

Princeton Public Schools - ISD 477
Tuesday, March 21, 2017 at 7:00 PM
Regular School Board Meeting
District Office Board Room located at City Hall (Please use City Hall Entrance)

Our Mission

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

Our Vision

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

1. PROCEDURAL ITEMS

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

5. REPORTS

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

6. APPROVE AGENDA

7. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 4

8. 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 8
- b. Bills 10
- c. Wire Transfers 20
- d. Treasurer's Report 21
- e. Gift/Donation 22
- f. Field Trip 24
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9. INFORMATION

a.	MN Student Survey-Presented by Andrea Preppernau	30
b.	Chrome in STEAM classroom and Makerspace-Presented by Eric Simmons	38
c.	Fairview Training Quote-Presented by Michelle Czech	58
d.	Budget Analysis-Presented by Michelle Czech	63
e.	Board Room/Council Chamber Room Update-Presented by Julia Epse	
f.	Touchwall-Presented by Julia Espe	68
10.	ACTION	
a.	Early Retirement Memorandum of Understanding-Presented by Stacie Vos <i>I move to accept the early retirement memorandum of understanding as presented.</i>	73
11.	Second reading of policies- 513, 513.1, 525, 526, 527, 528, 529, 531, 532, 550, 601, 603, 606, 612, 613, 616 <i>I move to accept the second reading of the policies as presented.</i>	
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c.	525-Violence Prevention (Applicable to Students and Staff)	90
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i.	532-Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds	117
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k.	601-School District Curriculum and Instruction Goals	125
l.	603-Curriculum Development	131
m.	606-Textbooks and Instructional Materials	134
n.	612-Development of Parental Involvement Policies for Title I Programs	138
o.	613-Graduation Requirements	144
p.	616-School District System Accountability	149
12.	ADDITIONS TO AGENDA	
13.	FUTURE MEETINGS	
	Community Education Advisory Committee Meeting-March 27-12:00	
	Classified Negotiations-March 27-5:00	
	Council Study Session- April 6-4:30	

14. ADJOURN

15. INFORMATION

Call to Order and Pledge of Allegiance

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

Roll Call: Members Present: Howard Vaillancourt, Eric Strandberg, Craig Johnson, Chad Young, Deb Ulm, Eric Minks, and Sue VanHooser

Members Absent: Eric Minks

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Stacie Vos and Director of Community Education Gwen Anderson.

Student Council Representative: Lacey Broding

Citizen Comments: None

REPORTS

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

Deb Ulm	Finance
Chad Young	No report
Eric Strandberg	Finance
Sue VanHooser	Regional Schools for Equity in Education meeting
Howard Vaillancourt	High school speech meet
Craig Johnson	No report

Student Council Report: Currently the student council is working on the upcoming SWAN (Stuff We All Need) event.

Superintendent Report: Julia Espe showed the board on the Primary School brochures made by Emily McKinnon, secretary for our Student Services. The brochures, along with a letter from Principal Greg Finck, will be mailed out to any students who should be in Kindergarten next year, and that we have not heard from through registration. The board members were given key fobs to gain access to the district buildings. The staff is getting ready for the next staff development day that is taking place on March 13th and 14th.

APPROVE AGENDA

Motion made by Howard Vaillancourt, seconded by Craig Johnson **to approve the agenda as presented.**
Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Eric Strandberg seconded by Craig Johnson, to approve the February 21st, Regular Board meeting minutes as presented. Motion passed unanimously.

CONSENT AGENDA

Motion made by Chad Young, seconded by Eric Strandberg *to approve the consent agenda as presented. Personnel, fundraiser.* Motion passed unanimously.

INFORMATION

PBIS/Interventions-Sarah Marxhausen presented to the board on the PBIS Tiered Interventions and discipline responses. Tier I is universal support for all students. Tiers II and III are more student-specific, depending up level of support needed, identified behavior, and action needed. As the students needs progress to a different tier they will still receive the support and interventions from the previous tiers. More information is located on boardbook.

Mathematics Acceleration Update-Presentation by Samantha Heike and Dan Voce. The goal of the math acceleration in the middle school is to explore accelerated math courses to offer to our students' in grades 6-8 who display readiness. They want to provide courses that would accelerate students knowledge, understanding, and achievement levels, and provide an accelerated math pathway prior to high school and college. More information can be located on boardbook.

Learning and Living Career and College Readiness Goal- Gwen Anderson presented on the Career and College Readiness Goal in the strategic plan. The Learning and Living Committee created a poster campaign. The posters will show career possibilities in our local area and what skills and education the students would need to be successful in that career. This information can be located on boardbook.

Branding Process-Gwen Anderson updated the board on the progress of the branding process. A tiger survey was sent used to help develop the two tigers that will be voted on by staff and students. The results of the survey are located on boardbook.

Oak Land Process- Julia Espe gave an update on the Oak Land property. A resolution is being drafted and will be brought before the board when it is complete. Cambridge is also interested in buying the property located in Cambridge and a similar resolution will be needed for that purchase.

First Reading of Policies-513, 513.1, 525, 526, 527, 528, 529, 531, 550, 601, 606, 603, 612, 613 and 616.

- 513-Student Promotion (Acceleration)/Retention Grades K-8: Proposed MSBA policy and making a new procedure
- 513.1- Early Entrance: Proposed our new policy and make a new procedure

- 525-Violence Prevention (Applicable to Students and Staff): MSBA Change (legal reference)
- 526-Hazing-Reviewed
- 527-Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches: Reviewed
- 528-Student Parental, Family and Marital Status Nondiscrimination-revised, add HR Director to letter F.
- 529-Staff Notification of Violent Behavior:Reviewed
- 531-The Pledge of Allegiance: Reviewed
- 532-Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds: MSBA Changes
- 550-Academic Recognition Programs: Reviewed
- 601-School District Curriculum Instruction Goals: Use MSBA model
- 603-Curriculum Development: Use MSBA Model
- 606-Textbooks and Instructional Materials: Reviewed
- 612-Development of Parental Involvement Policies for Title 1 Programs: Revised-minor change
- 613-Graduation Requirements: Reviewed
- 616-School District System Accountability: Revised

See Boardbook for more information.

ACTION ITEMS

American Indian Program Coordinator Report and Resolution- Gary Loch updated the board on the American Indian Program and the oversight committee that includes parents. The committee reviews academic performance of the students along with future plans and any assistance that is needed to meet the culture needs of the students in the district. Gary explained his role in the committee and is currently shared between Princeton and Milaca. *Motion to accept the American Indian Parent Resolution as proposed was made by Craig Johnson and seconded by Howard Vaillancourt. Upon roll call the following voted for: Sue VanHooser, Deb Ulm, Chad Young, Craig Johnson, Eric Strandberg and Howard Vaillancourt. Motion passed unanimously.*

Additions to the agenda: None

Future Meetings: Whole Life Challenge Finale-March 14 @ 3:30.

ADJOURN - Motion to adjourn the meeting made by Howard Vaillancourt seconded by Craig Johnson.

Chair Deb Ulm

Clerk Eric Minks

Recorder-Kari Plafcan

03.21.2017

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Allen, Amanda	Extra duty	Varsity Head Softball Coach		N/A	3.13.17-6.9.17	\$4,338.00
Bassett, Katie	Resignation	Food Service	Food Server	N/A	3.17.17	
Becker, Joan	Resignation	MS Student Council Advisor			3.9.17	
Beckers, Jeff	Extra duty	JV-Assistant Baseball Coach		N/A	3.20.17-6.16.17	\$3,471.00
Bergstrom, Courtney	Extra duty	MS Softball Coach		N/A	3.20.17-6.16.17	\$2,127.00
Blomberg, Barb	Extra duty	Varsity Assistant Golf Coach		N/A	3.20.17-6.14.17	\$3,471.00
Borich, Brandon	Extra duty	MS Baseball Coach		N/A	3.20.17-6.16.17	\$2,169.00
Borich, John	Extra duty	MS Track Coach		N/A	3.20.17-6.16.17	\$2,169.00
Clemons, Sara	Extra duty	Varsity Assistant Track & Field Coach		N/A	3.20.17-6.16.17	\$3,271.00
Cunningham, Michelle	Extra duty	Head Clay Target League Coach		N/A	4.2.17-6.24.17	\$3,605.00
Daubner, Nathan	New Hire	MS Baseball Coach		Caleb Schaubert	3.20.17-6.16.17	\$2,169.00
Dettmer, Lee	Extra duty	Varsity Assistant Softball Coach		N/A	3.13.17-6.9.17	\$3,652.00
Dorr, Kelley	Extra duty	MS Boy Tennis Coach		N/A	3.20.17-6.16.17	\$2,169.00
Dupay, Susan	LOA	IS-Food Service	Food Service		3.21.17-4.19.17	
Gatewood, Jodi	Extra duty	MS Track Coach		N/A	3.20.17-6.16.17	\$2,003.00
Gloege, John	Extra duty	Varsity Assistant Golf Coach		N/A	3.20.17-6.14.17	\$3,652.00
Hamers, Ryan	Extra duty	Assistant Clay Target League Float Coach		N/A	4.2.17-6.24.17	\$1,344.00
Hasselberg, Derek	Extra duty	Varsity Head Golf Coach		N/A	3.20.17-6.14.17	\$4,338.00
Holmquist, Andrew	Resignation	Girls Basketball Coach			3.9.17	
Jones, Randy	Extra duty	Clay Target League Range Safety Officer		N/A	4.2.17-6.24.17	\$1,177.00
Joseph, Jade	Extra duty	Adapted Bowling Assistant Coach		N/A	3.7.17-5.19.17	\$801.00
Kalinowski, Corey	Resignation	Tennis Coach		N/A	3.7.17	
Kinney, Troy	Extra duty	Varsity Assistant Baseball Coach		N/A	3.20.17-6.16.17	\$3,471.00
Lehman, Nicole	Extra duty	MS Musical Director		N/A	3.15.17	\$1,536.00
Loch, Barb	Change in assignment	SpEd Para-going from HS to MS	Para	N/A	3.15.17	No change
Mach, Gordon	Extra duty	Assistant Clay Target League Flaot Coach		N/A	4.2.17-6.24.17	\$1,344.00
McGathey, Olivia	Extra duty	MS Golf Coach		N/A	3.20.17-6.16.17	\$1,920.00
Moats, JoAnn	Extra duty	Adapted Bowling Head Coach		N/A	3.7.17-5.19.17	\$1,202.00
Neubauer, Jordan	Extra duty	Varsity Head Baseball Coach		N/A	3.20.17-6.16.17	\$3,923.00
Ostroot, Tom	Extra duty	Varsity Head Track & Field Coach		N/A	3.13.17-6.9.17	\$4,565.00
Paddock, Dave	Extra duty	MS Baseball Coach		N/A	3.20.17-6.16.17	\$1,920.00
Potvin, Mark	Extra duty	Assistant MS- Musical Director		N/A	2.27.17-End of Musical	\$1,735.00

Rysavy, Kate	Extra duty	9th Grade Softball Coach		N/A	3.13.17-6.9.17	\$2,978.00
Schmock, Cal	Extra duty	MS Track Coach		N/A	3.20.17-6.16.17	\$1,920.00
Seurer, Mike	Extra duty	MS Golf Coach		N/A	3.20.17-6.16.17	\$2,169.00
Severson, Ashley	New Hire	Rehired for same position-Tiger Club Assistant		Ashley Severson	3.15.17	No change
Solberg, Alyssa	Extra duty	Varsity Assistant track & Field Coach		N/A	3.20.17-6.16.17	\$3,072.00
Steinbrecher, Jon	Extra duty	Varsity Head Boys Tennis Coach		N/A	3.27.17-6.9.17	\$4,338.00
Stenslie, Carlee	Extra duty	MS Softball Coach		Margaret Miron	3.6.17	\$1,879.00
Wesloh, Bernie	Extra duty	Varsity Assistant Track & Field Coach		N/A	3.13.17-6.10.17	\$3,471.00
Wilkinson, Kristine	LOA	HS-Teacher	PEA	N/A	2017-2018	
Zimmer, Jules	Extra duty	9th Gr. Baseball Coach		N/A	3.20.17-6.16.17	\$3,037.00
Zook, Matthew	Extra duty	Varsity Assistant Track & Field Coach		N/A	3.20.17-6.16.17	\$3,072.00

Princeton Public Schools #477
Detail Payment Register By Check No.
Fund Summary

Fund Description	Total
01 General Fund	\$665,976.68
02 Food Service	\$58,518.79
04 Community Service	\$12,973.36
06 Construction	\$4,497.75
10 Student Activities	\$42,768.19
Report Total	\$784,734.77

Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	70399	164625	Check	1	15485		ACTION FOR HEALTHY KIDS, INC.	Yes	Yes	No	USD	02/17/2017	285.00
			70410	164626	Check	1	7706	3	AMAZON.COM	Yes	Yes	No	USD	02/17/2017	2,355.17
			70382	164627	Check	1	1137		AMERIPRIDE SERVICES INC.	Yes	Yes	No	USD	02/17/2017	581.78
			70385	164628	Check	1	11947		ANDERSON DAWN	Yes	No	No	USD	02/17/2017	132.00
			70396	164629	Check	1	15419		BLANCK DAWSON	Yes	No	No	USD	02/17/2017	113.00
			70401	164630	Check	1	15488		BRAINERD SPEECH AND DEBATE	Yes	No	No	USD	02/17/2017	222.00
			70380	164631	Check	1	10584		CARD SERVICES	Yes	Yes	No	USD	02/17/2017	1,033.39
			70404	164632	Check	1	15492		CRAYOLA EXPERIENCE	Yes	Yes	No	USD	02/17/2017	320.76
			70389	164633	Check	1	14103		CULLIGAN BOTTLED WATER	Yes	Yes	No	USD	02/17/2017	93.65
			70381	164634	Check	1	11360		DAHL ANTHONY	Yes	No	No	USD	02/17/2017	113.00
			70388	164635	Check	1	14071		DEHNICKE ADAM	Yes	Yes	No	USD	02/17/2017	113.00
			70402	164636	Check	1	15490		EIYNCK TERRY	Yes	No	No	USD	02/17/2017	113.00
			70393	164637	Check	1	14872		EMANUEL DAN	Yes	Yes	No	USD	02/17/2017	113.00
			70398	164638	Check	1	15477		HANSON GENO	Yes	No	No	USD	02/17/2017	113.00
			70397	164640	Check	1	15474		HOFFMAN RYAN	Yes	Yes	No	USD	02/17/2017	137.00
			70405	164641	Check	1	3231		HY-TECH AUTOMOTIVE	Yes	Yes	No	USD	02/17/2017	351.76
			70395	164642	Check	1	15373		JACKSON JACOB	Yes	Yes	No	USD	02/17/2017	116.00
			70412	164643	Check	1	7933		JESSEN CHRIS	Yes	Yes	No	USD	02/17/2017	116.00
			70413	164644	Check	1	8650		KOPETKA FRANK	Yes	Yes	No	USD	02/17/2017	113.00
			70409	164645	Check	1	6998		LEVIN AARON	Yes	Yes	No	USD	02/17/2017	116.00
			70386	164646	Check	1	11953		MILLETTE JOSEPH	Yes	No	No	USD	02/17/2017	74.00
			70383	164647	Check	1	11515		NICKELODEON UNIVERSE	Yes	Yes	No	USD	02/17/2017	855.50
			70408	164648	Check	1	6992		OFTEDAL DICK	Yes	No	No	USD	02/17/2017	116.00
			70411	164649	Check	1	7770		PANNING BRAD	Yes	Yes	No	USD	02/17/2017	113.00
			70406	164650	Check	1	5038	1	PITNEY BOWES	Yes	Yes	No	USD	02/17/2017	299.50
			70407	164651	Check	1	5040		PIZZA BARN	Yes	Yes	No	USD	02/17/2017	44.93
			70400	164652	Check	1	15487		POCKET SCORE	Yes	No	No	USD	02/17/2017	25.00
			70414	164653	Check	1	9866	1	PREMIUM WATERS INC	Yes	Yes	No	USD	02/17/2017	68.85
			70394	164654	Check	1	15051		ROBERTS ERIK	Yes	No	No	USD	02/17/2017	137.00
			70390	164655	Check	1	14477		TEACHERS ON CALL	Yes	Yes	No	USD	02/17/2017	32,237.67
			70391	164656	Check	1	14576		THOMPSON EARLIHUE JR.	Yes	Yes	No	USD	02/17/2017	113.00
			70384	164657	Check	1	11875		UPS FREIGHT	Yes	Yes	No	USD	02/17/2017	684.11
			70387	164658	Check	1	13908		VERIZON WIRELESS	Yes	Yes	No	USD	02/17/2017	320.16
			70403	164659	Check	1	15491		VIDEO SERVICES, INC. - VSI	Yes	Yes	No	USD	02/17/2017	292.50
			70415	164660	Check	1	14857		VAWSER ROBERT	Yes	Yes	No	USD	02/17/2017	113.00
			70417	164661	Check	1	14820		NATIONAL INSURANCE SERVICES of	Yes	Yes	No	USD	02/21/2017	7,827.24
			70426	164662	Check	1	13461		ACCURATE HOME CARE, LLC	Yes	Yes	No	USD	02/24/2017	6,509.25
			70442	164663	Check	1	4545		AUTO VALUE PRINCETON	Yes	Yes	No	USD	02/24/2017	254.82
			70439	164664	Check	1	1840		C.M.E.R.D.C.	Yes	Yes	No	USD	02/24/2017	9,245.36
			70424	164665	Check	1	13146		CANAL PARK LODGE	Yes	No	No	USD	02/24/2017	992.00
			70447	164666	Check	1	7840	1	COURTYARD BY MARRIOTT	Yes	No	No	USD	02/24/2017	155.00

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Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	70437	164667	Check	1	15495		DOBBERSTEIN AMBER	Yes	No	No	USD	02/24/2017	21.00
			70440	164668	Check	1	2269		ECMECC	Yes	No	No	USD	02/24/2017	6,565.05
			70423	164669	Check	1	13058		FRIEDRICHS MATT	Yes	No	No	USD	02/24/2017	116.00
			70434	164670	Check	1	15474		HOFFMAN RYAN	Yes	No	No	USD	02/24/2017	116.00
			70418	164671	Check	1	10237		INTEGRATED SYSTEMS CORPORATI	Yes	No	No	USD	02/24/2017	416.67
			70446	164672	Check	1	7064		LARKIN PETER J.	Yes	Yes	No	USD	02/24/2017	113.00
			70451	164673	Check	1	8685		MAKOWSKE STEVE S	Yes	No	No	USD	02/24/2017	113.00
			70441	164674	Check	1	4028		MARV'S TRUE VALUE	Yes	Yes	No	USD	02/24/2017	1,196.58
			70433	164675	Check	1	15463		MERSHON ANN MARIE	Yes	No	No	USD	02/24/2017	54.00
			70421	164676	Check	1	12394		MESABI EAST HIGH SCHOOL	Yes	No	No	USD	02/24/2017	100.00
			70448	164677	Check	1	8388	1	METRO SALES INC	Yes	No	No	USD	02/24/2017	281.55
			70449	164678	Check	1	8514		MID MN DAMAGE PREVENTION	Yes	Yes	No	USD	02/24/2017	53.75
			70422	164679	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	Yes	No	USD	02/24/2017	563.82
			70419	164680	Check	1	11477		MINUTEMAN PRESS	Yes	No	No	USD	02/24/2017	785.02
			70431	164681	Check	1	15049		NELSON MARTY	Yes	Yes	No	USD	02/24/2017	113.00
			70427	164682	Check	1	13898		NORLAND LAWRENCE	Yes	No	No	USD	02/24/2017	113.00
			70438	164683	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	Yes	No	USD	02/24/2017	143.12
			70443	164684	Check	1	5038	1	PITNEY BOWES	Yes	No	No	USD	02/24/2017	881.97
			70450	164685	Check	1	8562		REGION 7AA	Yes	Yes	No	USD	02/24/2017	2,986.00
			70444	164686	Check	1	5472	4	SAM'S CLUB	Yes	No	No	USD	02/24/2017	477.96
			70445	164687	Check	1	5491	2	SARTELL-ST. STEPHENS HIGH SCHC	Yes	No	No	USD	02/24/2017	50.00
			70436	164688	Check	1	15494		ST. CLOUD REFRIGERATION, INC.	Yes	Yes	No	USD	02/24/2017	765.48
			70432	164689	Check	1	15420		STORRUSTEN TYDAN	Yes	No	No	USD	02/24/2017	113.00
			70428	164690	Check	1	14477		TEACHERS ON CALL	Yes	Yes	No	USD	02/24/2017	12,874.63
			70429	164691	Check	1	14561		THOMAS PAUL J.	Yes	No	No	USD	02/24/2017	113.00
			70435	164692	Check	1	15493		TURBETT CALEB	Yes	No	No	USD	02/24/2017	116.00
			70430	164693	Check	1	14868		U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	02/24/2017	341.54
			70425	164694	Check	1	13262	1	WALMART COMMUNITY/GECRB	Yes	No	No	USD	02/24/2017	98.37
			70420	164695	Check	1	11966		ZIMMERMAN HIGH SCHOOL	Yes	No	No	USD	02/24/2017	222.00
			70456	164696	Check	1	4593		EDUCATION MINNESOTA	Yes	No	No	USD	02/28/2017	903.18
			70453	164697	Check	1	3177		HORACE MANN LIFE INS. CO.	Yes	No	No	USD	02/28/2017	67.14
			70454	164698	Check	1	4332		MN BENEFIT ASSN	Yes	No	No	USD	02/28/2017	119.43
			70455	164699	Check	1	4584	2	NCPERS MINNESOTA	Yes	No	No	USD	02/28/2017	64.00
			70457	164700	Check	1	4936		PEA DUES ACCT.	Yes	No	No	USD	02/28/2017	19,704.06
			70458	164701	Check	1	5121		PRINCETON CUSTODIANS	Yes	No	No	USD	02/28/2017	1,418.96
			70459	164702	Check	1	5126		PRINCETON PARAPROFESSIONALS	Yes	No	No	USD	02/28/2017	3,084.79
			70460	164703	Check	1	5587		SEIU LOCAL 284	Yes	No	No	USD	02/28/2017	1,074.16
			70452	164704	Check	1	14550		SHERBURNE COUNTY AREA UNITEC	Yes	No	No	USD	02/28/2017	379.10
			70469	164705	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	Yes	No	USD	02/28/2017	195.00
			70471	164706	Check	1	8661		XCEL ENERGY CENTER	Yes	No	No	USD	02/28/2017	312.00
			70473	164707	Check	1	13262	1	WALMART COMMUNITY/GECRB	Yes	No	No	USD	03/02/2017	1,089.75

Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	70474	164708	Check	1	1102		ALL STAR TROPHY & AWARDS	Yes	No	No	USD	03/03/2017	1,061.25
			70488	164709	Check	1	15045		ALLERGY & ASTHMA SPECIALISTS, I	Yes	No	No	USD	03/03/2017	400.00
			70520	164710	Check	1	7706	3	AMAZON.COM	Yes	No	No	USD	03/03/2017	10,060.91
			70476	164711	Check	1	1137		AMERIPRIDE SERVICES INC.	Yes	No	No	USD	03/03/2017	610.45
			70477	164712	Check	1	11427	1	AT&T MOBILITY	Yes	No	No	USD	03/03/2017	225.28
			70484	164713	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	03/03/2017	1,506.20
			70492	164714	Check	1	15499		BLYAA	Yes	No	No	USD	03/03/2017	390.00
			70497	164715	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/03/2017	220.00
			70510	164716	Check	1	4290		CENTERPOINT ENERGY	Yes	No	No	USD	03/03/2017	26,637.94
			70496	164717	Check	1	1761		CHIP'S A.C. REFRIG & APPLI	Yes	No	No	USD	03/03/2017	98.00
			70483	164718	Check	1	13412		CRAWFORD'S EQUIPMENT	Yes	No	No	USD	03/03/2017	1,951.41
			70498	164719	Check	1	2128		D.ERVASTI SALES CO.	Yes	No	No	USD	03/03/2017	2,040.80
			70478	164720	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	No	No	USD	03/03/2017	6,797.11
			70499	164721	Check	1	2256		EAST SIDE GLASS	Yes	No	No	USD	03/03/2017	6.20
			70500	164722	Check	1	2265		ECKROTH MUSIC CO.	Yes	No	No	USD	03/03/2017	257.15
			70501	164723	Check	1	2270		ECM PUBLISHERS INC.	Yes	No	No	USD	03/03/2017	59.40
			70502	164724	Check	1	2278		ECOWATER SYSTEMS	Yes	No	No	USD	03/03/2017	21.00
			70503	164725	Check	1	2331		EGAN COMPANY	Yes	No	No	USD	03/03/2017	800.00
			70479	164726	Check	1	11991		EMC INSURANCE COMPANIES	Yes	No	No	USD	03/03/2017	33.03
			70504	164727	Check	1	2501		FEDERATED CO-OPS INC	Yes	No	No	USD	03/03/2017	149.80
			70475	164728	Check	1	11022		FIRST CHOICE FOOD & BEVERAGE	Yes	No	No	USD	03/03/2017	350.08
			70519	164729	Check	1	7493	2	FRIDLEY HIGH SCHOOL	Yes	No	No	USD	03/03/2017	240.50
			70505	164730	Check	1	2778	1	GOPHER STATE ONE CALL INC	Yes	No	No	USD	03/03/2017	1.35
			70506	164731	Check	1	2864		GROTH MUSIC	Yes	No	No	USD	03/03/2017	171.83
			70507	164732	Check	1	2955		HANDYMAN'S INC.	Yes	No	No	USD	03/03/2017	2,998.80
			70489	164733	Check	1	15218		HERRICK CHARLENE	Yes	No	No	USD	03/03/2017	125.00
			70508	164734	Check	1	3140		HOFMAN OIL CO. INC.	Yes	No	No	USD	03/03/2017	851.99
			70481	164735	Check	1	13217		HOLT-PETERSON CHARTER BUS	Yes	No	No	USD	03/03/2017	5,517.50
			70493	164736	Check	1	15500		LUNDBERG TANYA	Yes	No	No	USD	03/03/2017	21.00
			70509	164737	Check	1	4087		MCDOWALL COMPANY	Yes	No	No	USD	03/03/2017	377.00
			70521	164738	Check	1	8334		MED COMPASS	Yes	No	No	USD	03/03/2017	855.00
			70512	164739	Check	1	4402	3	MINNESOTA TIMBERWOLVES	Yes	No	No	USD	03/03/2017	375.00
			70511	164740	Check	1	4348	4	MN DEPT OF EDUCATION	Yes	No	No	USD	03/03/2017	150.00
			70494	164741	Check	1	15501		NICHOLS SHAWN	Yes	No	No	USD	03/03/2017	21.00
			70482	164742	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	03/03/2017	20,794.69
			70495	164743	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	No	No	USD	03/03/2017	56.56
			70480	164744	Check	1	12881	1	PLOW WORLD, INC.	Yes	No	No	USD	03/03/2017	222.60
			70513	164745	Check	1	5065		POPPLERS MUSIC INC	Yes	No	No	USD	03/03/2017	70.73
			70487	164746	Check	1	14649		POWDER RIDGE SKI AREA	Yes	No	No	USD	03/03/2017	1,949.00
			70491	164747	Check	1	15498		RED BALLOON BOOKSHOP	Yes	No	No	USD	03/03/2017	1,143.92
			70522	164748	Check	1	8562	1	REGION 7AA	Yes	No	No	USD	03/03/2017	2,850.00

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			70516	164750	Check	1	5642		SENTRY SYSTEMS INC.	Yes	No	No	USD	03/03/2017	699.90
			70485	164751	Check	1	14366		SHRED RIGHT	Yes	No	No	USD	03/03/2017	35.25
			70523	164752	Check	1	9494	1	SNA	Yes	No	No	USD	03/03/2017	100.00
			70524	164753	Check	1	9494	1	SNA	Yes	No	No	USD	03/03/2017	50.00
			70525	164754	Check	1	9494	1	SNA	Yes	No	No	USD	03/03/2017	11.00
			70490	164755	Check	1	15235	1	SNA SPORTS GROUP	Yes	No	No	USD	03/03/2017	1,488.00
			70515	164756	Check	1	5617	5	ST CLOUD STATE UNIVERSITY	Yes	No	No	USD	03/03/2017	275.00
			70486	164757	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD	03/03/2017	19,620.17
			70517	164758	Check	1	6376		VIKING COCA COLA BOTTLING	Yes	No	No	USD	03/03/2017	714.00
			70518	164759	Check	1	6461		WATSON CO. INC.	Yes	No	No	USD	03/03/2017	704.57
			70527	164760	Check	1	1692		CASEY'S	Yes	No	No	USD	03/08/2017	115.11
			70526	164761	Check	1	14950		SPRUNK ENTERTAINMENT SERVICE	Yes	No	No	USD	03/08/2017	250.00
			70554	164762	Check	1	14605		ANDERSON CATHY	Yes	No	No	USD	03/10/2017	255.00
			70566	164763	Check	1	4545		AUTO VALUE PRINCETON	Yes	No	No	USD	03/10/2017	8.99
			70578	164764	Check	1	9398		BAKER RICK JR	Yes	No	No	USD	03/10/2017	113.00
			70550	164765	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	03/10/2017	124.47
			70573	164766	Check	1	7008		BERTRAM TRACY	Yes	No	No	USD	03/10/2017	150.00
			70561	164767	Check	1	1596		BUREAU OF EDUCATION & RESEAR	Yes	No	No	USD	03/10/2017	249.00
			70564	164768	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/10/2017	45.00
			70575	164769	Check	1	8012		CHAFFER RONALD	Yes	No	No	USD	03/10/2017	30.00
			70559	164770	Check	1	15504		DAHL DENIS	Yes	No	No	USD	03/10/2017	65.00
			70567	164771	Check	1	4593	2	EDUCATION MINNESOTA	Yes	No	No	USD	03/10/2017	590.00
			70574	164772	Check	1	7010		FIRST ANNE	Yes	No	No	USD	03/10/2017	150.00
			70530	164773	Check	1	11022		FIRST CHOICE FOOD & BEVERAGE	Yes	No	No	USD	03/10/2017	101.20
			70565	164774	Check	1	3097	1	HIBBING SWIM CLUB	Yes	No	No	USD	03/10/2017	105.00
			70556	164775	Check	1	15121	1	M.A.A.A. MN ADAPTED ATHL ASSN	Yes	No	No	USD	03/10/2017	270.00
			70553	164776	Check	1	14580		MARRIOTT MINNEAPOLIS WEST ST.	Yes	No	No	USD	03/10/2017	153.29
			70537	164777	Check	1	11968		MARXHAUSEN ALAN	Yes	No	No	USD	03/10/2017	65.00
			70540	164778	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	874.93
			70541	164779	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	236.58
			70542	164780	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	78.62
			70543	164781	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	85.00
			70544	164782	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	219.75
			70545	164783	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	75.74
			70546	164784	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/10/2017	75.74
			70535	164785	Check	1	11477		MINUTEMAN PRESS	Yes	No	No	USD	03/10/2017	37.50
			70557	164786	Check	1	15203		MSOPA-MN SUPERINTENDENT OFFI	Yes	No	No	USD	03/10/2017	390.00
			70555	164787	Check	1	15049		NELSON MARTY	Yes	No	No	USD	03/10/2017	113.00
			70547	164788	Check	1	13252	1	OLYMPIC COMMUNICATIONS, INC.	Yes	No	No	USD	03/10/2017	922.50
			70548	164789	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	03/10/2017	81,060.74

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0477		001	70558	164790	Check	1	15486		PARALYZED VETERANS OF AMERIC,	Yes	No	No	USD	03/10/2017	450.00
			70538	164791	Check	1	11987		PERRY DWAIN	Yes	No	No	USD	03/10/2017	113.00
			70562	164792	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	No	No	USD	03/10/2017	50.24
			70563	164793	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	No	No	USD	03/10/2017	54.35
			70560	164794	Check	1	15511		PHILIPPI SKYLER & SAUMIER AMAN	Yes	No	No	USD	03/10/2017	17.70
			70577	164795	Check	1	9183		POSTAUDIO INC	Yes	No	No	USD	03/10/2017	600.00
			70531	164796	Check	1	11128		QUALITY PHOTO PROCESSING INC	Yes	No	No	USD	03/10/2017	288.00
			70533	164797	Check	1	11371		RECH DAVID	Yes	No	No	USD	03/10/2017	113.00
			70570	164798	Check	1	5576	1	SCHMITT MUSIC COMPANY	Yes	No	No	USD	03/10/2017	166.00
			70569	164799	Check	1	5553	2	SCHOLASTIC INC	Yes	No	No	USD	03/10/2017	254.70
			70568	164800	Check	1	5553		SCHOLASTIC INC.	Yes	No	No	USD	03/10/2017	131.84
			70552	164801	Check	1	14148		SCHROEDER DAN	Yes	No	No	USD	03/10/2017	30.00
			70579	164802	Check	1	9494	1	SNA	Yes	No	No	USD	03/10/2017	11.00
			70571	164803	Check	1	5824		SPORTDECALS INC.	Yes	No	No	USD	03/10/2017	430.09
			70534	164804	Check	1	11407		STURGES SHANE	Yes	No	No	USD	03/10/2017	113.00
			70549	164805	Check	1	13767	1	TEACHERS SYNERGY, LLC	Yes	No	No	USD	03/10/2017	124.49
			70576	164806	Check	1	8616		THOMAS BOB	Yes	No	No	USD	03/10/2017	226.00
			70551	164807	Check	1	14133		TIGER GYMNASTICS BOOSTER CLU	Yes	No	No	USD	03/10/2017	192.00
			70572	164808	Check	1	6202		TRANS-MISSISSIPPI BIOLOGICAL	Yes	No	No	USD	03/10/2017	523.50
			70539	164809	Check	1	12558		WINTER PATRICK	Yes	No	No	USD	03/10/2017	113.00
			70532	164810	Check	1	11367		ZIESKA VICKI	Yes	No	No	USD	03/10/2017	150.00
			70536	164811	Check	1	11966		ZIMMERMAN HIGH SCHOOL	Yes	No	No	USD	03/10/2017	50.00
			70647	164812	Check	1	1025		ACADEMIC THERAPY PUBLICATIONS	Yes	No	No	USD	03/21/2017	88.00
			70662	164813	Check	1	14005	1	AGC NETWORKS INC	Yes	No	No	USD	03/21/2017	910.00
			70651	164814	Check	1	1259	1	AUDIO COMMUNICATIONS	Yes	No	No	USD	03/21/2017	372.20
			70672	164815	Check	1	15481		BOWLING.COM	Yes	No	No	USD	03/21/2017	115.96
			70667	164816	Check	1	14711		BRIGHT BYTES	Yes	No	No	USD	03/21/2017	2,388.08
			70677	164817	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/21/2017	93.88
			70670	164818	Check	1	15411		CARTRIDGE WORLD OF ST. CLOUD,	Yes	No	No	USD	03/21/2017	944.90
			70687	164819	Check	1	3954	4	CDW-G INC	Yes	No	No	USD	03/21/2017	3,666.91
			70669	164820	Check	1	15237		CEL PUBLIC RELATIONS, INC.	Yes	No	No	USD	03/21/2017	2,955.00
			70645	164821	Check	1	10174		CENTER FOR EFFICIENT SCHOOL	Yes	No	No	USD	03/21/2017	3,600.00
			70675	164822	Check	1	1721		CENTRAL MCGOWAN INC.	Yes	No	No	USD	03/21/2017	603.13
			70676	164823	Check	1	1799		CITY OF PRINCETON	Yes	No	No	USD	03/21/2017	2,799.68
			70678	164824	Check	1	1876		COMPANION	Yes	No	No	USD	03/21/2017	1,445.34
			70674	164825	Check	1	15527		COOK LAW & ADR, PLLC	Yes	No	No	USD	03/21/2017	1,102.67
			70679	164826	Check	1	2012		CURRICULUM ASSOCIATES	Yes	No	No	USD	03/21/2017	174.72
			70644	164827	Check	1	10069		DALCO	Yes	No	No	USD	03/21/2017	5,718.33
			70680	164828	Check	1	2085		DEEP PORTAGE CONSERVATION	Yes	No	No	USD	03/21/2017	22,989.00
			70681	164829	Check	1	2113		DELEGARD TOOL CO.	Yes	No	No	USD	03/21/2017	189.22
			70682	164830	Check	1	2116		DEMCO INC	Yes	No	No	USD	03/21/2017	290.74

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			70652	164832	Check	1	12623		ECOLAB INSTITUTIONAL	Yes	No	No	USD	03/21/2017	1,768.22
			70713	164833	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	03/21/2017	325.61
			70684	164834	Check	1	2331		EGAN COMPANY	Yes	No	No	USD	03/21/2017	1,140.00
			70660	164835	Check	1	13698		FLINT TONER.COM	Yes	No	No	USD	03/21/2017	425.00
			70663	164836	Check	1	14049		FUN EXPRESS, LLC	Yes	No	No	USD	03/21/2017	276.01
			70685	164837	Check	1	2770	2	GOODIN COMPANY	Yes	No	No	USD	03/21/2017	5,522.96
			70710	164838	Check	1	6645		GRAINGER	Yes	No	No	USD	03/21/2017	1,083.22
			70661	164839	Check	1	13869		GRANT ASSIST CONSULTING	Yes	No	No	USD	03/21/2017	838.75
			70711	164840	Check	1	7294		HARDWARE DISTRIBUTORS, LTD	Yes	No	No	USD	03/21/2017	91.83
			70655	164841	Check	1	13217		HOLT-PETERSON CHARTER BUS	Yes	No	No	USD	03/21/2017	725.00
			70673	164842	Check	1	15489		INFINITY SCAFFOLD INC	Yes	No	No	USD	03/21/2017	3,800.00
			70649	164843	Check	1	10909	1	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	03/21/2017	362.94
			70686	164844	Check	1	3623		KOEHLER & DRAMM INC.	Yes	No	No	USD	03/21/2017	1,461.12
			70653	164845	Check	1	12647		LOFFLER COMPANIES - 131511	Yes	No	No	USD	03/21/2017	1,535.50
			70714	164846	Check	1	9786		M. GROEBNER CONSTRUCTION, INC	Yes	No	No	USD	03/21/2017	600.00
			70692	164847	Check	1	4467		M.S.B.A.	Yes	No	No	USD	03/21/2017	90.00
			70668	164848	Check	1	14835		MAX INTERACTIVE INC.	Yes	No	No	USD	03/21/2017	285.00
			70688	164849	Check	1	4121	1	MEEKER-WRIGHT SPECIAL ED COOI	Yes	No	No	USD	03/21/2017	6,696.00
			70648	164850	Check	1	10432	2	MEI TOTAL ELEVATOR SOLUTIONS	Yes	No	No	USD	03/21/2017	294.00
			70712	164851	Check	1	8388	1	METRO SALES INC	Yes	No	No	USD	03/21/2017	283.39
			70689	164852	Check	1	4273		MINNESOTA CLAY CO.	Yes	No	No	USD	03/21/2017	933.22
			70659	164853	Check	1	13673		MINNESOTA GRADUATE SERVICES	Yes	No	No	USD	03/21/2017	11.50
			70690	164854	Check	1	4354		MN DEPARTMENT OF PUBLIC SAFET	Yes	No	No	USD	03/21/2017	25.00
			70691	164855	Check	1	4354		MN DEPARTMENT OF PUBLIC SAFET	Yes	No	No	USD	03/21/2017	25.00
			70693	164856	Check	1	4511		MUSIC IN MOTION	Yes	No	No	USD	03/21/2017	157.48
			70665	164857	Check	1	14671		ONLINEEEI.COM	Yes	No	No	USD	03/21/2017	473.16
			70656	164858	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	03/21/2017	219,688.12
			70694	164859	Check	1	5038	1	PITNEY BOWES	Yes	No	No	USD	03/21/2017	254.12
			70695	164860	Check	1	5127		PRINCETON ELECTRIC	Yes	No	No	USD	03/21/2017	3,225.00
			70696	164861	Check	1	5194		PRINCETON PUBLIC UTILITIES	Yes	No	No	USD	03/21/2017	64,292.07
			70650	164862	Check	1	12280	2	PROJECT LEAD THE WAY	Yes	No	No	USD	03/21/2017	1,739.33
			70697	164863	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	03/21/2017	971.42
			70698	164864	Check	1	5254		REALLY GOOD STUFF	Yes	No	No	USD	03/21/2017	97.91
			70699	164865	Check	1	5297		RENAISSANCE LEARNING INC	Yes	No	No	USD	03/21/2017	7,705.00
			70658	164866	Check	1	13559		RUPP, ANDERSON, SQUIRES & WALI	Yes	No	No	USD	03/21/2017	7,085.90
			70700	164867	Check	1	5521		SCANTRON CORPORATION	Yes	No	No	USD	03/21/2017	90.35
			70701	164868	Check	1	5576	1	SCHMITT MUSIC COMPANY	Yes	No	No	USD	03/21/2017	107.30
			70702	164869	Check	1	5593	5	SCHOOL SPECIALTY INC.	Yes	No	No	USD	03/21/2017	593.27
			70646	164870	Check	1	10207		SWEETWATER SOUND, INC.	Yes	No	No	USD	03/21/2017	910.95
			70703	164871	Check	1	6071		TEACHER CREATED RESOURCES	Yes	No	No	USD	03/21/2017	31.96

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		70704	164873	Check	1	6142		TIERNEY BROS.	Yes	No	No	USD	03/21/2017	158.10
		70705	164874	Check	1	6226	1	TRIARCO ARTS & CRAFTS	Yes	No	No	USD	03/21/2017	2,386.76
		70706	164875	Check	1	6231		TRIO SUPPLY COMPANY	Yes	No	No	USD	03/21/2017	1,120.81
		70664	164876	Check	1	14333		UPPER LAKES FOODS, INC.	Yes	No	No	USD	03/21/2017	43,558.42
		70666	164877	Check	1	14705		VITAL WORKLIFE	Yes	No	No	USD	03/21/2017	8,668.10
		70707	164878	Check	1	6505		WEST MUSIC COMPANY	Yes	No	No	USD	03/21/2017	108.20
		70654	164879	Check	1	13021		WHITCOMB GAIL	Yes	No	No	USD	03/21/2017	6,060.00
		70708	164880	Check	1	6537		WHOLESALE TOOL CO INC	Yes	No	No	USD	03/21/2017	603.24
		70709	164881	Check	1	6575		WILLIAM V. MACGILL & CO.	Yes	No	No	USD	03/21/2017	215.08
		70671	164882	Check	1	15426		WOODWARD YOUTH CORPORATION	Yes	No	No	USD	03/21/2017	624.24
Bank Total: 001													\$784,734.77	
Report Total:													\$784,734.77	

Princeton Public Schools #477
Detail Payment Register By Check No.
Fund Summary

Fund Description		Total
01	General Fund	\$4,930.00
06	Construction	\$10,767.90
Report Total		\$15,697.90

Princeton Public Schools #477

Check Register by Bank and Check Number

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477	001	70715	164883	Check	1	11238		ICS CONSULTING, INC	Yes	No	No	USD	03/21/2017	4,930.00
		70718	164884	Check	1	3328		INSTITUTE FOR ENVIRONMENTAL	Yes	No	No	USD	03/21/2017	3,420.00
		70717	164885	Check	1	15123		INTEREUM, INC.	Yes	No	No	USD	03/21/2017	6,395.38
		70716	164886	Check	1	13827		WOLD ARCHITECTS AND ENGINEER	Yes	No	No	USD	03/21/2017	952.52
Bank Total: 001													\$15,697.90	
Report Total:													\$15,697.90	

Princeton Public Schools - ISD #477

Wire Transfer Report

March 21, 2017

<u>Date:</u>	<u>Amount:</u>	<u>Description:</u>
2/15/2017	\$ 572,446.33	ACH File Transfer
2/15/2017	\$ 210,526.95	Federal Tax Wire Transfer
2/15/2017	\$ 33,242.72	State Tax Wire Transfer
2/15/2017	\$ 10,563.11	Select Account HSA
2/15/2017	\$ 350.10	MN Revenue
2/15/2017	\$ 89,977.64	TRA File Transfer
2/15/2017	\$ 39,078.44	PERA File Transfer
2/15/2017	\$ 436.00	MN Child Support File Transfer
2/15/2017	\$ 45,428.07	TSA File Transfer
2/28/2017	\$ 2,026.45	ACH File Transfer
2/28/2017	\$ 536.03	Federal Tax Wire Transfer
2/28/2017	\$ 68.60	State Tax Wire Transfer
2/28/2017	\$ 364.15	PERA File Transfer
2/28/2017	\$ 561,457.29	ACH File Transfer
2/28/2017	\$ 206,093.82	Federal Tax Wire Transfer
2/28/2017	\$ 32,186.67	State Tax Wire Transfer
2/28/2017	\$ 10,963.11	Select Account H S A
2/28/2017	\$ 333.51	MN Revenue
2/28/2017	\$ 89,169.96	TRA File Transfer
2/28/2017	\$ 38,321.31	PERA File Transfer
2/28/2017	\$ 436.00	MN Child Support File Transfer
2/28/2017	\$ 39,247.12	TSA File Transfer
3/6/2017	\$ 10,424.66	BMO Harris Bank - (Pcards)
3/1/2017	\$ 422.00	MN Revenue - (Sales tax)
2/2/2017	\$ 2,044.73	SelectAccount
2/9/2017	\$ 3,453.64	SelectAccount
2/16/2017	\$ 3,542.79	SelectAccount
2/20/2017	\$ 413.92	SelectAccount
2/23/2017	\$ 4,347.87	SelectAccount
	\$	
TOTAL	\$ 2,007,902.99	

**PRINCETON PUBLIC SCHOOLS
TREASURER'S REPORT
MONTHLY CASH FLOW REPORT FOR FEBRUARY 2017**

FUND	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY DISBURSEMENTS	JOURNAL ENTRIES	ENDING BALANCE
01 General	9,716,185.43	2,732,461.76	2,823,931.41	(1,407.11)	9,624,715.78
02 Food Service	416,933.23	188,538.20	199,152.93	(1,239.36)	406,318.50
04 Community Service	425,052.16	60,113.00	153,306.16	(1,025.08)	331,859.00
06 Building Fund	493,554.73	10,594.59	154,318.21	0.00	349,831.11
07 Debt Service	584,361.38	5,225.23	0.00	0.00	589,586.61
10 Activities	187,077.15	51,251.96	27,150.49	(429.35)	211,178.62
TOTAL	11,823,164.08	3,048,184.74	3,357,859.20		11,513,489.62

Bank Accounts

AP/PR Account (Bremer)	1,093,648.92
MSDLAF+	2,449,209.36
Investments (Fd01)	8,021,994.95
Investments (Fd06)	<u>339,764.55</u>
	11,904,617.78
O/S Accts Pay Checks	(292,949.57)
O/S Payroll Checks	(18,624.08)
O/S Wires	(83,235.01)
NSF Checks	<u>3,680.50</u>
TOTAL	11,513,489.62

PRINCETON PUBLIC SCHOOLS
ACCEPTANCE OF GIFTS FORM

In compliance with school district Policy 706 (Acceptance of Gifts), this form must be completed for approval by the School Board before the district receives the gift or donation.

Please obtain Principal or Director signature prior to sending to board for approval.

Donor name: anonymous

Description of gift: large U.S. flag

Pre-Condition, Condition, or Limitation on use:

How this gift specifically relates to the program or school: can be used as needed outside.

This gift meets all requirements of Policy 706

Accepted Not Accepted Bart Muehler Staff Name
Principal or Director Date: 3-10-17

Accepted Not Accepted Julia Espe Superintendent Date: 3.14.17

Accepted Not Accepted _____ Date: _____
School Board Chairperson

Code Assigned: _____ Program Name _____

Routing:
Principal or Director (thank you note attached) Copy to Building

Business Services

Board Approval

Revised: October 29, 2013

PRINCETON PUBLIC SCHOOLS
ACCEPTANCE OF GIFTS FORM

In compliance with school district Policy 706 (Acceptance of Gifts), this form must be completed for approval by the School Board before the district receives the gift or donation.

Please obtain Principal or Director signature prior to sending to board for approval.

Donor name: Dr. Heidi Street

Description of gift: Netter Anatomy/Physiology Series of books
(Barnes & Noble lists as \$905)

Pre-Condition, Condition, or Limitation on use:

NA

How this gift specifically relates to the program or school: for use in
Anatomy/Physiology + med terms.

This gift meets all requirements of Policy 706

Accepted Not Accepted Barb Meece Stacey Milan
Principal or Director Staff Name Date: 3-1-17

Accepted Not Accepted Julia Espe
Superintendent Date: 3.7.17

Accepted Not Accepted _____ Date: _____
School Board Chairperson

Code Assigned: _____ Program Name _____

Routing:

Principal or Director (thank you note attached) Copy to Building

Business Services

Board Approval

Revised: October 29, 2013

PRINCETON HIGH SCHOOL FIELD TRIP REQUEST FORM

Submit to Activities Director (activity-related & extended) or Principal (instructional & supplemental)

Name of Field Trip Supervisor: <u>J. Lupkes K. Duden</u>	Name of group, club, or department: <u>FFA</u>
Descriptive name of this field trip? (i.e. FFA State Convention, college visit, Valley Fair Physics Day) <u>Aq Career + College Tour</u>	Destination: <u>Willmar MN</u> Round Trip Miles:
Number of Students expected to participate: <u>20-30</u> Number of Teacher/Advisor Chaperones: <u>2</u> Number of adult volunteers/chaperones: # male students _____ #female students _____ (if Perkins funded)	Grade level/s of student participants: (circle all that apply) <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: fit-content; margin: 0 auto; padding: 5px;">9 10 11 12</div>
Date of Departure: <u>March 24 - Friday</u> Time of Departure: <u>7 AM</u>	Date of Return: <u>March 25 - Saturday</u> Time of Return: <u>3 PM</u>
School Hours Missed: (for single day trips) <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (circle hours that apply) <input type="checkbox"/> outside the school day	# School Days Missed: (if more than one day) 1.5 2 2.5 3 3.5 4 other _____ <input type="checkbox"/> outside the school day
Yes <input checked="" type="checkbox"/> No This field trip extends past 6:00 p.m. on a Wednesday.	Yes <input checked="" type="checkbox"/> No This field trip occurs on a Sunday.

How will this field trip be funded? (Check all that apply.)

- Department budget (Code: FFA)
- Students will be assessed a fee to cover transportation and/or registration/admission fee
- Students will pay for their own lunch
- Building funds are requested
- Grant funds (name of grant: _____)
- Outside group, booster club, individual, or agency funding (name: _____)

What is the purpose of this field trip? (choose 1 CATEGORY only)

- CATEGORY A: Instructional** (policy 610: takes place during the school day, relates directly to a course of study) (Section F of this form is required for instructional trips) (check all that apply)
 - Required for all students enrolled in the course
 - Only students in selected section/s of this course will participate
 - Students participate by choice

- CATEGORY B: Supplemental** (policy 610: students voluntarily participate, usually take place outside the regular school day) (check all that apply)
 - All students in a course or club/activity will participate
 - Students participate by choice or selection
 - This is an enrichment opportunity

- CATEGORY C: Extended** (policy 610: trip that covers more than 400 miles round trip, or involves at least one overnight stay) (check all that apply) **ATTACH ITINERARY**
 - Regional or state level competition, training or meeting
 - have qualified
 - anticipating to qualify
 - Selected or invited to participate in honorary event or competition
 - have been invited or selected
 - have applied to be invited or selected
 - will apply to be invited or selected

E. What are the estimated costs of the field trip? (If codes are unknown, leave blank. Complete cost estimate calculations.)

I. **Transportation Code:** FFA
 # of round trip miles 200 X \$1.45 = 270 # of hours 24 X \$17.34 = 416.16
 # of buses needed _____ X the combination of the two subtotals above = _____ (A)

II. **Lodging Code:** FFA
 # of rooms 7 X # of nights 1 = total rooms 7 X cost of room 130 = \$910 (B)

III. **Registration Code:** _____
 # of students _____ X cost of registration _____ = _____ (C)
 # of adults _____ X cost of registration _____ = _____ (D)

IV. **Substitute Code:** _____
 # of teachers needing a substitute _____ X # of hours _____ X \$25 (approx) = _____ (E)
 OR
 # of teachers needing a substitute 1 X # of days 1 X \$125 (approx) = 125 (F)

V. **Meals Code:** _____
 # of students & adults _____ X approximate cost of meal _____ X # of meals = _____ (G)

TOTAL ESTIMATED COST OF FIELD TRIP (Add A-G): _____ \$1451.16

F. Complete this section for instructional field trip requests.

- Name of course: _____
- What critical content statement does this field trip align to? # _____
 It does not align to any critical content statements.
- Is this trip part of this course for all course sections regardless of the teacher or the trimester in which is it taught?
 Yes
 No (Provide explanation below)

2/17/17 Conflicts - Speech Meet in Cambridge 3/25
All city Choir 3/24/17

Date Received (Office): _____

G. Building Administrative Review

[Signature] 3/7/17 Approved Not Approved
 Activities Director Signature Date

[Signature] 3/7/17 Approved Not Approved
 Principal Signature Date

District Review for Extended Trips

[Signature] 3.14.17 Approved Not Approved
 Superintendent Signature Date

 School Board Chairperson Signature Date

Ag CAREER AND COLLEGE TOURS

*****Times and details subject to change*****

We will be traveling to the Willmar Area. We have several fun/educational tours planned.

Itinerary:

Friday- March 24 – Saturday- March 25

Leave Princeton HS at 7 AM

1. 9 AM Willmar Poultry Company Hatchery- Neil Miller-
neil.miller@willmarpoultry.com.
2. 10:30 AM Buhler Versailte- Self Propelled Sprayer Manufacturing,
Stacy- [320-522-1126](tel:320-522-1126) ext. 221
3. 2:00 Bushmills Ethonals- Don, Commodity Trader- [320-974-1126](tel:320-974-1126)
4. 4:00 PM Ridgewater College- Ag Department and Vet Tech
Department- Erik Hoff [320-522-1126](tel:320-522-1126)

Block of Rooms reserved for the night at Comfort Inn and Suites in Willmar.

10:00 AM: Saturday Morning; Meadow Star Dairy- Tom- [320-760-2607](tel:320-760-2607)

Return to Princeton around 3 pm on Saturday- March 25

FUNDRAISING APPROVAL FORM

Date of fundraiser: 3-4-17		Projected profit:	Amount earned:
Group or organization proposing the fundraiser: LEO Club		Item(s) being sold: Baked goods	
Company/organization supplying items to be sold: Leo Club members			
The money raised will be used for: Finding ways to Give back to the Community			
<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 <i>(Not applicable)</i>
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 <i>(Not applicable)</i>
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>(Not applicable)</i>
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: 2-17-17		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.		<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED	
Date: 2/28/17		Administrator Signature: <i>Arvelin Younger</i>	
Date: 3.7.17		Superintendent Signature: <i>Julia Espe</i>	
Date: _____		School Board Chair Signature: _____	

(320) 632-9255
405 First Street SE
Little Falls, MN 56345



ifound.org

March 10, 2017

Julia Espe
Princeton School District
706 First Street
Princeton, MN 55371

RE: EC17-5846

Dear Dr. Espe,

Please find a check in the amount of \$7,000.00 as payment for the *Princeton Early Childhood Coalition* project. This check represents full payment on your grant award. As detailed in the grant agreement, you are expected to acknowledge the Initiative Foundation in any materials or programs with the following statement: "This project was funded in part by the Initiative Foundation, a regional foundation."

By accepting this award, you are agreeing to complete and submit the grant reports and complete the evaluation requirements as stated in the Letter of Grant Agreement. Please read the agreement carefully.

Thank you for your consideration of these matters. If you have any questions please feel free to contact me at 877/632-9255.

Sincerely,

A handwritten signature in cursive script that reads 'Tammy Filippi'.

Tammy Filippi
Early Childhood Specialist

Enclosure

cc: Faith Goenner



Powering Possible

PRINCETON PUBLIC SCHOOLS
ACCEPTANCE OF GIFTS FORM

In compliance with school district Policy 706 (Acceptance of Gifts), this form must be completed for approval by the School Board before the district receives the gift or donation.

Please obtain Principal or Director signature prior to sending to board for approval.

Donor name: Partners in Healthy Living

Description of gift: mini grant \$805.00

Pre-Condition, Condition, or Limitation on use:

To be used for Princeton Intermediate
Community Bench

How this gift specifically relates to the program or school: Used along Mileage Club
route to promote physical activity. It will serve as a reminder
for students and staff to recognize their own physical limits as
needed in a safe designated location.

This gift meets all requirements of Policy 706

Accepted Not Accepted [Signature] Staff Name _____
Principal or Director Date: 3/10/17

Accepted Not Accepted Julia Espe Staff Name _____
Superintendent Date: 3.14.17

Accepted Not Accepted _____ Staff Name _____
School Board Chairperson Date: _____

Code Assigned: _____ Program Name _____

Routing:

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

Revised: October 29, 2013

Minnesota Student Survey

**School Board Presentation
March 21, 2017**

History -

The Minnesota Student Survey (MSS) is one of the longest running youth surveys in the nation. It is a triennial survey that began in 1989. The survey is an anonymous statewide school-based survey conducted to gain insights into the world of students and their experiences.

31

The survey asks students about their activities, opinions, behaviors and experiences. Students respond to questions on school climate, bullying, out-of-school activities, health and nutrition, emotional and mental health, relationships, substance use and more. Questions about sexual behaviors are asked only of ninth and eleventh grade students. All responses are anonymous.

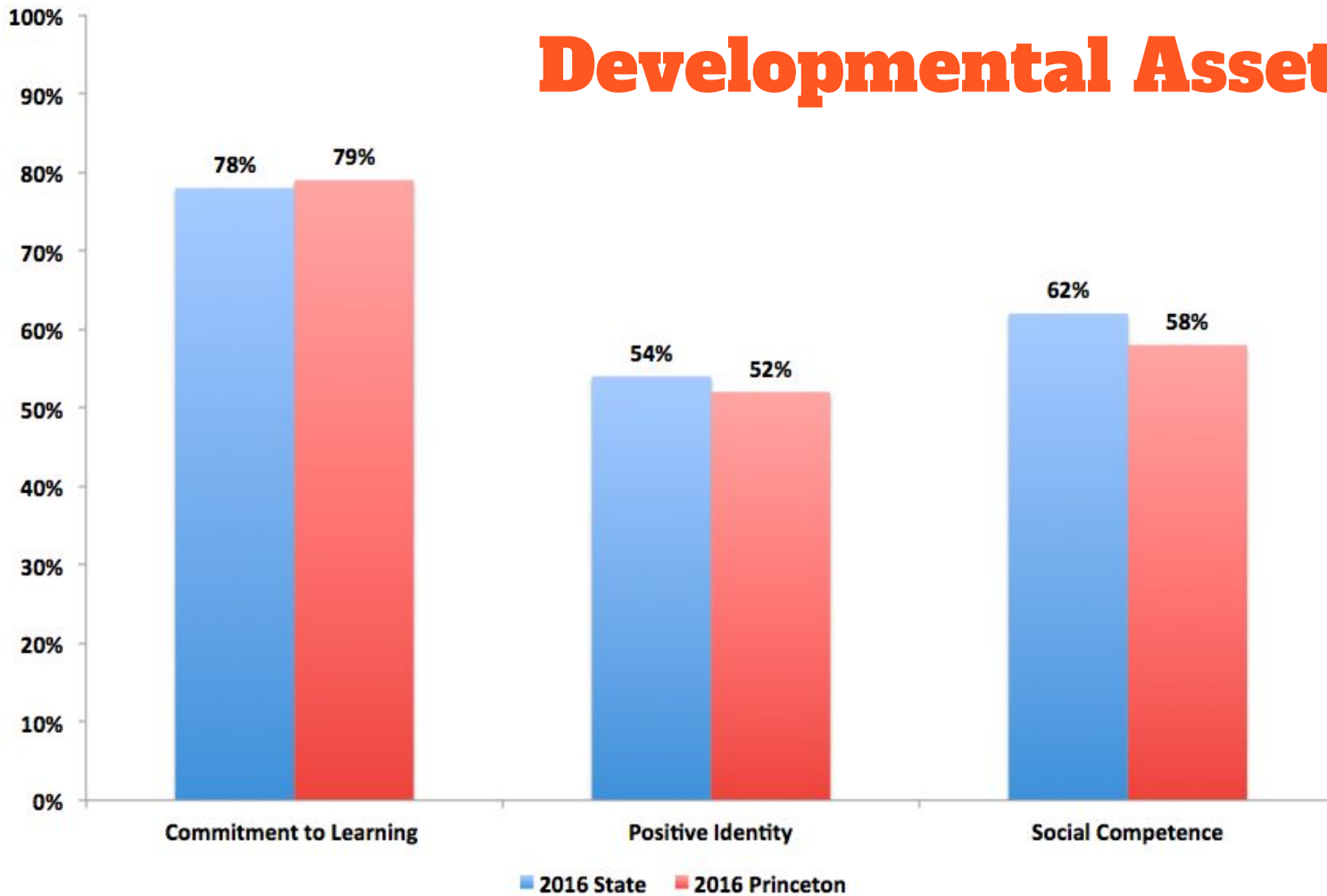
In 2016, the MSS was administered to fifth, eighth, ninth and eleventh grade students in Princeton Public Schools.

Developmental Assets

- Commitment to Learning
- Positive Identity
- Social Competence

Developmental Assets

33

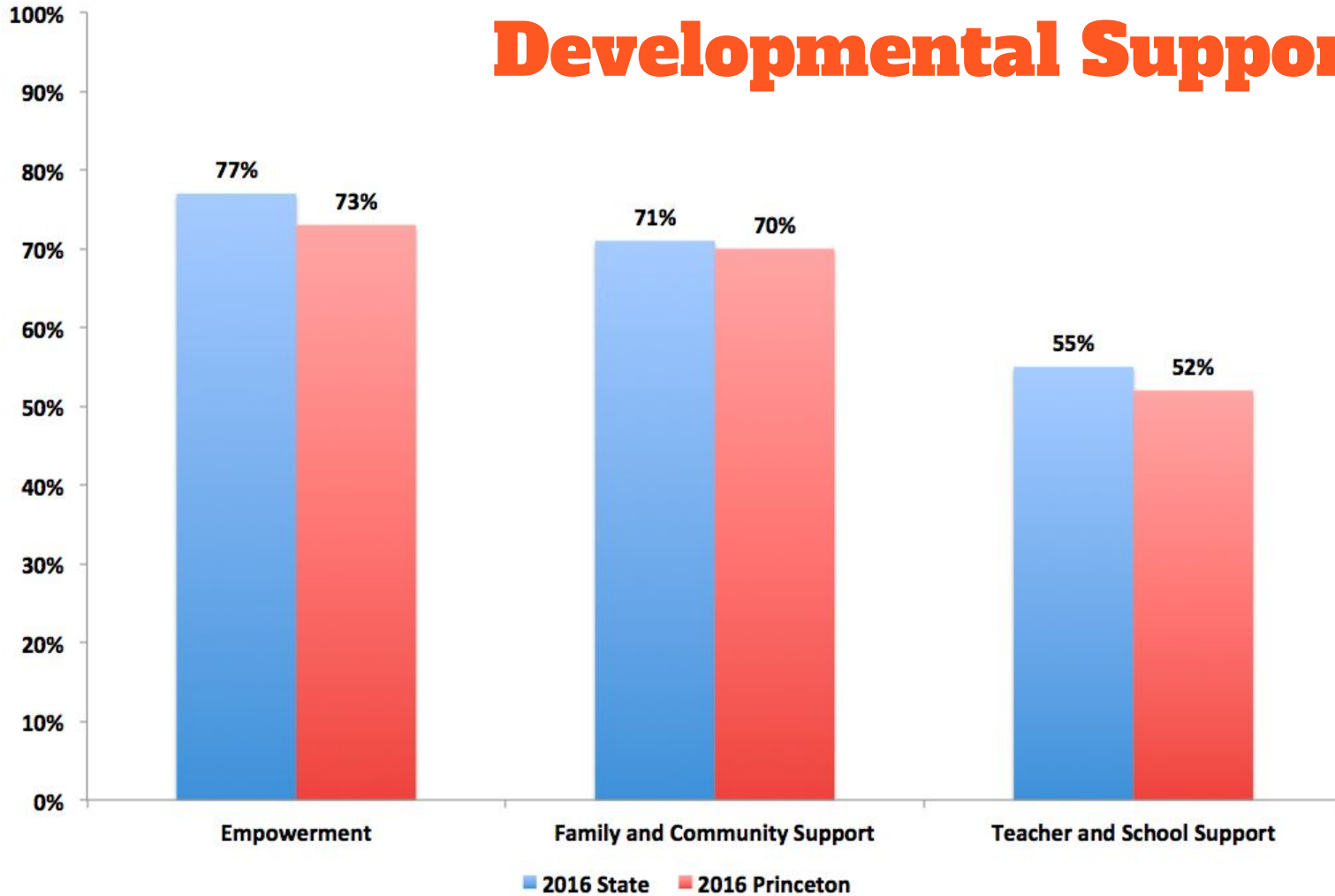


Developmental Supports

- Empowerment
- Family & Community Support
- Teacher & School Support

Developmental Supports

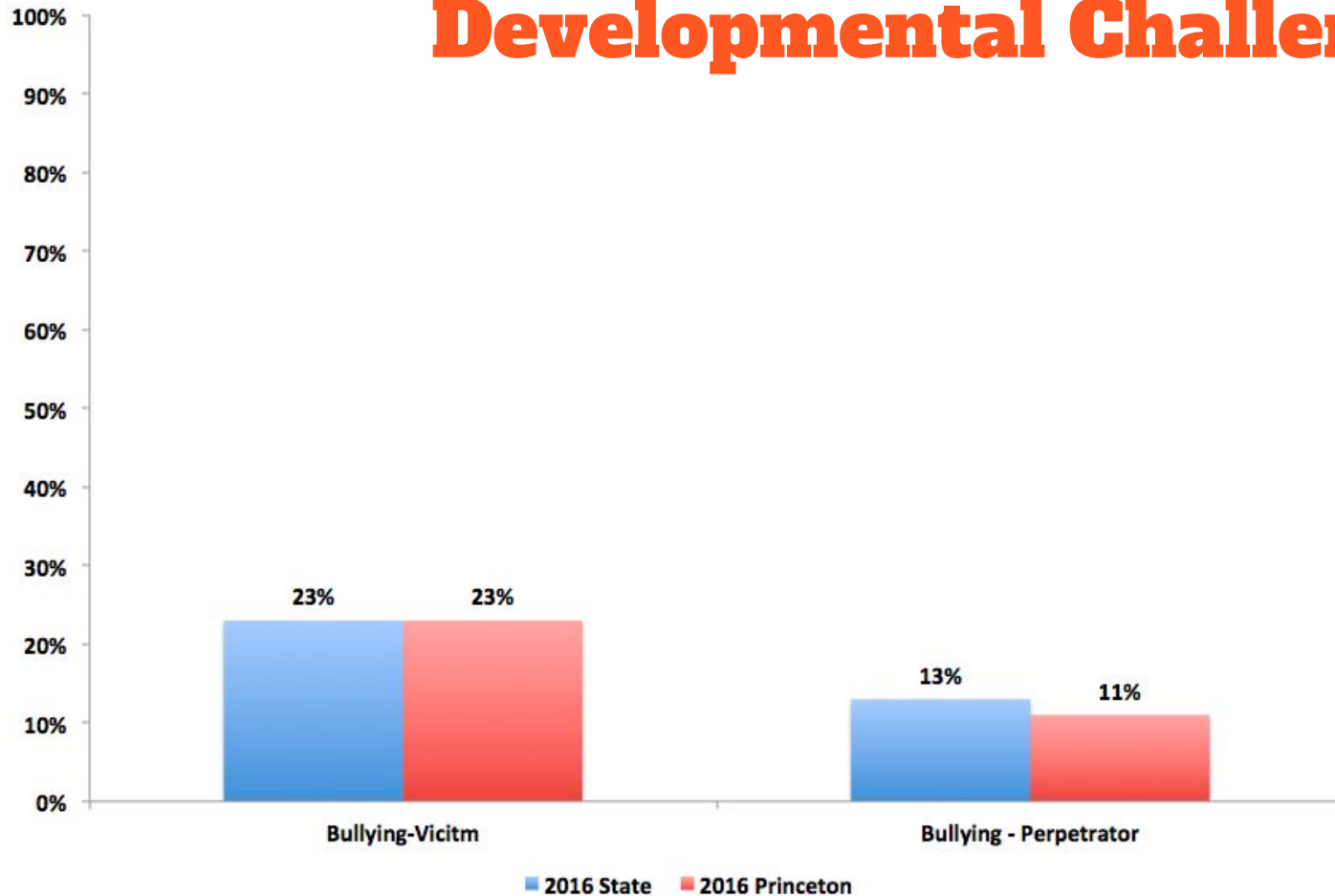
35



Developmental Challenges

- Bullying-Victim
- Bullying-Perpetrator
- Mental Distress
- Family Violence

Developmental Challenges



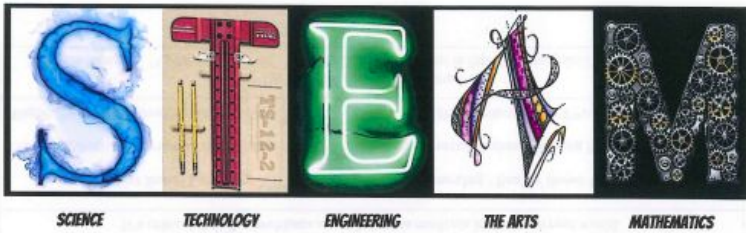
STEAM and FabLab in ISD 477

<https://goo.gl/Xq1hKm>

Eric Simmons

Director of Technology | Princeton Public Schools

We are interested in creating and designing a STEAM program tailored to the needs of Princeton middle school students to support critical thinking, co-curricular connections and problem solving skills (2014).



STEAM: Problem Solving Process

THE PROBLEM SOLVING PROCESS

1. IDENTIFY A PROBLEM

CLIENT / AUDIENCE
CRITERIA / CONSTRAINTS

2. RESEARCH

3. DESIGN

4. BUILD & CREATE TEST

5. REFLECT REDESIGN

ESSENTIAL SKILLS
COMMUNICATION
CRITICAL THINKING
COLLABORATION
CREATIVITY

40

- Three courses: Art, STEM, Technology (aka Computer Apps)
- Interdisciplinary units and lesson with STEAM focus
- A real world application of CORE standards
- Units adaptable for ALL students

THE MOST COMMON MISTAKE IS NOT THE FAILURE TO FIND THE RIGHT ANSWERS. IT IS THE FAILURE TO ASK QUESTIONS.

Princeton Middle School - STEAM SCALE (Science, Technology, Engineering, The Arts and Mathematics)
Essential skills for success in college, career, and citizenship - Creativity, Collaboration, Critical Thinking, Communication.

<p>CREATIVITY</p> <p>LEARNING PROGRESSION</p>	<p>1</p> <p>With help, a partial understanding of some of the simpler processes.</p>	<p>2</p> <p>Prerequisite Learning Comprehension and Retrieval</p>	<p>3</p> <p>Proficiency Involves Reasoned Extensions of Knowledge</p>	<p>4</p> <p>Knowledge Utilization</p>
---	---	--	--	--



Developing, communicating and implementing original, unique and inventive ideas that demonstrate curiosity, imagination, risk taking, and flexibility while at the same time meeting the constraints of the problem. Always viewing failure as an opportunity to learn.



[STEAM learning outcomes and progression for Creativity](#)

CREATIVITY



Developing, communicating and implementing original, unique and inventive ideas that demonstrate curiosity, imagination, risk taking, and flexibility while at the same time meeting the constraints of the problem. Always viewing failure as an opportunity to learn.



42

Generating Ideas and Solutions

I need help coming up with ideas that relate to the challenge.

I can communicate my ideas that connect to the challenge.

I can clearly define the problem, criteria and constraints.

I come up with my own new ideas to meet the challenge.

My ideas are original, unique and inventive.

I can take an original, unique and imaginative approach to fix the problem.

I ask questions to build with others on how to improve my idea.

I ask questions that lead to more questions.

The Problem

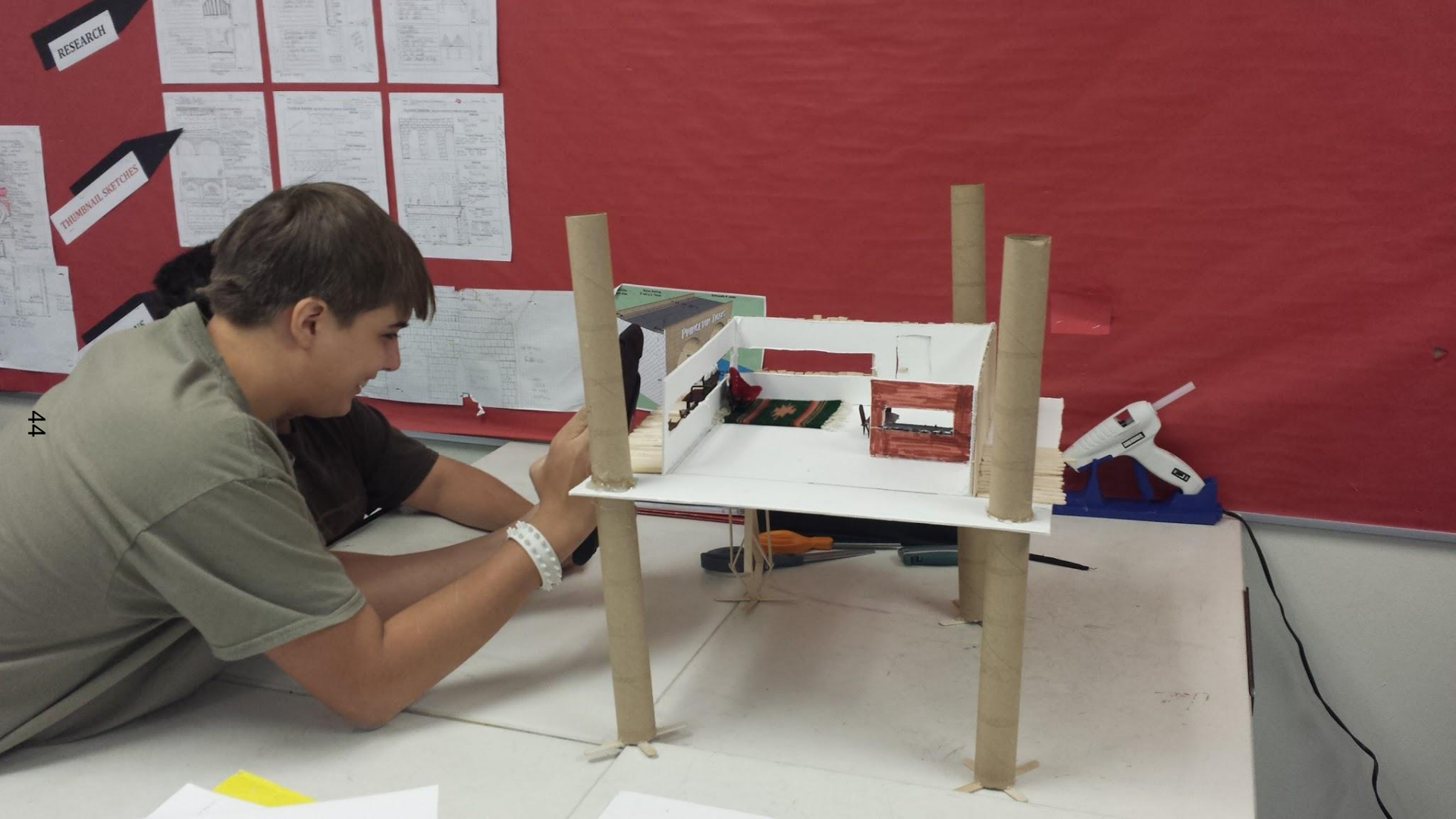
James A and his sister Jennifer F are regional managers of multiple apartment complexes. Their job is to oversee each site to ensure curb appeal, ample parking, interior cleanliness and a lease rate over 95%. They will be attending a Property Management Conference in November where they will have a booth showcasing their properties. In the past they have always provided pictures of their properties, but they find that that isn't enough to get people to actually stop at their booth. This year they want to try setting out examples of available apartments. The examples will sit on top of the booth counter and allow people to move around the furniture within the apartment model. **Your job is to design and build a bedroom set of furniture. Choose a different piece of furniture to make for the studio bedroom model. You have the next two class periods to complete your work.**

From Angel Brown, Princeton Middle School

RESEARCH

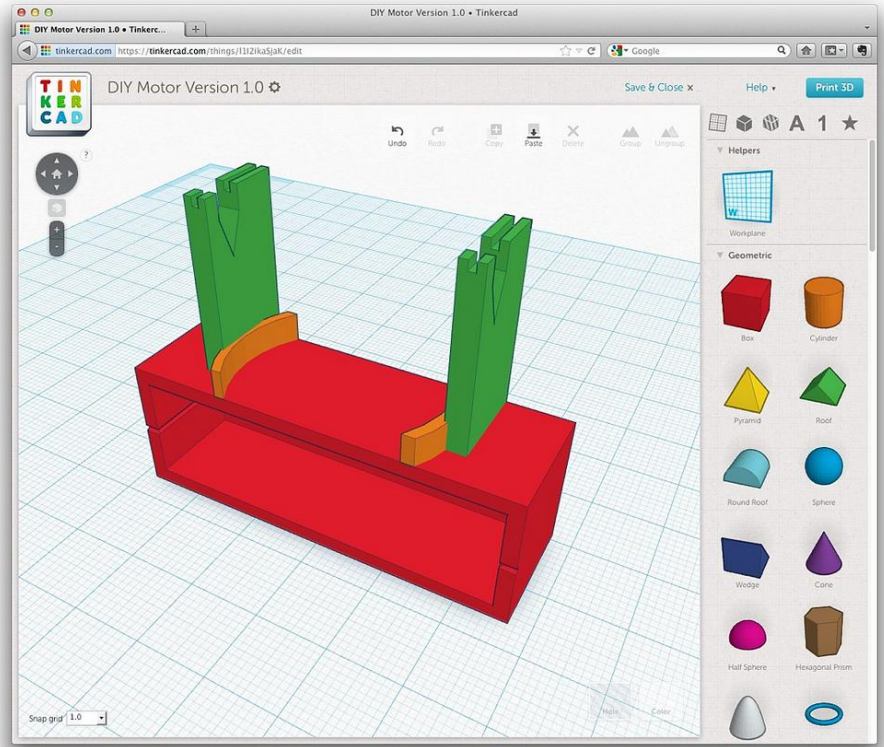
THUMBNAIL SKETCHES

44



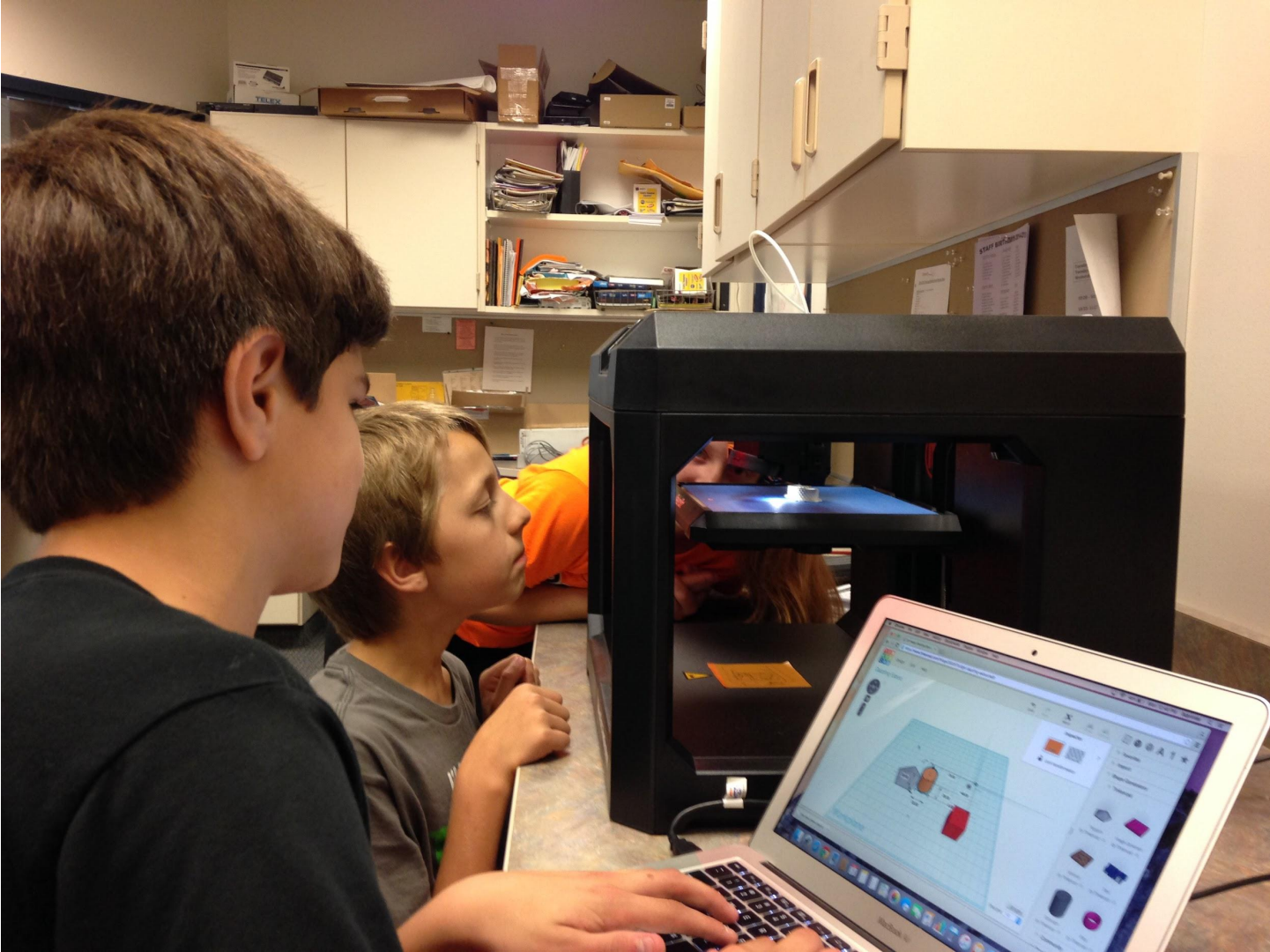
What we use to make: Tinkercad

45



[Furniture template \(Tinkercad link\)](#)

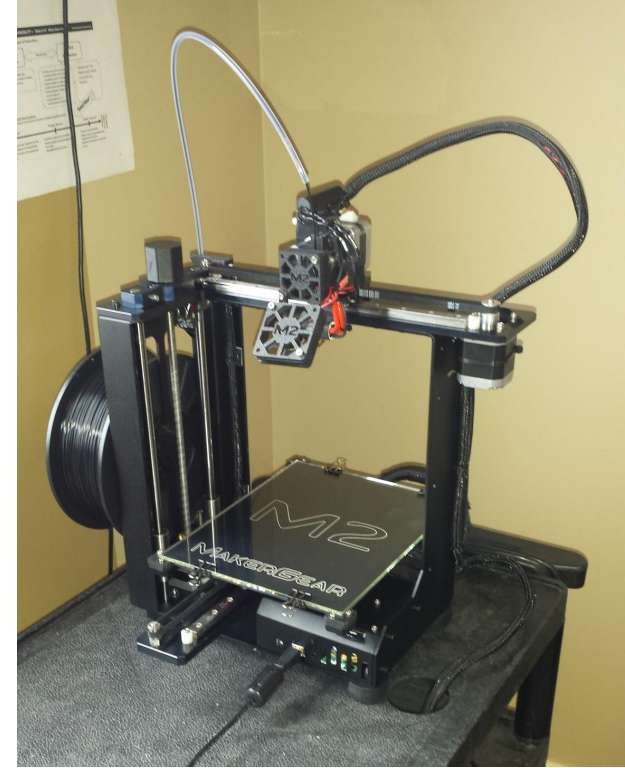
goo.gl/Xq1hKm @ersimmons



What did we look at?



Makerbot Replicator 5th Generation

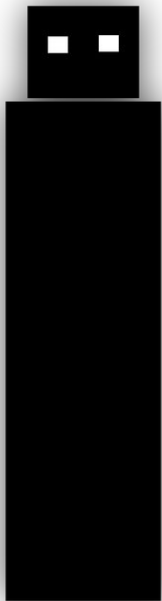


MakerGear M2

A quick note on workflow...



+



=



5 Steps of the problem-solving process

- Identify the problem (criteria and constraints). Need client contact information
- Research: What questions do I have? What do I need to know more about?
- Design: possible solutions, what does my product look like, step-by-step instructions
- Build and Test: build the product AND test to see if it works
- Redesign: push the product to failure, locate the flaws, fix the flaws



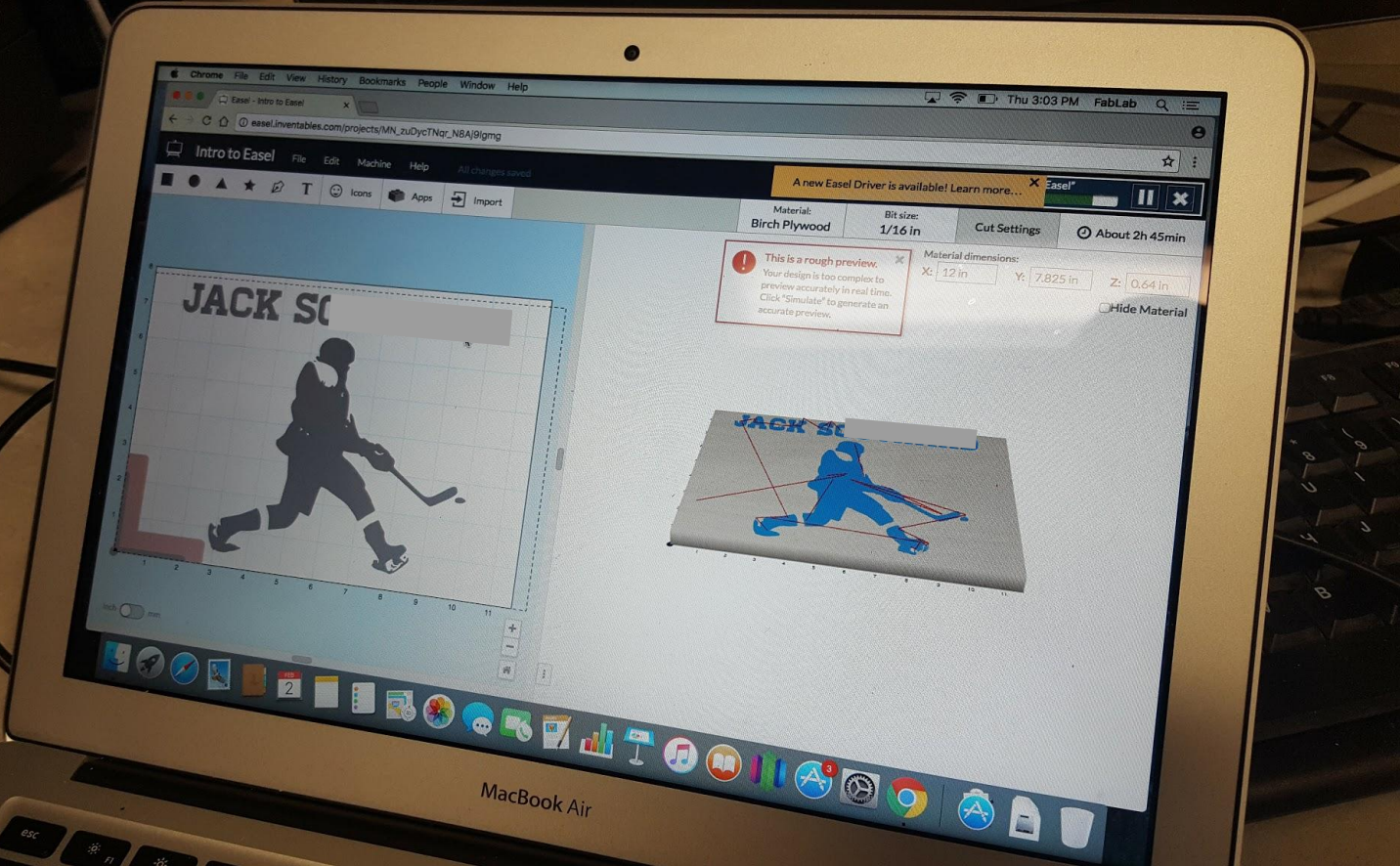
50

@ersimmons

Where are we headed?



53



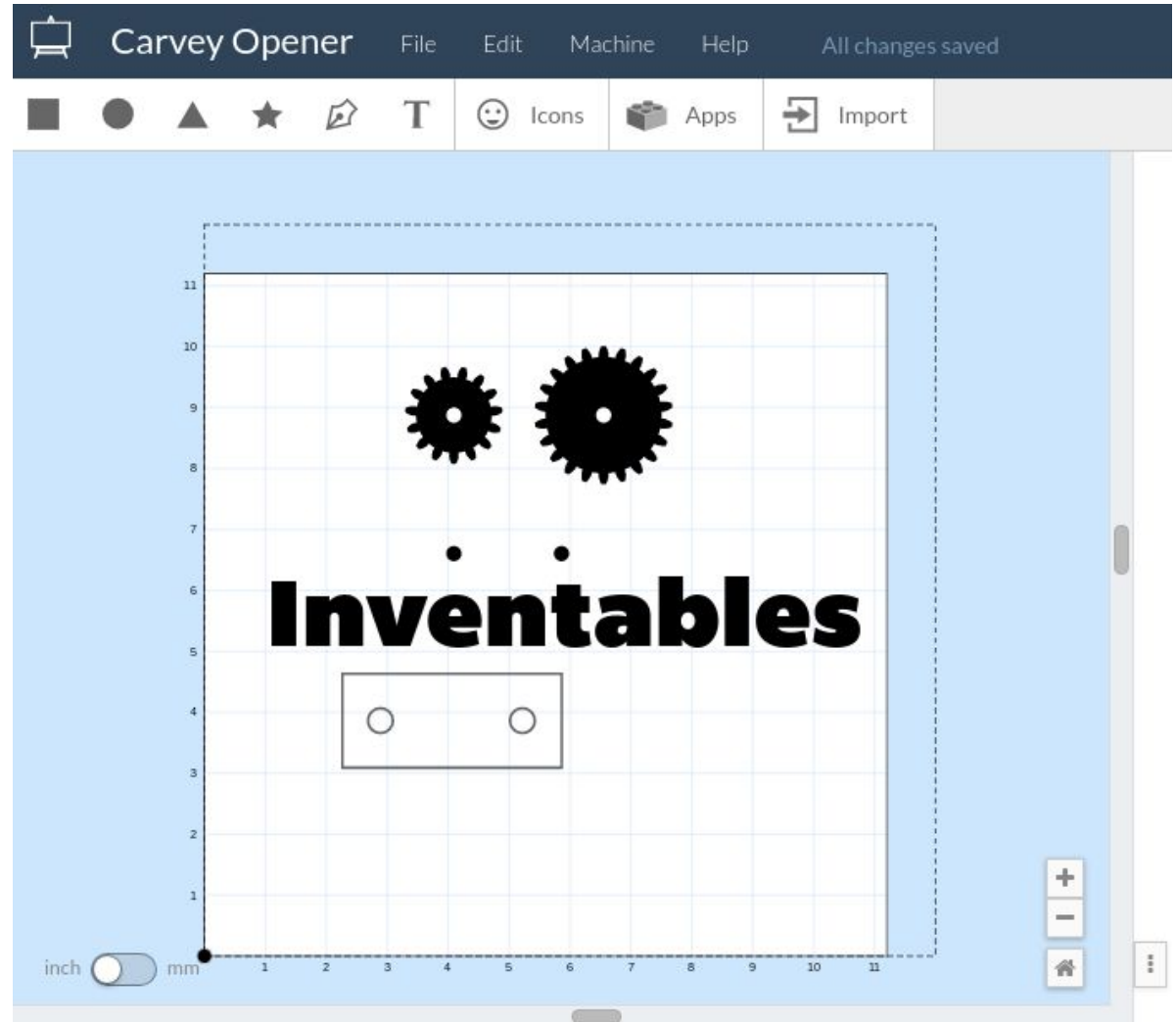
inventables.com

@ersimmons



EASEL from Inventables

54





High School

Learning our CNC Plasma Cutter

[Design](#) + [CNC plasma cutter](#)

56



@ersimmons

Book Jacket Project

57

Brenda Baird
[@brendabaird36 Project link](#)

This book is about a boy named George Calder and his eight year old sister named Phoebe. They are in England with their aunt and they get to go on a boat to go back to New York. They are having fun and now they are on the Titanic with lots of places to explore. But suddenly a terrible boom shakes the entire boat and water is flooding in fast, they have hit an iceberg! Suddenly George and his sister Phoebe felt something, the boat is sinking and they felt like they were going up so now they have to abandon ship they jump off the ship they are stranded in the water!

9.99 US 12.99 CAN



I Survived The Sinking Titanic

I Survived The Sinking Titanic



Lauren Tarshis

@ersimmons



Fairview Northland Medical Center

Athletic Training Services Proposal



Princeton Public Schools ISD#477

March 18, 2016

Our Mission

Fairview is driven to heal, discover, and educate for longer, healthier lives.

Fairview Health Services, based in Minneapolis, is a nonprofit, integrated health system providing exceptional health care across the full spectrum of health care services. In partnership with the University of Minnesota, our 22,000-plus employees and 2,500 employed and aligned physicians embrace innovation and new thinking to drive a healthier future through healing, discovery and education.

Fairview Northland Medical Center-Expert care close to home

Whether your health care needs are simple, complex or life-threatening, you'll find a complete range of services at Fairview Northland Medical Center in Princeton and nearby Fairview Clinics.

Annually, thousands of people choose us for their care. Our hospital consistently earns recognition for quality, safety, exceptional outcomes – and most important – our patients' trust. Our doctors, nurses and staff know you have a choice in where you seek medical care and are truly honored you have picked us. Our care team is made up of your neighbors, friends and family. We look forward to providing you with high quality, compassionate care close to your home.

- We offer easy access to expert specialty care and use the latest technology throughout the hospital.
- Our Emergency Department treats more than 17,000 people every year, yet offers short wait times.

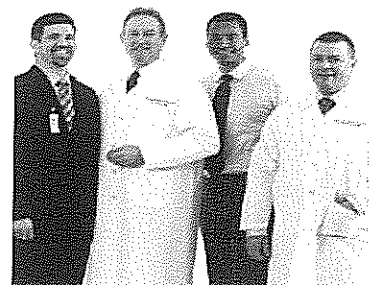
We partner with doctors from Fairview Clinics, Fairview Physician Associates, University of Minnesota Physicians and our neighboring communities to provide care that balances innovation with the art of medicine. As part of Minneapolis-based Fairview Health Services, we are your gateway to cutting edge research and innovations at University of Minnesota Medical Center and University of Minnesota Masonic Children's Hospital.

Rehabilitation Services at Fairview Northland Medical Center

Reach your highest potential. Fairview offers a wide range of rehabilitation services for patients in the hospital and for those who need services on an outpatient basis. Our rehabilitation team works closely with you and your physician to help you be at your best.

Fairview Sports and Orthopedic Care

At Fairview Northland Medical Center in Princeton, we have built an expanded orthopedic team so that you can get the care you need, close to home. No orthopedic problem is too simple or too complex for us to handle.



Athletic Training Services

1. Provide a qualified athletic trainer who is certified by the National Athletic Trainers Association and registered in the state of Minnesota in accordance with the Minnesota Athletic Trainers Act.
2. Athletic Trainer shall be present at the school for hours set forth in estimate.
3. Training room hours start the third Monday of August. No services shall be provided in the school's athletic training room on days designated in the district Calendar as non-student contact days, unless otherwise agreed upon by Fairview and PHS.
4. Athletic trainer will be certified in Basic Life Support and Emergency Medical Responder.
5. Delivery of services:
 - a. First aid and emergency care
 - b. Injury assessments
 - c. Preventative taping and strapping
 - d. Treatment to athletes within scope of Athletic Trainer
 - e. Maintain records pertaining to the services provided including treatment records, parental consent, and emergency forms
 - f. Pre-season and game preparation of equipment, supplies, and training room
 - g. Assistance with Impact Testing
 - h. Consultative services to coaches in areas of conditioning, diet, safety and nutrition
 - i. In-service education classes to teachers, coaches, and parents
 - i. Education programs will be a mutual agreement between Fairview and the school including the fee to be charged for providing educational programs


Comprehensive Athletic Training Services

Event Coverage Estimate: 2016-17

From PHS 15-16 School Calendar

# Events	Type of Event	Estimated Length (hours)	Cost per Event	Total Cost
15	Football-4 levels (9 th , B, JV, Varsity)	4	\$96	\$1440
13	Soccer(Girls)- 3 levels (JV, V, JVII)	2	\$48	\$624
9	Soccer (Boys)-3 levels (JV, V)	2	\$48	\$432
1	Cross Country	3	\$72	\$72
9	Volleyball (Varsity)	2.5	\$60	\$540
13	Hockey (Girls)-JV and Varsity	4.5	\$108	\$1404
15	Hockey (Boys)-JV and Varsity	4.5	\$108	\$1620
14	Basketball (Girls)-JV and Varsity	3.5	\$84	\$1176
12	Basketball (Boys)-JV and Varsity	3.5	\$84	\$1008
6	Gymnastics-JV and Varsity	3.5	\$84	\$504
6	Wrestling-JV and Varsity	3	\$72	\$432
10	Baseball-Varsity	2.5	\$60	\$600
7	Softball-Varsity	2.5	\$60	\$420
4	Track-Varsity	2.5	\$60	\$240
			Subtotal	\$10,512

- Estimate based off \$24.00/hour

 Training Room coverage: 5 days/week

Month	# days/month	Length of Visit(hours)	Cost Per Day	Total Cost
August	11	3	\$72	\$792
September	24	3	\$72	\$1728
October	20	3	\$72	\$1440
November	19	2	\$48	\$912
December	16	2	\$48	\$768
January	19	2	\$48	\$912
February	20	2	\$48	\$960
March	20	2	\$48	\$960
April	21	2	\$48	\$1008
May	15	2	\$48	\$720
			Subtotal	\$10,200

- Training room set up. School will provide supplies/materials/equipment.
- Training room 3hrs/day-Fall, 2hrs/day-Winter and Spring

Total: Events and Training Room

\$20,712.00

Considerations for Discussion

1. Training room hours and event coverage are estimates. Fairview Northland Rehabilitation will bill for actual hours worked by the trainer at the school in the training room and events.
2. The school will be invoiced for the actual number of events covered. All additional events requested outside of the estimate (dance, swimming, etc) deemed necessary by Athletic Director will be billed at \$24.00 hour rate.
3. Agreement does not include the provision of Services at tournaments outside of the scheduled Regular Season athletic events. Coverage for all tournament events may be provided by Fairview Northland Rehabilitation under separate agreement and rates set forth in estimate.
4. Fairview will bill the Section separately for Post-season play.
5. The school agrees to allow Fairview Northland to advertise at the school and in programs at no charge.
6. The school agrees to allow Fairview Northland Rehabilitation to be recognized as the provider of athletic training services through announcements at sporting events throughout the year.
7. PHS (Joe Thiel) has requested to retain a local ATC in the event of double event coverage needed. PHS will pay the local ATC independently of the Fairview invoice (Fairview proposal includes double event coverage for total cost estimate). Fairview does not have knowledge of the pay rate for the local ATC; if higher than \$24.00/hour, estimate will be low. The local ATC is not covered under Fairview liability insurance.
8. When Casual ATC coverage is needed and the local ATC is not available, Fairview will need to seek Casual ATC from the Institute of Athletic Medicine (IAM/Fairview), billed at \$30.00 hour.
9. PHS will educate Fairview Rehabilitation Services on the current Impact testing process at the school. The ATC can help provide guidance and assistance with coordination of Impact testing. PHS and Fairview Northland Rehabilitation will create an agreement in the contract regarding billing for the time of assistance with Impact testing when outside of training room hours.
10. Providing this Athletic Training service with contingency of ability to hire Licensed ATC.

Contact Information

Nicole Mehrwerth, PT, CLT | Director Rehab Services

Fairview Health Services

911 Northland Drive Princeton, MN 55371
nmehrwe1@fairview.org | www.fairview.org
Office: 763-389-6513 | Cell: 320-980-3156
Fax 763-389-6410

Connect with Fairview Health Services on [social media](#).

2018 UNASSIGNED BUDGET PROJECTIONS		
2017 Unassigned Revenue	\$30,453,315.00	
2018 Estimated Increase	\$432,000.00	
TOTAL Estimated Revenue	\$30,885,315.00	
2017 Unassigned Expenses	\$31,118,354.00	
2018 Estimated Salary Increase	\$800,000.00	
2018 Estimated Other Increase	\$150,000.00	
Total Estimated Expenses	\$31,918,354.00	
VARIANCE	-\$1,033,039.00	
REVENUE CHANGES		
Enrollment of 3138 (K-12)		
Special Education		
State Increase of 1%		
Levy Change		
EXPENSE CHANGES		
Salary Increase Estimated		
Other Increases Estimated		
Note: This assumes we will receive ADSIS for another two years		
If we don't receive ADSIS we would need to adjust those staffing positions		

2017 ESTIMATED FUND BALANCE					
	2016 Actual Fund Balance	2017 Estimated Revenues	2017 Estimated Expense	2017 Estimated Fund Balance	2017 Estimated Variance
UNASSIGNED	\$4,995,328.00	\$30,453,315.00	\$31,118,354.00	\$4,330,289.00	-\$665,039.00
TOTAL FUND BALANCE	\$11,138,730.00	\$34,839,103.00	\$37,285,989.00	\$8,691,844.00	-\$2,446,886.00
Unassigned Fund Balance History					
2013 Actual UA Fund Balance	\$4,730,680.97				
2014 Actual UA Fund Balance	\$4,448,158.41				
2015 Actual UA Fund Balance	\$4,519,239.07				
2016 Actual UA Fund Balance	\$4,995,328.00				
Total Fund Balance History					
2013 Actual Total Fund Balance	\$14,020,156.14				
2014 Actual Total Fund Balance	\$12,508,726.79				
2015 Actual Total Fund Balance	\$12,551,274.92				
2016 Actual Total Fund Balance	\$11,138,730.00				

2018 ESTIMATED FUND BALANCE

2018 ESTIMATED FUND BALANCE					
2018A1					
Without Additions Requested	2017 Estimated Fund Balance	2018 Estimated Revenues	2018 Estimated Expense	2018 Estimated Fund Balance	2017 Estimated Variance
UNASSIGNED	\$4,330,289.00	\$30,885,315.00	\$31,918,354.00	\$3,297,250.00	-\$1,033,039.00
2018A2					
Requested Additions in 2016-2017 that weren't added		Add'l \$441,500.00			
UNASSIGNED	\$4,330,289.00	\$30,885,315.00	\$32,359,854.00	\$2,855,750.00	-\$1,474,539.00
2017A3					
Requested Additions for 2016-2017					
UNASSIGNED	\$4,330,289.00			\$4,330,289.00	\$0.00
Unassigned	2018A2	Unassigned	2018A3		
Primary/Intermediate Assistant Principal	\$98,000.00				
.375 Custodial Delivery/Custodial	\$20,500.00				
Communications Coordinator	\$74,000.00				
Technology Technician	\$54,000.00				
2 positions for Intervention K-5	\$130,000.00				
Math Coach	\$65,000.00				
Staff Development for Coaches	Staff Development				
Total	\$441,500.00	Total	\$0.00		

2018A1

A		B		C		D	
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00
2017 Estimated Revenues	\$30,453,315.00	2017 Estimated Revenues	\$30,453,315.00	2017 Estimated Revenues	\$30,148,781.85	2016 Estimated Revenues	\$30,605,581.58
2017 Estimated Expenses	\$31,118,354.00	2017 Estimated Expenses	\$30,495,986.92	2017 Estimated Expenses	\$30,807,170.46	2016 Estimated Expenses	\$31,429,537.54
2017 Estimated Fund Balance	\$4,330,289.00	2017 Estimated Fund Balance	\$4,952,656.08	2017 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended	
2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses	
2017 Estimated Fund Balance	\$4,330,289.00	2017 Estimated Fund Balance	\$4,952,656.08	2016 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
2018 Estimated Revenues	\$30,885,315.00	2018 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,885,315.00
2018 Estimated Expenses	\$31,918,354.00	2018 Estimated Expenses	\$31,918,354.00	2017 Estimated Expenses	\$31,918,354.00	2017 Estimated Expenses	\$31,918,354.00
2018 Estimated Fund Balance	\$3,297,250.00	2018 Estimated Fund Balance	\$3,919,617.08	2017 Estimated Fund Balance	\$3,303,900.39	2017 Estimated Fund Balance	\$3,138,333.04
	-\$1,033,039.00		-\$1,033,039.00		-\$1,033,039.00		-\$1,033,039.00
10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00
Est. Fund Balance Above 10%	\$106,415.00	Est. Fund Balance Above 10%	\$728,782.08	Est. Fund Balance Above 10%	\$113,065.39	Est. Fund Balance Above 10%	-\$52,501.97
Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$52,501.97
		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
		2016 Estimated Fund Balance	\$4,952,656.08	2016 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
		2017 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,576,461.85	2017 Estimated Revenues	\$31,039,741.58
		2017 Estimated Expenses	\$31,279,986.92	2017 Estimated Expenses	\$31,599,170.46	2017 Estimated Expenses	\$32,237,537.54
		2017 Estimated Fund Balance	\$4,557,984.16	2017 Estimated Fund Balance	\$3,314,230.78	2017 Projected Fund Balance	\$2,973,576.07
			-\$394,671.92		-\$1,022,708.61		-\$1,197,795.97
		10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00
		Est. Fund Balance Above 10%	\$1,367,149.16	Est. Fund Balance Above 10%	\$123,395.78	Est. Fund Balance Above 10%	-\$217,258.93
		Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$217,258.93

2018A2

A		B		C		D	
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00	2016 Actual Fund Balance	\$4,995,328.00
2017 Estimated Revenues	\$30,453,315.00	2017 Estimated Revenues	\$30,453,315.00	2017 Estimated Revenues	\$30,148,781.85	2016 Estimated Revenues	\$30,605,581.58
2017 Estimated Expenses	\$31,118,354.00	2017 Estimated Expenses	\$30,495,986.92	2017 Estimated Expenses	\$30,807,170.46	2016 Estimated Expenses	\$31,429,537.54
2017 Estimated Fund Balance	\$4,330,289.00	2017 Estimated Fund Balance	\$4,952,656.08	2017 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended	
2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses		2017 Estimated Revenues & Expenses	
2017 Estimated Fund Balance	\$4,330,289.00	2017 Estimated Fund Balance	\$4,952,656.08	2016 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
2018 Estimated Revenues	\$30,885,315.00	2018 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,885,315.00
2018 Estimated Expenses	\$32,359,854.00	2018 Estimated Expenses	\$32,359,854.00	2017 Estimated Expenses	\$32,359,854.00	2017 Estimated Expenses	\$32,359,854.00
2018 Estimated Fund Balance	\$2,855,750.00	2018 Estimated Fund Balance	\$3,478,117.08	2017 Estimated Fund Balance	\$2,862,400.39	2017 Estimated Fund Balance	\$2,696,833.04
	-\$1,474,539.00		-\$1,474,539.00		-\$1,474,539.00		-\$1,474,539.00
10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00
Est. Fund Balance Above 10%	-\$335,085.00	Est. Fund Balance Above 10%	\$287,282.08	Est. Fund Balance Above 10%	-\$328,434.61	Est. Fund Balance Above 10%	-\$494,001.97
Reductions to maintain 10% in Unassigned	\$335,085.00	Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$328,434.00	Reductions to maintain 10% in Unassigned	\$494,002.00
		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
		2016 Estimated Fund Balance	\$4,952,656.08	2016 Estimated Fund Balance	\$4,336,939.39	2016 Estimated Fund Balance	\$4,171,372.04
		2017 Estimated Revenues	\$30,885,315.00	2017 Estimated Revenues	\$30,576,461.85	2017 Estimated Revenues	\$31,039,741.58
		2017 Estimated Expenses	\$31,712,656.92	2017 Estimated Expenses	\$32,036,255.46	2017 Estimated Expenses	\$32,683,452.54
		2017 Estimated Fund Balance	\$4,125,314.16	2017 Estimated Fund Balance	\$2,877,145.78	2017 Projected Fund Balance	\$2,527,661.07
			-\$827,341.92		-\$1,459,793.61		-\$1,643,710.97
		10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00	10% of unassigned Expenditures	\$3,190,835.00
		Est. Fund Balance Above 10%	\$934,479.16	Est. Fund Balance Above 10%	-\$313,689.22	Est. Fund Balance Above 10%	-\$663,173.93
		Reductions to maintain 10% in Unassigned	\$0.00	Reductions to maintain 10% in Unassigned	\$313,689.00	Reductions to maintain 10% in Unassigned	\$663,173.00



TouchWall Interactive Hall of Fame

Providing all that your school will need in an easy-to-use package, the standard TouchWall features:

1. *An All-In-One Hardware Solution*

The standard TouchWall package ships with a 32-inch commercial LCD touchscreen plus an internal computer. All touchscreens include a 3-year manufacturer's warranty. Each touchscreen is built using tempered glass and has been engineered for high-traffic environments.

2. *A Proven Hall of Fame Interactive Experience*

An intuitively-designed hall of fame product with more than 7 years of testing in school settings. Each TouchWall is shipped with your school colors, logo and background images. Design templates provide flexible options including:

- Home screen with slideshow images for current teams, promotions or any other images desired.
- Background images archive to turn images on or off seasonally.
- Search by athlete and team, based on your school-specific hall of fame criteria.
- Rich profile pages for each hall of fame member or team with photo, biography and list of accomplishments.

3. *Quick and Efficient Management of All Hall of Fame Information*

TouchWall features a content management system protected by a user name and password allowing real-time updates to all content by school personnel.

4. *Initial Training*

Training includes up to two hours of initial training and a user manual for management of your TouchWall product.

Cost: \$4,900

Delivery Time Frame: 2 Weeks

1012 N. University Blvd. | Middletown, OH 45042
877-811-7208 | info@slamdunked.com | www.slamdunksportsmarketing.com



Upgrade Your TouchWall

Whether your school would like to increase the touchscreen size, add more touchscreens or add features to the hall of fame, our TouchWall product scales to accommodate your school's requirements. The flexibility of TouchWall allows you to add upgrades now or at a later date as appropriate to your timing.

Below is a description of upgrade options which can be added to your order.

1. *Touchscreen Display Size*

The base 32-inch LCD touchscreen may meet your school's needs or you may prefer to upgrade to a larger touchscreen display. Currently we offer 42-inch, 46-inch, 55-inch and 70-inch touchscreen displays for upgrades.

Display Upgrade Cost:

\$800 for 42-inch

\$1,700 for 46-inch

\$2,600 for 55-inch

\$5,000 for 70-inch

2. *Cloud-Based Hosting of TouchWall*

We offer off-site cloud-based hosting of our TouchWall product, which provides the following benefits:

- A public web address to share with alumni.
- Calendar integration with the most popular school calendar programs.
- Twitter feed including the most recent 5 tweets.
- Managed backup of critical historical data.
- Continuous monitoring of any outages/problems.
- Access to all software updates.
- Dedicated support phone number and email address for software issues.

Cloud Cost:

\$600 for 1 Year

\$1,000 for 2 Years

\$1,200 for 3 Years



3. Content Import

TouchPros offers various levels of content creation for our TouchWall applications. You may enter information without our assistance or we can help in the following ways:

- *Spreadsheet Import:* We provide to you an Excel spreadsheet template, which has been customized for your school's TouchWall application. You are then responsible for population the spreadsheet with your school specific information. We will upload that spreadsheet to your TouchWall application. This is a one-time upload of unlimited data entries.
- *Photo Scan:* We scan and upload photos into your TouchWall application using the appropriate naming conventions, which ensures your text and image content synchronize. This upgrade covers up to 800 photos removed from their frames.
- *Data Entry:* We perform data entry for up to 800 records.

Spreadsheet Import Cost: \$600

Photo Scan Cost: \$800 for 800 images

Data Entry Cost: \$400 for 800 entries

4. Other Customization

The following customizations can also be made to your TouchWall application.

- *Custom Tab:* Add a custom tab such as Activities, Academics, Coaches or any option relevant to your school's unique excellence.
- *Video:* Add video as an additional medium to present hall of fame accomplishments.

Custom Tabs Cost: \$750 each additional tab

Video Cost: \$900



5. *Additional Touchscreen Displays*

Add a second or a third touchscreen display with no additional software cost. Touchscreens are shipped with identical presentation software as the initial display. The content management system will update any additional touchscreens automatically. Touchscreen displays are currently available in 32-inch, 42-inch, 46-inch, 55-inch and 70-inch.

Additional Display Costs:

\$2,900 for 32-inch

\$3,700 for 42-inch

\$4,600 for 46-inch

\$5,500 for 55-inch

\$7,900 for 70-inch

6. *Annual Hardware Service Agreement*

Our hardware service agreement covers the touchscreen and internal computer from outage, except from negligence or normal wear, with next-day replacement.

Annual Hardware Service Cost:

\$600 per screen for 1 year

\$1,000 per screen for 2 years

\$1,200 per screen for 3 years*

**Extends Manufacturer's Warranty to 5 Years.*

7. *Installation*

TouchPros will install your on-site TouchWall display. This option includes wall mount and installation and is selected on a per-screen basis.

Installation Cost: \$750 per screen

If you opt for self-installation, wall mounts are available for purchase.

32, 42 or 46-inch Wall Mount Cost: \$75/Bracket

55 or 70-inch Wall Mount Cost: \$150/Bracket



Pricing Overview

Standard TouchWall Product

Qty	Cost
	\$ 4,900.00

Upgrade Options

1. Touchscreen Display Size

	\$ 0.00
--	---------

- Upgrade to 42-inch Touchscreen, \$800
- Upgrade to 46-inch Touchscreen, \$1,700
- Upgrade to 55-inch Touchscreen, \$2,600
- Upgrade to 70-inch Touchscreen, \$5,000

2. Cloud-Based Hosting by TouchPros

* Includes Calendar and Twitter Integration

	\$ 0.00
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- Upgrade to Cloud-Based Hosting, \$600 – One Year
- Upgrade to Cloud-Based Hosting, \$1,000 – Two Years
- Upgrade to Cloud-Based Hosting, \$1,200 – Three Years

3. Content Import

- Spreadsheet Import (One Time), \$600
- Photo Scan (Up to 800 Images), \$800
- Data Entry (Up to 800 Records), \$400

	\$ 0.00
1	\$ 0.00
1	\$ 0.00

4. Other Customization

- Add Additional Tabs, \$750 Each
- Add Video Capability, \$900

1	\$ 0.00
	\$ 0.00

5. Additional Touchscreen Display

- 32-inch Touchscreen / Computer, \$2,900
- 42-inch Touchscreen / Computer, \$3,700
- 46-inch Touchscreen / Computer, \$4,600
- 55-inch Touchscreen / Computer, \$5,500
- 70-inch Touchscreen / Computer, \$7,900

1	\$ 0.00
1	\$ 0.00
1	\$ 0.00
1	\$ 0.00
1	\$ 0.00

6. Annual Hardware Service Agreement

1	\$ 0.00
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- Hardware Service Fee, \$600/Screen - One Year
- Hardware Service Fee, \$1,000/Screen - Two Years
- Hardware Service Fee, \$1,200/Screen - Three Years*

* Extends Manufacturer's Warranty to Five Years

7. Installation

- On-Site Installation with Wall Mount by TouchPros, \$750/Screen
- 32-, 42- or 46-Inch Wall Mount (Self Install), \$75/Bracket
- 55- or 70-Inch Wall Mount (Self Install), \$150/Bracket

1	\$ 0.00
1	\$ 0.00
1	\$ 0.00

Total Estimated Cost

	\$ 4,900.00
--	-------------

1012 N. University Blvd. | Middletown, OH 45042
 877-811-7208 | info@slamdunked.com | www.slamdunksportsmarketing.com

**MEMORANDUM OF AGREEMENT:
EARLY RETIREMENT INCENTIVE PLAN**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 477, Princeton (“District”) and the Princeton Education Association (“Union”).

WHEREAS, the Union and the District are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions for teachers employed by the District; and

WHEREAS, the District would like to offer eligible teachers a one-time early retirement incentive that would be in addition to any retirement benefits, insurance benefits, or severance provided under the 2015-17 CBA between the District and the Union; and

WHEREAS, the District’s reasons for offering a one-time early retirement incentive are to protect jobs, to provide greater stability in the workplace, to improve staff morale, and to improve the District’s financial status;

NOW, THEREFORE, the District and the Union agree as follows:

1. **Eligibility.** To be eligible for the severance payment provided under this MOA, a teacher must meet all of the following requirements:
 - a. On or before 4:00 p.m. on May 1, 2017, the teacher must use the attached form to apply for the severance payment and to submit an irrevocable notice of retirement, effective June 30, 2017, to the District’s Director of Human Resources.
 - b. The teacher must be one of the first eight (8) otherwise eligible teachers to submit the attached form to the District’s Director of Human Resources.
 - c. The teacher must have at least twenty-five (25) years of teaching service in the District.
 - d. The teacher must be licensed, in good standing, and a member of the teachers’ collective bargaining unit through June 30, 2017. A teacher who is discharged for cause or who resigns after receiving notice that the District intends to initiate termination or discharge proceedings, is not in good standing for purposes of this MOA.
2. **Severance Payment.** On or before June 30, 2017, the District will make a one-time payment in the amount of ten thousand dollars and zero cents (\$10,000) to each eligible teacher’s Minnesota State Retirement System (“MSRS”) account. This payment is in addition to any severance, retirement, insurance, or other benefits described in the CBA.
3. **Limitation.** The District’s obligation to make the payment described in the preceding paragraph of this MOA is subject to all Federal and State laws. If the payment under this MOA plus the amount of any severance under the CBA (excluding payments for

accumulated sick leave, if any) exceeds the teacher's annual salary for 2016-2017, the payment under this MOA will be reduced in compliance with Minnesota Statutes section 465.72 so that the total amount of severance does not exceed the teacher's annual salary for 2016-2017.

4. **No Future Employment.** Teachers who accept the benefit provided under this MOA may not apply for full-time employment with the District in the future.
5. **Sunset.** This MOA provides a "one-time" benefit and will sunset on June 30, 2017.
6. **Separate from CBA.** This MOA is separate from, and not a part of, the CBA. Nothing in this MOA may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOA or submit it in any proceeding or case as evidence of a precedent or practice.
7. **Entire Agreement.** This MOA constitutes the entire agreement between the parties related to the early retirement incentive provided under this MOA. Neither party has relied on any statements, promises, or representations that are not stated in this MOA. The terms of this MOA supersede any and all prior agreements between the parties related to the early retirement incentive provided under this MOA. No amendments or modifications of this MOA will be valid unless they are in writing and signed by both parties. A copy of this MOA will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures. This MOA will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

PRINCETON EDUCATION ASSOCIATION

Union President

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 477, PRINCETON

School Board Chair

Date: _____

School Board Clerk

Date: _____

PRINCETON PUBLIC SCHOOLS

STUDENT PROMOTION (ACCELERATION) / RETENTION GRADES K-8

Promotion (Acceleration)

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

2. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. Assess a student's readiness and motivation for acceleration; and
 - b. Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (credit for Learning)

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 21, 2017

PRINCETON PUBLIC SCHOOLS
STUDENT PROMOTION (ACCELERATION) / RETENTION GRADES K-8
Promotion (Acceleration)
Procedure

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for accelerating a student, the following characteristics shall be studied: level of academic success, achievement testing data, learning potential, age, physical size, self esteem, maturity, emotional stability, attendance, physical health, grade level expectations, teacher recommendations and feedback from the student and parent/guardian.

- A. The person requesting acceleration consideration should present their request in the form of a letter to the building principal, who will inform the district gifted and talented program coordinator.
- B. The gifted and talented program coordinator will gather information related to the student in regard to the characteristics listed.
 - 1. The gifted and talented program coordinator will analyze the characteristics in relation to:
 - b. others in current
 - c. others in the grade level of acceleration request.
- C. Decision to accelerate:
 - 1. The Iowa Acceleration Scale (IAS), Third Edition, will be used to guide the conversation about acceleration. A recommendation to accelerate requires a minimum of forty-six points on the IAS.
 - 2. The grade level acceleration request will be evaluated by a committee comprised of School Administrators, current teacher of the student, teacher at the grade level to which the student may be accelerated, parent(s)/guardian(s) of student, school psychologist, and gifted and

talented program coordinator. The committee shall consult with the teachers and parents/guardian. The committee shall be responsible for the final decision and will provide a written explanation to the person that made the request to accelerate the student as to whether the student will be accelerated or remain at the current grade level. The written decision shall become a part of the student's permanent file.

Retention

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for retaining a student in a single grade, the following characteristics shall be studied: level of achievement, learning potential, age, physical size, self esteem, maturity, attendance, physical health, grade level expectations and feedback from the student and parent/guardian. The Superintendent's decision shall be final.

II. GOALS

- A. Maintain academic accountability or achievement.
- B. Protect due process rights of students.
- C. Establish an early identification and treatment plan for poorly achieving students.
- D. Provide a student support system which will include the principal, all appropriate staff members, counselor and parents/guardians.
- E. Provide program adjustment plans to help poorly achieving students gain needed skills without retention.
- F. Provide a monitoring system to follow students who progress with an intervention plan and/or who have been retained.
- G. Inform parents of the intervention.
- H. Describe procedures for initiation of this policy in the school handbook.

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 21, 2017

PRINCETON PUBLIC SCHOOLS
EARLY ENTRANCE
PROCEDURE

I. Procedure

To be eligible for early entrance to school the student must satisfy the following requirements.

- 1) The student's birthday is prior to October 15 of the year in which admission is requested.
- 2) Student demonstrates competency in academic skills on school readiness assessments conducted by school personnel.
- 3) The student has demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If the student successfully satisfies requirements 1-3:

- 4) The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as documented by professionally trained staff.
- 5) The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument. This psychological assessment will be completed by a school psychologist.
- 6) The student must participate in the kindergarten readiness program the final week of July or first week of August.

A team, including but not limited to the building principal, gifted education coordinator, director of teaching and learning, and kindergarten staff will guide the early entrance process. Results and options will be shared with parents in a timely manner.

Adopted on: February 21, 2017

EARLY ENTRANCE PROCESS / SUMMARY

Student Name: _____ Date: _____

- Parent Application Submitted (parent)
- Psychological Assessment IQ test (school psychologist)
- Letter of recommendation (teacher or daycare provider)
- Social maturity checklist (non-parent that has worked with child)
- School Readiness Assessment (school personnel)
- Early Entrance team meeting to determine eligibility
- Parent meeting to discuss results

I. Psychological Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Does child meet eligibility criteria (score of 130 or above)? Yes No

Would child be successful with early entrance? Yes No

Comments:

Psychologist's Name

II. Social Maturity Assessment

Checklist to be completed by teacher or daycare provider along with letter of recommendation.

Letter from Preschool/ Daycare (attached copy) Yes No

Early Entrance Checklist Yes No

III. School Readiness Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Tester's recommendation:

Does child meet eligibility criteria on assessment ? Yes No

Would child be successful with early entrance? Yes No

Comments:

Staff Member's Name

EARLY ENTRANCE APPLICATION

Directions:

1. Fill out early entrance application.
2. Have a daycare provider or preschool teacher provide a letter of recommendation listing the reasons why he/she feels your child is kindergarten ready.
3. Have the Social Maturity Checklist completed by someone who has worked with your child (not a parent).
4. Submit all materials to:

Director of Teaching & Learning
Princeton Public Schools
706 1st Street
Princeton, MN 55371

Child's Name:	Male / Female	Birth Date:
Street Address:	City:	Zip Code:
Primary Contact Email:		
Parent/Guardian:	Home Phone:	Cell Phone:
Parent/Guardian:	Home Phone:	Cell Phone:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:

I understand that in order for my child to be considered for early entrance, the student must satisfy the following.

- The student's birthday is prior to October 15 of the year in which admission is requested.
- Student demonstrates competency in academic skills on school readiness assessments conducted by school personnel.
- The student has demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If required:

- The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as documented by professionally trained staff.

- The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument. This psychological assessment will be completed by a school psychologist.
- The student must participate in the kindergarten readiness program the final week of July or first week of August.

There will be a post-assessment interview with parents and school personnel to review assessment and observation data. The decision to offer early enrollment to a child will be made by school personnel.

Parent/Guardian Signature

Date

Page 2 of 5

8. Mark the self-help tasks your child can perform independently:

Zip: _____ Tie: _____ Button: _____

Manage toileting: _____ Dress in outer clothing: _____

9. Describe your child's ability to play or work with other children:

10. Describe how your child reacts to frustration or conflict with others or with unfamiliar activities:

11. What do you see as possible advantages and disadvantages to early entrance?

Advantages:

Disadvantages:

Social Maturity Checklist

Date:

Student Name:

Adult Name:

Relationship to Student:

Physical Characteristics

- Exhibits physical maturity
- Demonstrates good muscle control
- Displays adequate attention span
- Demonstrates sufficient stamina for entire day
- Performs good eye-hand coordination

Intellectual Characteristics

- Finishes work on time
- Follows directions
- Demonstrates good listening skills
- Performs above average with peers in areas of academic skills
- Shows interest in kindergarten level activities

Social Characteristics

- Enjoys group activities
- Exhibits self-confidence
- Assumes leadership role
- Solves problems appropriately
- Demonstrates good verbal expression; volunteers answers

Emotional Characteristics

- Copes well with problems
- Adjusts well to group setting
- Accepts constructive criticism
- Exhibits calm demeanor

PLEASE LIST ALL PRESCHOOL/DAYCARE SETTINGS ATTENDED AND DATES OF ATTENDANCE

Daycare / School : Dates Attended:	Person to Contact: Phone Number:
Daycare / School : Dates Attended:	Person to Contact: Phone Number:
Daycare / School : Dates Attended:	Person to Contact: Phone Number:

By signing below you are giving your permission to call the above references:

Parent/Guardian Signature

Please attach the Daycare / Preschool Letter of Recommendation

PRINCETON PUBLIC SCHOOLS
VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on school grounds, buses or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to strictly enforce its weapons policy (Policy 501).
- B. It is the policy of the school district to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It

shall be incumbent on all students and staff to observe all policies and report violations to the school administration.

- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- G. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- H. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or

identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

- I. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence, and development of a positive school climate.
- C. In-service training for personnel in aspects of reporting, visibility and supervision as deterrents to violence.
- D. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- E. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education and character/ values education (universal values, e.g. honesty, personal responsibility, self-discipline, cooperation and respect for others.)
- F. Establish clear school rules that prevent and deter violence.
- G. Develop cross-cultural awareness programs to unify students of all cultures and

backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.

- H. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- I. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- J. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy and identify differences in behavior and values that conflict with their own.
- K. Provide opportunities to inform and elicit students' ideas about particular safety problems in the building.
- L. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- M. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- N. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- O. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.

- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
~~Minn. Stat. § 121A.035 (Crisis Management Policy)~~
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
~~Minn. Stat. § 121A.57 (Crisis Management Policy)~~
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 31 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School Indep. Sch. Dist. No. 3, 804 F.Supp. 1415, 78 Educ. L. Represent. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 822, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 504 (Student Dress and Appearance)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
 MSBA/MASA Model Policy 526 (Hazing Prohibition)
 MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

Independent School District #477
 Princeton, MN 55371

Adopted: November 14, 2006
 Revised: September 1, 2015
 Revised: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
HAZING PROHIBITION**

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or

humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
 - C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
 - E. “Student” means a student enrolled in a public school or charter school.
 - F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the building report taker) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observed, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students- or others pending completion of an investigation alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies, and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engages in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References: Princeton Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Princeton Policy 413 (Harassment and Violence)
 Princeton Policy 506 (Student Discipline)
 Princeton Policy 514 (Bullying Prohibition Policy)
 Princeton Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: October 28, 1997

Revised: August 24, 2004

Revised: October 27, 2009

Revised: December 21, 2010

Revised: June 28, 2011

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS
STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS,
AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and

further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

- D. “School district location” means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by *(designated school official)* to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in [other designated areas, e.g. parking lots designated for use only by staff or by the general public].
- B. When there are unauthorized vehicles parked on school district property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
 Minn. Const., art. I, §10
 Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
 MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: November 14, 2006
 Revised: September 1, 2015
 Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
STUDENT PARENTAL, FAMILY AND
MARITAL STATUS NONDISCRIMINATION**

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated the **Human Resource Director** as the Title IX coordinator. This employee

coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX Coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Legal References: Minn. Stat. § 363.01 et seq. (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Independent School District #477
Princeton, Minnesota 55371

Adopted: December 17, 2002
Reviewed: September 1, 2015
Revised: February 21, 2017

PRINCETON PUBLIC SCHOOLS
STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

- A. Administration

“Administration” means the superintendent, building principal, or other designee.

- B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.

4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School Staff Member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher’s classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher’s classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff

member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to

classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.22, Subd. 7 (School Attendance - Education Records)
 Minn. Stat. § 121A.45 (Grounds for Dismissal)
 Minn. Stat. § 121A.64 (Notification of Students with Violent Behavior)
 Minn. Stat. § 121A.75 (Law Enforcement Notice to Schools)
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
 Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: November 14, 2006
 Reviewed: September 1, 2015
 Revised: August 16, 2016
 Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
THE PLEDGE OF ALLEGIANCE**

I. PURPOSE

The school board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Students must respect the choice to not recite the pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal References: Minn. Stat. §121A.11, Subd. 3 (Pledge of Allegiance)

Cross References:

Independent School District #477
Princeton, Minnesota 55371

Adopted: November 10, 2003

Revised: September 1, 2015

Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH
IEPs FROM SCHOOL GROUNDS**

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a

political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury ~~or to prevent serious property damage.~~
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s

IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on district's' progress in reducing the use of restrictive procedures that recommends how to further reduced these procedures and eliminate the use of prone restraints. By June 30 of each year, districts must report summary data on the use of restrictive procedures to the MDE, in a form and manner determined by the Commissioner. The summary data must include information about the use of restrictive procedures, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. ~~§ 13.01, et seq.~~ Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
 Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
 Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
 Minn. Stat. § 609.06 (Authorized Use of Force)
 Minn. Stat. § 609.379 (Permitted Actions)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA)) 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
 34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: Princeton Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 Princeton Policy 515 (Protection and Privacy of Pupil Records)
 Princeton Policy 525 (Violence Prevention)
 Princeton Policy 806 (Crisis Management Policy)

Adopted: January 27, 2004
 Revised: November 23, 2010
 Revised: August 23, 2011
 Reviewed: September 1, 2015
 Revised: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
ACADEMIC RECOGNITION PROGRAMS**

It is the policy and practice of the school board to promote academic excellence. Furthermore, the board wishes to recognize those students who have demonstrated outstanding academic achievement. A recognition program of "School Board Scholars" is created to award students who meet the following standards: Academic Recognition Programs include:

High School

1. **School Board Scholars** - Students, after completion of eleven (11) trimesters of high school, whose Grade Point Average ranks them in the top 5% of their 12th grade class and have earned a minimum of twenty-four (24) credits while fully enrolled at Princeton High School, will be designated as School Board Scholars. The recipient and their parents will be recognized at a reception sponsored by the school board. Each recipient will receive an appropriate certificate recognizing their status as a School Board Scholar.
2. **Principal's List-** Full-time students earning 4.000 in any trimester receive a certificate.
3. A Honor Roll- Full-time students earning 3.000-4.000 in any trimester receive a certificate.
4. B Honor Roll- Full-Time Students earning 3.000-3.499 in any trimester receive a certificate.
5. Graduating with Honors
 - a. Summa Cum Laude (3.900-4.000) Gold Cord
Seniors, after completion of eleven (11) trimesters of high school, whose Grade Point Average is 3.900-4.000, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of junior year, will wear a gold cord at graduation.
 - b. Magna Cum Laude (3.700-3.899) Red Cord
Seniors, after completing of eleven (11) trimesters of high school, whose Grade Point Average is 3.700-3.899, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of the junior year, will wear a red cord at graduation.
 - c. Cum Laude (3.500-3.699) White Cord
Seniors, after completion of eleven (11) trimesters of high schools, whose Grade Point Average is 3.500-3.699, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of junior year, will wear a white cord at graduation.
6. Additional Graduation Recognition
 - a. Military Enlisted-Red, White and Blue cord
Seniors who are fully enlisted in one of the branches of the United States Military Services will wear red, white and blue cord at graduation.
 - b. NHS Member-Royal Blue Cord
Seniors who are currently National Honor Society members will wear a royal

blue cord at graduation.

Middle School

1. **School Board Scholars** - Students, who are fully enrolled at Princeton Middle School, after completion of eight (8) trimesters of middle school, whose Grade Point Average ranks them in the top 5% of their 8th grade class, will be designated as School Board Scholars. The recipient and their parents will be recognized at a reception sponsored by the school board. Each recipient will receive an appropriate certificate recognizing their status as a School Board Scholar.

Definition: For the purpose of this policy, “fully enrolled” shall mean attendance during the approved school calendar and for all assigned classes and study halls in the Princeton Public Schools. This does include those enrolled in Post Secondary Enrollment Options (PSEO), after the minimum amount of credits, as stated, have been earned in the Princeton High School building.

Independent School District #477
Princeton, Minnesota 55371

Adopted: January 27 ,1987
Revised: June 10, 1997
Revised: February 22, 2005
Revised: February 16, 2016
Reviewed: February 21, 2017

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 3. student performance on the Minnesota Comprehensive Assessments;
 4. high school graduation rates; and
 5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student’s progress toward

meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
6. an annual budget for continuing to implement the school district plan.

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

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

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

- f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;

- e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Basic Standards Testing,
Accommodations, Modifications, and Exemptions for IEP, Section 504
Accommodation, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: November 10, 2008

Revised: November 18, 2014

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 7. Meet all applicable requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

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

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
 MSBA/MASA Model Policy 605 (Alternative Programs)

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

Adopted: November 10, 2008

Revised: September 14, 2010

Revised: November 18, 2014

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
1. support the goals and objectives of the education programs;
 2. are appropriate for the age, interest, abilities, learning styles, social development, and maturity levels of the students.
 3. represent the diversity of religious, ethnic, political, and cultural values held in a pluralistic society
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
 8. illustrate the accurate contributions made by various groups to our national heritage and the world;
 9. illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems;
 10. provide various points of view about issues, including those considered to be controversial;
 11. represent the various cultural theories about the physical environment and the universe.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook adoption and other instructional materials review and selection process.

The discarding of outdated and worn resources is necessary to keep collections current. The decision for discarding media center materials will be made by the site Media Specialist. The decision for discarding textbooks will be made by the Director of Teaching and Learning.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.
- D. Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, is any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
 Minnesota Stat. § 120B.20 (Parental Curriculum)
 Minn. Stat. § 120B.235 (American Heritage Education)
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be
Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98
L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: November 10, 2008

Revised: October 20, 2015

Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR
TITLE I PROGRAMS**

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I ~~LEA~~ in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the school district to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the school district's Title I plan and the process of school review and improvement;

- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build the schools' and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, transportation, child care, or home

visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the

child's achievement;

- b. Frequent progress reports to the parents; and
- c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
4. Coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;
5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and

school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
 4. Train and support parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parental involvement, the school district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.
- F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parental Involvement)

Cross References:

Adopted: April 14, 1987
Revised: February 9, 1999
Revised: October 25, 2005
Reviewed: October 20, 2015
Revised: February 21, 2017

PRINCETON PUBLIC SCHOOLS GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from Princeton Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district that all students must follow state statutes and state requirements. Students must complete other district requirements as established by the school board in order to graduate.

III. DEFINITIONS

A. “Course credit” is equivalent to a student’s successful completion of an academic unit of study or a student’s mastery of the applicable subject matter, as determined by the school district.

B. “MDE” means the Minnesota Department of Education.

D. “504 Plan” or “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

E. “Individualized Education Program,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.

F. “Limited English Proficient” or “LEP” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. TEST ADMINISTRATOR

District Director of Teaching and Learning or other appointed administrator shall be named the school district test administrator. Said person shall be in charge of all test procedures.

V. GRADUATION REQUIREMENTS

- A. All students must complete all preparatory content standards as per state and district requirements.
- B. All students must successfully complete the required graduation standards. In addition,

~~1.a. Students must complete the required number of high school credits and required courses in grades 9-12. 54 total credits are required for graduation. 33 specific credits are required and 21 elective credits are required. Specific course requirements and prerequisites are identified in the Princeton High School Registration Handbook. The 54 required credits must include:~~

1.a Students must complete the required number of high school credits and required courses in grades 9-12 as outlined in the Princeton High School registration Handbook. Sixty-eight (68) total credits are required for graduation. Thirty-eight (38) specific credits are required and thirty (30) elective credits are required. Specific course requirements and prerequisites are identified in the Princeton High School Registration Handbook. The 68 required credits must include.

~~Clarifications of 54 Credit Requirements:~~

- ~~• Eight credits of language arts;~~
- ~~• Six credits of mathematics, encompassing at least algebra, geometry, statistics and probability sufficient to satisfy the academic standard and completion of Algebra II or its equivalent;~~
- ~~• Six credits of science, including at least two credits in biology, and two credits in chemistry or physics;~~
- ~~• Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics;~~
- ~~• Two credits in the arts;~~

- Two credits in physical education;
- One credit in health;
- One credit in family living; and
- A minimum of twenty-one elective course credits.

<u>Academic Department</u>	<u>Credit Requirements</u>	<u>State Requirement Clarification</u>
English/Language Arts	9	
Math	9	Sufficient to satisfy the academic standard and completion of Advanced Algebra or its equivalent
Social Studies	7	Encompassing at least United States history, geography, government and citizenship, work history, and economics.
Science	7	Including at least two credits in biology; and two credits in chemistry and/or physics
Health/PE	3	
FACS	1	
Art	2	
<i>Standard Requirements</i>	<i>38</i>	
<i>Elective Requirements</i>	<i>30</i>	
Total Required Credits for Graduation	68	
Career & College Readiness Requirements (Identified on transcript as Meet/Incomplete)	-Completion of district-approved postsecondary assessment (i.e.ACT) -Completion of required advisory curriculum milestones for Personal Learning Plans	

Or

2. Have met the requirements of an IEP or 504 Plan.

E. Elective standards in health and physical education, vocational and technical education, and world languages are developed locally and placed in courses. The following Minnesota Academic Standards, in accordance with the standards developed by the MDE, have been placed within the above courses and selected electives. The most recent standard versions are placed within curriculum according to the district review process. Specific course requirements are designed to meet the Minnesota Academic Standards and subject to change.

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards with Local Adaptations, K-12 Arts

VII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. All applicable state graduation test requirements and Career & College Readiness Requirements must be met.

VIII. NOTICE

The school district will notify students and their parents of the school district's graduation requirements within 30 working days of a student's entry into ninth grade.

(NOTE: Item VIII is not included in the MSBA model policy. We made want to remove it since we are changing requirements)

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)

Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
 Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)
 Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)

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PRINCETON PUBLIC SCHOOL

SCHOOL DISTRICT SYSTEM

ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Course credit” is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter as determined by the school district.
- B. “Graduation Standards” means the course credit requirements and **Profile of Learning** content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- ~~C. “Profile of Learning” means content standards formerly required for a high school diploma.~~
- ~~D.C.~~ “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the “Advisory Committee”).
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

The current curriculum improvement process is a 3-step cycle which allows for evaluation, implementation and revision. With the 3-step cycle, there are needs for budget allocations for resources, materials and staff development that need to be further outlined. State standards and student learning needs can and do change at a rate faster than textbooks can be replaced. The textbook as a medium does not keep-up with the rate at which new content is created. Furthermore, they have become cost prohibitive, and their structure frequently impedes the deep implementation of a standards-based classroom

CURRICULUM REVIEW CYCLE

Note: This may change depending on State law, financial constraints, and
in response to student achievement data

Curriculum Review:	2012-13	2013-14	2014-15	2015-16	2016-17
English Language Arts K-12	Full Implementation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Mathematics K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration	Installation
Science K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Social Studies K-12	Initial Implementation	Full Implementation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Music K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration
Art K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration
Technology Education 6-12	Improvement & Innovation	Exploration	Installation	Initial Implementation	Full Implementation
Technology & Media K-12	Improvement & Innovation	Exploration	Installation	Initial Implementation	Full Implementation
Physical Education K-12	Exploration	Installation	Initial Implementation	Full Implementation	Improvement & Innovation
English As A Second Lang. K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Family & Consumer Science 9-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Health K-12	Exploration	Installation	Initial Implementation	Full Implementation	Improvement & Innovation
World Language 9-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration	Installation
Industrial Tech 9-12	Improvement & Innovation	Improvement & Innovation	Exploration	Installation	Initial Implementation
Business Education & Marketing 9-12	Improvement & Innovation	Improvement & Innovation	Exploration	Installation	Initial Implementation
Special Education K-12	CIMP	CIMP	CIMP	CIMP	CIMP

As standards for a specific curriculum area change, Teaching and Learning will work with grade levels/departments to study the curriculum area. (As indicated in yellow, green, purple, blue and tan boxes) We will use data to determine if and when other curriculum areas need a program review based on data.

Purple boxes represent the initial implementation and review of the discipline. Blue represents full implementation of the earlier 3 years work.

Tan boxes represent measuring and adjusting their curriculum using student achievement, curriculum and any other data to determine changes or needs. It is also a time to add to the materials/curriculum if there is a demonstrated need.

White boxes represent a continuous cycle to improve & innovate the curriculum and make adjustments as needed.

Yellow and green boxes represent standards revision timing as well as assessment work by the state of MN; red indicates new state accountability assessments.

Pink indicates the Continuous Improvement Monitoring Process (CIMP) used by the state of MN for special education programs.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. Each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committee etc.],

will provide active community participation in:

- A. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - B. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - C. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - D. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. The ~~Director of Curriculum~~ Teaching & Learning Director
 - b. Principal

- c. School Board Members
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two resident representative of local business or industry
- i. ~~School District Assessment Coordinator~~

5. Translation services should be provided to the extent appropriate and practicable

5-6 The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee ~~in the~~ to review instruction and curriculum ~~review process.~~ Cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

~~F. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.~~

G.F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and cultural competency, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the

improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in published reports and in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota' Students
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
~~Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)~~
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process) Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: Princeton Policy 104 (School District Mission Statement)
Princeton Policy 601 (School District Curriculum and Instruction Goals)
Princeton Policy 613 (Graduation Requirements)
Princeton Policy 614 (School District Testing Plan and Procedure)
Princeton Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA Policy 618 (Assessment of Student Achievement)
Princeton Policy 619 (Staff Development for Standards)
MSBA Policy 620 (Credit for Learning)

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