

Princeton Public Schools - ISD 477
Tuesday, September 5, 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 3

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 7
- b. Fundraiser 9
- c. Mark Park Softball Contract 10
- d. Open Enrollment 11
- e. Fundraiser Update 13

9. INFORMATION

- a. Summer Ag Program-Presented by Jessica Lupkes and Leif Storbakken 14
- b. Student Services Update-Presented by Erin Dohrmann 31
- c. First Reading of Policies-# 303, 404, 405, 509, 519, 525, 601, 603, 612. 50
- d. New Hires 86

10. ACTION

- a. Second Reading of Policies- # 533 and # 543.

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11. ADDITIONS TO AGENDA

12. FUTURE MEETINGS

- Food Service Negotiations-9.7.17-3:30 pm
- Finance-9.19.17-5:00 pm

13. ADJOURN

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 **15th day of August, at 7:00 p.m.** in the District Center Board Room.

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

Members Absent: Craig Johnson

Others present: Superintendent Julia Espe, Director of Business Services, Director of Human Resources Sarah Marxhausen, and Director of Technology Eric Simmons.

Student Council Representative: None

Citizen Comments: None

REPORTS

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

Howard Vaillancourt
Deb Ulm

Two Certified Negotiations meeting, Tennis Court hearing
Agenda Planning, Policy meeting, Two Certified Negotiations meeting

Eric Minks
Eric Strandberg
Sue VanHooser
Chad Young

Certified Negotiations
Policy meeting
Policy meeting
Board development

Student Council Report:

None

Superintendent Report:

Our district calendar will be coming out over Labor Day weekend, and it will be inserted in the Town and Country Shopper. All administrators have had an anti-bullying/harassment training this week, and the teachers will be attending the same training next week. We had a parent meeting for the Positive Coaching, and so the program is progressing.

APPROVE AGENDA

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

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Sue VanHooser seconded by Howard Vaillancourt, to approve the August 1, Regular Board meeting minutes. Motion passed unanimously.

CONSENT AGENDA

Motion made by Eric Minks, seconded by Chad Young **to approve the consent agenda as presented.**

Personnel, Bills, Wire Transfers, Treasurer's Report, Fundraiser, Gifts, Student Services Handbook, Middle School Handbook. Motion passed unanimously.

INFORMATION

Middle School Update- Dan Voce reviewed the Middle School MCA data in reading, math and science. MCA data show we are above the state average in both reading and science and slightly below state average in math at the Middle School. He also shared the 5 goals the Middle School worked on in 2017 to support the district's strategic plan.

Spanish Immersion Program Update: Greg Finck presented about our Spanish Immersion Program and the Spanish Immersion survey conducted at the end of the 2017 school year. Spanish Immersion parents reported that they would highly recommend the Spanish Immersion Program. Parent Angela Thompson spoke positively about her experience as a parent of a student in the program.

Website Design Process and Analytics-Eric Simmons reported on the process used to redesign the district's new website. The website is scheduled to launch August 28th.

First Reading of Policy- Julia Espe read through the first reading of the policies #533 and #534.

- Policy 533- Wellness
 - Proposed MSBA and District Changes
- Policy 534-Food Service Meal Account Maintenance Policy
 - Proposal to adopt new policy

ACTION

Director of Teaching and Learning-Presented by Sarah Marxhausen. Motion made by Eric Minks and seconded by Howard Vaillancourt to approve the contract as presented in the hiring of Jessica Town-Gunderson as the new Director of Teaching and Learning. Upon roll call the following voted for: Sue VanHooser, Eric Minks, Deb Ulm, Chad Young, Eric Strandberg and Howard Vaillancourt. Motion passed unanimously.

Board Development Agreement- Presented by Julia Espe. Motion made by Chad Young and seconded by Eric Strandberg to accept the Board development agreement as proposed. Upon roll call the following voted for: Eric Strandberg, Chad Young, Deb Ulm, and Sue VanHooser. Opposed: Howard Vaillancourt

and Eric Minks.Motion passed 4:2.

Additions to the agenda: None

Future Meetings:

Negotiations-August 23-4:30

Food Service Negotiations- August 24-3:30

Secondary Open House-August 30-3:00

Primary Open House-August 31-3:00

Motion to Close Board meeting for negotiations strategy-

Pursuant to Minnesota Statutes Section 13D.05, Subdivision 2(b), Motion was made by Howard and seconded by Eric Strandberg to close the meeting for negotiations strategies.

Open Meeting-Motion made by Eric Strandberg and seconded by Chad Young to open the meeting at 9:31 pm.

ADJOURN- Motion to adjourn was made by Eric Minks, seconded by Chad Young. Meeting was adjourned at 9:32 p.m.

Chair Deb Ulm

Clerk Eric Minks

Recorder-Kari Plafcan

Call to order

The School Board of District #477 was called to order by Chair Deb Ulm on the **15th day of August, at 8:20 p.m.** in the District Office Board Room.

Closed meeting minutes: Parameters were discussed for negotiations.

Motion made by Eric Strandberg and seconded by Chad Young to close the meeting and go into and open meeting at 9:31 pm.

Chair Deb Ulm

Clerk Eric Minks

Recorder-Kari Plafcan

09.05.17

Last Name	First Name	Status	Building	Job Title	Group	Replacing	Effective Date	Wage
Abraham	Kristin	Change in assignment	Middle School	Food Service-going from High School to Middle School	Food service	Karen Ruschmeier	9.1.17	No change
Allen	Amy	Extra Duty	Middle School	Volleyball Coach	Activities	Betsy Gus	9.5.17	\$1,879.00
Becker	Joan	Resignation	Middle School	Speech Coach	Activities	N/A	8.15.17	
Bednar	Lindsay	Resignation	High School	English/PASS Teacher	PEA	N/A	7.14.17	
Brandell	Mitchell	Resignation	High School	Asst. Girls Tennis Coach (Float)	Activities	N/A	8.15.17	
Borich	John	Resignation	High School	Tech Coach	PEA	N/A	8.24.17	
Cole	Keri	New Hire	High School	Science Teacher	PEA	Amanda Buss	8.15.17	\$33,412.35
Dierks	Amy	Change in assignment	Family Center	SpEd Para- Added Friday's	Para	Tammy Alickson	8.22.17	No Change
Esler	Cindy	Extra Duty	High School	SpEd Para Lane/step change	Para	N/A	8.16.17	\$16.12/Hr.
Franke	Karen	LOA	Primary School	SpEd Teacher	PEA	N/A	9.5.17	
Fleury	Shane	Extra Duty	Middle School	7/8 Gr. Football Coach	Activities	Marqus Flicek	8.15.17	\$1,879.00
Frederick	Todd	New Hire	High School	Head Boys Hockey Coach	Activities	Jeff Janson	10.17	\$5,206.00
Hayes	Mike	Extra Duty	High School	Assistant Girls Tennis Coach (Float Coach)	Activities	Mitchel Brandell	8.14.17-11.1.17	\$3,006.00
Johnson	Cathy	Resignation	Primary School	SpEd Para	Para	N/A	8.15.17	
Mathson	Danielle	Extra Duty	Middle School	Tennis Coach	Activities	Kate Rysavy	9.5.17	\$1,879.00
McGathay	Olivia	Extra Duty	High School	Mock Trial Advisor	Activities	N/A	11.6.17-3.9.18	\$1,177.00
Meixell	Mya	Change in assignment	Family Center	SpEd Para .86 FTE M-Thurs.	Para	Mya Meixell	8.22.17	No Change
Meyerdirk	Alyssa	New Hire	District Wide	.4 EL Teacher	PEA	Matt Zook	9.6.17	\$15,030.40
Miller	Shannon	Resignation	High School	Assistant Softball Coach	Activities	N/A	7.26.18	
Moehlmann	Scott	Change in assignment	High School	Updated to correct information: .8 Social/.2 Business	PEA	N/A	8.23.17	No change
Oakes	Tammy	Resignation	Primary School	SpEd Para	Para	N/A	8.21.17	
Pettibone	Teresa	Resignation	Intermediate School	Title 1 Para	Para	N/A	8.24.17	
Preppernau	Andrea	Extra Duty	District Center	ATPPS DC Mentor yr. 1	PEA	N/A	2017-2-18	\$1,000.00
Ruschmeier	Karen	Resignation	Middle School	Food Server	Food Service	N/A	8.25.17	
Schimming	John	Extra Duty	Middle School	8th Gr. Football Coach	Activities	Brian Hellman	8.15.17	\$1,879.00
Schultz	Diane	New Hire	Student Services	Teacher-Student Services	PEA	Tami Duke/Sarah Moffat	2017-2018	\$62,723.00
Siewert	Ellen	Change in assignment	High School	Benefits at 1.0	PEA	N/A	9.5.17	
Smith	Brenda	Change in assignment	Student Services	SpEd Para-Accurate/ECSE	Para	N/A	9.5.17	\$16.12/Hr
Sorenson	Heather	Extra Duty	High School	Mock Trial Advisor	Activities	N/A	11.6.17-3.9.18	\$1,227.00
Tschumper	Thomas	Extra Duty	High School	Asst. Girls Tennis Coach	Activities	Casie Monson	8.14.17	\$3,006.00
Walerius	Nicole	Extra Duty	Intermediate School	PLC Facilitator	PEA	N/A	2017-2018	\$1,000.00
Walker	Tammie	Resignation	District Wide	Tech Coach	PEA	N/A	8.19.17	
Last Name	First Name	Status	Building	ATPPS Career Ladder Positions	Group	Replacing	Effective Date	Wage
Baxter	Jim	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Beck	Sarah	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Blomberg	Barb	Extra Duty	Intermediate School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Borich	Brandon	Extra Duty	High School	Mentor x 2-yr 1	Advisor/Coach	N/A	2017-2018	\$2,000.00
Burling	Jodi	Extra Duty	District Center	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Euteneuer	Stacie	Extra Duty	High School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00

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Gevig	Joyce	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Glaser	Tiffany	Extra Duty	Family Center	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Grammond	Carrie	Extra Duty	Family Center	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Hagen	Michelle	Extra Duty	Primary School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Hannenber	Roy	Extra Duty	Student Services	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$1,000.00
Julson	Sarah	Extra Duty	Primary School	Mentor x 2- yr 2	Advisor/Coach	N/A	2017-2018	\$2,000.00
Larson	Charissa	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$500.00
Levering	Andrea	Extra Duty	High School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Mattick	Thor	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Murkve	Alex	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Nettfee	Lynn	Extra Duty	Intermediate School	Mentor- Yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Olson	JoEllen	Extra Duty	Family Center	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Paddock	Dave	Extra Duty	High School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Porttin	Annie	Extra Duty	Primary School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Ruzek	Janna	Extra Duty	Primary School	Mentor x 2- yr 2	Advisor/Coach	N/A	2017-2018	\$2,000.00
Rysavy	Kate	Extra Duty	Middle School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Sandin	Lori	Extra Duty	Family Center	Mentor x 2-yr 1; yr 2	Advisor/Coach	N/A	2017-2018	\$1,500.00
Sheffel	Shelly	Extra Duty	Intermediate School	Mentor-Yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Smith	Carol	Extra Duty	Intermediate School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Smith	Amy	Extra Duty	High School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Swedinski	Lisa	Extra Duty	Primary School	Mentor- yr 1 and yr 2	Advisor/Coach	N/A	2017-2018	\$1,500.00
Triplett	Brett	Extra Duty	High School	Mentor-yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Voshell	Dee	Extra Duty	Intermediate School	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Vrana	Diane	Extra Duty	Intermediate School	Mentor- yr 1	Advisor/Coach	N/A	2017-2018	\$1,000.00
Walquist	Amy	Extra Duty	Intermediate School	Mentor- yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Walquist	Scott	Extra Duty	High School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00
Watson	Kimberly	Extra Duty	Middle School	Mentor-yr 2	Advisor/Coach	N/A	2017-2018	\$500.00

FUNDRAISING APPROVAL FORM

Date of fundraiser: 2017-2018 School Year		Projected profit: \$0	Amount earned:
Group or organization proposing the fundraiser: Student Council		Item(s) being sold: Various school spirit + other items	
Company/organization supplying items to be sold: Coborns, Andersons, among others			
The money raised will be used for: Future School Activities			
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.			Place a checkmark beside each box to indicate whether the criteria for fundraising are met.
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:			
		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	X	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).		
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.		X
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	X	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.		X
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	X	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	X	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.	X	
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: 7/31/2017	Teacher/Sponsor Signature: <i>Scott Lewis</i>		
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED			
Date: 8/14/2017	Administrator Signature: <i>David Hanks</i>		
Date: 8.22.17	Superintendent Signature: <i>Julia Espe</i>		
Date:	School Board Chair Signature:		

PRINCETON PUBLIC SCHOOLS
MAINTENANCE AGREEMENT BETWEEN DISTRICT 477
AND THE CITY OF PRINCETON FOR THE MAINTENANCE
OF THE CITY OF PRINCETON'S MARK PARK SOFTBALL FIELDS

Continuing and in effect until this mutual agreement is modified, the following provisions define the responsibilities of School District 477 and of the City of Princeton regarding the maintenance of the Softball Fields #1, #2 and #3 located at the City of Princeton's Mark Park.

CITY OF PRINCETON

The City of Princeton agrees to:

1. Provide all mowing of the outfields all three softball fields, and
2. Provide all capital improvements to said softball fields, and
3. Provide all maintenance for the infields.

SCHOOL DISTRICT 477

In return for the use of the Mark Park Softball fields, the school district agrees to:

1. Provide an annual fee of \$5,000 to the City of Princeton for the City's field maintenance and capital improvement efforts on all three softball fields.

TERM OF CONTRACT

Duration of Agreement; Modification; termination: This agreement shall renew automatically each year, unless either the City or School District provides written notice of withdrawal to the other party at least ninety (90) days prior to termination. Party withdrawal shall result in the termination of this agreement. Notices of termination shall be in writing, and shall be either hand delivered or mailed to the other party the appropriate following address:

Superintendent of Schools
Independent School District #447
706 First Street
Princeton, MN 55371

City Administrator
Princeton City Hall
705 2nd Street N.
Princeton, Minnesota 55371

Any other modification of this agreement shall be in writing signed by both parties.

School Board Chairperson

Princeton Mayor

Date

Date

Open Enrolled Students (Out/In) as of September 2017

In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
Out	9.6.17	Princeton	Elk River	3	District of choice
Out	9.6.17	Princeton	Elk River	3	District of choice
Out	9.6.17	Princeton	Elk River	K	Siblings attend
Out	9.6.17	Princeton	Elk River	3	Resident district change due to move
Out	9.6.17	Princeton	Elk River	1st	Resident district change due to move
Out	9.6.17	Princeton	Elk River	K	Will be moving to Elk River during the school year
Out	9.6.17	Princeton	Elk River	3	Will be moving to Elk River during the school year
Out	9.6.17	Princeton	Elk River	5	District of choice
Out	9.6.17	Princeton	Elk River	9	Parents work there now
Out	9.6.17	Princeton	Elk River	8	Resident district change due to move
Out	9.6.17	Princeton	Elk River	K	Parent works there
Out	9.6.17	Princeton	Mora	9	Parent works there
Out	9.6.17	Princeton	Elk River	6	Continuing OE for this school year
Out	9.6.17	Princeton	Milaca	K	Siblings attend
Out	9.6.17	Princeton	Milaca	2	Parent works there
Out	9.6.17	Princeton	Milaca	2	Parent works there
Out	9.6.17	Princeton	Milaca	3	Parent works there
Out	9.6.17	Princeton	MN Virtual Academy	9	District of choice
Out	9.6.17	Princeton	Elk River	K	District of choice
Out	9.6.17	Princeton	Elk River	3	Resident district change due to move
Out	9.6.17	Princeton	Elk River	4	Resident district change due to move
Out	9.6.17	Princeton	Rosemount	12	Resident district change due to move
Out	9.6.17	Princeton	Elk River	8	Resident district change due to move
Out	9.6.17	Princeton	Cambridge	K	Parent works there
Out	9.6.17	Princeton	Elk River	4	District of choice
Out	9.6.17	Princeton	Rogers	K	Parent works there
Out	9.6.17	Princeton	Anoka-Hennepin	11	STEP program
Out	9.6.17	Princeton	Cambridge	K	Parent works there
Out	9.6.17	Princeton	Cambridge	4	Resident district change due to move
Out	9.6.17	Princeton	Elk River	3	Resident district change due to move
Out	9.6.17	Princeton	Elk River	K	District of choice
Out	9.6.17	Princeton	Elk River	K	Siblings attend

Out	9.6.17	Princeton	Elk River	9	Resident district change due to move
Out	9.6.17	Princeton	Elk River	K	District of choice
Out	9.6.17	Princeton	Elk River	K	Siblings attend
Out	9.6.17	Princeton	Elk River	K	Siblings attend
Out	9.6.17	Princeton	Elk River	K	Resident district change due to move
Out	9.6.17	Princeton	Elk River	K	Siblings attend
Out	9.6.17	Princeton	Cambridge	K	Parent Works there
Out	9.6.17	Princeton	Elk River	K	District of choice
In	9.6.17	Princeton	Becker	9	District of choice
In	9.6.17	Milaca	Princeton	Onward	Resident district change due to move
In	9.6.17	Milaca	Princeton	9	District of choice
In	9.6.17	Isle	Princeton	11	Online
In	9.6.17	Milaca	Princeton	11	Online
In	9.6.17	Milaca	Princeton	1	District of choice
In	9.6.17	Milaca	Princeton	11	District of choice
In	9.6.17	Elk River	Princeton	11	District of choice
In	9.6.17	Milaca	Princeton	9	District of choice
In	9.6.17	Elk River	Princeton	12	District of choice
In	9.6.17	Milaca	Princeton	10	Online
In	9.6.17	Milaca	Princeton	k	Parent works here
In	9.6.17	Milaca	Princeton	K	District of choice
In	9.6.17	Milaca	Princeton	9	District of choice
In	9.6.17	Milaca	Princeton	6	District of choice
In	9.6.17	Milaca	Princeton	5	District of choice
In	9.6.17	Milaca	Princeton	2	District of choice
In	9.6.17	Milaca	Princeton	K	Spanish Immersion
In	9.6.17	Milaca	Princeton	K	District of choice
In	9.6.17	Elk River	Princeton	K	Went to PreK Here
In	9.6.17	Elk River	Princeton	3	District of choice

09.05.2017

Group	Date of Fundraiser	Type of Fundraiser	Money raised will be used for	Amount Raised
HS Activities	6.1.17-6.14.17	Free Will Donation	Equipment for weight room	\$3,150.00
Princeton Archery	8.18.17-8.20.17	Game Fair	Equipment for Archery	\$687.50



Agriculture and Trade Skills

Summer Course

June 19 - 23, 2017



Making a Corsage

15



Basic Car Care demo. & Tire Rotation



Electrical Wiring



X-Carve Machines



Field Trips to Crystal Cabinets, Inc.

Glenn Metalcraft, Inc.

St. Cloud Technical & Community College

St. Cloud State University



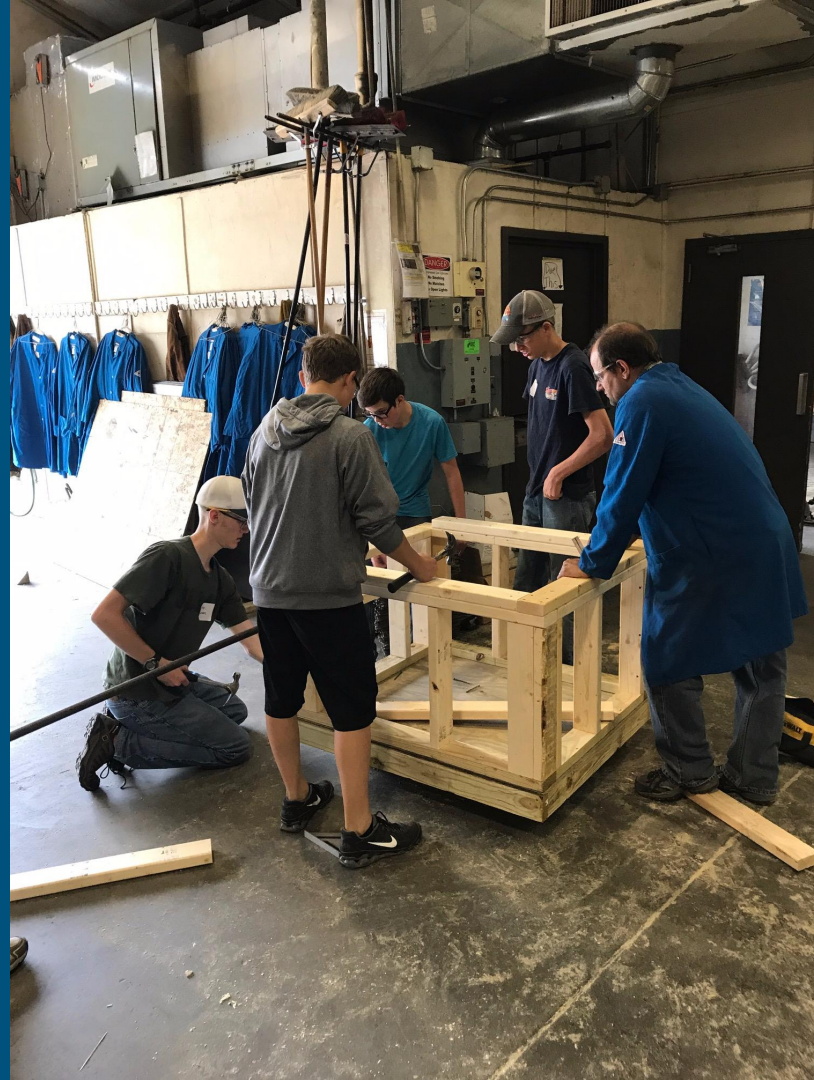
Constructing a FFA Barnyard Playtable



Constructing a Doghouse



Dog House Pictures Continued



Dog House Pictures Continued

Adding Shingles



Final Product & Class Photo



Summer Program Grant

Also included

-FFA Leadership Retreat

- FFA Kiddie Barn and Community Connection at the County Fair

FFA Leadership/ Officer Retreat



FFA Kiddie Barn at County Fair







THANK YOU FOR YOUR SUPPORT!



PRINCETON

STUDENT SERVICES

2017 Fall School Board Update



Department of Student Services Programs

- Princeton Area Learning Center
- Princeton Online Academy
- Princeton Educational Options
- Onward
- Special Education



Positive Behavioral Interventions and Support

- In Our Community, We Are:
 - Safe
 - Compassionate
 - Engaged

Princeton Area Learning Center Update-Year 2

- Highlights from 2016-17
 - Moved into our new building December 2016
 - Program grew to 25 by May 2017
 - 8 programs graduates
- 2017-18
 - Increased Teaching Staff
 - Special Education and General Education
 - Anticipate starting the year with at least 20 students
 - Additional support for work experience opportunities





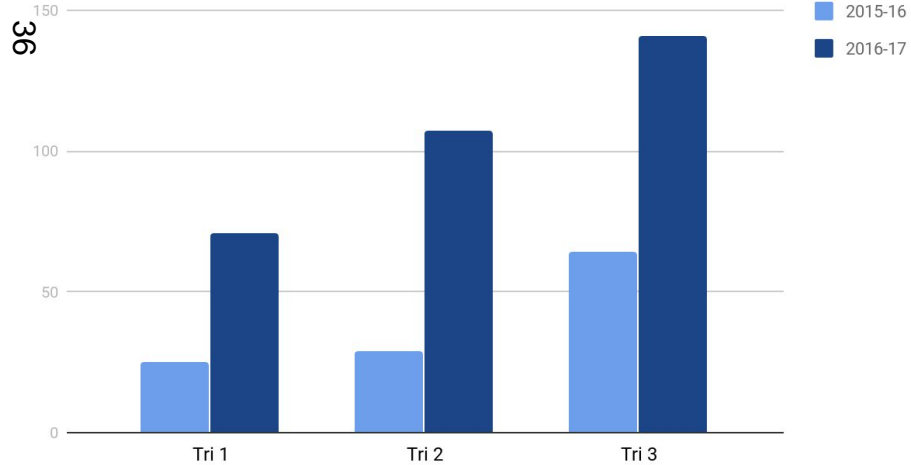
Princeton Online Academy Update-Year 3

- Highlights from 2016-17
 - Over 200 students by Spring 2017 (61 FT / 143 PT)
 - Interventions for supplemental students demonstrated significant success
- 2017-18
 - Increased support for students with disabilities
 - Beginning NCAA approval process

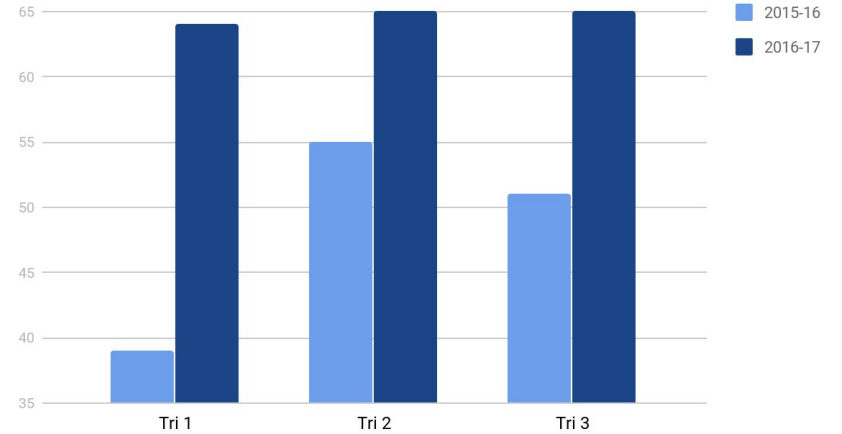


Online Academy - Enrollment Counts

Supplemental



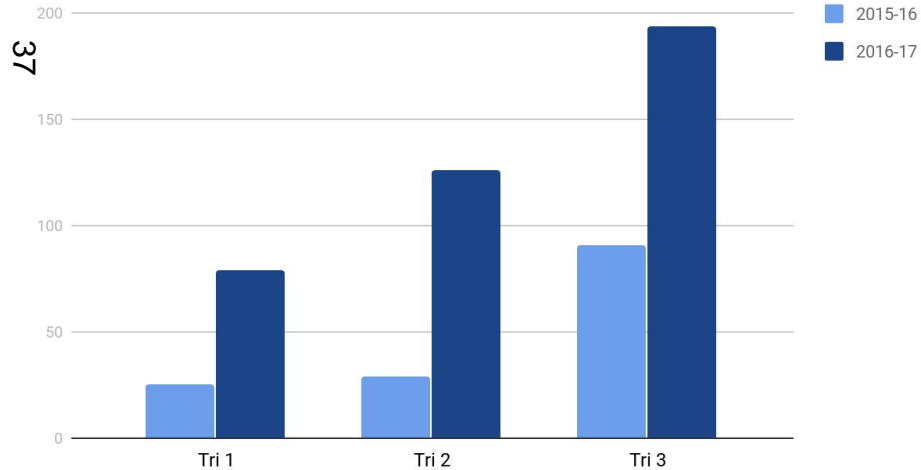
Full Time



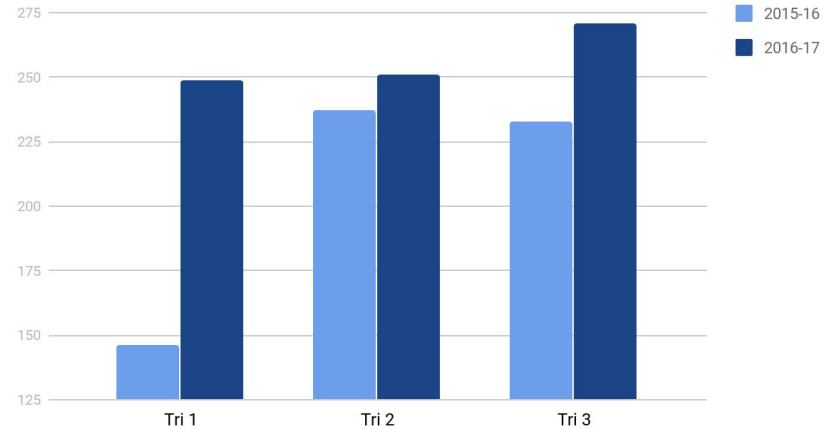


Online Academy - Course Completion

Supplemental



Full Time





Princeton Educational Options-Year 3

- Highlights from 2016-17
 - Implementation of Ramp Up to Readiness
 - Added visits by cultural liaison
 - Multiple successful transitions to home district/building
- 2017-18
 - Implementation of math tools-CenturyLink grant
 - Increased focus on teaching social skills expected in traditional program



Onward Program

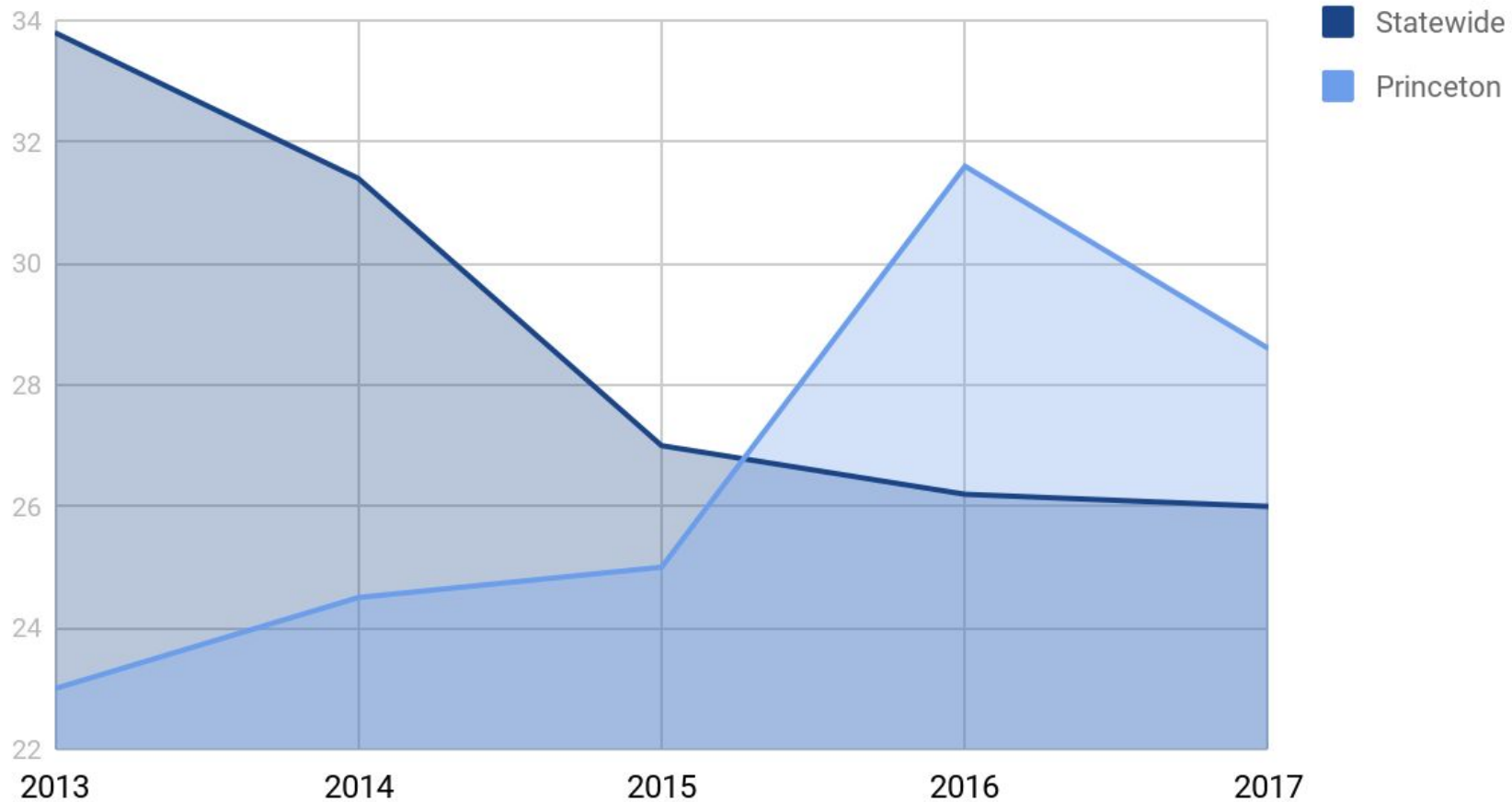
- Highlights from 2016-17
 - Successful transition to new site
 - Increased opportunities for job experiences on campus
- 2017-18
 - Will increase opportunities for job experiences




Special Education Update

- Recently awarded a grant to support parents of infants and toddlers with autism-Approximately \$20,000
- Staff at Intermediate School are researching inclusive practices
- Unified Physical Education class at High School
- Work Coordinator for students with disabilities at Onward and High School
- Co-Taught classes continue at Middle School and High School
- Successfully completed due process compliance audit with zero citations
- Special Education financial audit will begin in October

Statewide and Princeton-MCA Math 2017





2017 Special Education Data- MCA Math

Statewide

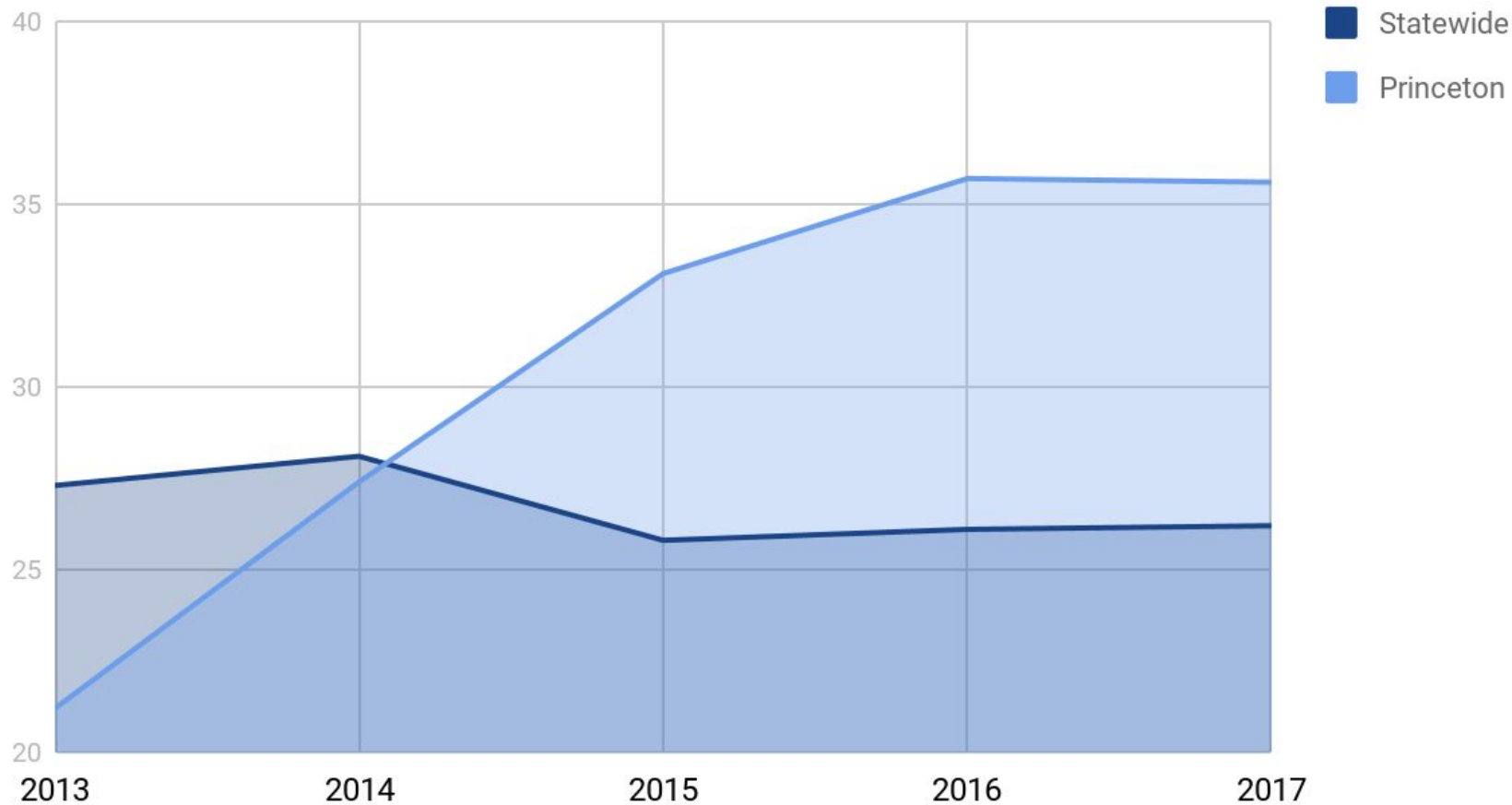
Year	Percent Proficient	Number Proficient
2013	33.8%	14,101
2014	31.4%	14,940
2015	27.0%	15,035
2016	26.2%	14,625
2017	26.0%	14,719

Princeton Public School District

Year	Percent Proficient	Number Proficient
2013	23.0%	32
2014	24.5%	38
2015	25.0%	42
2016	31.6%	50
2017	28.6%	44

Statewide and Princeton-2017 MCA Reading

43





2017 Special Education Data- MCA Reading

Statewide

Year	Percent Proficient	Number Proficient
2013	27.3%	13,146
2014	28.1%	13,491
2015	25.8%	14,581
2016	26.1%	14,787
2017	26.2%	15,065

Princeton Public School District

Year	Percent Proficient	Number Proficient
2013	21.2%	35
2014	27.4%	43
2015	33.1%	60
2016	35.7%	51
2017	35.6%	58



Goal 1: Personalized instruction

- ALC
 - Continual Learning Plans are updated yearly
- Educational Options and Special Education
 - Services are designed to focus on individualized needs
- Online Academy offers a variety of electives to support individual interests



Goal #2: College & Career Ready

- Ramp Up to Readiness is being implemented at all sites and online
- Staff available to support work experience at all sites
- Regular communication with Central MN Jobs and Training (CMJT)



Goal #3 - Implement Innovative Curriculum

- ALC-Piloting Service Learning Projects with CMJT
- Online Academy-Continuing to explore instructional practices-blended learning opportunities
- Special Education-Continuing to explore inclusive practices



Goal #4 - Digital Learning

- Technology is available at all sites
 - Chromebooks
 - WiFi Hotspots
- Assistive Technology Coach added for 2017-18



Goal #5 - Improve communications

- Will utilize news feed on website to communicate with students and families in all programs
- Resources will be updated to provide support to parents and families who have children with disabilities

**PRINCETON PUBLIC SCHOOLS
POLICY 303-SUPERINTENDENT SELECTION**

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school ~~board~~ district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and

specifically identify all conditions of employment mutually agreed upon with the Superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. §123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Independent School District #477
Princeton, Minnesota 55371

Adopted: April 8, 2003
Revised: May 5, 2015
Revised: September 15, 2017

PRINCETON PUBLIC SCHOOLS
Policy # 404 Criminal Background Checks

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the School District in order to promote the physical, social, and psychological well being of its students, employees and the public. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The School District shall require that applications for School District positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide services to students of the School District, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the School District that an applicant's criminal history does not preclude the applicant from employment with, or provision of services to, the School District.
- B. The School District specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the School District shall in no way limit the School District's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, and volunteers, service providers, independent contractors, and student employees.
- D. The School District, at its discretion, may charge a fee to the applicant.

III. CONDITIONAL OFFER OF EMPLOYMENT

- A. An offer of employment to a final candidate shall be conditioned upon a determination by the School Board that a candidate's criminal history does not preclude the candidate from employment with the School District.
- B. Determination of satisfactory employment status will be determined by the administration and a recommendation will be made to the School Board.
- C. Final employment will be approved by the School Board.

IV. ADMINISTRATION OF THE PROGRAM

- A. Criminal background checks will be administered by the Human Resource Department.
- B. Criminal background checks will be conducted by a vendor approved by the School District and/or the Federal Bureau of Investigation (FBI).

V. LIMITATION OF THE POLICY

- A. Adherence to this policy shall not limit the School Board's right to require and obtain additional information or to use other procedures in lieu of criminal background checks to attain information relating to criminal activities of final candidates.

Legal References: Minn. Stat 123B.03 (Background Checks)
Minn. Stat 299C.60 to 299C.64 (Minnesota Child Protection Background Check)
Minn. Stat 364 (Criminal Offenders Rehabilitation Act)

Revised: October 21, 2014
Revised: September 15, 2017

**PRINCETON PUBLIC SCHOOLS
POLICY 405-VETERAN'S PREFERENCE**

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

- A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
 - 1. A credit of ten points shall be added to the competitive open examination rating of a non disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 - 2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 - 3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b)

the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points, including teaching positions, whenever possible. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing

of

the reasons for the rejection and file the notice with the school district's personnel officer.

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of

private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: Princeton Policy 401 (Equal Employment Opportunity)

Adopted: May 13, 2003

Revised: November 23, 2010

Revised: January 14, 2014

Reviewed: May 5, 2015

Revised: September 15, 2017

**PRINCETON PUBLIC SCHOOLS
POLICY 509-ENROLLMENT OF NONRESIDENT STUDENTS**

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments,

material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment;

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence; or except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F of this policy.

D. Application. The student and parent or guardian must complete and submit an Application for Enrollment School District Enrollment Options Program developed by the Minnesota Department of Education (that enrollment form follows this policy).

E. Lotteries. If a school district has more applications than available seats at

a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students, and applications related to an approved integration and achievement plan, and children of the school district's staff must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion.

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment.

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03, 124D.07 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for

seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 124D.03, Subds. 3, 4, 6 and 7 (Enrollment Options Program)

Minn. Stat. § 124D.68 (High School Graduation Incentives Program)

Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)

Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)

Cross References:

Princeton Policy 506 (Student Discipline)

Princeton Policy 517 (Student Recruiting)

Adopted: October 14, 2003

Revised: June 25, 2013

Revised: June 16, 2015

Revised: March, 21 2017

Revised: September 15, 2017

PRINCETON PUBLIC SCHOOLS
POLICY 519-INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minn. Stat. § 626.556, Subd. 10 (c) may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a

copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Independent School District #477
Princeton, Minnesota 55371

Adopted: November 14, 2006
Revised: May 5, 2016
Reviewed: March 21, 2017
Reviewed: September 15, 2017

**PRINCETON PUBLIC SCHOOLS
POLICY 525-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 who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506)
- F. G. 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. H. 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.1 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.

t. J. 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.61 \(Discipline and Removal of Students from Class\)](#)
 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

Revised: September 15, 2017

PRINCETON PUBLIC SCHOOLS
POLICY 601-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~~ Law - 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. 1.~~ 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 rigorous~~ courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - ~~3. 2.~~ student performance on the Minnesota Comprehensive Assessments;
 - ~~4.3.~~ high school graduation rates; and
 - ~~5.4.~~ 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~~ to assess and evaluate each student's progress toward meeting state and local academic Standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, 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, students' access to effective teachers who are members of population under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn Stat. § 120B.35, Subd. 3(b)(2), 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. A process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers:
- 5.6. 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;

~~6.7.~~ 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.

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional [practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

a. student's reading proficiency as measured by a locally adopted assessment;

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

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.12 (Reading Proficiently no Later than the End of Grade 3)
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~~) (Every Student Succeeds 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

Revised: September 15, 2017

PRINCETON PUBLIC SCHOOLS
POLICY 612-DEVELOPMENT OF ~~PARENTAL INVOLVEMENT~~ PARENT AND FAMILY
~~ENGAGEMENT~~ 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 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 is to plan and implement, with Meaningful consultation with parents of participating children, programs, activities and procedures for the ~~involvement of those parents~~ engagement of parents and families in its Title I programs.
- B. ~~It is the~~The policy of the school district is 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~~ parent and family engagement -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 and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental involvement~~ parent and family engagement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan ~~process of school review and improvement~~ development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support

necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parental parent and family activities to improve student academic achievement and school performance; which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- ~~C.~~ Build the schools' and parents' capacity for strong parental involvement;
- ~~D.~~ C. Coordinate and integrate parental involvement parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs 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.~~ D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental involvement parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, and, particularly, with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or English proficiency, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- ~~F.~~ E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement parent and family engagement policies; and
- ~~G.~~ F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the

school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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 and family members of participating children a written parental involvement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parental involvement, parent and family engagement. Parents shall be notified of the policy in and understandable and uniform format and, to the extent practicable, provided in language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- 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, such as meetings in the morning or evening, and may provide with Title I funds 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 planning, review, and improvement of the school parent and family engagement 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; except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process,

if such process includes an adequate representation of parents of participating children;

4. Provide parents of participating children with: timely information about Title I programs;a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; 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 the education of their child's education; children 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.
- d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

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, such as 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; other federal, state, and local programs, including

public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children 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 to the parents of participating children in a format and to the extent practicable, 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 school related 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 conduct 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,~~parent and family engagement the school district and schools to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents ~~with and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), 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 inform~~ parents and parent organizations ~~by informing such parents and parent organizations~~ of the existence ~~and purpose~~ of ~~such centers.~~ Family engagement in education programs

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~~) Parent and Family Engagement

Cross References:

Adopted: April 14, 1987
Revised: February 9, 1999
Revised: October 25, 2005
Reviewed: October 20, 2015
Revised: February 21, 2017
Revised: September 15, 2017

<u>Employee</u>	<u>Position</u>	<u>Years of Experience</u>
District Center		
Nicole Wyganowski	District Nurse	15
Alyssa Meyerdirk	EL Teacher	New
Early Childhood		
Brenda Smith	Special Education Paraprofessional	Former teacher
Princeton Primary		
Caitlin King	Kindergarten Spanish Immersion	New
Carmen Segade	Kindergarten Spanish Immersion	Spain- 12
Isabel Fillat Aguilar	1st Grade Spanish Immersion	Spain- 4
Amy Cornish	2nd Grade Spanish Immersion	New
Juliana Malo	2nd Grade Spanish Immersion	Spain- 27
Lora Jacobson	LTS Kindergarten Teacher (year)	10
Jackie Smith	Health Office paraprofessional	4
Princeton Intermediate		
Amy Allen	Dean of Students	4
Middendorf, Stefanie	3rd grade Teacher	2
Dave Beckers	Lunchroom Paraprofessional	9
Middle School		
Danielle Mathson	6th grade Math	3
High School		
Kevin Beehler	Science Teacher	3
Stephanie Cielinski	Special Education Teacher	4
Keri Cole	Science Teacher	1
Christian Frederiksen	Math Teacher	3
Anna Kriz	English LOA	1
Charlie Moe	Vocal Music Teacher	7

Ben Snyder	Special Education Teacher	New
Abby Thomson	Special Education Teacher	3
Student Services		
Diane Schultz	Online Teacher	3
Buildings & Grounds		
2 Open Positions		
Food Service Openings		
2 Open Positions		
Paraprofessional Openings		
3 Open Positions		

**PRINCETON PUBLIC SCHOOLS
POLICY 533-WELLNESS**

I. PURPOSE

The purpose of this policy is to set forth methods assure a school environment that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards, and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, and physical activity, and other school-based activities that promote student wellness education are essential components of the educational process and that good health fosters student attendance and learning. education.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public students, parents, teachers, food service staff, and other interested persons in the development, implementation, and periodic review and update of the implementing, monitoring, and reviewing school district's wellness policy nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- G. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
- H. Every effort will be made to promote food preparation that reduces fats, sugars, preservatives, additives or artificial substances.
- I. The School District defines the day as midnight to 30 minutes after the end of the school day (bell).

III. GUIDELINES–WELLNESS GOALS

A: Foods and Beverages

- 1: All foods and beverages made available on campus (including concessions, fundraising items and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans during school hours (bell to bell):

*Beginning 2007-08, fundraising items, if consumed on school grounds, must follow USDA guidelines:

- 2: Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines:
- 3: Food service personnel shall adhere to all federal, state, and local food safety and security guidelines:
- 4: The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced price school meals:
- 5: The school district will provide students access to handwashing or hand sanitizing before they eat meals or snacks:
- 6: The school district will make every effort to provide students with sufficient time to eat school meals:
- 7: The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities:

B: School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
- ~~2. The school district shall designate the Food Service Director to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.~~
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

~~C.A. Nutrition Education and Promotion and Education~~

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will **encourage offer** all students **to make** age appropriate, healthy selections of foods and beverages; **This includes** those sold individually outside the reimbursable school meal programs; **Examples are such as through a la carte/ or {snack} lines, vending machines, fundraising events, concession stands, and student stores.**
- ~~3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a~~

student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

DB. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health **and physical** education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
3. Classroom teacher will provide short physical activity breaks between lessons or classes, as appropriate.
4. **Students Schools will have work toward scheduling recess before lunch.**

EC. Communications with Parents

1. The school district recognizes that parents and guardians have a primary **and fundamental** role in promoting **and protecting** their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. **The school district will provide healthy and safe school meal**

programs that comply with all applicable federal, state, and local laws, rules, and regulations.

2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to handwashing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.

2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, schools stores, and for in- school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (childcare) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties: The school district will provide a list of healthy party ideas A list of non-food ideas will be provided to parents and teachers. ; including non-food celebration ideas. Birthday celebrations will be non-food celebration.
 - b. Daily Classroom snacks brought provided by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
 - c. Parent delivery from fast food sources are discouraged.

- as
2. Rewards and incentives. Schools will not use foods or beverages as rewards in the classroom for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
 3. Rewards and incentives schoolwide will be at the discretion of Administration.
 - 3.4. Fundraising: The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion during the defined school day.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal administration-of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.

2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school's district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

IV. IMPLEMENTATION AND MONITORING

- A: After approval by the school board, the wellness policy will be implemented throughout the school district.
- B: School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- C: The school district's food service program administrator with administrative help will provide an annual report to the superintendent and school board setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.
- D: The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

Legal References: 42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)

42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
USDA Guidelines for Americans is available through the District
Food Service Director.

Adopted: July 18, 2006
Revised: July 26, 2007
Revised: October 25, 2011
Revised: May 17, 2017
Revised: June 20, 2017

**PRINCETON PUBLIC SCHOOLS
POLICY 534-FOOD SERVICE MEAL ACCOUNT MAINTENANCE**

I. PURPOSE

The purpose of this policy is to establish procedures for meal account maintenance in the provision of meals to students.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of this district to provide nutritious meals to students to promote healthy eating habits and enhance learning.
- B. It is the policy of this district to offer breakfast and lunch meals that meet state and federal guidelines.
- C. It is the policy of the district to develop procedures that allows for prepaid lunch accounts and collection of payments.
- D. Families may apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families in the school/district prior to the school year. In addition, applications are available at all school locations and the District Center during normal business hours. If household income or size change, families can apply for meal benefits anytime during the school year.

III. DEVELOPMENT OF DISTRICT PROCEDURES FOR PAYMENTS, CHARGING OF MEALS NOTIFICATION AND COLLECTION OF UNPAID DEBT

The Director of Business Service shall be responsible for the development and maintenance of procedures related to meal service charges and collection of unpaid debt.

IV. PAYMENT, CHARGING, AND COLLECTION OF MEAL GUIDELINES

- A. The district shall establish a method in which families can prepay for meals.
- B. The district recognizes the parent/legal guardian is responsible for the payment of school meals and not the student.
- C. The district will not shame students in order to collect unpaid debt.
- D. The district will make every reasonable effort to collect unpaid debt before sending to a collection agency.

V. COMMUNICATION OF POLICY

This policy and any pertinent supporting information shall be provided in writing to students and families at the start of each school year.

Legal References: **Minn. Stat. § 124D.111, Subd.4**
42 U.S.C § 1751 es seq. (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 et seq. (School Lunch Program Regulations)
7 C.F.R § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Adopted: June 20, 2017
Revised: August 15, 2017