



PRINCETON
PUBLIC SCHOOLS

**ISD #477
PRINCETON PUBLIC SCHOOLS**

2021 Referendum Projects

REVIEW AND COMMENT SUBMITTAL

Presented to:

**Minnesota Department of
Education**

July 7, 2021





July 7, 2021

Dr. Heather Mueller, Commissioner
Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113-4266

Re: Independent School District #477
Princeton Public Schools
2021 Referendum

Dear Commissioner Mueller:

In accordance with M.S. 123B.71, Independent School District #477 is submitting this Review and Comment document for review for a proposed referendum project. The proposed work would provide additions and renovations at the High School, Intermediate School, and Student Services buildings, as well as site improvements at the High School. A 2nd Question would provide additional spaces to allow for a Community Center at the High School. These items were identified and developed through a community focused Long Range Planning effort during the fall and winter of 2019-20 as well as ongoing Board discussion and consideration since that time. The direction to proceed with the referendum will be approved by the Board at the July 20th Board meeting. The proposed referendum is November 2, 2021.

The cost of the proposed work is \$68,175,000 and it will be funded through voter approved bonding authority. Additional specific details involving the need for these projects is furnished in this report. We appreciate your review and subsequent comments on this important proposal and look forward to your reply.

Sincerely,

Ben Barton, Superintendent

cc: ISD #477 Board of Education
Michelle Czech, Executive Director for Business Services

Core Values



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Princeton, MN 55371
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In accordance with Minnesota Statute 123B.71, (2000) the School Board of Independent School District #477 Princeton Public Schools submits the following educational facility proposal for Review and Comment. The projects presented are the result of extensive District and Community review of facility conditions, capacity of buildings compared to enrollment projections, program initiatives, and equity within the District. The specific information is as follows:

Key Information:

- Address: **Independent School District #477**
Princeton Public Schools
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Princeton, Minnesota 55371
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ben.barton@isd477.org
Phone: (763) 389-2422
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- School Board
Eric Strandberg, Chair
Deb Ulm, Vice Chair
Sue VanHooser, Treasurer
Chad Young, Clerk
Jim Tomskey, Acting Clerk
Eric Minks, Director
Dawn Bourdeaux, Director
- Financing: Q1: **\$55,240,000 General Obligation Bonds**
Q2: **\$12,935,000 General Obligation Bonds**
- Architect/Planner: **Wold Architects and Engineers**
332 Minnesota Street, Suite W2000
St. Paul, MN 55101
Contact: Vaughn Dierks, AIA
vdierks@woldae.com
Phone: (651) 227-7773
- Owner's Rep: **ICS Consulting**
3890 Pheasant Ridge Drive NE
Blaine, MN 55449
Contact: Ryan Hoffman
ryan.hoffman@ics-builds.com
Phone: (763) 354-2670
- Fiscal Consultant: **Ehlers**
3060 Centre Pointe Drive
Roseville, MN 55113
Contact: Jodie Zesbaugh
JZesbaugh@ehlers-inc.com
Phone: (651) 697-8526

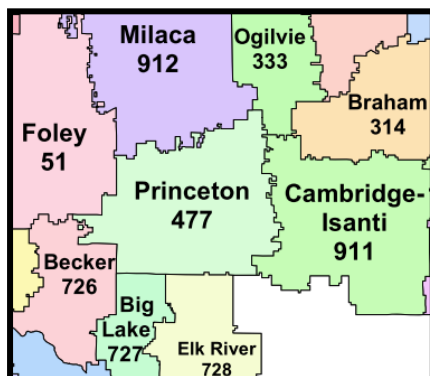
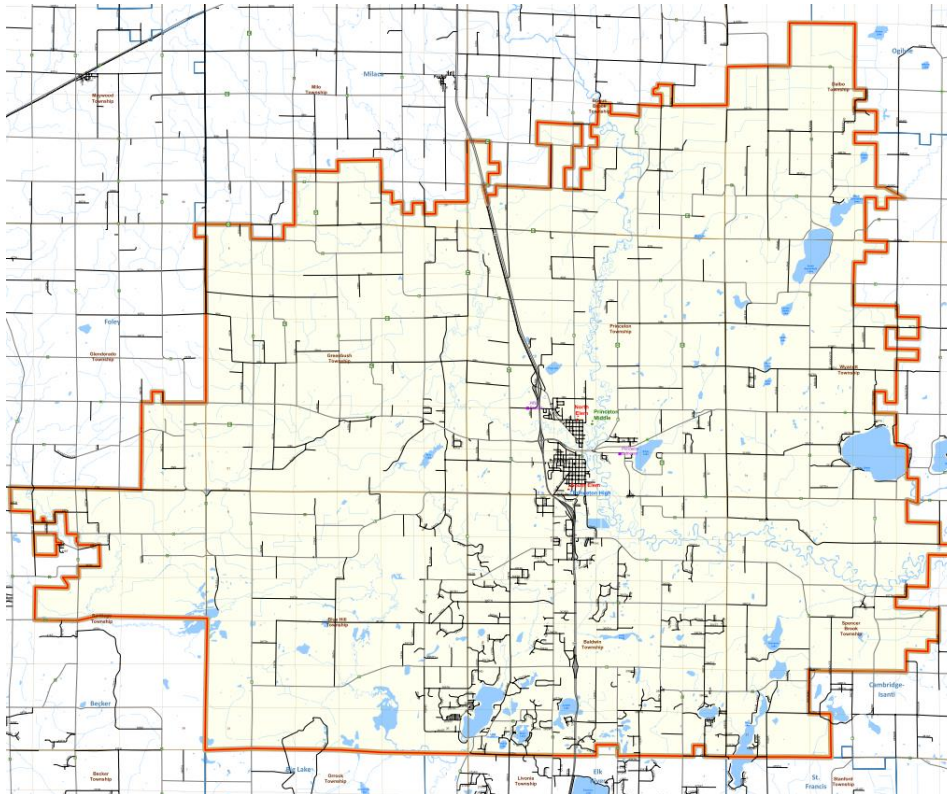
I. The Geographic Area and Population to be Served

- a. *Preschool Through Grade 12 Student Enrollments for the Past Five Years,*
- b. *Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.*

Geographic Area to be Served

Princeton Public Schools, ISD 477 consists of approximately 238 square miles and is home to approximately 3,300 pre-K thru grade 12 students and their families. The District is located approximately 50 miles northwest of the Minneapolis-St. Paul metro area. The District serves portions of Mille Lacs, Sherburne, Benton, and Isanti Counties, and has a population of approximately 15,400 people. The population to be served by this project are the students, staff and associated community in the Princeton School District attendance area.

Map of ISD #477



Neighboring School Districts with contiguous borders include:

ISD #51 Foley
 ISD #912 Milaca
 ISD #333 Ogilvie
 ISD #911 Cambridge Isanti
 ISD #15 St. Francis
 ISD #728 Elk River
 ISD #727 Big Lake
 ISD #726 Becker

I. The Geographic Area and Population to be Served (continued)**Population to be Served: Enrollment History & Projections**

ENROLLMENT GRAPHS & TABLES													7/2/2021
PRINCETON												477	Method
The selected History for Tables & Graphs was: <i>END OF YEAR A.D.M.</i>												with 4 Yr Wt N-Avg	(16)
	Enrollment History - END-OF-YEAR ADM DATA							Enrollment Projections - END-OF-YEAR ADM DATA					
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
EC	30.4	31.0	29.3	34.7	33.6	34.1	31.2	29.6	29.9	30.4	29.9	29.3	
VPK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
K	230.5	216.9	221.6	254.1	233.0	197.9	236.0	205.0	226.4	230.0	226.7	222.1	
1	221.6	239.4	219.6	233.6	260.8	226.1	188.7	236.0	224.6	227.0	230.6	227.3	
2	249.8	225.4	246.5	225.4	229.5	259.7	231.8	188.0	234.4	226.2	228.6	232.2	
3	243.3	267.1	229.6	262.5	229.6	238.9	246.0	231.0	194.4	238.3	230.2	232.6	
4	238.2	254.4	269.1	236.9	255.9	236.9	220.0	246.0	228.9	191.7	235.6	227.5	
5	227.5	244.4	256.5	272.1	248.4	256.1	228.0	220.0	241.5	230.3	193.2	237.1	
6	254.3	222.2	248.3	265.0	279.3	246.9	238.0	228.0	218.1	240.5	229.3	192.2	
7	264.3	255.4	231.0	259.6	265.8	272.7	240.8	238.0	222.5	218.0	240.4	229.2	
8	271.3	266.5	266.7	236.9	256.2	260.9	264.9	241.0	232.3	219.9	215.4	237.8	
9	265.6	276.8	265.5	278.7	249.4	278.6	251.2	265.0	245.4	241.6	229.2	224.7	
10	249.0	257.1	270.0	270.3	274.6	242.9	276.3	251.0	269.4	243.3	239.6	227.2	
11	239.4	225.4	235.0	260.8	256.8	259.5	233.0	266.0	236.1	257.5	231.4	227.6	
12	233.6	228.0	213.0	234.2	261.0	254.4	249.2	210.0	260.8	232.8	254.2	228.1	
K-12	3188.3	3179.3	3172.3	3290.0	3300.2	3231.4	3103.8	3025.0	3034.7	2997.1	2984.3	2945.5	
Pre K-12	3218.7	3210.3	3201.6	3324.7	3333.8	3265.5	3135.0	3054.6	3064.6	3027.5	3014.2	2974.8	
% Change K-12	-0.28%	-0.22%	3.71%	0.31%	-2.09%	-3.95%	-2.54%	0.32%	-1.24%	-0.43%	-1.30%		

The District has remained relatively stable over the last 5 years. It is projected that the District may decline approximately 2.5% next year, but remain relatively stable after that for the next four years.

2. A List of Existing School Facilities

- a. by year constructed,
- b. their uses, and
- c. an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts.

Description of Existing Facilities/Utilization

The Princeton Public School District is currently operating two elementary schools, one middle school and one high school. The District also utilizes the District Office and Early Childhood Center for early childhood, special education and District Offices and programs.

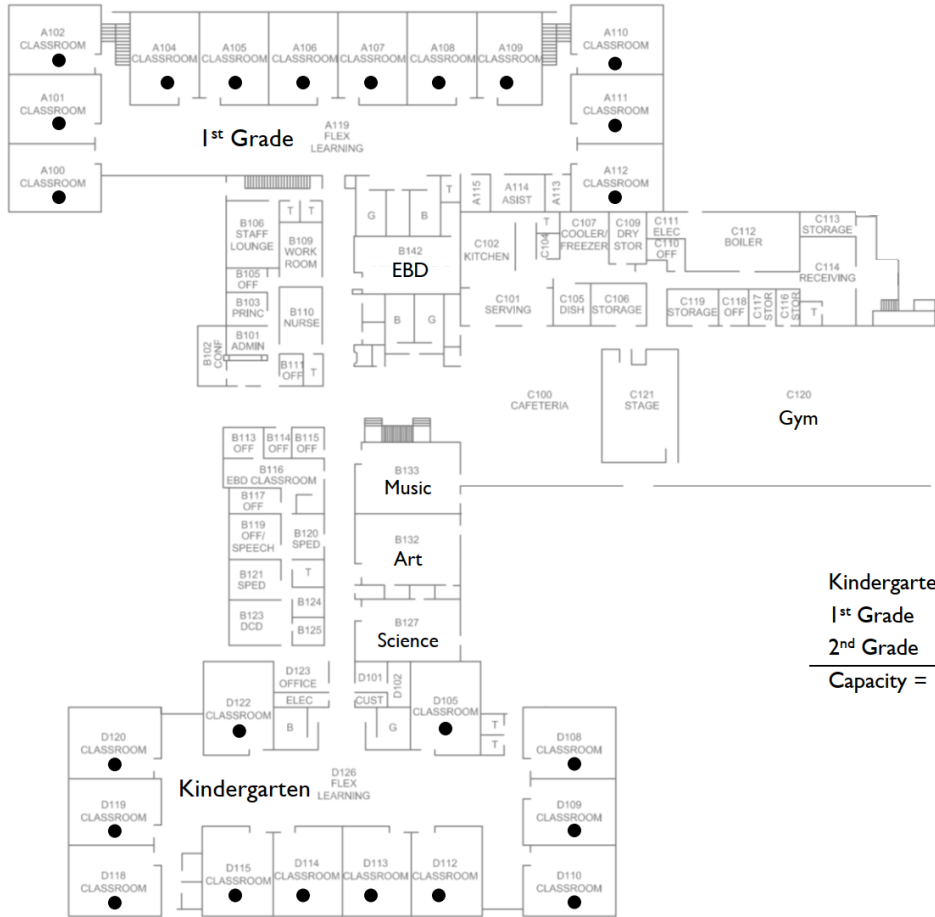
Schools	Grade Org.	Original Building	Additions	Site Size in Acres	Adjacent Public Acres	Building Area SF
Primary School	K - 2	2016	NA	39.6*	0	102,000
Intermediate School	3 - 5	1969	1993, 2011	39.6*	0	97,000
Middle School	6 - 8	1999	NA	132.87	0	150,000
High School	9 - 12	1966	1970, 1986, 1994, 2003, 2016	45.6	0	216,260
District Office / ECCE	Pre-K	1948	1950, 1962, 1963, 1980, 1989, 2016	1	0	43,332
Student Services	7-12	1957	NA	1.38	0	10,000
Building & Grounds	NA	1968	NA		0	4,664
South Campus Garage	NA	1987	NA		0	1,152
North Campus Garage	NA	1987	NA		0	1,152
District Owned Land	NA	NA	NA	8.78	0	NA

* The Primary and Intermediate School share a common site.

Available Alternate Facilities

The current facilities within the District are at capacity at this time and cannot accommodate the additional student population. The district has reviewed the availability of other facilities both within and outside of the School District. No other facilities of significant size and adequate function have been identified to meet the needs of the District and/or to be available for use.

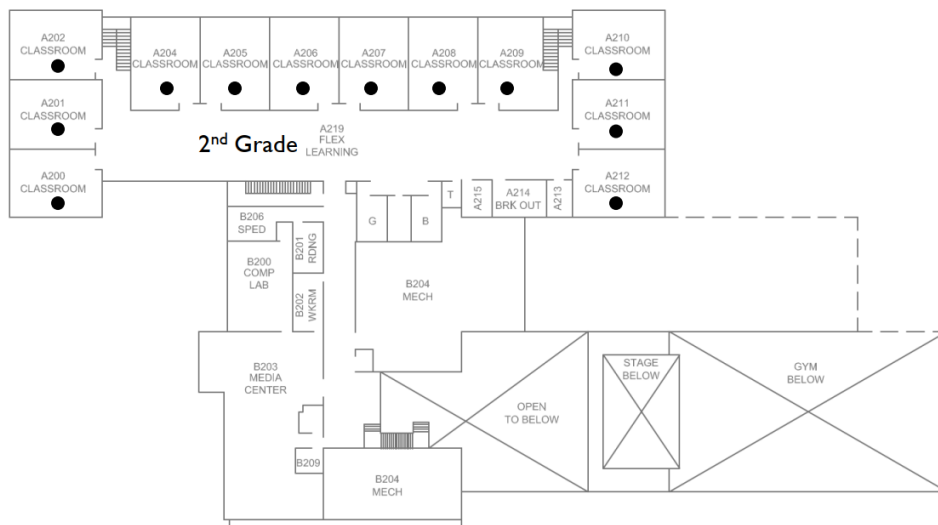
2. A List of Existing School Facilities (Continued)



Kindergarten	(12) x 21 =	252
1 st Grade	(12) x 23 =	276
2 nd Grade	(12) x 25 =	300
Capacity =		828

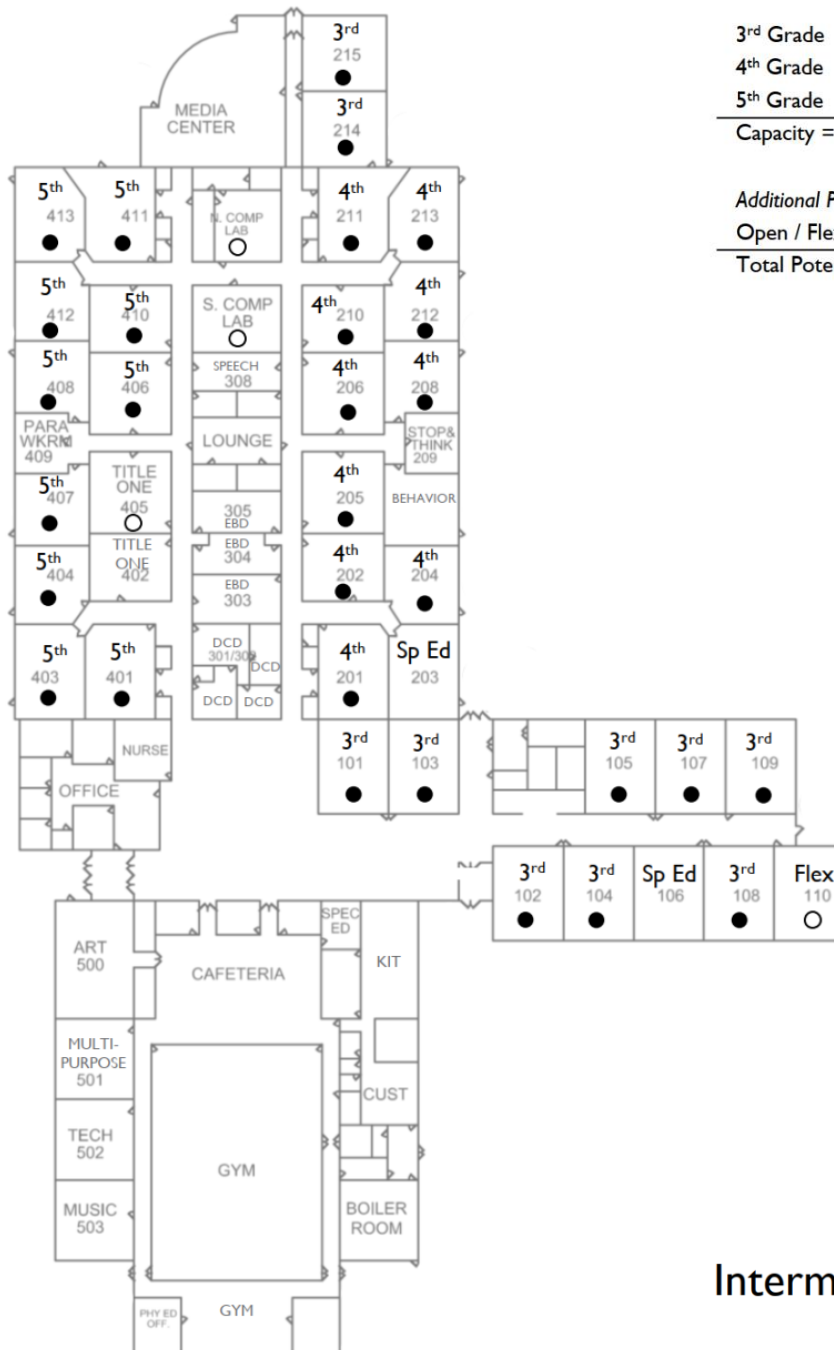
Main Level

Primary School



Upper Level

2. A List of Existing School Facilities (Continued)



3 rd Grade	(10) x 25 =	250
4 th Grade	(10) x 27 =	270
5 th Grade	(10) x 27 =	270
Capacity =		790

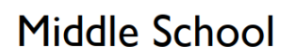
Additional Potential:

Open / Flex	(4) x 27 =	108
Total Potential Capacity		898

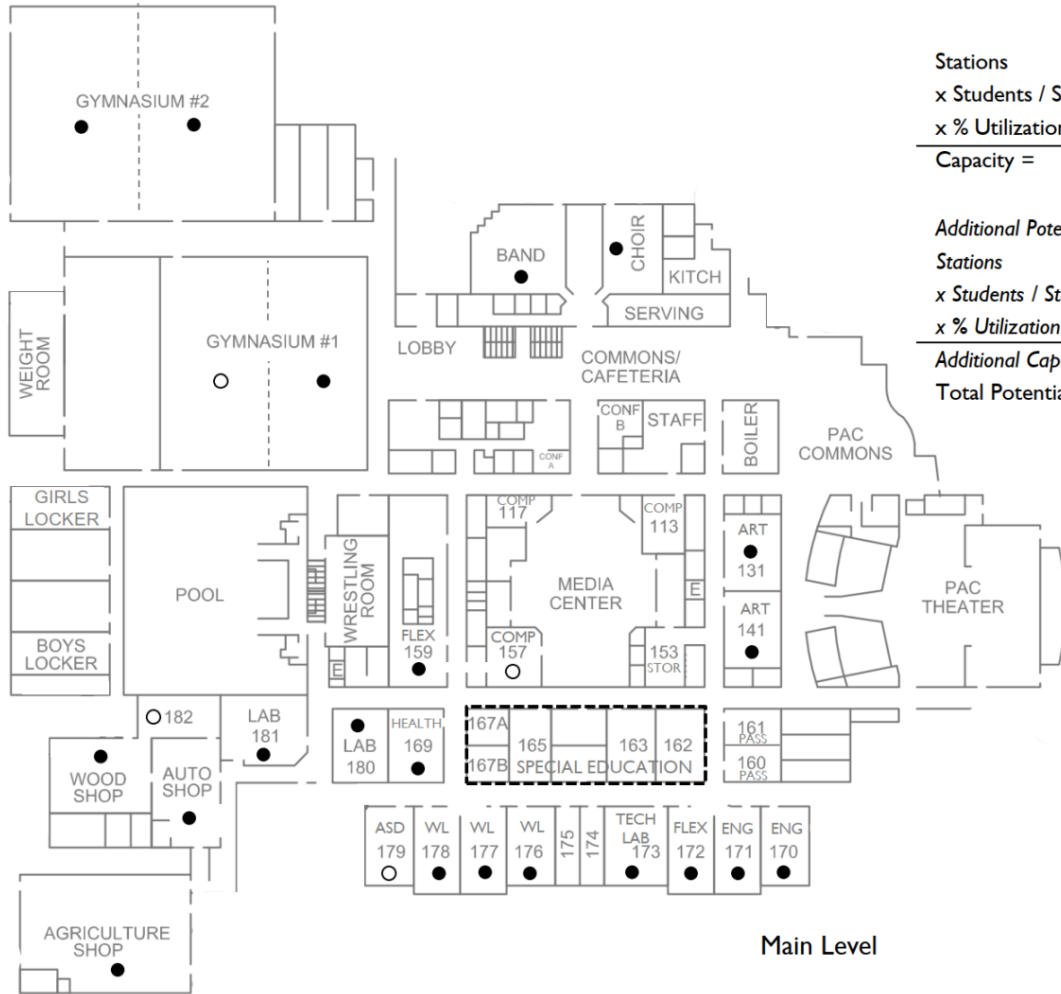
Intermediate School

Stations	35
x Students / Station	30
x % Utilization	80%
Capacity =	840

Stations	6
x Students / Station	30
x % Utilization	80%
<hr/>	
Additional Capacity =	144
Total Potential Capacity	984



2. A List of Existing School Facilities (Continued)

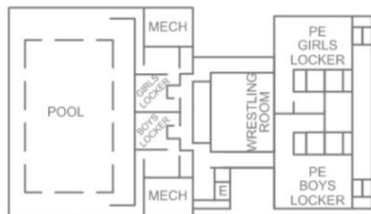


Stations	48
x Students / Station	30
x % Utilization	80%
Capacity =	1,152

Additional Potential:

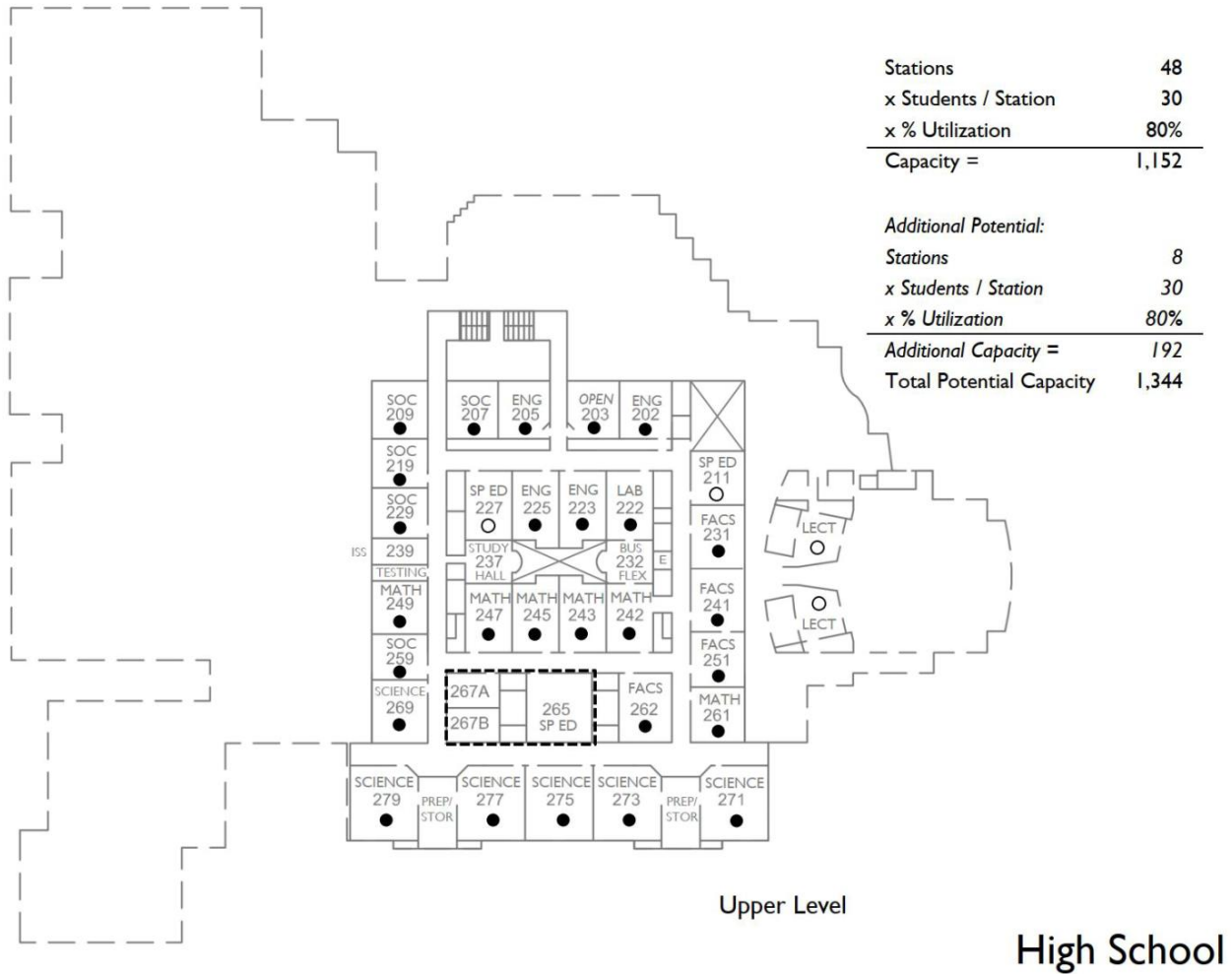
Stations	8
x Students / Station	30
x % Utilization	80%
Additional Capacity =	192
Total Potential Capacity	1,344

High School



Lower Level

2. A List of Existing School Facilities (Continued)

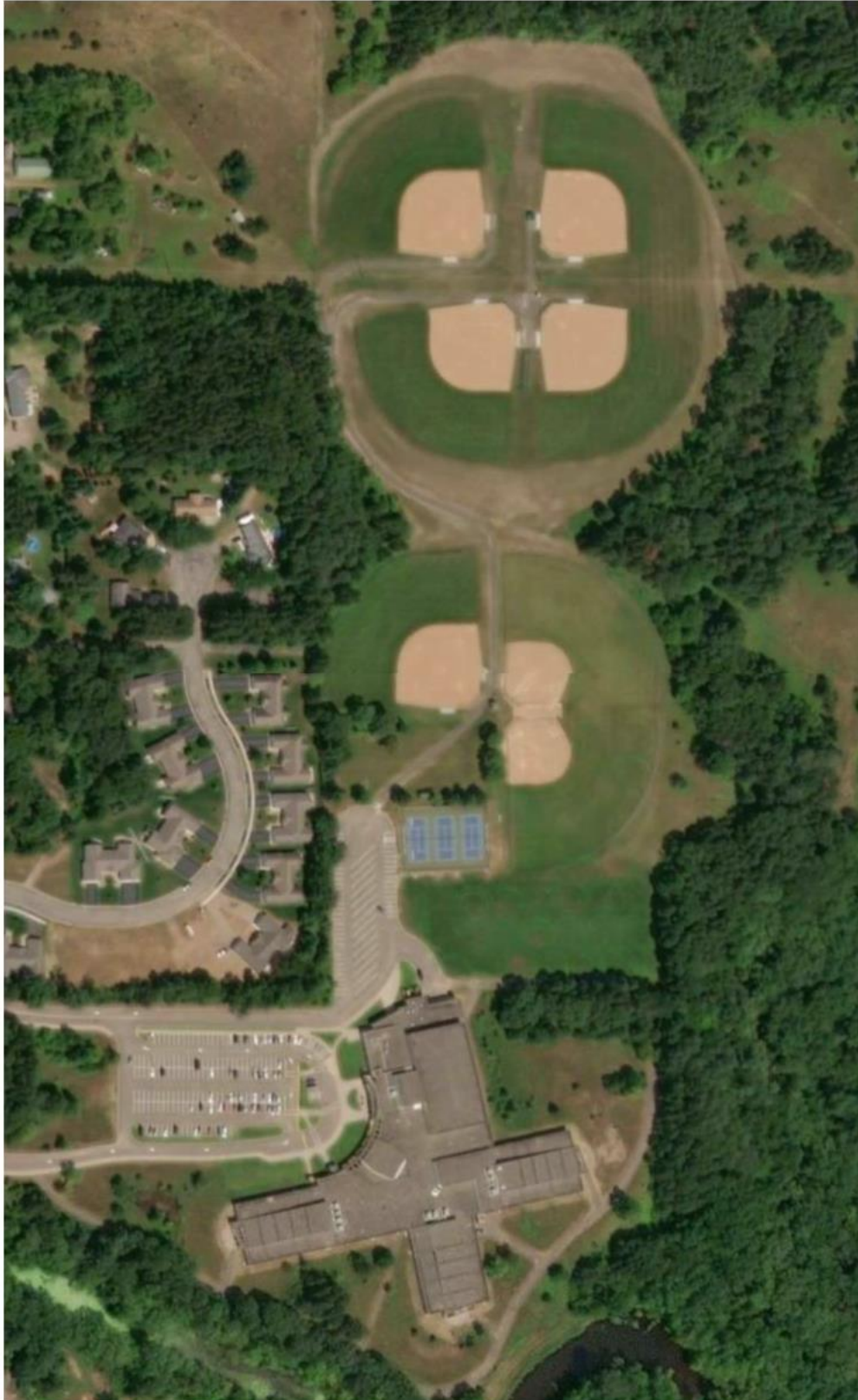


2. A List of Existing School Facilities (Continued)



ELEMENTARY SCHOOLS

2. A List of Existing School Facilities (Continued)



MIDDLE SCHOOL

2. A List of Existing School Facilities (Continued)



HIGH SCHOOL

3. A List of the Specific Deficiencies of the Facilities

- a) Demonstrating Need
- b) Process Used to Determine Deficiencies
- c) List of How Deficiencies will be Addressed
- d) Specific Benefits to Students, Teachers and Community

Process Used to Determine Deficiencies

The District has a history of working with community based task forces to assist in determining appropriate strategic direction for their facilities, including initiatives in 2014 for the construction of the New K-2 as well as additional District Needs at the High School.

Starting in the summer of 2019, the District worked collaboratively with Wold Architects and Engineers and ICS Consulting to study the Capacity and Physical Conditions of the buildings, as well as with Teamworks to develop a Demographics Report and Enrollment Projections. With data prepared, multiple community task forces were convened to develop criteria and review issues for prioritization and assessment in determining next steps. Items the group reviewed included:

- Physical Conditions (*LTFM vs. an additional investment*)
- Educational Criteria (*Including enrollment, capacity and functionality for PK-12 Students, and what spaces / facilities needs to be addressed to meet the needs of today and the future*)
- Extra-Curricular & Community Use (*amenities and access*)

The Community Task Forces were comprised of (3) Criteria Committees, an Options Committee, and a Financial Impact Committee, and involved over (50) Community Members over the course of the process. Each group met multiple times from October through February. The groups developed criteria around each of the categories and forwarded this criteria to the Options Committee. Their task was to consider Options to address the needs. Once a clear direction was established, a separate Finance Committee reviewed the potential tax impact to determine fiscal viability for the community. With their approval on the proposed costs, the final recommendation of the Options Committee was presented to the Board on February 4, 2020.

A community meeting was held on February 11, 2020 to present the process, criteria, and proposed option and solicit any additional feedback. In addition to the Board discussion at various stages during the process, the Board had additional discussion regarding the best strategy for implementation. On February 18, the Board voted on moving forward with the following option for a May 12, 2020 vote. This referendum was subsequently rescinded as the pandemic began.

In the following year, the District conducted additional polling, and reconvened various Task Forces to consider the possibility of a 2nd Question for an Activities and Community Center enhancement. Based on favorable feedback, the Board elected to move forward with this option in addition to the original referendum projects.

The process and criteria outlining the deficiencies of the buildings is included on the following pages.

3. A List of the Specific Deficiencies of the Facilities (Continued)

PHYSICAL CONDITIONS CRITERIA COMMITTEE

General Discussion Overview:

- The south side of the 1969 area of the Intermediate School building presents most of the physical conditions deficiencies, including the Gym, Cafeteria and Kitchen.
 - This south wing is a good example of 'poor existing physical conditions'
 - The High School overall is not in better shape!
- The committee was interested in any previous expansion plans and/or construction scope in place to allow for easier / future expansions.
 - Is Gym expansion being considered at the Intermediate School? If so, could it address issues?
 - Options should consider specific physical conditions criteria for locations of additions / building expansion
- **The approach we put in place in 2013 is still the right approach – keep doing it**

General Overview / Base Physical Criteria For Any Design Solution:

- HVAC: A centralized variable air volume [VAV] system with internally located air handling units [AHU] is the baseline system for HVAC infrastructure
- Exterior Envelope: Concrete Masonry Unit (CMU) back-up with brick or Exterior Insulation Finish Systems (EIFS) walls, concrete wall panels for gym(s), built up roofs
- Interiors:
 - Classrooms: Steel stud with gypsum board. Abuse resistant gyp board, chair rails, corner guards, and protective wall panels to be reviewed and implemented as appropriate to properly protect wall surfaces. Resilient flooring (VCT), and carpet.
 - Toilet Rooms: Ceramic / Porcelain Tile.
 - Corridors / High Traffic Areas: Durable, hard wall surfaces (tile, wall panels at stud locations, or burnished block, CMU). Durable, hard surfaces for flooring (stained / polished concrete, tile, terrazzo).
- Work at the High School should coincide with other initiatives.
- A long term approach for addressing physical needs must be developed by the District to assist with future decisions.
- ALL District facilities should be reviewed and considered.

Security Overview:

Review District as a whole, and consider the security impact at all buildings. There is a balance between the quality of environment and experience vs. total security, approach must consider the subjective requirements.

Security Guiding Principles:

- Never able to fully "fool-proof" a building – security will always be dependent on human interactions.
- As technology changes, different types of secure solutions will be available.
- 90% of Security is based on PREVENTION measures [Before an event happens] and 10% of Security is based on a PLAN OF ACTION [During or after an event happens].
- Building / Facility approaches will focus on PREVENTION, but continued investment in PLAN OF ACTION approaches by the District is important.
- Continue having Police Liaison Officer(s) within schools.
- Solutions should give District flexibility in how much of a facility is locked down.
- Provide quality communication devices for staff.

3. A List of the Specific Deficiencies of the Facilities (Continued)**Security: High Priority (Must Do):**

- All facilities should have secure vestibules. Visitors not allowed without authorization.
- All door hardware must provide security and/or safety intended for that area.
- No ability to chain lock or otherwise prevent safe exiting.
- All Classroom doors should have easy to operate, quick locking function.
- Door monitoring systems (propped open or unintentionally closed etc.).
- All buildings should have adequate surveillance devices and equipment to monitor events and activities (cameras, intercoms, etc.).
- Traffic safety should be reviewed at all sites and addressed as needed. Bussing, pick up and drop off, queuing, pedestrians, traffic control and flow, and quantity/location of site entrances and exits etc. The general criteria is to *improve site safety*.

Security: Medium Priority (Consider If Possible):

- All buildings should have fire sprinkler equipment installed, as well as HVAC monitoring and shut down capabilities in the event of an airborne issue. Higher priority for locations with 'students', if more of a breakdown on locations is desired.

Low Priority (Consider With Future / Long Range Planning):

- Secure site fencing should be located around 'high risk' areas (site locations where behavior is difficult to monitor and/or there should be no general public/student access).
- Level of secure glazing at grade, or on ground level should be reviewed at all buildings. What is the appropriate level of security glazing, if any, at the various types of entrances and glazing locations around the perimeter of the buildings? Significant cost impacts.
- All buildings should utilize advanced entry identification devices, including the possibility of ID scanners, fingerprint scanners, etc. *Further review of existing District devices is required to determine scope and locations needed.*

Site Overview:

- It would be difficult to justify purchasing additional land or acquiring / developing a different site, unless land becomes available directly adjacent to existing District land, and would be vital to solve or improve an existing site deficiency.
- In an effort to provide greater flexibility, strict adherence to site criteria is not necessarily required. However, site discussions should start with all of the criteria established, and then navigate as needed depending on the scenario.

Site: High Priority (Must Do):

- Any new school consideration should utilize existing land owned by the District as compared to acquisition and development of other land, as well as the sale of existing District owned land. Any option that does not consider this criteria must have a justified reason and/or rationale as to why that is necessary.

3. A List of the Specific Deficiencies of the Facilities (Continued)**Site: Potential Priority (To Consider If Possible):**

- Any addition to an existing school building shall not decrease available ball fields.
- Athletic demand for outdoor field space would have benefits if accommodated on school property, but this is not a top priority provided long term agreements with property owners can be established.
- School sites do not necessarily need to have access to City sewer and water (as opposed to septic systems, wells, etc.) but it would be ideal if they did.
- Any design option should include corrective work where water drainage is an issue to maintain field quality.

Technology: Guiding Principles

- Technology investments go hand-in-hand with the District Technology Plan and strategic initiatives. The goal is to support – not contradict.
- The “Current Users” are the students in or entering High School - focus on current needs for them. The “Future Users” are the elementary students – solutions should focus on potential future needs for them.
- The District must continually train and educate on how to use new technology in order to maximize the benefit.
- The use of technology reinforces the need for the types of environments that maximize that use (collaborative, flexible, independent, engaged)

Technology: Objective Criteria (Can Be Quantified):

- Infrastructure (including electrical capacity, band width, cabling, WI-FI, etc.) must be easily adapted to accommodate future needs. Solutions should not limit flexibility. Regularly evaluated and updated to keep technology relevant and useful.
- Charging devices - solutions must accommodate adding charging and connection stations within building(s).
- Hardware and infrastructure should support a consistent functionality and experience within the District.

Technology: Subjective Criteria (Requires Evaluation And Further Discussion):

- Spaces that support technology within a collaborative learning environment need to exist within the schools. These should include small independent learning areas (resource areas, conference rooms, etc.).
- Some spaces are likely to undergo significant change as a direct result of technology and how it is utilized. Design solutions should address potential change or flexibility in the following spaces at a minimum: Media Centers, Computer Labs, and Classrooms.

3. A List of the Specific Deficiencies of the Facilities (Continued)

EDUCATIONAL CRITERIA COMMITTEE

Data Reviewed:

Comparison to MDE Guidelines for Individual Spaces at Each Building

	State Guideline	High School	#		State Guideline	Middle School	#		State Guideline	Primary School	#	Intermediate School	#
Classrooms 1	850-950	995	2	Classrooms 1	850-950	880	20	Kindergarten**	1200-1500	900	12	NA	
Classrooms 2	850-950	850	10	Classrooms 2	850-950	1,240	1	Classrooms 1	850-950	900	24	850	1
Classrooms 3	850-950	775	9	Classrooms 3	850-950			Classrooms 2	850-950			880	10
Classrooms 4	850-950	685	6	Other / Breakout	Varies	5,000 x 3		Classrooms 3	850-950			938	7
Other / Breakout	Varies	NA		Science Labs	1200-1400	1,250	3	Classrooms 4	850-950			970	13
Science Labs	1200-1500	1,400	5	Science Labs	1200-1400	1,350	3	Gymnasium	6000-8000	6,276		5,825	
Science Class	1,000	880	1	IT / STEM Classroom	850-950	1,265	1	Cafeteria (Cap/3)	12-13/Stud.	3,432		1,945	
Tech Lab	1400-3000	1,655	1	IT Lab	1500-3000	1,600		Music (General)	1000-1500	1,015		883	
IT Classroom	800-1200	770		STEAM Lab	1500-3000	1,465	1	Science / Tech	1500-2000	1,015		874	
IT Lab (Ag)	1400-3000	4,470	1	(FACS) Lab	1200-1500			Art	1000-1500	1,015		1,268	
IT Lab (Wood)	1400-3000	1,940	1	Gymnasium	12,000-14,000	12,265	2	Media Center	Varies	2,671		3,110	
IT Lab (Auto)	1400-3000	1,680	1	Gymnasium 2	Varies	6,135	1	Computer 1	1000-1200	980	**	760	
IT Lab (Flex)	1400-3000	1,440	1	Fitness	2,000	NA		Computer 2	1000-1200	882		523	
FACS Classroom	900-1000	775	1	Pool	10,000-12,000	NA		Multi-Purpose	Varies			870	
FACS Lab	1200-1500	1,035	1	Music General	1000-1200			Stage?		1,081		1,400	
FACS Lab	1200-1500	1,863	1	Music Band	1500-2700	1,858	1	Special Education	Varies	4,345		7,325	
Gymnasium	12,000-14,000	14,912	2	Music Choir	1200-2000	1,168	1						
Gymnasium 2	Varies	13,771	1	Music Other		736							
Fitness	2000-4000	1,668		Art	1200-1500	1,260	1						
Music General	1,000	NA		Media Center	**	6,800							
Music Band	2000-3000	1,900	1	Computer (App)	1000-1300	1,532	1						
Music Choir	1500-2200	1,285	1	Computer	1000-1300	1,303							
Art Lab	1200-1500	1,040	1	Computer	1000-1300	990							
Art (Classroom)	850-950	609	1	Cafeteria	15 / Student	6,800							
Media Center**	7,000	8,613		Special Education	Varies								
Computer	1000-1300	750											
Computer	1000-1300	620											
Cafeteria	16 / Student	6,500											
Special Education	Varies	10,800											

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Enrollment vs. Capacity Information

		History						Enrollment	Projections					
		Capacity	Potential Capacity	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
PS	K-2	828	828	714	702	681	688	713	721	717	671	651	631	634
IS	3-5	790	898	709	708	763	751	767	735	730	746	764	759	710
MS	6-8	840	984	788	789	735	735	751	793	795	802	766	760	780
HS	9-12	1,152	1,344	1,005	988	961	916	935	1,043	1,017	1,009	1,023	1,034	1,049
		3,610	4,054	3,216	3,187	3,140	3,090	3,166	3,292	3,259	3,228	3,204	3,184	3,173

Additional Information / Context:

- Overview perspectives from each building's Principal or Key Administrator
- Tours of buildings
- Criteria developed in 2013 but not implemented in 2014 Referendum

3. A List of the Specific Deficiencies of the Facilities (Continued)

General Discussion Overview:

- Based on the *Capacity* of the buildings for the K-12 student population, and the *Enrollment Projections* completed by Team Works International, the buildings are able to accommodate the upcoming student population – there is not a **Classroom Capacity Need** to resolve.
 - All buildings should operate at full capacity for greatest efficiency – buildings should not be overbuilt only to provide flexible capacity space.
 - All of the student enrollment should be accommodated within the actual building capacity. Portable classrooms are not acceptable.
- Classroom areas, no matter the building, should be appropriately sized for the number of students and meet basic minimum standards for acoustics, lighting, and temperature in order to function as classrooms.
- Appropriately designed Special Education spaces should be included within any school, including spaces for customized and pull out education adjacent to general classroom areas.
- Technology is a critical aspect of today's learning environment. Options should incorporate the goals of the District Technology plans to enhance the infrastructure, but limit focusing on inflexible equipment.
- ***In order to stay competitive and provide our students the same possibilities and options as others, we need to resolve these issues***

High School Criteria:

- High School classroom sizes should meet minimum MDE guidelines, **especially based on larger classroom sizes than the building was originally designed for.**
- Daylight and Views should be maximized at all classroom areas when possible
- The detached Shop areas at the High School should be modernized
- In order to provide a wider variety of experiences for students, more space to accommodate specialized equipment is needed in the Shop areas
- The PE Locker Rooms should be adjacent to the Gymnasium Area(s)
- Hallways and especially stairways are extremely narrow for the student capacity – Options should improve overall building circulation
- Distribution and quantity of restrooms needs to be improved – not enough where students are located during the day
- Career readiness programs should accommodate future Pathway goals
- Art labs (including Digital Media) should be adjacent to each other in contiguous spaces if possible
- The Media Center must be a flexible environment, and support:
 - Use During Lunch – an Extension of Common Student Space
 - Variety of Seating Options
 - Tutoring / Career Center
 - Technology
- The function and flow of the kitchen and cafeteria must accommodate all students within **(2) lunch shifts**
- The detached attendance office accommodates the security need at the High School, but ideally the core office functions should be directly adjacent to the entry as they are in all other buildings

3. A List of the Specific Deficiencies of the Facilities (Continued)

Intermediate School Criteria:

- The lab, cafeteria / kitchen, and PE area of the Intermediate School (south side of building) is too small based on Capacity, and impacts students negatively both in learning areas as well as general circulation
 - Options should meet minimum MDE guidelines for lab areas
 - Cafeteria and kitchen should be sized for building capacity
 - Circulation patterns should be improved to allow students to access learning spaces without having to work their way through the cafeteria during lunch
- The Intermediate School is the student entry point into a Robotics program and overlaps with STEM programming. Space should be provided to increase student participation and create appropriate learning and building space
- Appropriate acoustic separation between lab spaces needs to be provided (result of previous conversions of use)

Student Services Building Criteria:

- The cafeteria of the Student Services building limits the functionality of the space based on finishes and layout. It should not only meet the needs of lunch, but also to provide flexible space for labs, art, and other hands-on learning activities throughout the day

ACTIVITIES AND COMMUNITY USE CRITERIA COMMITTEE

General Discussion Overview:

- Which Activities are impacted by the facilities more than others?
 - Wrestling, Gymnastics, Swimming
- Even though the Issues are at the High School, the focus is on youth programming
- There is still a significant Community Need, but realize that Options need to provide benefit to the Community – which may not mean Community Access
 - Freeing up other spaces in town
 - Bringing other communities to Princeton
 - Some use, but maybe not “Community Center”
- **These aren’t new needs – they are the same needs we weren’t able to get to in 2013!**

3. A List of the Specific Deficiencies of the Facilities (Continued)

HIGH:

- The High School is the largest area of need in the District, and the needs are primarily focused on support areas:
 - The locker rooms should be centralized and located near their respective activity spaces.
 - The weights room needs to be in an appropriately sized and functional space, and a cardio room added to accommodate activity needs
 - The “multi-purpose” gymnasium is not enough space to accommodate the flexible demand of the programs. An additional gym space would allow the current space to be revised and remain flexible for a number of uses without requiring set-up and take down on a regular basis.
 - Wrestling is currently utilizing (3) separate areas in the building to accommodate the program based on demand. Options should locate wrestling in a contiguous space appropriate to the needs of program.
 - Gymnastics, currently located at the HS, should have a permanent space to allow for continuous set-up of equipment. This is a higher criteria than continuing location at the HS (any permanent location acceptable).
- MN weather can have a major impact on activities and participants ability to remain competitive. All Spring sports are exterior based and dependent on conditions. During winter months, other communities continue to practice in appropriate indoor spaces that replicate practice conditions
- **Synthetic turf would increase overall functionality and playable time on fields, and should be considered for both the stadium and additional practice field(s).**
- A second venue for additional stadium / game activities needs to be provided with lighting, sound system and bleacher capacity for (TBD Spectators)
- Community assets at the stadium need improvements, including toilets, more efficient ticketing, and better concessions facilities.
- The Robotics program has major student participation and interest, but no dedicated space. Options should explore how to create appropriate space that has the potential to best overlap with integrated opportunities to educational programming no matter the building. It could be located at the IS, MS or HS.

MEDIUM:

- The ability to provide indoor practice fields year round should be provided through a dome facility **IF synthetic turf practice fields are developed.**
- A Community Center continues to be a need. Spaces focused on physical and emotional well-being would include:
 - An indoor walking area
 - Meeting rooms that can be utilized during the school day as well as evenings
 - Gym space for activities like pickleball, badminton, and similar sports
 - **If this is part of District Planning, it would ideally be connected to the High School to provide the greatest shared use and flexibility. However, this may be best pursued as a joint partnership with the City, and may be more appropriate at a later time.**
- Traffic flow at the High School during large events is a challenge (even though parking capacity is sufficient). Options must improve safety and efficiency.
- Appropriate storage for activities should be provided, especially for areas where it currently does not exist (MS Baseball fields) and for Performing Arts.

3. A List of the Specific Deficiencies of the Facilities (Continued)

LOW:

- After recent physical upgrades to the pool, it works very well for community needs, and continues to function as a practice facility for activities, but does not meet standards for a competition pool.
 - An 8-Lane pool with separate diving well is needed in order to be able to hold larger swim meets, and create a safer practice environment.
- Providing Baseball and Softball fields on the High School Campus would be ideal for activities, reduce travel for participants, and create a better support environment with storage, locker rooms, etc.
 - In order to meet this criteria, there would need to be a significant amount of available, adjacent / contiguous land.
 - The District should continue to watch for appropriate land sales as they develop, work with adjacent property owners, and continue to explore this as part of on-going planning and operations.

CRITERIA SPECIFIC TO FACILITY ISSUES:**Physical Conditions**

- Maximize maintenance with renovations
- Secure Vestibules w/ Offices
- Address problematic traffic
- Don't buy more land unless necessary
- Make sure long term agreements exist for fields, etc.
- Don't decrease available fields

Educational

- Appropriately sized & functional classrooms and specialty areas
- Special Education areas designed to meet the needs
- Improve student circulation spaces, restrooms, stairwells, flow, etc.
- Modernize IT / Shops (Improve for Career Readiness)
- Media Center that meets current needs
- Same Specialist Areas adjacent to each other (Art to Art, for example)
- Specialist Areas appropriate to function
- Cafeterias appropriate to need

Activities & Community

- Additional gyms / spaces to accommodate needs for ALL
- Locker Rooms adjacent to activities
- Provide Weights and Cardio spaces (in appropriate areas)
- Increased use on fields
- Additional Game field needed
- Improve spectator amenities
- Community access – continue to consider Community Center options
- Master Plan for future

3. A List of the Specific Deficiencies of the Facilities (Continued)**OPTIONS COMMITTEE**

Utilizing this Criteria, the Options Committee considered how to best resolve the needs identified as Highest Priority first, etc.

General Discussion Overview:

- The High School was going to be the primary focus this time (followed by IS, SS)
- Based on priorities, the PS, MS & ECFE were not high needs this time
- Most of these issues were discussed in 2013 – we knew they needed to be addressed
- We all had different points of view, but we knew that whatever we considered as Options would need to represent all of these view points but still be affordable
- There were some things that were going to be harder to explain or resolve, like the corridors, stairwells, and restrooms at the High School
- There were some preconceptions in the community, like building a new High School, or a Field House – need to discuss and consider
- We believe that we need to do something to remain competitive and offer our kids the same things that exist in other communities

Deficiencies that will be Addressed:

- Educational spaces at (3) oldest facilities will be updated to meet current needs, MDE guidelines, and overall functionality
- Activity Spaces (indoor and outdoor) will be improved at the High School with building expansion, renovation and field and stadium improvements
- Physical Conditions will be improved by providing renovations at the (3) oldest buildings that have had minimal significant re-investment
 - This will allow the District to allocate future LTFM funds across the District to address physical needs

Benefits to Students, Teachers and Community:

- Equity in programming in all areas of the District
- Expanded extra-curricular spaces both internally and externally for all to use (including community)
- Improved physical conditions including indoor air quality for all building users

3. A List of the Specific Deficiencies of the Facilities (Continued)

Activities and Community Center (Question 2)

All of the proceeding information was part of a Review & Comment submitted in February of 2020 for a proposed May 2020 vote. After the pandemic set in, the District determined that proceeding with the referendum during uncertain times would not be in the best interest of the community and withdrew the R&C. The original submittal is essentially the same proposal as the base Question 1 for this referendum.

Based on polling conducted over the winter of 2020, it was determined that there was support for a Activities and Community Center. The District convened the Facilities and Finance Committee to discuss this possibility further. As part of that process, the following occurred:

- October 8, 2020 – Reconvened the Options Committee to discuss the viability of moving forward with the postponed referendum
- February 9, 2021 – Options Committee reviews the results of a public survey showing support for an Activities and Community Center
- February 22, 2021 - Board Facilities & Finance Committee meets to review options and diagrams for adding a second question to accommodate a Field House or Activities and Community Center
- March 19, 2021 – Board Facilities & Finance Committee tours Chisago Lakes Community Center as a similar project for consideration
- April 1, 2021 – Joint meeting of ISD 477 Board, City Council of Princeton, and representatives from M Health (Hospital) to discuss potential partnerships
- May 12, 2021 – (Public) Community Meeting to review potential for second question for an Activities and Community Center
- June 15, 2021 – Board work session for additional discussion

Based on the feedback, discussion, and considerations of the Board Committees, it was decided that a second question should be proposed to provide the opportunity for the community to support an Activities and Community Center addition. This would be additional scope to the base question, and could be added at the same time if successful, or implemented in the future if necessary.

4. A Description of the Project including:

- a) Site and Outdoor Acreage
- b) Square Footage Allocations
- c) Estimated Expenditures
- d) Schedule

a) Sites and Outdoor Acreage

- Site acreage for all District properties, as well as Site Plans of the (4) buildings that would be impacted by this Referendum are included in Section 2 of this Review and Comment.
- Intermediate School
 - The proposed Kitchen addition at the Middle School would be built directly adjacent to the existing space, and is easily accommodated within the site with minimal to no impact
- High School (45.6 acre campus)
 - The building additions are primarily focused on the area between the existing building and the stadium. These additions are for activity spaces, and are directly related to this desired adjacency.
 - The kitchen and office additions to the north of the building are accommodated within the space between the building and the parking, with no impact to traffic patterns or flow (which are also being addressed within this referendum).
 - The boiler plant addition to the southwest is adjacent to existing transformers, and is easily accommodated within this utility area.
 - The Shop Areas are proposed to be rebuilt on the space currently occupied by the shops after they are demolished.
 - Bus traffic will be rerouted to the south to create a dedicated area for traffic.
 - All additions have been master planned for the site as part of the 2014 referendum.
- Student Services
 - All work is interior – no additions. No proposed work at the site.

4. A Description of the Project (continued)

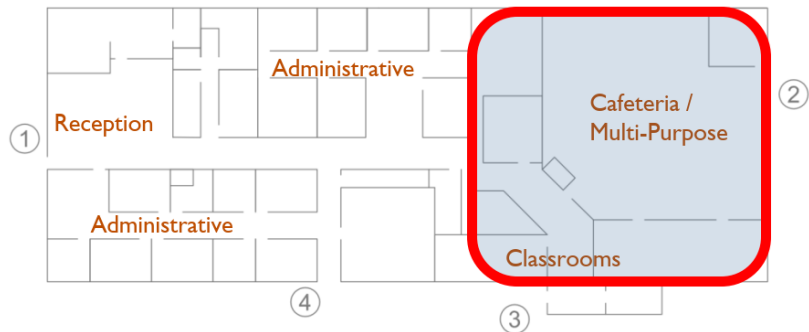
b) Square Footage Allocations

	Base Question		Question 2	Notes
	New	Renov.	New	
High School:				
Student Services		2,190 SF		
Reception	635 SF			
Main Entrance	500 SF			
Admin Suite	2,220 SF			
Additional Gym(s)	9,265 SF		16,935 SF	Additional (3) courts
Aux Gym (Gymnastics)	9,265 SF		(9,265) SF	Gymnastics to Old Gym
Circulation / Lobby / Toilets	3,600 SF		3,000 SF	Independent Community Entry
Concessions	600 SF			
Weights / Cardio	4,800 SF			
Locker Room Expansion	4,800 SF			
Multi-Purpose Conversion		4,500 SF		
Walking Track			7,000 SF	8' Wide
Running Track			13,800 SF	(4) Lane
Community Meeting Rooms			1,500 SF	(2) @ 750 sf each
Basement Storm Shelter			5,200 SF	Less \$ than full Field House
Chiller Plant	2,000 SF			
Boiler Room	2,620 SF			
Kitchen Expansion	1,510 SF			
Special Ed Suites		6,635 SF		
Robotics		1,700 SF		
Media/Tech		4,040 SF		
Classrooms (16)		14,820 SF		
Art & FACS Labs		3,800 SF		
Flex/Break-out		2,030 SF		
Circulation		8,260 SF		
Stairwells (ML SF only)		1,360 SF		
Toilet Rooms (Classroom Area)		1,350 SF		
Replace Shops	13,000 SF			
	54,815 SF	50,685 SF	38,170 SF	
Intermediate School:	New	Renov.		
Vestibule	400 SF			
Kitchen	1,340 SF			
Cafeteria		5,350 SF		
Circulation/Vestibule		1,860 SF		
Existing Gymnasium Upgrades		5,825 SF		
Specialty Classrooms		3,615 SF		
Special Education Suites		5,230 SF		
	1,740 SF	21,880 SF		
Student Services Building	New	Renov.		
Cafeteria / Adjacent Classrooms		3,000 SF		

4. A Description of the Project (continued)

Student Services Building:

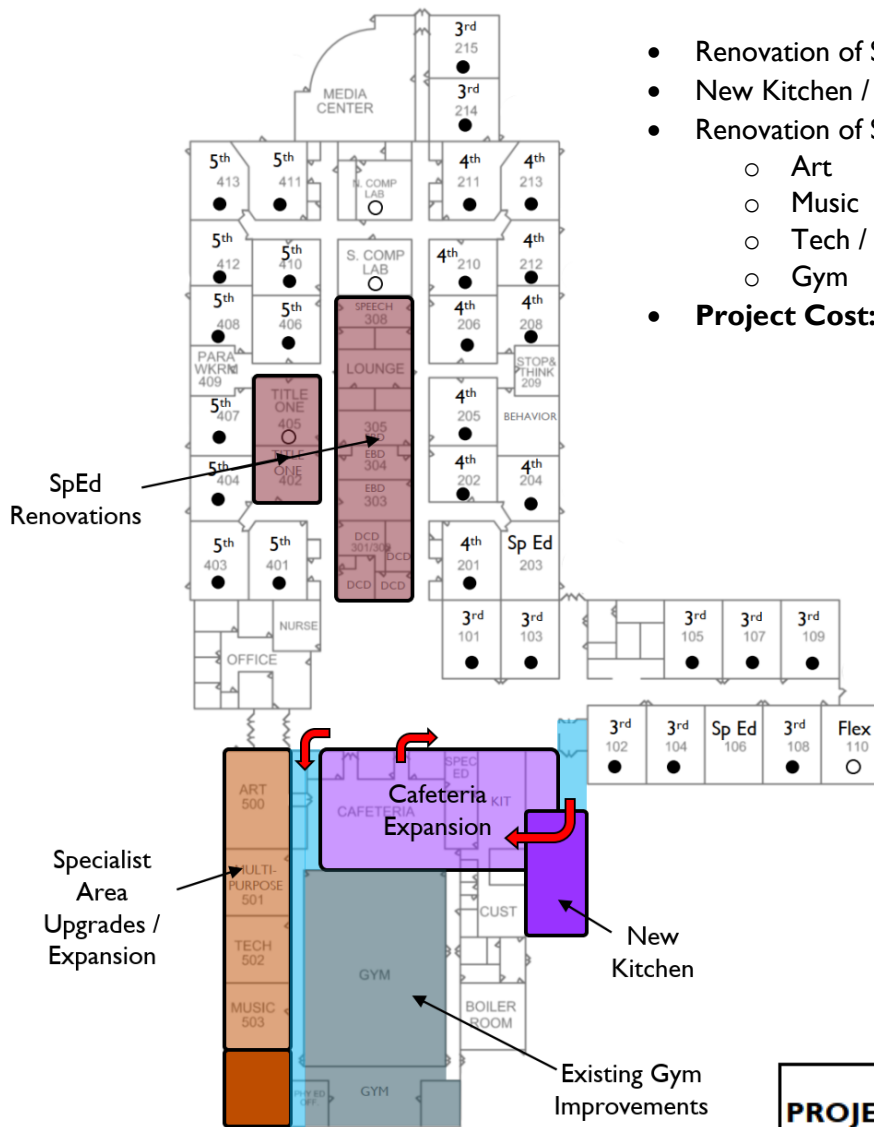
- Replace carpet in Cafeteria with hard surface flooring
- Continue walls of adjacent classrooms to structural deck for acoustics
- Minor renovations to Cafeteria to allow for wider use as a multi-purpose and lab space for programming needs.
- **Project Cost: \$1,050,000**



PROJECT		Student Services
Project Budget		\$ 1,050,000
1 Construction		\$ 840,000
2 Fees / Testing / Services		\$ 168,000
2a	Design, Testing & Commissioning Fees	\$ 126,000
2b	City & Development Costs	\$ 33,600
2c	Additional Project Soft Costs	\$ 8,400
3 Contingency		\$ 42,000

4. A Description of the Project (continued)

Intermediate School:



- Renovation of Special Education Areas
- New Kitchen / Expand Cafeteria
- Renovation of Specialist Areas
 - Art
 - Music
 - Tech / STEM
 - Gym
- **Project Cost: \$6,950,000**

Intermeditate School:

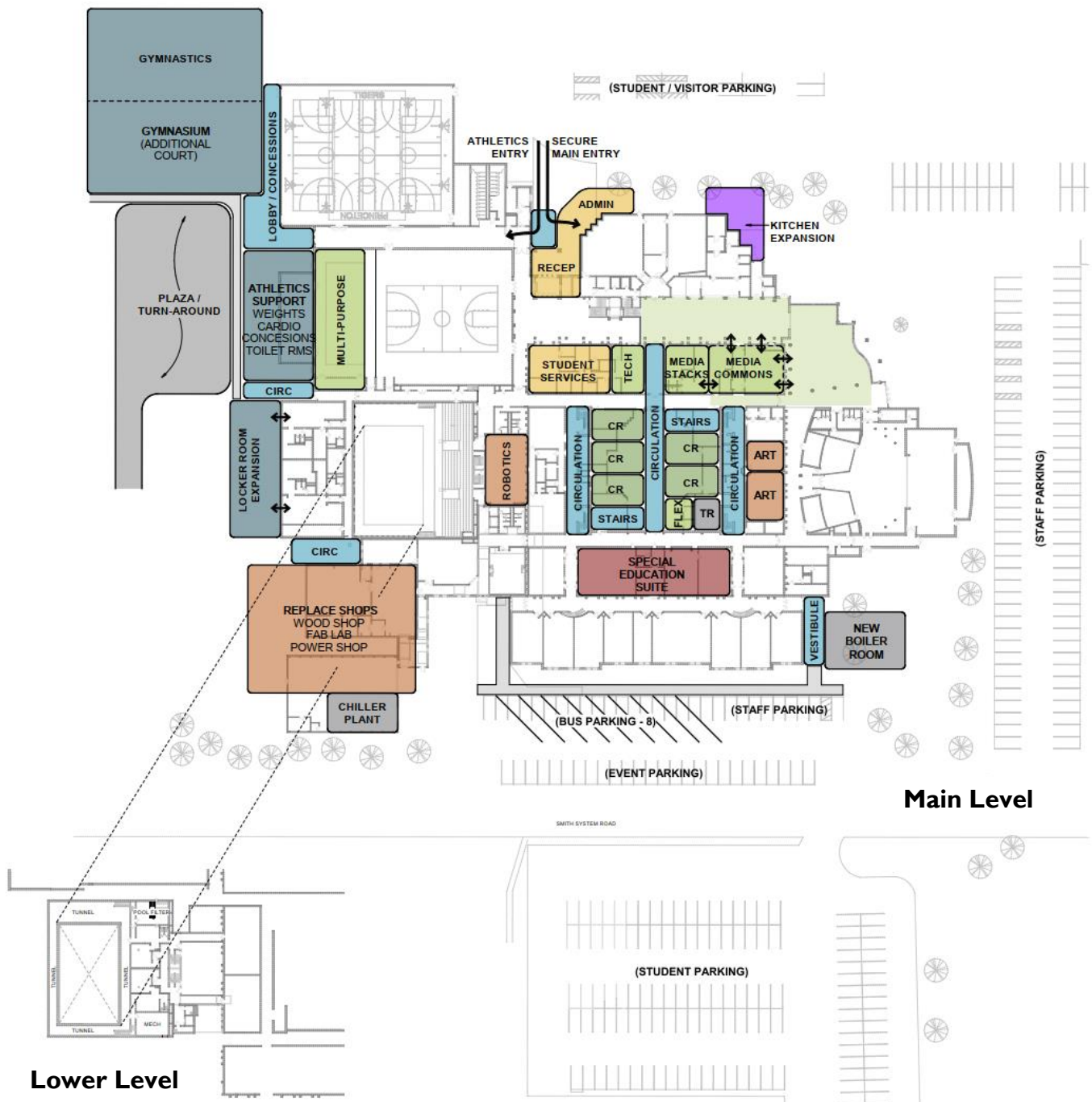
	New	Renov.
Vestibule	400 SF	
Kitchen	1,340 SF	
Cafeteria		5,350 SF
Circulation/Vestibule		1,860 SF
Existing Gymnasium Upgrades		5,825 SF
Specialty Classrooms		3,615 SF
Special Education Suites		5,230 SF
	1,740 SF	21,880 SF

PROJECT	Intermediate School
Project Budget	\$ 7,300,000
1 Construction	\$ 5,840,000
1a Cafeteria / Kitchen Expansion	\$ 2,800,000
1b Specialist Area Renovations	\$ 1,600,000
1c Special Education Renovations	\$ 1,440,000
2 Fees / Testing / Services	\$ 1,168,000
2a Design, Testing & Commissioning Fees	\$ 876,000
2b City & Development Costs	\$ 233,600
2c Additional Project Soft Costs	\$ 58,400
3 Contingency	\$ 292,000

4. A Description of the Project (continued)

High School

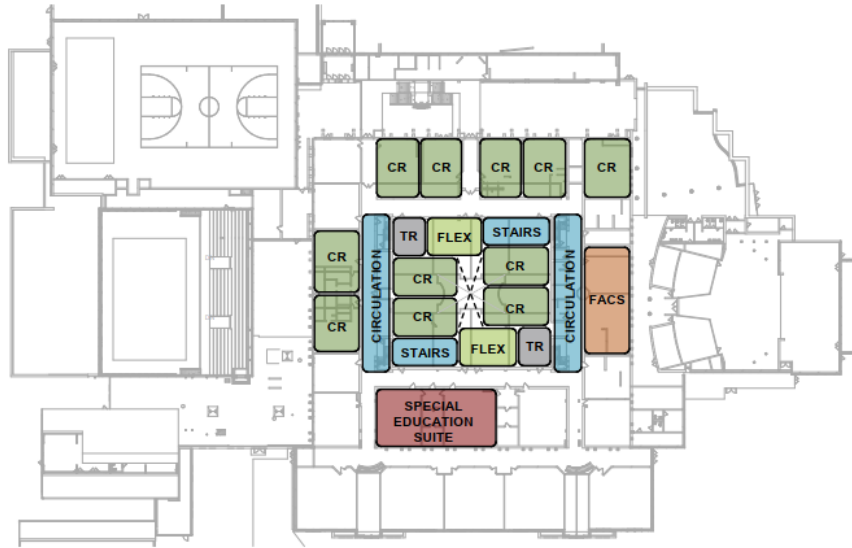
- Secure Entry – Consolidated Office
- Right-sized Classrooms, Labs
- Special Education Renovations
- Rebuild IT Shop Areas
- Improved Core (Circulation, Stairs, Restrooms)
- Relocate & Update Media
- Maintenance Projects
- Expanded Activities Areas
- Kitchen Expansion
- Improved spectator access & amenities
- Synthetic Turf (Stadium + Practice)
- Revisions to parking lots
- Designed for Future Expansion



Lower Level

4. A Description of the Project (continued)

High School



Upper Level

	Base Question	
High School:	New	Renov.
Student Services		2,190 SF
Reception	635 SF	
Main Entrance	500 SF	
Admin Suite	2,220 SF	
Additional Gym(s)	9,265 SF	
Aux Gym (Gymnastics)	9,265 SF	
Circulation / Lobby / Toilets	3,600 SF	
Concessions	600 SF	
Weights / Cardio	4,800 SF	
Locker Room Expansion	4,800 SF	
Multi-Purpose Conversion		4,500 SF
Walking Track		
Running Track		
Community Meeting Rooms		
Basement Storm Shelter		
Chiller Plant	2,000 SF	
Boiler Room	2,620 SF	
Kitchen Expansion	1,510 SF	
Special Ed Suites		6,635 SF
Robotics		1,700 SF
Media/Tech		4,040 SF
Classrooms (16)		14,820 SF
Art & FACS Labs		3,800 SF
Flex/Break-out		2,030 SF
Circulation		8,260 SF
Stairwells (ML SF only)		1,360 SF
Toilet Rooms (Classroom Area)		1,350 SF
Replace Shops	13,000 SF	
	54,815 SF	50,685 SF

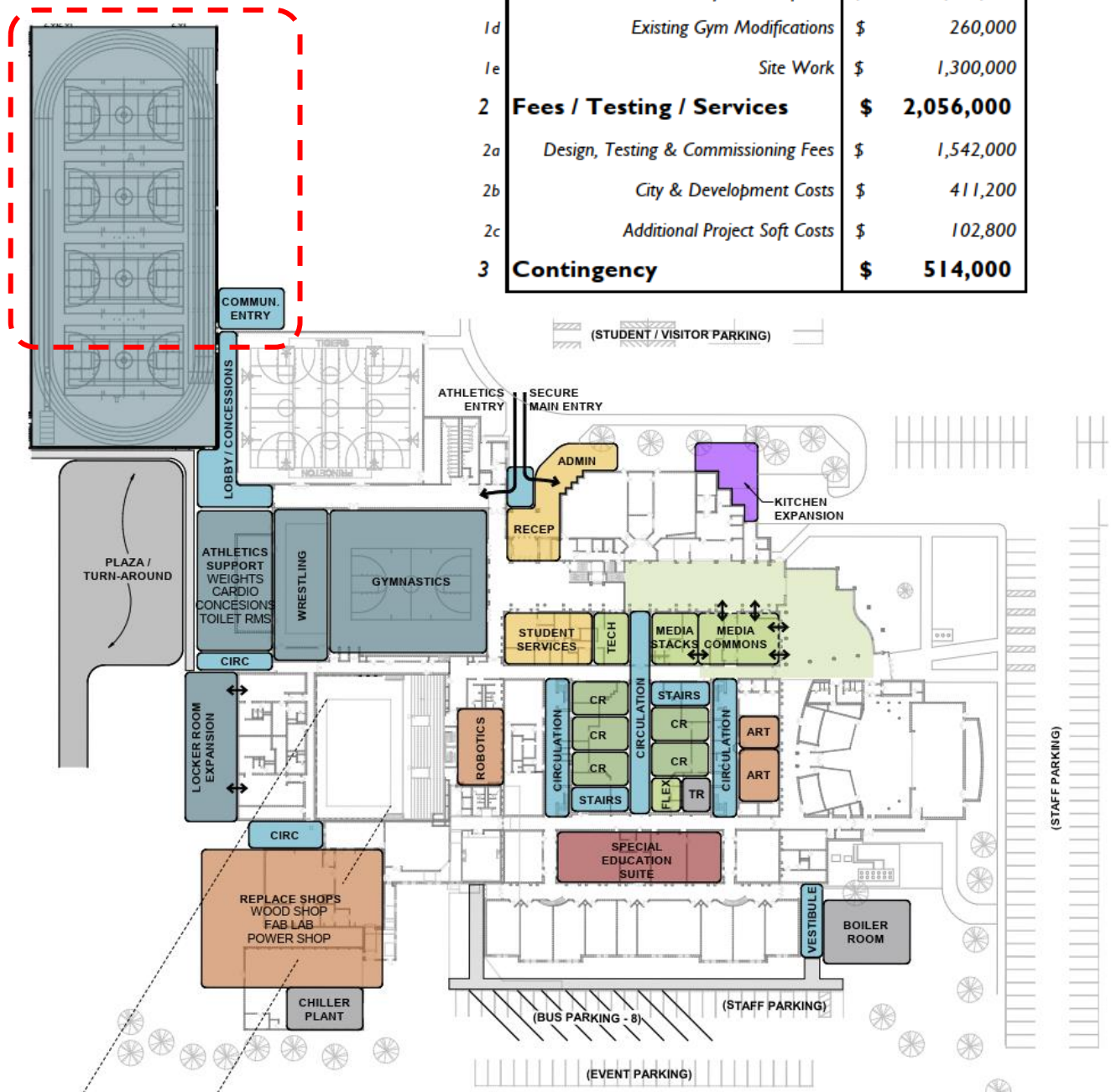
PROJECT		High School
Project Budget		\$ 43,460,000
Construction		\$ 34,850,000
1a	Rebuild Career Trades Shop Areas	\$ 3,800,000
1b	Core Renovations (1964 Building)	\$ 10,668,000
1c	Special Education Renovations	\$ 1,620,000
1d	Administration / Entry / Student Services	\$ 1,468,000
1e	Athletics Support / Expansion / Lockers	\$ 9,328,000
1f	Kitchen Expansion	\$ 624,000
1g	Chiller & Boiler Plants	\$ 2,800,000
1h	Site Improvements (incl. Synthetic Turf)	\$ 2,512,000
1i	Storm Shelter Requirements (Code)	\$ 1,780,000
1j	Phasing Requirements	\$ 250,000
2	Fees / Testing / Services	\$ 6,888,000
2a	Design, Testing & Commissioning Fees	\$ 5,166,000
2b	City & Development Costs	\$ 1,377,600
2c	Additional Project Soft Costs	\$ 344,400
3	Contingency	\$ 1,722,000

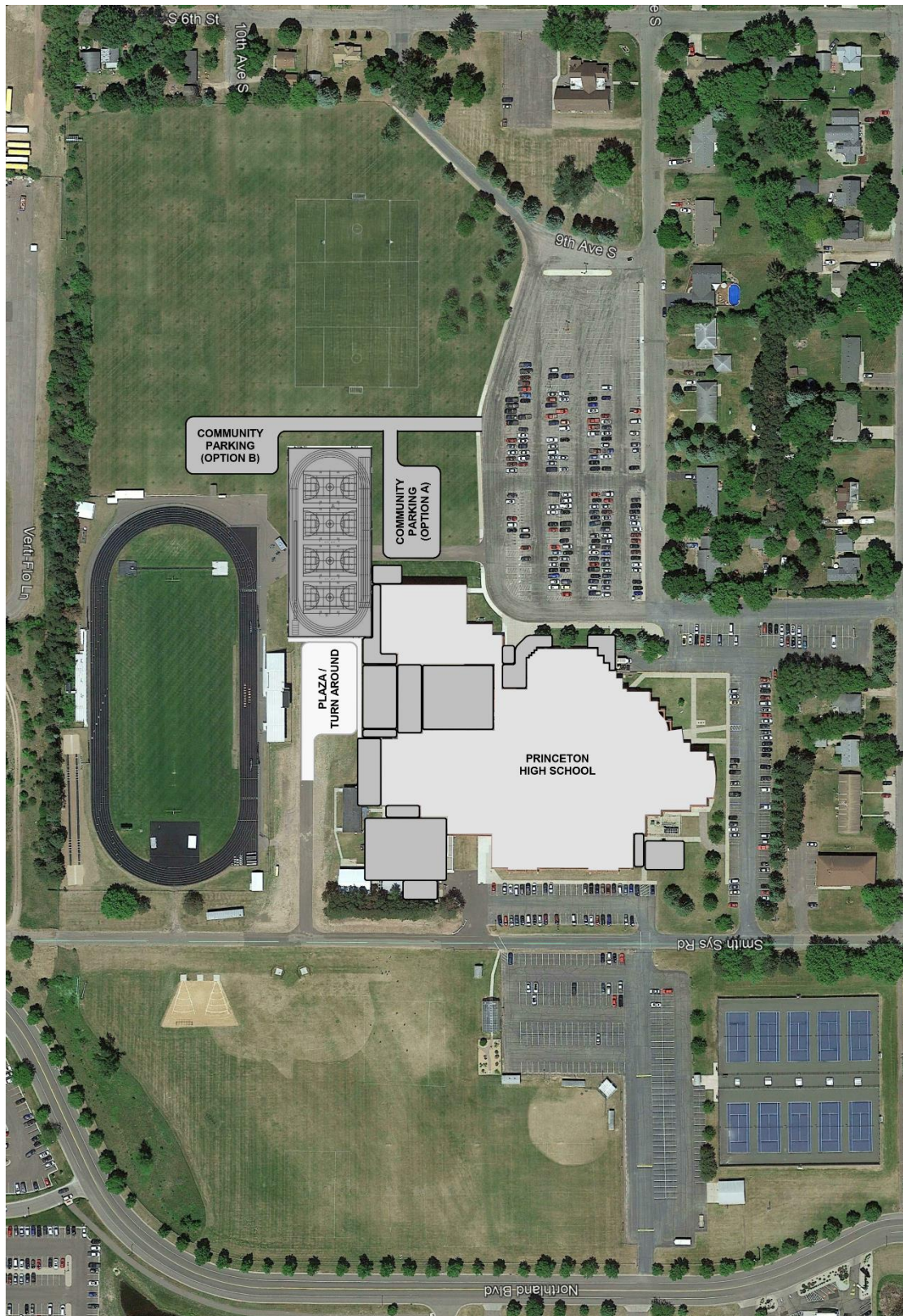
4. A Description of the Project (continued)

Activities and Community Center (Question 2)

- Indoor Running Track
- Walking Track
- (2) Additional Gyms
- Community Meeting Rooms
- Dedicated parking
- Convert Existing Gym to Gymnastics

PROJECT: Q2		Community Center
Project Budget		\$ 12,850,000
1 Construction		\$ 10,280,000
1a	Additional Gym & Track	\$ 6,000,000
1b	Elevated Walking Track	\$ 1,600,000
1c	Community Center Spaces	\$ 1,120,000
1d	Existing Gym Modifications	\$ 260,000
1e	Site Work	\$ 1,300,000
2 Fees / Testing / Services		\$ 2,056,000
2a	Design, Testing & Commissioning Fees	\$ 1,542,000
2b	City & Development Costs	\$ 411,200
2c	Additional Project Soft Costs	\$ 102,800
3 Contingency		\$ 514,000



4. A Description of the Project (continued)**Site Plan: High School / Activities and Community Center (Q1 & Q2)**

4. A Description of the Project (continued)

c) Estimated Expenditures

PROJECT		Intermediate School
Project Budget		\$ 7,300,000
1 Construction		\$ 5,840,000
1a	Cafeteria / Kitchen Expansion	\$ 2,800,000
1b	Specialist Area Renovations	\$ 1,600,000
1c	Special Education Renovations	\$ 1,440,000
2 Fees / Testing / Services		\$ 1,168,000
2a	Design, Testing & Commissioning Fees	\$ 876,000
2b	City & Development Costs	\$ 233,600
2c	Additional Project Soft Costs	\$ 58,400
3 Contingency		\$ 292,000

PROJECT		Student Services
Project Budget		\$ 1,050,000
1 Construction		\$ 840,000
2 Fees / Testing / Services		\$ 168,000
2a	Design, Testing & Commissioning Fees	\$ 126,000
2b	City & Development Costs	\$ 33,600
2c	Additional Project Soft Costs	\$ 8,400
3 Contingency		\$ 42,000

PROJECT		High School
Project Budget		\$ 43,460,000
1 Construction		\$ 34,850,000
1a	Rebuild Career Trades Shop Areas	\$ 3,800,000
1b	Core Renovations (1964 Building)	\$ 10,668,000
1c	Special Education Renovations	\$ 1,620,000
1d	Administration / Entry / Student Services	\$ 1,468,000
1e	Athletics Support / Expansion / Lockers	\$ 9,328,000
1f	Kitchen Expansion	\$ 624,000
1g	Chiller & Boiler Plants	\$ 2,800,000
1h	Site Improvements (incl. Synthetic Turf)	\$ 2,512,000
1i	Storm Shelter Requirements (Code)	\$ 1,780,000
1j	Phasing Requirements	\$ 250,000
2 Fees / Testing / Services		\$ 6,888,000
2a	Design, Testing & Commissioning Fees	\$ 5,166,000
2b	City & Development Costs	\$ 1,377,600
2c	Additional Project Soft Costs	\$ 344,400
3 Contingency		\$ 1,722,000

FF&E - District Wide \$ 1,500,000

Technology - District Wide \$ 1,500,000

Bond & Issuance Costs \$ 430,000

REFERENDUM Q1 \$ 55,240,000

Note: It is anticipated by the School Board that any surplus from the above noted projects (if any) will be used for yet unidentified capital expenditures for technology and/or equipment, or facility expansion as the need may arise.

4. A Description of the Project (continued)**c) Estimated Expenditures**

PROJECT: Q2		Community Center
Project Budget		\$ 12,850,000
1	Construction	\$ 10,280,000
1a	Additional Gym & Track	\$ 6,000,000
1b	Elevated Walking Track	\$ 1,600,000
1c	Community Center Spaces	\$ 1,120,000
1d	Existing Gym Modifications	\$ 260,000
1e	Site Work	\$ 1,300,000
2	Fees / Testing / Services	\$ 2,056,000
2a	Design, Testing & Commissioning Fees	\$ 1,542,000
2b	City & Development Costs	\$ 411,200
2c	Additional Project Soft Costs	\$ 102,800
3	Contingency	\$ 514,000

Bond & Issuance Costs \$ 85,000

REFERENDUM Q2 \$ 12,935,000

TOTAL REFERENDUM \$ 68,175,000

Note: *It is anticipated by the School Board that any surplus from the above noted projects (if any) will be used for yet unidentified capital expenditures for technology and/or equipment, or facility expansion as the need may arise.*

4. A Description of the Project (continued)**Operational Expenditures:**

The anticipated increase in the building square footage in Question 1 for the Intermediate School and High School is approximately 56,500 SF. As such the proposed project will have only a minimal increase to the general fund operational costs for the District:

Anticipated Utility Costs	\$	1.20 / sf
	x	56,500 sf
	\$	67,800 Annual Impact

If Question 2 is approved, the additional square footage would add another 38,000 SF. This would have a similar increase in operating costs:

Anticipated Utility Costs	\$	1.20 / sf
	x	38,000 sf
	\$	45,600 Annual Impact

It is anticipated that this cost, if realized, will be calculated and absorbed into the District's operating budget beginning the 2023-24 school year. Memberships for the Community Center would be utilized to help offset this cost if Question 2 is approved.

No additional FTE for Administrators or Teachers are anticipated with this work. An additional custodial staff member may be considered, but this would be evaluated after occupancy, and if necessary built into the District's operating budget at that time.

d) Schedule

Review and Comment Submittal to MDE	July 2021
Review and Comment MDE Review	July - September 2021
Project Design & CD Preparation	November 2021 – August 2022
Project Construction Documents Issue	Varies
Project Construction	September 2022 – August 2024
Project Completion	Fall for School Years 2023 & 2024

5. A Specification of the Source of Project Financing including:

- a) Applicable Statutory Citations
- b) Scheduled Date and Required Notice
- c) Schedule of Bond Payments
- d) Property Tax Impact

Availability and Manner of Financing

Princeton Public Schools ISD #477 proposes to obtain financing from the sale of General Obligation bonds. The School District will seek voter approval of two building bond ballot questions on Tuesday November 2, 2021, pursuant to Minnesota Statutes Chapter 475 which, if approved, would result in a \$68,175,000 bond issue. The first question would total \$55,240,000 and the second question \$12,935,000. Cost of issuance is estimated at \$241,717 and underwriter's discount is estimated at \$340,875. The difference between the amount requested to be authorized by the voters (plus estimated interest earnings in the construction fund of \$67,592) and estimated underwriter's discount and costs of issuing this debt (legal and fiscal costs) equals \$67,660,000, the amount the District expects to need for construction projects.

Ehlers has prepared the following schedules which have been included in the **Appendix** of this document:

- 1) Estimated sources and uses of funds for the proposed bond issue
- 2) Estimated debt payment structure for the anticipated bond issue and estimated annual debt service property tax levies after accounting for the 105% levy requirement and the estimated debt service equalization aid
- 3) An analysis of the estimated tax impact on various values of residential, commercial, and agricultural properties for the proposed bond issue

5. A Specification of the Source of Project Financing (continued)**PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT****Princeton School District No. 477**

June 16, 2021

Estimated Sources and Uses of Funds

Proposed General Obligation School Building Bonds

November 2021 Election

	Question 1	Question 2	Questions 1 & 2
Bond Amount	\$55,240,000	\$12,935,000	\$68,175,000
Project Costs	\$54,810,000	\$12,850,000	\$67,660,000
Dated Date	2/1/2022	2/1/2022	2/1/2022
Sources of Funds			
Par Amount	\$55,240,000	\$12,935,000	\$68,175,000
Investment Earnings ¹	54,755	12,837	67,592
Total Sources	\$55,294,755	\$12,947,837	\$68,242,592
Uses of Funds			
Allowance for Discount Bidding ²	\$276,200	\$64,675	\$340,875
Legal and Fiscal Costs ³	208,555	33,162	241,717
Net Available for Project Costs	54,810,000	12,850,000	67,660,000
Total Uses	\$55,294,755	\$12,947,837	\$68,242,592
Deposit to Construction Fund	\$54,755,245	\$12,837,163	\$67,592,408

¹ Estimated investment earnings are based on an average interest rate of 0.10%, and an average life of 12 months.

² The allowance for discount bidding is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.

³ Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificates.



Sources Uses 21b Q1.Q2 R&C

5. A Specification of the Source of Project Financing (continued)

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Princeton School District No. 477
Analysis of Possible Structure for Capital and Debt Levies

Question 1 Only

\$55,240,000 Bond Issue
November 2021 Election; 20 Tax Levies
Wrapped Around Existing Debt

Type of Bond	Principal Amount	Dated Date	Interest Rate
Voter-Approved Building	\$55,240,000	02/01/22	2.75%

June 16, 2021

Levy		Tax Capacity		Existing Commitments								Proposed New School Building Bonds				Combined Totals			
Payable	Fiscal	Value ¹		Building	Alt Fac/Fac Maint	Est. Debt	LTFM	Net	Tax	Lease	Existing			Add'l. Debt	Net	Initial	State	Net	Tax
Year	Year	(\$000s)	% Chg	Bonds ²	H&S Bonds ²	Excess ³	Debt Aid	Levy	Rate	Levy	Tax Rate	Principal	Interest	Excess ³	Levy	Debt Levy	Aid	Levy	Rate
2021	2022	21,030	9.5%	2,959,741	707,700	(228,770)	(52,995)	3,385,676	16.10	264,525	17.36	-	-	-	-	3,703,196	(52,995)	3,650,201	17.36
2022	2023	21,661	3.0%	2,957,745	710,115	(207,448)	(31,625)	3,428,787	15.83	254,100	17.00	230,000	1,519,100	91,828	1,928,383	5,642,895	(31,625)	5,611,270	25.91
2023	2024	22,311	3.0%	2,951,918	712,215	(146,714)	(13,215)	3,504,204	15.71	249,400	16.82	420,000	1,512,775	-	2,029,414	5,796,232	(13,215)	5,783,017	25.92
2024	2025	22,757	2.0%	3,278,258	-	(146,565)	-	3,131,693	13.76	249,700	14.86	895,000	1,501,225	-	2,516,036	5,897,429	-	5,897,429	25.92
2025	2026	23,212	2.0%	3,242,190	-	(131,130)	-	3,111,060	13.40	249,900	14.48	1,145,000	1,476,613	(100,641)	2,652,052	6,013,011	-	6,013,011	25.90
2026	2027	23,444	1.0%	3,247,178	-	(129,688)	-	3,117,490	13.30	-	13.30	1,470,000	1,445,125	(106,082)	2,954,799	6,072,290	-	6,072,290	25.90
2027	2028	23,444	0.0%	3,249,960	-	(129,887)	-	3,120,073	13.31	-	13.31	1,520,000	1,404,700	(118,192)	2,952,743	6,072,816	-	6,072,816	25.90
2028	2029	23,444	0.0%	3,261,038	-	(129,998)	-	3,131,040	13.36	-	13.36	1,555,000	1,362,900	(118,110)	2,945,685	6,076,725	-	6,076,725	25.92
2029	2030	23,444	0.0%	3,259,095	-	(130,442)	-	3,128,653	13.35	-	13.35	1,600,000	1,320,138	(117,827)	2,948,317	6,076,970	-	6,076,970	25.92
2030	2031	23,444	0.0%	3,260,565	-	(130,364)	-	3,130,201	13.35	-	13.35	1,640,000	1,276,138	(117,933)	2,944,012	6,074,213	-	6,074,213	25.91
2031	2032	23,444	0.0%	3,263,085	-	(130,423)	-	3,132,662	13.36	-	13.36	1,685,000	1,231,038	(117,760)	2,944,079	6,076,741	-	6,076,741	25.92
2032	2033	23,444	0.0%	3,266,445	-	(130,523)	-	3,135,922	13.38	-	13.38	1,725,000	1,184,700	(117,763)	2,937,422	6,073,343	-	6,073,343	25.91
2033	2034	23,444	0.0%	3,259,935	-	(130,658)	-	3,129,277	13.35	-	13.35	1,780,000	1,137,263	(117,497)	2,945,629	6,074,906	-	6,074,906	25.91
2034	2035	23,444	0.0%	3,238,515	-	(130,397)	-	3,108,118	13.26	-	13.26	1,850,000	1,088,313	(117,825)	2,967,403	6,075,521	-	6,075,521	25.92
2035	2036	23,444	0.0%	-	-	-	-	-	-	-	-	4,860,000	1,037,438	(118,696)	6,073,613	6,073,613	-	6,073,613	25.91
2036	2037	23,444	0.0%	-	-	-	-	-	-	-	-	5,115,000	903,788	(242,945)	6,076,782	6,076,782	-	6,076,782	25.92
2037	2038	23,444	0.0%	-	-	-	-	-	-	-	-	5,255,000	763,125	(243,071)	6,075,960	6,075,960	-	6,075,960	25.92
2038	2039	23,444	0.0%	-	-	-	-	-	-	-	-	5,400,000	618,613	(243,038)	6,076,505	6,076,505	-	6,076,505	25.92
2039	2040	23,444	0.0%	-	-	-	-	-	-	-	-	5,545,000	470,113	(243,060)	6,072,808	6,072,808	-	6,072,808	25.90
2040	2041	23,444	0.0%	-	-	-	-	-	-	-	-	5,700,000	317,625	(242,912)	6,075,594	6,075,594	-	6,075,594	25.92
2041	2042	23,444	0.0%	-	-	-	-	-	-	-	-	5,850,000	160,875	(243,024)	6,068,395	6,068,395	-	6,068,395	25.88
2042	2043	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2043	2044	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2044	2045	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2045	2046	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2046	2047	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2047	2048	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2048	2049	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2049	2050	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2050	2051	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals				44,695,668	2,130,030	(2,033,007)	(97,835)	44,694,856		1,267,625		55,240,000	21,731,600	(2,634,550)	78,185,630	124,245,946	(97,835)	124,148,111	

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2 Initial debt service levies (prior to subtracting debt equalization aid) are set at 105 percent of the principal and interest payments during the next fiscal year.
3 Debt excess adjustment for taxes payable in 2021 is the actual amount. The Debt excess adjustment for 2022 is an estimate using the June 30, 2020 debt service fund balance. Debt excess for future years is estimated at 4% of the prior year's initial debt service levy.

5. A Specification of the Source of Project Financing (continued)

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Princeton School District No. 477
Analysis of Possible Structure for Capital and Debt Levies

Questions 1 & 2

\$68,175,000 Bond Issue
November 2021 Election; 20 Tax Levies
Wrapped Around Existing Debt

Type of Bond	Principal Amount	Dated Date	Interest Rate
Voter-Approved Building	\$68,175,000	02/01/22	2.75%

June 16, 2021

Levy		Tax Capacity		Existing Commitments								Proposed New School Building Bonds				Combined Totals			
Payable	Fiscal	Value ¹		Building	Alt Fac/Fac Maint	Est. Debt	LTFM	Net	Tax	Lease	Existing			Add'l. Debt	Net	Initial	State	Net	Tax
Year	Year	(\$000s)	% Chg	Bonds ²	H&S Bonds ²	Excess ³	Debt Aid	Levy	Rate	Levy	Tax Rate	Principal	Interest	Excess ³	Levy	Debt Levy	Aid	Levy	Rate
2021	2022	21,030	9.5%	2,959,741	707,700	(228,770)	(52,995)	3,385,676	16.10	264,525	17.36	-	-	-	-	3,703,196	(52,995)	3,650,201	17.36
2022	2023	21,661	3.0%	2,957,745	710,115	(207,448)	(31,625)	3,428,787	15.83	254,100	17.00	575,000	1,874,813	128,615	2,700,918	6,415,431	(31,625)	6,383,806	29.47
2023	2024	22,311	3.0%	2,951,918	712,215	(146,714)	(13,215)	3,504,204	15.71	249,400	16.82	830,000	1,859,000	-	2,823,450	6,590,269	(13,215)	6,577,054	29.48
2024	2025	22,757	2.0%	3,278,258	-	(146,565)	-	3,131,693	13.76	249,700	14.86	1,345,000	1,836,175	-	3,329,111	6,721,626	(11,123)	6,710,504	29.49
2025	2026	23,212	2.0%	3,242,190	-	(131,130)	-	3,111,060	13.40	249,900	14.48	1,655,000	1,799,188	(133,164)	3,482,051	6,854,692	(11,681)	6,843,011	29.48
2026	2027	23,444	1.0%	3,247,178	-	(129,688)	-	3,117,490	13.30	-	13.30	2,060,000	1,753,675	(139,282)	3,791,807	6,982,567	(73,270)	6,909,297	29.47
2027	2028	23,444	0.0%	3,249,960	-	(129,887)	-	3,120,073	13.31	-	13.31	2,105,000	1,697,025	(151,672)	3,791,144	6,960,527	(49,310)	6,911,216	29.48
2028	2029	23,444	0.0%	3,261,038	-	(129,998)	-	3,131,040	13.36	-	13.36	2,150,000	1,639,138	(151,646)	3,778,260	6,957,988	(48,689)	6,909,300	29.47
2029	2030	23,444	0.0%	3,259,095	-	(130,442)	-	3,128,653	13.35	-	13.35	2,210,000	1,580,013	(151,130)	3,779,927	6,957,036	(48,455)	6,908,581	29.47
2030	2031	23,444	0.0%	3,260,565	-	(130,364)	-	3,130,201	13.35	-	13.35	2,270,000	1,519,238	(151,197)	3,778,883	6,957,703	(48,619)	6,909,085	29.47
2031	2032	23,444	0.0%	3,263,085	-	(130,423)	-	3,132,662	13.36	-	13.36	2,330,000	1,456,813	(151,155)	3,776,390	6,957,660	(48,608)	6,909,052	29.47
2032	2033	23,444	0.0%	3,266,445	-	(130,523)	-	3,135,922	13.38	-	13.38	2,395,000	1,392,738	(151,056)	3,776,400	6,961,990	(49,669)	6,912,322	29.48
2033	2034	23,444	0.0%	3,259,935	-	(130,658)	-	3,129,277	13.35	-	13.35	2,465,000	1,326,875	(151,056)	3,781,307	6,959,690	(49,105)	6,910,585	29.48
2034	2035	23,444	0.0%	3,238,515	-	(130,397)	-	3,108,118	13.26	-	13.26	2,555,000	1,259,088	(151,252)	3,803,952	6,961,657	(49,587)	6,912,070	29.48
2035	2036	23,444	0.0%	-	-	-	-	-	-	-	-	5,585,000	1,188,825	(152,158)	6,911,089	6,960,358	(49,269)	6,911,089	29.48
2036	2037	23,444	0.0%	-	-	-	-	-	-	-	-	5,855,000	1,035,238	(276,444)	6,909,539	6,958,306	(48,766)	6,909,539	29.47
2037	2038	23,444	0.0%	-	-	-	-	-	-	-	-	6,015,000	874,225	(276,382)	6,908,783	6,957,305	(48,521)	6,908,783	29.47
2038	2039	23,444	0.0%	-	-	-	-	-	-	-	-	6,185,000	708,813	(276,351)	6,912,443	6,962,152	(49,708)	6,912,443	29.48
2039	2040	23,444	0.0%	-	-	-	-	-	-	-	-	6,355,000	538,725	(276,498)	6,912,264	6,961,914	(49,650)	6,912,264	29.48
2040	2041	23,444	0.0%	-	-	-	-	-	-	-	-	6,525,000	363,963	(276,491)	6,908,493	6,956,920	(48,427)	6,908,493	29.47
2041	2042	23,444	0.0%	-	-	-	-	-	-	-	-	6,710,000	184,525	(276,340)	6,913,017	6,962,912	(49,894)	6,913,017	29.49
2042	2043	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2043	2044	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2044	2045	23,444	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals				44,695,668	2,130,030	(2,033,007)	(97,835)	44,694,856		1,267,625		68,175,000	25,888,088	(3,164,659)	94,769,230	141,661,899	(930,188)	140,731,711	

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3 Debt excess adjustment for taxes payable in 2021 is the actual amount. The Debt excess adjustment for 2022 is an estimate using the June 30, 2020 debt service fund balance. Debt excess for future years is estimated at 4% of the prior year's initial debt service levy.



5. A Specification of the Source of Project Financing (*continued*)

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Princeton School District No. 477

Estimated Tax Rates for Capital and Debt Service Levies

Existing Commitments and Proposed New Debt

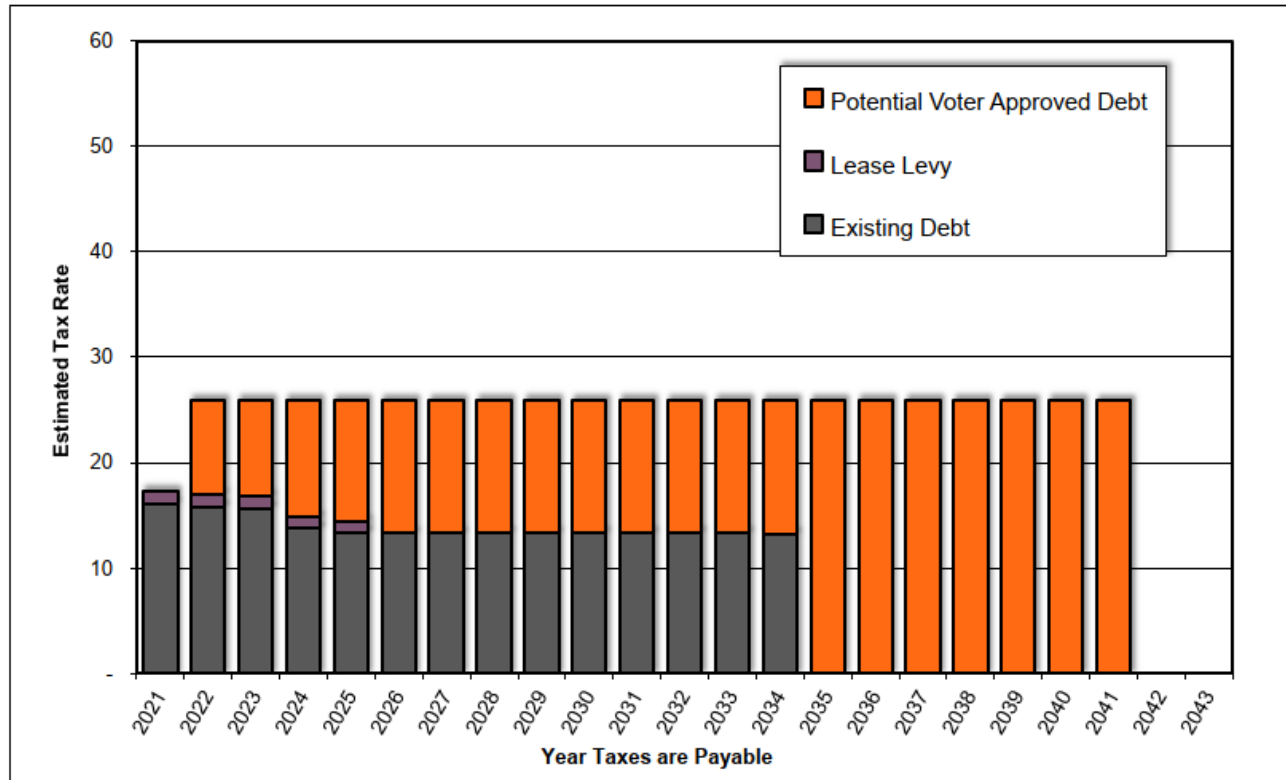
\$55,240,000 Bond Issue

November 2021 Election; 20 Tax Levies

Wrapped Around Existing Debt

Date Prepared:

June 16, 2021



Debt Plan 21b Princeton Q1 R&C

5. A Specification of the Source of Project Financing (*continued*)

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Princeton School District No. 477

Estimated Tax Rates for Capital and Debt Service Levies

Existing Commitments and Proposed New Debt

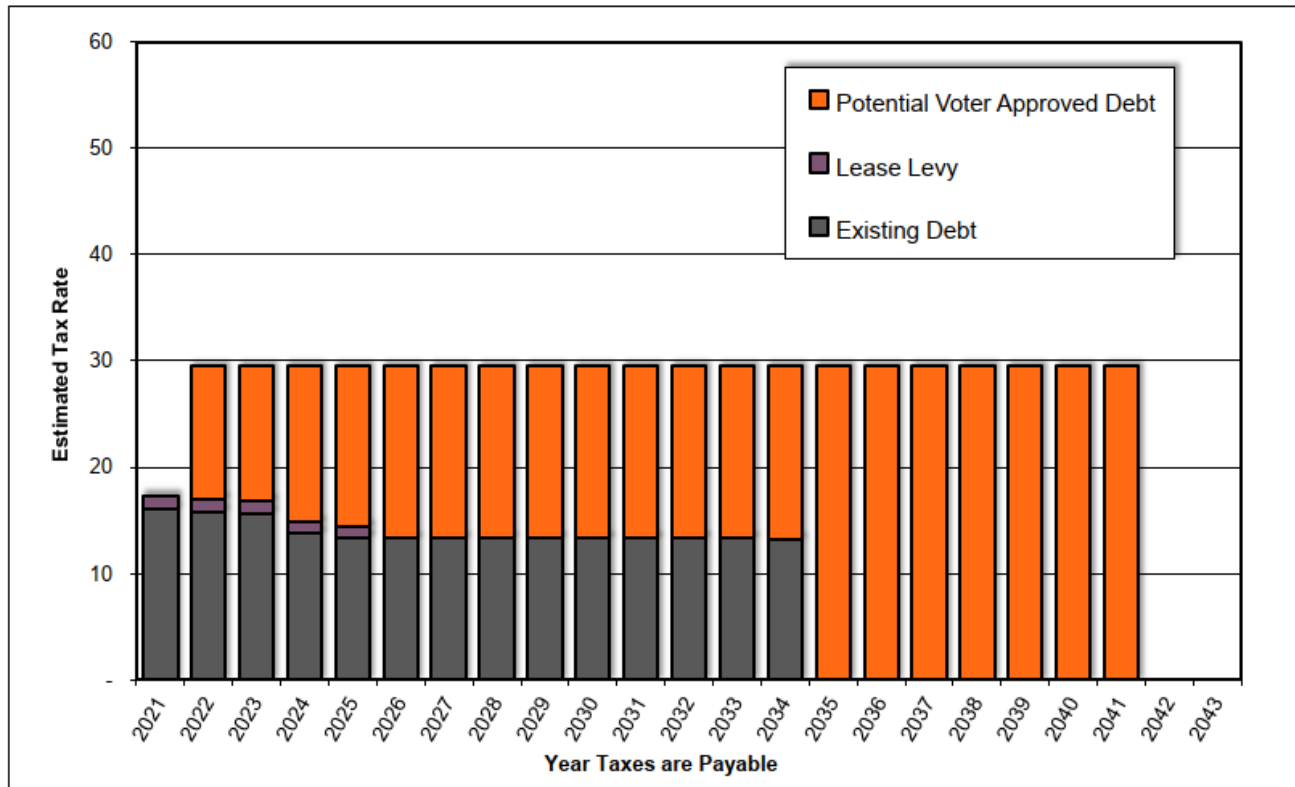
\$68,175,000 Bond Issue

November 2021 Election; 20 Tax Levies

Wrapped Around Existing Debt

Date Prepared:

June 16, 2021



Debt Plan 21b Princeton Q1 & Q2 R&C

5. A Specification of the Source of Project Financing (continued)**PRELIMINARY ESTIMATES - FOR REVIEW AND COMMENT****Princeton School District No. 477**

June 14, 2021

Analysis of Tax Impact for Potential Bond Issue

November 2, 2021 Election

Bond Issue Amount	Question 1	Question 2	Total
Average Interest Rate	\$53,335,000	\$14,570,000	\$67,905,000
Number of Years	2.75%	2.75%	2.75%
	20	20	20

Type of Property	Estimated Market Value	Estimated Impact on Annual Taxes Payable in 2022*		
Residential Homestead	\$50,000	\$25	\$12	\$37
	75,000	38	18	56
	100,000	60	29	89
	125,000	83	40	123
	150,000	106	51	157
	175,000	128	62	190
	200,000	151	74	225
	250,000	197	96	293
	300,000	242	118	360
	400,000	333	162	495
Commercial/Industrial	500,000	418	204	622
	\$50,000	\$63	\$31	\$94
	100,000	125	61	186
	250,000	355	173	528
	500,000	773	376	1149
Agricultural Homestead** (average value per acre of land & buildings)	1,000,000	1,609	783	2,392
	\$2,000	\$0.33	\$0.16	\$0.49
	3,000	0.50	0.24	0.74
	4,000	0.67	0.33	1.00
	5,000	0.84	0.41	1.25
	6,000	1.00	0.49	1.49
Agricultural Non-Homestead** (average value per acre of land & buildings)	7,000	1.17	0.57	1.74
	\$2,000	\$0.67	\$0.33	\$1.00
	3,000	1.00	0.49	1.49
	4,000	1.34	0.65	1.99
	5,000	1.67	0.81	2.48
	6,000	2.01	0.98	2.99
	7,000	2.34	1.14	3.48

* Estimated tax impact includes principal and interest payments on the new bonds. The amounts in the table are based on school district taxes for bonded debt levies only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the estimated tax impact amounts shown above for those property owners.

** For all agricultural property, estimated tax impact for 2022 includes a 60% reduction due to the School Building Bond Agricultural Credit. The credit percentage will increase to 70% for taxes payable in 2023; this will cause a reduction in taxes in future years. Average value per acre is the total estimated market value of all land & buildings divided by total acres. If the property includes a home, then the tax impact on the house, garage, and one acre of land will be calculated in addition to the taxes per acre, on the same basis as a residential homestead or non-homestead property. If the same property owner owns more than \$1.9 million of agricultural homestead land and buildings, a portion of the property will be taxed at the higher non-homestead rate.



Tax Impact 21a Princeton R&C

6. Documentation:

Attachment 1
Review and Comment
Section #6 Documentation
(as amended by the 2014 Legislature)

Documentation obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:

- (i) The school district will be in compliance with Minnesota Statute 471.345 governing municipal contracts issued for this project;
- (ii) The school district and the architects will include elements of sustainable design for this project;
- (iii) If the project installs or modifies facility mechanical systems, the school district, architect/engineers and contractors will be in compliance with school facility commissioning under Minnesota Statute 123B.72 certifying the plans and designs for the heating, ventilating, air conditioning, and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1;
- (iv) If the project creates or modifies interior spaces, the district, architects/engineers and relevant contractors have considered the American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools on maximum background noise level and reverberation times;
- (v) The project will be in compliance with Minnesota State Fire Code;
- (vi) The project will be in compliance with Minnesota Statute chapter 326B governing building codes; and
- (vii) The school district and the architects/ engineers have been in consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit, and safe access for pedestrians and cyclists.

The school district and architect/engineers will maintain documentation showing compliance with these items upon and subsequent to project completion.

Superintendent Signature: _____

Date

7/6/21

Board Chair Signature: _____

Date

7-6-21

Architect/Engineer Signature: _____

Date

7.6.21