, 2005

Revised: October 10, 2007

Revised: January 13, 2009

Revised: December 8, 2009

Revised: March 23, 2010

Reviewed: February 16, 2016

**PRINCETON PUBLIC SCHOOLS
STUDENT FUNDRAISING**

I. PURPOSE

The purpose of this policy is to address fundraising for the district including student fundraising.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

Fundraising during the school day is not allowed.

III. DEFINITIONS

A. School fundraisers are approved fundraisers conducted by students, staff, or parent groups. These fundraisers fall under the provisions of Section IV.

B. Non-School fundraisers are fundraisers conducted by groups outside the jurisdiction of the schools.

IV. SCHOOL FUNDRAISING

A. All school fundraising must be approved in advance by the appropriate administrator, Superintendent and School Board. The purpose of each fundraiser must be identified and approved in advance. A form shall be available in each district building for this approval.

B. School fundraising shall not be conducted for the purpose of hiring licensed or support staff.

C. School fundraising shall not be conducted for the purpose of maintenance projects.

D. Individual student participation is optional. Students shall not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. Staff shall not use their positions of influence to pressure students to participate nor shall students who do not participate in any way be penalized.

E. Whenever possible, local businesses will be given opportunities to provide

fundraising services or products.

- F. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.
- G. Door-to-door sales are discouraged, but if approved, students may be allowed to sell according to the following guidelines:
1. K-8: Allowed only if parent or guardian is with student
 2. 9-12: Allowed only if two or more students work together
- H. The school district will provide alternative ways for people to donate money to schools without purchasing fundraiser products (see #3 on fundraising approval form).
- I. Information explaining the district's fundraising policy will be summarized in fundraising materials and the full policy will be available on the school district website or from the school offices.
- J. The superintendent or designee will submit to the school board annually (after Auditor's report is completed) a report detailing fundraising activities, the amount earned, and how the funds were utilized.
- K. Beginning in 2007-08 school year, fundraising items consumed on school property must follow USDA guidelines.

V. NON-SCHOOL FUNDRAISING

- A. Non-school groups who conduct fundraising to benefit school programs independently will be treated in accordance with policy #706 (Acceptance of Gifts).
- B. Any employee of the school district involved in fundraising with a non-school group must maintain a clear separation between the group and the school by:
- Communicating to students and parents that the fundraiser is a non-school effort;
 - Clearly stating to students that their participation is optional and that there is no penalty for not participating;
 - Meeting the provisions of the "Distribution of Materials" policies 505 and 904;
 - Ensuring that no fundraising costs are incurred by the district.

C. Non-school groups may conduct fundraisers to support school activities on school property if they meet the following conditions:

- It is made clear that the fundraiser is not a school-affiliated event. A disclaimer stating such must be included on printed materials.
- Pre-approval of the fundraising activity is received from the appropriate administrator and Superintendent.
- The purpose of the fundraiser has been approved by the appropriate administrator and Superintendent and is clearly communicated to all participants.
- No cost associated with the fundraiser is incurred by the district.
- The group is a non-profit organization.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: **505** Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees
506 Student Discipline
533 Wellness
706 Acceptance of Gifts
904 Distribution of Materials on School District Property by Nonschool Persons

Adopted: February 26, 2002
 Revised: September 26, 2006
 Revised: July 17, 2007
 Revised: October 13, 2009
 Reviewed: February 16, 2016

FUNDRAISING APPROVAL FORM

| | | |
|---|--------------------------|----------------------------|
| Date of fundraiser: | Projected profit: | Amount earned: |
| Group or organization proposing the fundraiser: | | Item(s) being sold: |
| Company/organization supplying items to be sold: | | |
| The money raised will be used for: | | |

| | | | |
|--|--|--|----|
| <p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p> | | <p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> | |
| | | Yes | No |
| 1. | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. | | |
| 2. | The charity involved has been selected by the student body as one in which they wish to participate (if applicable). | | |
| 3. | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. | | |
| 4. | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. | | |
| 5. | Information is going home with the students to the parents explaining the district's fundraising policy. | | |
| 6. | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser. | | |
| 7. | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | | |
| 8. | <p>Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards:</p> <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. | | |
| <p>I have reviewed Policy #511 Fundraising and agree to its provisions:</p> <p>Date: _____ Teacher/Sponsor Signature: _____</p> <p>As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED</p> <p>Date: _____ Administrator Signature: _____</p> <p>Date: _____ Superintendent Signature: _____</p> | | | |

Date:

School Board Chair Signature:

PRINCETON PUBLIC SCHOOLS ONLINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

- A. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 122A.22, Subd. 4, for purposes of compulsory education.
624-2
- B. “Full-time online provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- C. “Online course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- D. “Online learning” is an interactive course or program that delivers instruction from a

teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

- E. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- F. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.
- G. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- H. “Supplemental online learning” means an online course taken in place of a course period during the regular school day at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

- 1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
- 2. The school district will receive and maintain information provided to it by online learning providers.
- 3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent, and the enrolling district in a manner specified by the 624-3 Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
- 4. The enrolling district must designate a contact person to help facilitate and monitor the student’s academic progress and accumulated credits toward graduation.

B. Student Enrollment

- 1. A student may apply for full-time enrollment in an approved online learning

program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and the online provider may make available a response to 624-4 the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the

online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online provider must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online syllabus that meets the Commissioner's requirements. 624-5

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References:

Princeton Policy 509 (Enrollment of Nonresident Students)
Princeton Policy 605 (Alternative Programs)
Princeton Policy 608 (Instructional Services – Special Education)
Princeton Policy 613 (Graduation Requirements)
Princeton Policy 620 (Credit for Learning)

Adopted: May 22, 2007
Revised: April 22, 2008
Revised: August 9, 2011
Revised: September 2, 2014
Reviewed: February 16, 2016

**PRINCETON PUBLIC SCHOOLS
ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.

C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school

board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

G. The school district must also include the budget information specified in Paragraph III.D. above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)
Minn. Stat. § 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted: July 22, 2008
Revised: February 16, 2016

PRINCETON PUBLIC SCHOOLS

PURCHASING

~~I. PURPOSE~~

~~The purpose of this policy is to provide clear purchasing procedures.~~

~~II. GENERAL STATEMENT OF POLICY~~

~~All purchases of goods, services and equipment for which the District will be responsible for payment must be made on official purchase orders, properly approved and executed.~~

~~No employee of the school system may obligate the Board for any purchase without having gone through the regular, approved procedures. Such procedures include the use of purchase orders.~~

~~Whenever practical, all goods used by the District should be standardized. This provides for purchasing in greater volume; reduces and restricts indiscriminate ordering; effects increased economy in all phases of procurement, including ordering, purchasing, delivering, and final distribution.~~

~~All Buildings shall promote standardization of supplies and equipment to all personnel, and it shall be a responsibility of all employees of the District to accept and encourage standardization of supplies and equipment, if practical and applicable within an employee's area of responsibility.~~

~~Purchases shall be from local vendors if price is equivalent or lower than outside vendors taking transportation costs and timelines of availability into consideration.~~

~~III. PURCHASING PROCEDURES~~

~~A. Regular Purchase Orders~~

~~Regular purchase orders are used to order in advance for items such as supplies, equipment, professional services, advertising, printing, rental of equipment, food repair supplies, etc. from vendors.~~

~~1. Prepare top portion of the purchase order request form with the following details:~~

~~a. Required date (the date when the product is needed)~~

~~b. Location (this defaults to where the product is needed)~~

- ~~c. Comment (this is a good place to enter the name of staff member ordering items)~~
- ~~d. Buyer (person typing the requisition)~~
- ~~e. Vendor name and address~~

~~2. Complete body of order:~~

- ~~a. Description: Complete descriptive information including catalog numbers, brand name and model numbers of each item ordered.~~
- ~~b. Units: Quantity needed of each item ordered.~~
- ~~c. Unit Type: (e.g. each, case, dozen, lbs.)~~
- ~~d. Rate: The amount of a single unit (the program extends the total cost)~~
- ~~e. Complete 17 digit expense code. More than one expense code may be charged on one requisition.~~
- ~~f. The request for purchase order form is forwarded to the building principal for approval/signature.~~

~~3. Process the purchase order:~~

- ~~a. Approved purchase order requests are forwarded to the building secretary for entry into Smart Finance.~~
- ~~b. Investigate expense code if it comes up highlighted over budget.~~
- ~~c. To get final approval for a purchase order route it to the Director of Business Services.~~
- ~~d. Approved purchase orders are processed at the district office. Copies will be printed as needed for district office records, staff members and receiving department.~~
- ~~e. Call, fax or mail signed purchase order to the vendor to place the order.~~

~~4. Delivered items will be checked in at the receiving department for each school or at the district office receiving area and forwarded to the staff member or department noted on the purchase order.~~

~~5. The requisitioner will be asked to certify on their copy of the invoice that the items have been received and, if applicable, are in good working condition. In case of a partial shipment: the requisitioner should date and initial each item received on their copy of the invoice and forward a duplicate copy to the business office accounts payable department. Retain the original purchase order until the entire order has been received or completed, then forward to the business office accounts payable department.~~

~~6. Items ordered on approval should be so indicated on the purchase order. It is the requisitioner's responsibility to notify the business office, well within the approval time limit, whether the items have been approved or rejected. This~~

~~should be done via a copy of the purchase order and identified as APPROVED or REJECTED by the requisitioner. Items to be returned should be sent to the building office, properly labeled, within the approval time limit. Items will be returned and insured using UPS.~~

B. Local Purchase Orders

~~Local purchase orders are used when making purchases from local vendors. This purchase order method and payment should be used for charges at local businesses.~~

~~1. Items are picked up and charged to the school district with prior approval from administrator or department head. Appropriate staff member must sign invoices or charge slips.~~

~~2. Local purchase order forms are filled out.~~

~~a. Invoices/receipts and documentation are attached to the local purchase order and the local purchase order is then approved by the building principal/supervisor and is sent to the district office for payment.~~

C. Request for Reimbursement, Travel, or Check Request

~~The form called "Request for Reimbursement, Travel or Check Request" is to be used by staff members who are requesting checks for workshop registrations, membership dues, mileage or other forms of reimbursement. The form should be filled out completely with their full name and address, description of reimbursement, amount of request, 17 digit code, dated, signed and all detailed receipts attached. NOTE: Please attach a travel log if needed to the reimbursement form. This form is given to the building principal/supervisor for approval and is used as a data entry document and is sent to the district office for payment.~~

~~1. Employees will be reimbursed for items purchased for the school, with prior approval from their supervisor. Sales Tax will be excluded from the reimbursement.~~

D. Check Requests/Invoices (Weekly)

~~Check Requests/Invoices used to pay items that have a deadline due to the nature of the expenditure, not because an employee neglected to complete the paperwork on time. Examples of acceptable items for weekly payment are: referees, student book orders, field trips (including Community Education events), emergency items:~~

~~a. Follow part C above.~~

~~b. Approved requests and supporting documents are due at the district office by Wednesday at 12:00 p.m. to have a check prepared by Friday.~~

~~All purchase orders must be accounted for especially at year end. It is very important that we don't have invalid or open purchase orders in the system as they will encumber the code, which they are assigned to, thus creating inaccurate reporting.~~

~~**Cross References:**
Princeton Policy 412 Expense Reimbursement
Princeton Policy 412.1 Employee Travel and Related Expenses
Princeton Policy 701 Establishment & Adoption of School District Budget
Princeton Policy 702 Accounting~~

~~Adopted: June 14, 2011~~

**PRINCETON PUBLIC SCHOOLS
PURCHASING AND PROCUREMENT POLICY**

I. PURPOSE

The purpose of this policy is to provide clear purchasing and procurement guidelines.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is that purchasing and procurement procedures are developed and maintained.

III. DEVELOPMENT OF PURCHASING AND PROCUREMENT PROCEDURE(S)

The Director of Business Services shall be responsible for the development and maintenance of an procurement and purchasing procedures. The procedures shall be operated in compliance with UGG, UFARS and all other state and federal rules and regulations.

IV. PURCHASING AND PROCUREMENT PROCEDURE GUIDELINES

- A. All purchases of goods, services and equipment for which the District will be responsible for payment must be made on a district purchase order form, properly approved and executed.
- B. No employee of the school system may obligate the Board for any purchase without having gone through the regular, approved procedures. Such procedures include the use of purchase orders.
- C. Whenever practical, all goods used by the District should be standardized. This provides for purchasing in greater volume; reduces and restricts indiscriminate ordering; effects increased economy in all phases of procurement, including ordering, purchasing delivering, and final distribution.
- D. All Buildings shall promote standardization of supplies and equipment to all personnel, and it shall be a responsibility of all employees of the District to accept and encourage standardization of supplies and equipment, if practical and applicable within an employee's area of responsibility.
- E. Purchases shall be from local vendors if price is equivalent or lower than outside vendors taking transportation costs and timelines of availability into

consideration.

Cross References: Princeton Policy 412-Expense Reimbursement
Princeton Policy 412.1-Employee Travel and Related Expenses
Princeton Policy 701-Est. & Adoption of School District Budget
Princeton Policy 702-Accounting

Adopted: February 16, 2016



Monthly Project Status Report

Date: 3-1-16

Project: Princeton Bond Referendum Projects

A. Notable Activities this Period:

Planning & Design:

1. Plans issued for the South Elementary demolition and site reconstruction.
2. Plans nearly complete for the Ball Fields bid package.
3. Furniture selections are nearly complete and ordering will be in the next couple weeks.
4. Pre-Bid walkthrough for South Demolition was completed.

Construction:

Primary School

1. Interior finishes such as Drywall, Painting, Tile, Ceiling are all underway.
2. Mechanical and electrical devices and equipment are being installed.
3. Curtainwall (windows) are installed, glass is on order and will install in the next couple weeks.
4. All stairs and railings are installed.
5. All interior concrete block walls are installed.
6. Elevator has started to be installed.

High School

1. Gym, hall and office concrete slabs are complete.
2. Roofing is complete on the gym addition.
3. Thawing of the area for the IT addition is underway.

Family Center/District Office

1. Demolition underway.
2. Abatement complete.
3. Floor cutting and underground plumbing excavation has started.

B. Activities Planned for Next Period:

Planning & Design:

1. Finalize technology, furniture and other equipment items.
2. Gather bids on South Demolition and Site Reconstruction, abatement and Ball Fields.

Construction:

1. POC meetings will continue on an on-going basis into the school year to review on-going design and project progress.

Primary School

1. Finishes will continue.
2. Mechanical and Electrical finishes will start.
3. Elevator install will commence.
4. Low voltage wiring for Technology, security and network will begin.

High School

1. Excavation for IT addition.
2. Finishes in the Gym Addition such as painting, tile and Mechanical / Electrical rough ins.
3. Windows, Door Frames and interior concrete block walls will be installed.

Family Center / District Office

1. Interior framing.
2. Mechanical / Electrical rough ins.
3. Underground plumbing and concrete slabs.

C. Budget Status:

1. Primary School and High School contingency allotments will be more than sufficient to finish the projects.
2. District office project is running tight with contingency due to expanded abatement and structural items discovered during demolition, we will continue to monitor costs and plan for any potential worst case scenarios moving through the next few months.
3. Budgets for the South Elementary project and Ball Fields have budgets that were adjusted to cover additional scope and long term planning items.

D. Schedule Status:

1. All projects under construction are on schedule.

E. Critical Issues:

1. Casework supplier for the Primary School went out of business. ICS has almost completed the necessary work required to replace the contractor working with the bonding company and interested suppliers. Final contract completion should be completed within the week. There will be no additional cost to the District, however delivery of the casework will be delayed by approximately 2 months. This will extend the completion date of the Primary School, however will not impact school start.

(End of Report)

DISSOLUTION AGREEMENT

This Agreement, made and entered into as of this ____ day of February, 2016, by and between Oak Land Cooperative Center, with an address of 303 – 7th Lane NE, Cambridge, MN 55008, (hereinafter “Center”), and Independent School District No, 15, St. Francis Public Schools, Independent School District No. 447, Princeton Public Schools and Independent Public School District No. 911 Cambridge-Isanti Public Schools, (hereinafter collectively “Member Districts” and individually a "Member District").

RECITALS

WHEREAS, Center is a Minnesota joint powers entity formed by the Member Districts pursuant to Minnesota Statutes § 471.59 and which provides career and technical and alternative educational opportunities to youth and adults who are residents of the Member Districts; and

WHEREAS, Minnesota Statutes § 123A.22, which was adopted after the Center was organized, also authorizes independent school districts to enter into cooperative arrangement for the provision of expanded career and technical and alternative educational services; and

WHEREAS, the Member Districts now choose to dissolve the Center and to resume providing the career and technical and alternative educational opportunities solely to youth and adults who are residents of their Member District; and

WHEREAS, Center and Member Districts wish to dissolve the Center in accordance with the Center’s Bylaws and related operating agreements and pursuant to Minnesota law.

NOW, THEREFORE, in consideration of the foregoing, and in consideration of the mutual terms and conditions contained herein, the parties hereby agree as follows:

1. Dissolution. Pursuant to the Amended Joint Agreement for the Oak Land Cooperative Center (“Amended Agreement”), Minnesota Statutes § 123A.22, the Amended Bylaws of the Center dated January 18, 2006 (“Amended Bylaws”), and Minnesota Statutes § 123A.33 and related statutes, the Center, pursuant to the Resolution of its Governing Board shall dissolve effective September 1, 2016.

2. Assets and Liabilities. Member Districts hereby agree that Center shall be dissolved effective September 1, 2016 and that all liabilities of the Center shall, to the extent of the assets of Center, be fully paid and discharged prior to

September 1, 2016. Upon payment of all such liabilities all of the disburseable property and remaining funds of Center shall be divided in accordance with the Amended Agreement among all remaining Member Districts on the basis of the resident student population of each Member District, the number of years of participation of each Member District, and the proportionate contributions made pursuant to the Amended Agreement by each Member District as determined by the Center's accountant. Exhibit "A" attached hereto is the Accountant's Formula for Distribution of Assets Following Dissolution. In the event the assets of Center are insufficient to fully pay and discharge the liabilities of Center or to the extent there may be continuing liabilities of Center that cannot be effectively discharged as a part of the timely winding up of the business of the Center, the Member Districts hereby agree that all such liabilities shall be assumed and paid by the Member Districts pursuant to their Fiscal Operations obligations as set forth in the Amended Bylaws.

3. Employees. Employees of the Center shall be accorded the following rights as mandated by Minnesota Statutes § 123A.33.

- (a) On or before March 10, 2016, the governing board of the Center shall provide all teachers employed by the Center with written notice of the dissolution of the Center and the September 1, 2016 effective date of the dissolution.
- (b) Teachers with a continuing contract in a Member District shall have the following rights pursuant to Minnesota Statutes § 123A.33, Subdivision 5.
 - (i) If a teacher was previously employed in a Member District and:
 - a. Had a continuing contract with that Member District;
 - b. Has been continuously employed immediately after leaving that Member District by the Center to provide instruction to pupils enrolled in that Member District; and
 - c. Is either a probationary teacher or has a continuing contract with the Center, then such teacher may:
 - (1) Elect to resume the teacher's continuing contract with the Member District with whom the teacher was previously employed by filing a written notice of the election with the Member District's board on or before March 20, 2016.

- (2) Failure of a teacher to file a written notice by March 20, 2016 shall constitute a waiver of the teacher's rights to resume the teacher's continuing contract.
- (3) The Member District must make reasonable realignments of positions to accommodate the seniority rights of a teacher electing to resume continuing rights in the Member District.
- (4) Upon returning, the teacher shall receive credit for all years of continuous service under contract with the Center and the Member District for all purposes relating to seniority, compensation and employment benefits and the teacher's current educational attainment on the Member District's salary schedule.
- (5) A teacher who does not elect to resume the teacher's continuing contract shall be accorded the rights of other teachers as set forth below.

(c) Teachers who do not have continuing contract rights with a Member District or who has waived such right as described above shall have the following rights of other teachers pursuant to Minnesota Statutes § 123A.33 (6).

(i) If the teacher has a continuing contract with the Center; and either

- a. Did not have a continuing contract with any member district; or
- b. Does not return to a member district, then:
 - (1) By May 10, 2016, the Center must provide to each teacher written notice of available teaching positions in any Member District to which the Center was providing services at the time of dissolution.
 - (2) Available teaching positions are all teaching positions that, during the school year following dissolution are positions for which the teacher is licensed; and are not assigned to a continuing contract teacher employed by a Member District after any reasonable realignments have occurred which may be necessary under the applicable provisions of Minnesota Statutes § 122A.40 (10) or (11) to accommodate the seniority rights of teachers employed by a member district.

- (d) On or before June 1, 2016, any teacher wishing to do so must file with the applicable Member District's board a written notice of the teacher's intention to exercise the teacher's rights to an available teaching position within that Member District. If more than one teacher files with a Member District, available teaching positions within that Member District must be offered to teachers based on their seniority within the Center.
- (e) Each Member District shall, in addition to the rights accorded to teachers as described above, shall provide the following rights to teachers of the Center pursuant to Minnesota Statutes § 123A.33, Subdivision (6) (d) – (f).
 - (i) For five years following dissolution, each Member District may not appoint a new teacher or assign a probationary or provisionally licensed teacher to any position requiring licensure in a field in which the Center, prior to being dissolved, provided instruction until the following conditions are met:
 - a. The Member District has provided each teacher employed by the Center at the time of dissolution, who holds the requisite license, written notice of the available position; and
 - b. No teacher holding the requisite license has filed a written request to be appointed to the position with the Member District's board within 30 days of receiving the notice.
 - c. If no former Center teacher files such notice, the Member District may fill the position as it sees fit.
- (f) A teacher appointed according to any of the above provisions of this Paragraph 3 shall not be required to serve a probationary period. The teacher shall receive credit on the appointing Member District's salary schedule for the teacher's years of continuous service under contract with the Center and the Member District and the teacher's educational attainment at the time of appointment or shall receive a comparable salary, whichever is less. The teacher shall receive credit for accumulations of sick leave and rights to severance benefits as if the teacher had been employed by the Member District during the teacher's years of employment by the Center.
- (g) The rights of non-licensed employees of the Center following dissolution shall be as set forth below pursuant to Minnesota Statutes § 123A.33 (9)).
 - (i) A non-licensed employee who is terminated by the Center as a result of the dissolution shall be appointed by a Member District to a

position that is created within 36 months of the dissolution and is created as a result of the dissolution of the Center.

- (ii) A position must be offered to a non-licensed employee, who fulfills the qualifications for that position, in order of the employee's seniority within the Center as of the dissolution.
- (iii) The same provisions shall also apply to all educational support employees of the Center.
- (iv) An employee appointed as provided above shall receive credit for the employee's:
 - a. Continuous years of service with the Center on the appointing Member District's compensation schedule and seniority list; and
 - b. Unused sick leave accumulated while employed by the Center.
- (h) The employment rights of the Center's director are subject to Minnesota law and the existing employment contract with the director which, in accordance with its terms, expires on June 30, 2016.
- (i) To the extent required, the Center and the Member Districts will comply with the applicable provisions of the existing collective bargaining agreements in existence for certified teaching personnel, paraprofessionals and administrative assistants.

4. Conditions to Center's and Member Districts' Obligations

Hereunder. The obligation of the parties to complete the dissolution of the Center in accordance with the terms set forth in this Agreement is subject to the satisfaction (or written waiver by each party) of each of the following conditions:

- (a) The Amended Bylaws and Amended Agreement of the Center and all statutory requirements must have been complied with by all parties.
- (b) The boards of each Member District shall have approved the terms and conditions applicable to them to the extent that any such approval is required or requested.
- (c) The parties agree to use their best efforts and good faith to have the above conditions satisfied as soon as possible.

5. Binding Effect. This Agreement is binding upon, and shall inure to the benefit of, the parties hereto and their respective successors, representatives and assigns.

6. Interpretation and Amendment. This Agreement shall be interpreted in accordance with Minnesota law. This Agreement may be amended only in writing signed by all parties.

7. Mediation/Arbitration. Any controversy or claim arising out of or related to this Agreement, or the breach thereof, shall be settled by first attempting to mediate the dispute and upon the failure of mediation upon binding arbitration as provided in the following paragraphs.

- (a) Before resorting to arbitration as provided in paragraph (b) below, the parties involved in a dispute arising under this Agreement, agree to first try to settle the dispute by mediation. The mediation shall be conducted by a single third party neutral mediator mutually acceptable to all involved parties, using procedures to be determined by the mediator. If the parties are unable to agree on a mediator within fifteen (15) calendar days (or such longer period as is agreed upon by the parties), each party shall nominate a proposed mediator and such nominated mediators shall mutually agree on a neutral mediator. Mediation shall commence using procedures to be determined by the mediator. All mediations shall be conducted in compliance with the Minnesota Civil Mediation Act, over such period of time and at such times and locations as the neutral mediator determines until the dispute is resolved or the mediator determines that the dispute cannot be resolved through mediation. Except as hereinafter provided, the costs and expenses of the mediation, including compensation of the mediator, will be borne equally by the parties. If the dispute is not resolved by mediation, the matter may be submitted to binding arbitration as provided in Paragraph (b) below.
- (b) In the event that mediation does not result in resolving such dispute, a party may by written request submit the dispute for resolution by binding arbitration before a single qualified neutral under the authority of the Minnesota Uniform Arbitration Act. The arbitrator will be selected, and, except as otherwise provided in this Agreement, the arbitration shall be conducted in accordance with the rules promulgated by the American Arbitration Association relevant to the nature of the dispute to be arbitrated or on such other rules on which the parties may mutually agree. In addition the parties shall adhere to the following procedures:

- (i) In rendering an award the arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of the State of Minnesota.
- (ii) All arbitration proceedings shall be conducted in Isanti County, Minnesota unless another location is mutually agreed upon.
- (iii) Limited civil discovery shall be permitted for production of documents and taking of depositions. All issues involving compliance with discovery requests shall be decided by the arbitrator.
- (iv) Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
- (v) The arbitrator shall have the authority to award any remedy or relief that a court of this state could order or grant, including, without limitation, specific performance of any obligation created by the parties, the issuance of an injunction or the issuance of sanctions for the abuse or frustration of the arbitration process, but may not award punitive or exemplary damages.
- (vi) Notwithstanding anything in this Agreement to the contrary, any party to this Agreement may seek and obtain injunctive or other appropriate equitable relief from a court of competent jurisdiction to prevent or end irreparable harm to such party and for which it would be extremely difficult or impossible to determine the damages that would arise from such violation or the continuance thereof; provided, however, that the substance of any such dispute is to be resolved through arbitration as provided in this Section and that the Court's equitable relief may include an order compelling such mediation and arbitration.
- (vii) The prevailing party shall be entitled to recover all reasonable attorneys' fees, costs, including the mediation and arbitration attorneys' fees and costs it previously advanced, expert fees and costs and related expenses from the non-prevailing party and such recovery shall be made part of the arbitration award and any judgment entered pursuant to such award.

IN WITNESS WHEREOF, the parties have executed this Agreement as on the day and year first above written.

OAK LAND COOPERATIVE
CENTER:

MEMBER DISTRICTS:

By: _____

Independent School District No, 15, St.
Francis Public School

Its: _____

By: _____

Its: _____

Independent School District No. 447,
Princeton Public Schools

By: _____

Its: _____

Independent Public School District No. 911
Cambridge-Isanti Public Schools

By: _____

Its: _____

EXHIBIT “A”

ACCOUNTANT’S FORMULA FOR DETERMINING DISTRIBUTION OF ASSETS UPON DISSOLUTION

Each of the three member district’s proportionate shares of Oak Land’s property and remaining funds will be calculated by applying dissolution percentages equal to the weighted average of individual percentages calculated for each of the three factors included in the joint powers dissolution clause: the resident student population percentage; the years of participation percentage; and the proportionate contribution percentage.

1. The resident student population percentages will be calculated based on a five-year average, for the fiscal years ended June 30, 2011 through June 30, 2015, of each member district’s total “resident average daily membership” according to the final “District Average Daily Membership” reports available from the Minnesota Department of Education (MDE). All student population information utilized in these calculations will be taken from these same reports. Ten (10) percent of the dissolution percentages will be based on the relative resident student population percentages.
2. The years of participation percentage will be based on the number of years each member district has participated in the cooperative. Since all three current member districts have participated from the Cooperative’s formation to dissolution without interruption, the years of participation percentage will be an equal 33.33 percent for each member district. Ten (10) percent of the dissolution percentages will be based on the relative years of participation percentages.
3. The proportionate contribution percentages will be calculated based on a five-year average, for the fiscal years ended June 30, 2011 through June 30, 2015, of each member district’s contributions made to the cooperative pursuant to the joint powers agreement, to include the following:
 - a. General education state aid passed through Independent School District No. 911, equal to:
 - i. The “Adjusted Pupil Units” attending the cooperative from each member district times the statewide basic general education allowance for the respective fiscal years.
 - ii. The “Adjusted Pupil Units” attending the cooperative from each member district times the operating capital allowance per pupil unit taken from Independent School District No. 911’s final MDE “general education aid entitlement” reports for the respective fiscal years.

- iii. The “AdjExt Pupil Units” attending the cooperative from each member district times the statewide general education extended time allowance for the respective fiscal years.
- b. Career and Tech levy revenue passed through Independent School District No. 911, allocated based on the “Average Daily Membership” for grades 10-12 attending the cooperative from each member district for the respective fiscal years.
- c. Compensatory general education state aid per annual MDE “Compensatory revenue” reports allocated to each member district based on the location of the respective school sites generating the aid.
- d. Special education state aid generated by each member district based on the annual MDE “District Tuition Bill Calculation” reports.
- e. Any other direct charges or tuition paid by each member district based on Oak Land detail revenue reports.

Eighty (80) percent of the dissolution percentages will be based on the proportionate contribution percentages.

**PRINCETON PUBLIC SCHOOL
REVISED BUDGET 2015-2016
2-Feb-16**

| | 2016 ESTIMATED REVENUES | 2016 ESTIMATED EXPENDITURES |
|--------------------------|-------------------------------|-----------------------------------|
| GENERAL FUND (01) | \$ 32,220,520 | \$ 36,403,967 |
| FOOD SERVICE (02) | \$ 1,680,400 | \$ 1,779,549 |
| COMMUNITY EDUCATION (04) | \$ 1,270,511 | \$ 1,384,080 |
| BUILDING FUND (06) | \$ 10,000 | \$ 20,000,000 |
| DEBT SERVICE (07) | \$ 3,506,739 | \$ 3,444,322 |
| TOTAL ALL FUNDS | \$ 38,688,170 | \$ 63,011,918 |

| | 2015 FUND BALANCE |
|---------------------|----------------------|
| GENERAL FUND | \$ 12,551,273 |
| FOOD SERVICE | \$ 383,513 |
| COMMUNITY EDUCATION | \$ 396,361 |
| BUILDING FUND | \$ 26,927,908 |
| DEBT SERVICE | \$ 588,512 |

**PRINCETON PUBLIC SCHOOLS
GENERAL FUND REVISED BUDGET
2-Feb-16**

| | 2016 Estimated Revenues | 2016 Estimated Expenses | |
|------------------------------|----------------------------|----------------------------|----------------|
| Gifted & Talented-Restricted | \$ 44,902 | \$ 47,455 | \$ (2,553) |
| Deferred Maint-Restricted | \$ 213,780 | \$ 212,000 | \$ 1,780 |
| Health & Safety-Restricted | \$ 93,576 | \$ 86,236 | \$ 7,340 |
| Operating Capital-Restricted | \$ 570,444 | \$ 630,000 | \$ (59,556) |
| Staff Development-Restricted | \$ 410,890 | \$ 402,376 | \$ 8,514 |
| Qcomp-Assigned | \$ 856,044 | \$ 904,604 | \$ (48,560) |
| Technology-Assigned | \$ - | \$ 86,036 | \$ (86,036) |
| Building Improved-Assigned | \$ - | \$ 3,000,000 | \$ (3,000,000) |
| Program Initiatives-Assigned | \$ 215,838 | \$ 294,803 | \$ (78,965) |
| Activity Account-Assigned | \$ 500,000 | \$ 500,000 | \$ - |
| Unassigned | \$ 29,315,046 | \$ 30,240,457 | \$ (925,411) |
| Total | \$ 32,220,520 | \$ 36,403,967 | |
| | \$ 32,220,520.00 | \$ 36,403,967.00 | |

**2015 Fund
Balance**

| | |
|------------------------------|----------------------|
| Gifted & Talented-Restricted | \$ 39,426 |
| Deferred Maint-Restricted | \$ 57,437 |
| Health & Safety-Restricted | \$ (45,255) |
| Operating Capital-Restricted | \$ 2,497,971 |
| Staff Development-Restricted | \$ 70,515 |
| Severance-Committed | \$ 699,936 |
| Qcomp-Assigned | \$ 80,869 |
| Technology-Assigned | \$ 115,278 |
| Building Improved-Assigned | \$ 3,600,000 |
| Program Initiatives-Assigned | \$ 700,000 |
| Activity Acct-Assigned | \$ 138,627 |
| Non Spendable | \$ 77,231 |
| Unassigned | \$ 4,519,237 |
| | \$ 12,551,273 |

Audit report for 2015 was presented at the 1st board meeting in November and the fund balances for the 2014-2015 school year for each category are reflected above.

**PRINCETON PUBLIC SCHOOLS
COMMUNITY EDUCATION FUND BUDGET
2-Feb-16**

| | | 2016 Estimated Revenues | 2016 Estimated Expenses | |
|-----------------------------|--|-------------------------------|-------------------------------|--------------|
| Community Ed-Restricted | | \$ 823,439 | \$ 903,400 | |
| Early Childhood-Restricted | | \$ 212,384 | \$ 203,201 | |
| School Readiness-Restricted | | \$ 215,609 | \$ 260,633 | |
| Other-Restricted | | \$ 19,079 | \$ 16,846 | |
| | | \$ 1,270,511 | \$ 1,384,080 | \$ (113,569) |

**2015 Fund
Balance**

| | |
|-----------------------------|------------|
| Community Ed-Restricted | \$ 201,402 |
| Early Childhood-Restricted | \$ 100,621 |
| School Readiness-Restricted | \$ 72,340 |
| Other-Restricted | \$ 20,479 |
| NON-Spendable | \$ 1,519 |
| | \$ 396,361 |

Community Education is broken into four Restricted areas according to law. Other consists of Nonpublic aid that the state flows money through us to homeschool families for counseling, nursing, and textbooks based on homeschool families' applications. Preschool Screening is also in the other restricted fund. We receive funding based on the number of 3-5 year olds we screen each school year.

2016 Revised Budget Document Explanation

Gifted and Talented

Revenue Sources

- State Aid

Expenditures

- Coordinator
- Building Coaches
- Instructional Supplies
- Professional Development

Deferred Maintenance

Revenue Sources

- State Aid
- Property Tax Levy

Expenditures

- Approved on May 5, 2015 by Board

Health & Safety:

Revenue Sources

- Property Tax Levy

Expenditures

- Approved on June 2, 2015 by Board

Operating Capital

Revenue Sources

- State Aid
- Property Tax Levy

Expenditures

- Approved on May 5, 2015 by Board

Staff Development

Revenue Sources

- State Aid

Expenditures

- Professional Development
- New Staff-Back-to School Workshops
- All Staff-Back-to-School Workshops
- Instructional Rounds
- Summer Instructional Work
- Technology Integrationist
- Assessment Coordinator

Qcomp

Revenue Sources

- State Aid
- Property Tax Levy

Expenditures

- Based on Plan that has to be voted on by teacher bargaining unit
- **Revised**
 - Individual PLC,
 - Career Ladder
 - Building Goals
 - Training Costs
 - Administrative Costs

Technology Assigned

Revenue Sources

- Previous revenue set aside for specific purpose

Expenditures

- Approved on May 5, 2015 by Board

Building Improved Assigned

Revenue Sources

- Grant
- Previous revenue set aside for specific purpose

Expenditures

- Early Childhood Grant: Approved January 6, 2015. Will Affect 2017 budget.
- **Revised**
 - Playground

- Transitions & District Office Plan
- Other Projects upon approval from the board

Program Initiatives Assigned

Revenue Sources

- Previous revenue set aside for specific purpose

Expenditures

- Approved on April 21, 2015 by Board

Activity Account Assigned

Revenue Sources

- Student fundraising
- Donations
- Participation Fees

Expenditures

- Field Trips
- Rewards for instructional participation
- Recreational Supplies

Unassigned

Revenue Sources

- State Aid
- Property Tax Levy
- Federal and/or State Grants
- Participation Fees
- Donations

Based Revenue on:

- Enrollment of 3,169
- State Formula Increase
- Special Education Increase-Estimated
- **Revised**
 - Enrollment of 3158
 - Special Education increase

Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Building Instructional Supplies (Based on Per student amount)
- Operational Costs: Building Repairs, Utilities, Insurance, and Transportation
- Technology: Software, Technology Repairs

- Teaching and Learning: Instructional Materials
- Activities
- Estimated Salary Increases
- Approved budget adjustments May 5, 2015
- **Revised**
 - Addition of ADSIS Program awarded in July 2015
 - Teacher Settlement
 - Additional Special Education Staffing, Care & Treatment Staffing, & any approved board changes in staffing
 - Reviewal of all costs listed above for reasonableness

Food Service

Revenue Sources

- State Aid
- Federal Aid
- Participation Fees

Base Revenue on

- Breakfast and Lunch Price increase Board Voted on

Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Food Costs
- Supply Costs
- Operational Costs: Utilities and Custodial
- Equipment Costs
- Estimated Salary Increases
- **Revised**
 - Contract Settlement
 - Adjusted Equipment
 - Reviewed all areas for reasonableness

Community Education Budget

Revenue Sources

- State Aid
- Property Tax Levy
- Participation or Registration Fees
- Grants
- Donations

Expenditures

- Staff salaries, benefits and other contractual requirements
- General, Instructional Supplies & Field Trips

- Operational Costs: Utilities, Custodial, and Transportation
- Technology Costs which includes software

Overall structure to ensure vitality of Community Education

- **Recreation and Enrichment Category**
 - Pay 70% of total participation to fees collected to on-staff instructors after supply expenses and administrative expenses are subtracted from the total participation fees.
 - Pay 80% of total participation fees collected for outside service providers as there are no employer paid benefits.
- Aquatics and School Age Child Care
 - Instructors are paid an hourly rate and participants are charged a set fee.
- Drivers Education
 - Registration fee only
- Adults with Disabilities
 - Instructors paid an hourly rate and currently is a break even program.

New Programs 2016

- 4 Year old Spanish Immersion Preschool
- Programs are continually added throughout the year

Discontinued Programs 2016

- Programs may be discontinued during the year.

Budget is developed based on previous year's revenue and expenditures. We also look at possible impacts of new programs and discontinued programs.

Building Construction Fund

Revenue Sources

- Building Bond Referendum 2014
- Interest

Expenditures

- New Primary Elementary
- High School Renovations

Debt Service Fund

Revenue Sources

- Property Tax Levy
- State Aid

Expenditures

- Building Bond Payments

*Note: Does not represent all chargebacks that may be taken between funds.

Goal I: Provide personalized instruction for every student.

1. Create standard-based learning goals and progressions for each course and/or grade level.
2. Create, administer and analyze common assessments to monitor student growth.

Goal II. Prepare 21st Century students to be Career & College ready.

- 1 Identify and articulate new skills necessary for college & career with staff and community.
2. Generate opportunities for students to learn about civic literacy, financial literacy, entrepreneurial literacy, health literacy and, information literacy, media literacy environmental literacy P-12.
3. Students display the life and career skills of self-direction, flexibility, adaptability, cross-cultural awareness, responsibility, productivity and accountability.

Goal III. Implement innovative programming.

- 1 Analyze, align and prioritize school programs to meet District direction and goals to encourage collaboration, critical thinking, communication & creativity.
2. Ongoing Support new and existing programs.

Goal IV. Guarantee creative & relevant digital learning opportunities.

1. Assess current instructional and technical support infrastructures.
2. Align district and building leadership to drive digital-age classroom instruction.
3. Provide all teachers with anywhere, just-in-time learning, differentiated to meet every need.

Goal V. Communication and Engagement: Improve communication and engagement with staff, parents, business and community partners in order to maximize student success.

1. Assure that staff feel valued, informed and prepared to be our number one ambassadors.
3. Recruit students early and continuously improve district wide Tiger Pride.

Goal I: Provide personalized instruction for every student.

| Step | Action Steps | Timeframe | Evidence of Monitoring |
|--|---|----------------|--|
| <p>1. Create standard-based learning goals and progressions for each course and/or grade level.</p> | <p>1.1.a. Provide professional development for new and existing staff on the creation of learning progressions and how the PLC time will be used to complete and modify learning progressions.</p> <p>1.1.b Identify clear and measurable goals/ expectations for student performance</p> <p>1.1.c. Establish baseline data to Identify student level.</p> <p>1.1.d. Establish teaching strategies for individualized instruction toward progressing to the next level.</p> <p>1.1.e. Administrative monitoring to assure implementation of learning goals and progressions.</p> <p>1.1.f. Identify time within each building for work completion.</p> <p>1.1.g Monitor the completion and use of learning progressions via PLC facilitators and administrator observations.</p> <p>1.1.h. Publish learning progressions via website and share with colleagues.</p> | <p>2015-17</p> | <p>1.a.1 The professional development schedule includes training on the creation and use of learning progressions for new and existing staff.</p> <p>1.b.1 The District calendar includes building work time for completing learning progressions.</p> <p>1.c.1 The PLC agenda includes time to review, analyze, and monitor completed standards based learning progressions.</p> <p>1.d.1 Learning progressions are ready to share with families for all standards.</p> |
| <p>2.Create, administer and analyze common assessments to monitor student growth. *5b, 10a-e</p> | <p>1.2.a. Provide professional development for new and existing staff on the creation of common assessments and how the PLC time will be used to create common assessments.</p> <p>1.2.b Identify clear and valid expectations for student assessment.</p> <p>1.2.c. Collect student baseline data to identify student baseline level to demonstrate student growth.</p> <p>1.2.d. Establish teaching strategies for individualized instruction toward monitoring student growth.</p> <p>1.2.e. Administrative monitoring to assure implementation of common assessment.</p> <p>1.2.f. Identify time within each building for work completion.</p> | <p>2017-19</p> | <p>1.a.1 The professional development schedule includes training on the creation and use of common assessments for new and existing staff.</p> <p>1.b.1 The District calendar includes building work time for completing common assessments.</p> <p>1.c.1 The PLC agenda includes time to review, analyze, and monitor completed common assessments.</p> <p>1.d.1 It is the expectation that all grade levels and content area will use common assessments.</p> |

| | | | |
|--|---|--|--|
| | 1.2.g Monitor the completion and use of common assessments via PLC facilitators and administrator observations. | | |
|--|---|--|--|

Goal II. Prepare 21st Century students to be Career & College ready.

| Step | Action Steps | Timeframe | Evidence of Completion |
|---|--|--|---|
| 1 Identify and articulate new skills necessary for college & career with staff and community *1b | 2.1.a. Identify skills required to be successful in college & career. 2.1.b. Generate community discussions of skills and competencies of required skills. 2.1.c. Communicate the above to staff, students and community. 2.1.d. Do an audit to ascertain if all 21st Century skills are embedded in the Minnesota Content Standards. | January 2016 (a) May 2016 (b) October 2016 (c) October 2017 (d) | 2.1.a. Skills are identified and published. 2.1.b. Using a survey, get input from the community about definitions and competencies of the required skills. 2.1.c. Skills and definitions are communicated with Board, staff, students and community. 2.1.d. Audit report is given to the Administrators. |
| 2. Generate opportunities for students to learn about civic literacy, financial literacy, entrepreneurial literacy, health literacy and, information literacy, media literacy environmental literacy P-12. | 2.2.a. Develop a scope and sequence for 21st century themes that are not found in the content standards. 2.2.b. Develop capstone activities for students to display their 21st century skills in 5th, 8th, and 12th grade. | January 2018 (a) 2017-2018 (b) | 2.2.a. Present the scope and sequence to the Board and public. 2.2.b. Present the format and structure for the capstone activities to the Board and public. |

| | | | |
|---|--|---|---|
| <p>3. Students display the life and career skills of self-direction, flexibility, adaptability, cross-cultural awareness, responsibility, productivity and accountability.</p> | <p>3.3.a. Assess students in 21st century life and career skills. 3.3.b. Develop rubrics to describe these traits. 3.3.c. Educate staff, families and communities about these traits and how to enhance them. 3.3.d. Community works together to assist students' work in developing or improving these traits.</p> | <p>October 2017 (a-b) 2017-2018 (c-d)</p> | <p>3.3.a. Students are evaluated in these 21st century life and career skills. Students do a self assessment as well. 3.3.b. Rubrics and plan is presented to the Board. 3.3.c. Mid process evaluation in students' 21st century life and career skills; self assessment and other assessment. 3.3.d. End of process evaluation in students' 21st century life and career skills; self assessment and other assessment.</p> |
|---|--|---|---|

Goal III. Implement innovative programming.

| Step | Action Steps | Timeframe | Evidence of Completion |
|--|--|----------------|---|
| <p>1 Analyze, align and prioritize school programs to meet District direction and goals to encourage collaboration, critical thinking, communication & creativity *9a</p> | <p>3.1.a Identify committee membership. (administrators, teachers, rep from data team, community representatives) 3.1.b. Establish procedure for determining needed programs (new and existing) and a timeline for yearly review. 3.1.c. Create or locate a rubric for identifying student needs and analyzing how current programs meet the need identified. 3.1.d. Identify additional programs required to address individual student needs. 3.1.e Determine costs and resources needed for implementation of new programs including space, staff, and materials. 3.1.f Prioritize new program proposals based on district vision, mission, and goals.</p> | <p>2017-18</p> | <p>3.1.a. Committee representation is established. 3.1.b. A procedure for determining student needs is created for program review and presented to District leadership. 3.1.c. A rubric is identified for use. 3.1.d. New programs recommendations are shared with the administrative team, building staff, and community members. 3.1.e and f. Program information is presented to the board for consideration including changes in physical space and schedules.</p> |

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| <p>2. Ongoing Support new and existing programs *9b</p> | <p>3.2.a. Use rubric for identifying student needs in each building and how existing programs are supporting those needs. 3.2.b. Prioritize continuation of existing programs based on district strategic plan and student need. 3.2.c. Review and update budget for program based on increase of decrease in student need. 3.2.d. Identify present levels of skills and knowledge of district and building leadership. *8a 3.2.e. Target professional development and material acquisition based on data *8b 3.2.f. Establish structures for acknowledging and celebrating organization and staff results for excellence *11 a-c</p> | <p>2018-19</p> | <p>3.2.a-b. Student needs are identified in each building and existing programs are aligned with those needs. Existing programs which are not needed are identified. 3.3.b. Specific elements are identified for each program to be used for analysis of outcomes. 3.3.b. A timeline for implementation or abandonment is created and shared with District leadership. 3.2.c. Yearly budget is updated to ensure access to necessary materials, staff, and professional development for existing programs. 3.2.d. Professional development needs are determined for new and existing administrators and staff to effectively implement programs. 3.2.e. A yearly professional development plan is created. 3.2.f. Specific elements are used determine programs exhibiting a high level of success and building administrators have publicly recognized those connected with the program.</p> |
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Goal IV. Guarantee creative & relevant digital learning opportunities.

| Step | Action Steps | Timeframe | Evidence of Completion (or, 3.0 on learning scale) |
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| <p>1. Assess current instructional and technical support infrastructures.</p> | <p>4.1.a. Identify and develop core competencies required to be educated in the digital-age. Align instructional and technical support staff to support 21st century teaching and learning. 4.1.b. Infrastructure and Internet speeds exceed the current and future capacity. Develop a plan to assess and prioritize future instructional technology needs. 4.1.c. Ensure students have opportunities for access to</p> | <p>2015-2017 (a) 2016-2017 (b) 2018-2019 (c)</p> | <p>4.1.a. Assessment defines digital learning strategies and skills to encompass current and future instructional strategies and classroom technologies. Infrastructure supports growth of current practices and use. Students & teachers receive timely technical support. 4.1.b. Data from students, parents and</p> |

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| | digital learning tools before, during, and after school, including Internet. | | <p>teachers is used to redesign a system and drive infrastructure development for digital-age learning. Assessment, data and direction is regularly monitored.</p> <p>4.1.c. District and building resources are aligned to support effective digital learning. Instructional technology support systems focused on developing individual capacity to learn and solve problems in the future.</p> |
| <p>2. Align district and building leadership to drive digital-age classroom instruction. *8a</p> | <p>4.2.a. Define digital learning strategies & assessment. Leadership roles focus on learning and integrating 21st century skills into their daily interactions with teachers and staff.</p> | 2015-2016 (a) | <p>4.2.a. Instructional leadership roles define, model and advocate effective uses of technology for learning. Leadership teams guide the use of resources to spark classroom innovations.</p> |
| | <p>4.2.b. Connect digital learning strategies to established learning progressions. Assessments focus on building capacity within each learner to solve real-world problems and acquire new skills</p> | 2017-2018 (b) | <p>4.2.b. Instruction and assessment leadership consider the needs of today's learners to be competitive in the digital-age.</p> |
| | <p>4.2.c. Teacher and building leaders model and support mastery of 21st century skills as a part of content and learning standards.</p> | 2018-2019 (c) | <p>4.2.c. Technology is used intentionally to produce rich learning opportunities for students. Data is analyzed using efficient technology and assessment strategies.</p> |
| <p>3. Provide all teachers with anywhere, just-in-time learning, differentiated to meet every need. *8b</p> | <p>4.3.a. Explicitly connect technology to Princeton's learning map utilizing models for technology integration. (SAMR, TPACK, 21st Century Learning).</p> | 2016 (a) | <p>4.3.a. Teachers reflect and analyze personal pedagogy to articulate individual needs. Every teacher has a strong belief that they can augment and redesign specific learning activities to move students into more rigorous learning. The diverse needs of every learner are addressed through strong pedagogy, effective instruction and relevant content tools.</p> |
| | <p>4.3.b. Develop implementation for relevant digital-age professional development that focuses on individual teachers needs and building internal capacity of our teachers.</p> | 2017-2018 (b) | |

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| | 4.3.c. All teachers participate and engage capacity-building learning opportunities, coaching and instructional technology tools that enhance student mastery of 21st century skills. | 2018-2019 (c) | <p>4.3.b. Every teacher has a formalized, individualized professional learning plan tied to growth & learning standards in their content area.</p> <p>4.3.c. Professional learning focuses on building capacity for effective digital-age instruction as a part of the district's learning map. Like today's learners, teachers are able to learn anywhere, anytime through a variety of online mediums as needed.</p> |
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Goal V. Communication and Engagement: Improve communication and engagement with staff, parents, business and community partners in order to maximize student success.

| Step | Action Steps | Timeline | Evidence of Completion |
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| 1. Assure that staff feel valued, informed and prepared to be our number one ambassadors. | 5.1.a. Develop partnership processes and capacity to address practices, transparency, and collaboration between adults. | 2016 - 2019 | <p>Consistent staff communication tools.</p> <p>Staff report via survey improved sense of value and communication.</p> |
| 2. Build an open and welcoming image that encourages parents to feel connected to our district. | <p>5.2.a. Build capacity in staff and district communications, to create and foster a welcoming environment and build a culture of service.</p> <p>5.2.b. Present a consistent, clear and cohesive district image to staff, parents and community members.</p> | 2016 - 2019 | <p>Parent report via survey improved sense of connection to the district.</p> <p>Parents are engaged with a clear and consistent image.</p> <p>Growth in enrollment and improved retention of students.</p> |

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| 3. Recruit students early and continuously improve district wide Tiger Pride. | <p>5.3.a. Continue and improve upon kindergarten readiness activities.</p> <p>5.3.b. Celebrate Tiger Pride across schools and community.</p> | 2016 - 2019 | Growth in Enrollment and improved retention of students |