



PRINCETON

STUDENT SERVICES

Princeton Student Services
Area Learning Center & Onward
Student and Family Handbook
2026-2027

Mission

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

Vision

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

Continuous Improvement Plan Goals

Student Learning

High student achievement.

Climate & Culture

Optimal teaching and learning environment.

Multi-Tiered System of Supports

Robust response programming to meet the needs of ALL students in a tiered system.

Operations

Efficient and effective operations.



Welcome to the Princeton Area Learning Center (ALC)

Dear Students and Parents/Guardians,

Welcome to the Princeton Area Learning Center!

Our Alternative Learning Center (ALC) offers supported learning opportunities through courses aligned with the Minnesota K-12 Academic Standards. To ensure grade progression and successful graduation, students are required to meet standards in the following core areas: Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, College and Career, Art, and a variety of on-line electives.

This handbook is intended to serve as a helpful reference for students and families. While it may not answer every question, it outlines key expectations, procedures, and guidelines that help support a positive and productive learning environment. If you have any questions or concerns, please don't hesitate to contact the staff at the ALC.

Princeton reserves the right to revise procedures when the administration determines changes are in the best interest of the school community. Any such updates will be communicated to students, parents, and staff in a timely and appropriate manner.

We are very excited to have your student at the ALC and give them a wonderful learning experience. We look forward to working together to ensure a successful and rewarding school year.

Sincerely,

Lana Talberg

Director of Student Services

Staff Directory

To reach the Princeton Area Learning Center department, please email student-services@isd477.org.

To reach the Special Education department please email sped@isd477.org.

Name	Title	Phone	Email
Lana Talberg	Director of Student Services	763-389-6191	lana.talberg@isd477.org
Roy Hanenburg	Teacher-Area Learning Center	763-389-6083	roy.hanenburg@isd477.org
Kim Hoskins	Special Education Secretary	763-389-7224	kim.hoskins@isd477.org
Terri Kerwin	Teacher-Area Learning Center	763-389-6180	terri.kerwin@isd477.org
Jenny Dammann	Teacher-Area Learning Center	763-389-6094	jeannette.dammann@isd477.org
Jessica Lorenzen	Student Services Secretary	763-389-6719	jessica.lorenzen@isd477.org
Sarah Moffat	Guidance Counselor	763-389-6063	sarah.moffat@isd477.org
Abby Moe	Teacher-Onward Program	763-389-6003	abby.moe@isd477.org
Lori Sandin	Special Education Assessment Specialist	763-389-7188	lori.sandin@isd477.org
Keith Enstad	Administrative Special Education Coordinator	763-389-7262	keith.enstad@isd477.org
Nicole Trevino	Special Education Coordinator	763-389-6730	nicole.trevino@isd477.org

Superintendent of Schools

Name	Title	Phone	Email
Patrick Devine	Superintendent	763-389-6184	patrick.devine@isd477.org

School Board Members

Name	Title
Deb Ulm	School Board Chair
Dawn Bourdeaux	School Board Vice Chair
Jennifer Super	School Board Director
Scott Bowman	School Board Director
Melissa Lynch	School Board Clerk
Eric Minks	School Board Treasure
Eric Strandberg	School Board Acting Clerk

Calendar

This calendar follows the district calendar available on the [website](#)

September 1	ALC 1st day of School
September 25	ALC Term 1 Ends
September 29	ALC/Onward Picture Day
October 12	ALC Parent/Teacher Conferences 2:30 pm-6:00 pm
October 15-16	No School - MEA
October 23	ALC Term 2 Ends
November 24	ALC Term 3/1st Trimester Ends
November 25	No School - Staff Development
November 26-27	No School - Thanksgiving Break
December 22	ALC Term 4 Ends
December 23 - January 1	No School - Winter Break
January 18	No School - Martin Luther King Jr Day- Staff Development
January 29	ALC Term 5 Ends
February 5	No School - Staff Development
February 15	No School - Presidents Day
March 4	ALC Term 6 Ends/2nd Trimester Ends
March 5	No School - Staff Development
March 26 - March 29	No School - Spring Break
April 2	ALC Term 7 Ends
April 30	ALC Term 8 Ends
May 20	Seniors Last Day
May 27	ALC Term 9/3rd Trimester Ends/Last Day of School
May 28	No School - Staff Development /HS Graduation at 7 pm

Student Enrollment Information and Process

Enrollment Process:

Students who are currently attending Princeton Public Schools should meet with their school counselor regarding options available through the Area Learning Center. Students who are not enrolled in Princeton Public Schools should complete the online enrollment found on the district website under **Enroll Now**. Specific questions about forms found within the online enrollment can be answered by calling 763-389-6719.

Acceptance is contingent upon the completion of all online enrollment information and required documents. The online enrollment packet includes:

- Student Information (with copy of Birth Certificate)
- Parent/Guardian Information
- Emergency Contact Information
- Additional Enrollment/Placement Information Form
- Student Residency Questionnaire
- Student Language Survey
- Handbook Review Form
- Field Trip Permission Form
- School Bus Request Form
- Application for Educational Benefits
- 1:1 Technology & Device Agreement Online Form
- Student/Parent Online Expectations Form
- Pupil Immunization Form
- MDE Statewide Open Enrollment Options Form (*for students not living in the Princeton school district*)

Upon acceptance of your enrollment and completion of the online enrollment, the following steps will occur:

- Your academic records are requested from your previous school or district and reviewed by the school counselor..
- You will meet with a representative of the Princeton ALC to design your program and build your schedule.
- Your services will begin within 3-5 business days to ensure food service, transportation, and electronic learning devices (as required) are coordinated for students, and cumulative and immunization records are received and in compliance with district procedures.

Note: As a result of the U.S. Supreme Court Ruling, school personnel may not deny admission to a student during initial enrollment or any other time on basis of undocumented status; or require parents or students to disclose their immigration status or social security numbers, which may expose undocumented status (458 U.S. 1131{1982}).

Program Overview

Students attending the Princeton Area Learning Center (ALC) are offered multiple program options. Students are able to earn credit through a seat-based schedule, online courses, independent study, work-based learning experiences, project-based learning, volunteer opportunities, or a hybrid of all options.

Students from any Minnesota school district can attend the Princeton Area Learning Center once a referral is completed and submitted by your high school guidance counselor.

According to the State of Minnesota Department of Education, eligible students meet any of the following criteria:

1. *performs substantially below the performance level for pupils of the same age in a locally determined achievement test;*
2. *is behind in satisfactorily completing coursework or obtaining credits for graduation;*
3. *is pregnant or is a parent;*
4. *has been assessed as chemically dependent;*
5. *has been excluded or expelled according to sections 121A.40 to 121A.56; /*

6. *has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;*
7. *is a victim of physical or sexual abuse;*
8. *has experienced mental health problems;*
9. *has experienced homelessness sometime within six months before requesting a transfer to an eligible program;*
10. *speaks English as a second language or has limited English proficiency;*
11. *has withdrawn from school or has been chronically truant; or*
12. *is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated.*

If a student is receiving special education services, the Individualized Education Program (IEP) team should meet to review the current IEP and determine if the educational program offered at the ALC is appropriate and what necessary changes would need to be made to ensure an appropriate educational program is provided in that setting.

Individual Student Program Design

Once a student has been enrolled into the ALC, a transcript review will be completed. Students, their parents/guardians, and school staff will meet to create a Continual Learning Plan (CLP). The CLP will identify student strengths and needs. It will also establish goals for the student and how those goals will be monitored. A course of study will be created based on the goals established by the CLP. The team will determine the best program options for the student.

Program Options

Seat-Based Option

A seat-based program is one in which students are scheduled to be at the ALC for a specified time period on a daily basis. Seat based courses begin at 7:45am and conclude by 2:35 pm. Students will be able to earn six or more credits each trimester.

Independent Study Option

Independent study is an instructional delivery method whereby the majority of the coursework is completed on an individualized, independent basis that has consistent and ongoing teacher contact. Students meet with a teacher at least weekly, are assigned course work, and, upon successful completion of the course work, are granted credit and attendance. Students may work within the ALC classroom during the week or elect to work off campus. This program option is considered when a core class will not fit into a student's seat-based schedule.

The Independent Study Proposal form must be completed and approved by the Director of Student Services prior to the student beginning the course.

Work-Based Learning Option/On the Job Training (OJT)

Work-based learning is a means by which students in grades 11 through 12 can earn credit in a work setting. It is a two-part program in which a related seminar must be taken concurrently until knowledge in all competency areas is demonstrated. Students earning credit through OJT must demonstrate attendance at work a minimum of fifteen hours each week. This will be documented through providing a copy of a time card or pay stub.

Online Coursework

Students have the opportunity to take courses, core or elective, online through the ALC. Instructors will oversee the course and be available either in person or virtually for support. Students can complete coursework at school or offsite. Students who complete coursework at school will be provided an area to work. Any online courses not completed by the end of the Trimester will result in an "F" for the final grade.

Academics

Instructional Services

Princeton ALC provides instruction from licensed teachers supporting the needs of our students during the traditional school day, through extended day, summer options, online, and by appointment. A school counselor is available to assist with appropriate class selection and provide academic counseling to assist students with post-secondary placement and career exploration. Special Education services are available for students who have an Individualized Education Program (IEP).

Transfer Credits

Official transcripts are required in order to properly transfer credits into your program. Credit acceptance depends on the course content, number of credits, and the current school district and state graduation requirements. It is possible that the credit totals may be different than the previous schools attended, as Princeton ALC courses are based on 1 credit per class/trimester, with a total of 65 credits needed for graduation. Students do not lose credits when transferring schools, although credit conversions and graduation requirements do differ between school districts.

Graduation Requirements

Students must earn the minimum credits, as listed below.

Graduation Credits

Credits and Graduation Requirements: At the High School and ALC, students earn credits for classes. Students need to earn a passing grade in order to earn the credit. Students are required to earn 65 credits in order to be able to earn a diploma. Students will review your credit requirements with the guidance counselor during Personal Development. Don't hesitate to ask your counselor, any teacher or administrator questions you have about credit requirements.

Number of Credits Required for Graduation By Graduation Year

Required Credits
9 English
7 Social Studies
9 Mathematics
7 Science
2 Physical Ed.
1 Health
1 College & Career
2 Arts*
<u>38 Required Credits</u>
<u>27 Elective Credits</u>
65 Total Credits

ISD 477 Policy 613 Graduation Requirements

<https://www.isd477.org/district/policies/600-education-programs/613>

Extra Curricular:

Students attending the ALC are able to join any extra curricular activities and athletics if interested and qualify for within the Princeton School District.

Commencement (Graduation) - [ISD 477 Graduation Information](#)

Any senior wishing to participate in graduation ceremonies must complete all graduation requirements prior to commencement, according to the timeline established by the building administrator and must be a student in good standing. All school property (books, equipment, Chromebooks, misc.) is expected to be returned. All fines/fees should be paid prior to commencement.

Non-resident students attending the ALC may elect to earn a diploma from Princeton Public Schools or their resident district. Credit and graduation requirements will be based on the requirements of the district where the diploma will be awarded.

Early Graduation

The early graduate must understand that he or she:

1. May not participate in sports or activities sponsored by the school after completing school requirements for graduation.
2. May attend school sponsored functions.
3. May attend prom and Senior All Night Party.
4. Must attend graduation rehearsal.
5. Are not allowed in the school building or on school property without permission.
6. Cannot participate in P.S.E.O.

State Testing - [ISD 477 State Testing](#)

Personal Learning Plan

As part of the registration process, guidance staff will review the student's transcript and work with students/parents to set future college and career goals. Every student will develop a Personal Learning Plan (PLP) designed to meet their unique individual needs. Program staff will review the plans periodically with each student to make sure it is relevant to their changing needs as they progress through their program. Parents will review the PLP with school staff during a conference or upon request.

Course Extensions

Course extension requests must be completed and received by the school 7 calendar days prior to the end of an academic term. Grades will be reported as Incomplete during the extension period. Course extensions will not exceed two (2) weeks.

Incompletes

A mark of incomplete may be given to students who need additional time to complete coursework. An incomplete grade means that the student has not completed the work for that grading period. A deadline for submitting the required work will be established by the teacher, not to exceed two (2) weeks. If the incomplete work is not completed within two (2) weeks of the duration of the course, the incomplete final grade for the trimester course will reflect the grade earned after missing assignments are recorded as no credit. The two-week deadline may be extended in mitigating circumstances.

Make-up Work

Students who are absent may not receive scores for any missed work if the absence is unexcused. Excused absences will not result in reduction in grades, but failure to make up and complete work will most likely affect grades. Most daily work, other than tests and labs, will be available in Schoology. If a student is unable to access Schoology, assignments can be picked up in the office, by appointment only, after three or more days absent. Teachers are responsible for providing assignments after the student or parent/guardian requests assignments from the office or directly from the teacher. Students are responsible for requesting make-up work for each day's absence. The responsibility for completing this work rests on the student. Students will be allowed two school days' make-up work time after returning from an excused absence unless an extension is provided by their teacher. Long-term assignments, labs, or tests may still be due the day of the student's return to school. Testing and labs may be extended at the discretion of the teacher. Students

with more than four unexcused absences in a week and/or missing assignments will be required to attend intervention days. Missing work may still be submitted for up to half credit after the end of the week.

Schedule Adjustments

A student's schedule is only changed when a different academic course is needed or a Personal Learning Plan (PLP) review indicates a needed change. If either situation occurs, the student must meet with the school counselor. The request to drop or add a class is reviewed on a case-by-case basis. Students wishing to withdraw from ALL of their classes must follow the procedures set forth in the withdrawal procedures.

Credit Recovery

Students who are behind in credits needed for graduation can request participation in the extended day and/or summer credit recovery program. Registration for credit recovery is completed with the support of the guidance counselor.

ALC students may take additional courses before or after school at the ALC building or during the summer at Princeton High School. Registration for these opportunities need to be done through the guidance counselor.

Post-Secondary Enrollment Option (PSEO)

What is the Post-Secondary Enrollment Options (PSEO) program?

Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th and 12th grade students to earn college credit while still in high school. Courses are generally offered on the campus of the postsecondary institution; some courses are now offered online. The State of Minnesota and District 477 pays for tuition and books for PSEO classes.

For more information, please visit [ISD 477 PSEO Information](#)

Grading

Students will be awarded grades based on their demonstration of achievement of the content assigned in each course. A grade will be awarded at the end of each term for .33 credit. If a student is dropped from enrollment or withdraws before the end of a term, a grade will not be awarded for that term.

Student achievement will also be measured using ongoing formative assessments. Rubrics will be used to assist students and parents with measuring overall knowledge of content standards being assessed within each course.

Grading Scale

A	93 - 100%	D+	68 - 69%
A-	90 - 92%	D	63 - 67%
B+	88 - 89%	D-	60 - 62%
B	83 - 87%	F	59% & below
B-	80 - 82%		
C+	78 - 79%		
C	73 - 77%		
C-	70 - 72%		

Course Credits

The school year is divided into three trimesters. Each trimester will be divided into three terms of 17-22 days. Credit for required attendance and work completed will be generated each term (.33 credits). Term dates are defined below:

Trimester 1		
Term 1	Term 2	Term 3
Sept 1 - Sept 25	Sept 28 - Oct 23	Oct 26 - Nov 24
Trimester 2		
Term 4	Term 5	Term 6
Nov 30 - Jan 8	Jan 1 - Feb 5	Feb 8 - Mar 4
Trimester 3		
Term 7	Term 8	Term
Mar 8 - Apr 2	Apr 5 - Apr 30	May 3 - May 27

Academic Progress

Maintaining academic progress is the responsibility of each student at the ALC. A student must earn a minimum of 2 credits each term. If a student fails to maintain academic progress at Princeton ALC, earning fewer than 2 credits in a term, he/she may be placed on academic probation for the next term. Academic probation may result in dismissal from the program if a student fails to meet expected academic progress for two consecutive terms. Students must maintain a daily average grade of 60% or higher to receive credit for a class.

Concern Conference

When concerns are identified for a student related to attendance or when the student is unable to meet academic or behavioral expectations of the ALC, a concern conference will be scheduled. The student and a parent or guardian will also be expected to attend for students who are under 18. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement. Other education options may also be discussed as needed and appropriate.

Intervention Days

Weekly progress checks will be conducted with students as part of a Personal Development course. Students will be expected to track their attendance, grades, and assignment completion each week. Students will meet with a member of the ALC staff weekly to review progress. If a student has missed school or is not making adequate progress in their courses, the student will be expected to report to school on a designated intervention day. While in attendance, the student will receive 1:1 teacher support in order to teach or reteach course content. The student will also be given time to complete any missed work. Parents/guardians will be contacted by school staff when their student is expected to report for intervention.

Progress Report

Students and parents may check student progress by logging into Schoology. Additionally, students completing online courses may log into Edmentum for course progress. If the student is receiving special education services a progress report on the goals and objectives in the IEP will be provided at grading periods.

Attendance

Attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this procedure is to encourage regular school attendance as defined by the educational program the student is enrolled in.

Being considered “in attendance” will be defined by the schedule and course delivery options. Students must be in assigned classrooms to be considered in attendance.

Students attending seat-based courses are expected to arrive to class on time and attend school daily. More information on the definitions of excused and unexcused absences and the District’s responsibility to monitor those absences can be found in the District [Policy 503](#). Parents should contact the ALC office at 763-389-6719 to report a student absence.

Attendance will be generated based on the percentage of work completed each week given the educational option selected. Students must attend 60% of the term to receive a passing grade. Students who do not meet 60% attendance may receive a failing grade for those classes, and a concern conference may be held to discuss the absences and determine the appropriate interventions needed to improve attendance. Students who have been absent for 15 consecutive school days during the traditional school year will be withdrawn. Students do not need to be kept enrolled for the full 15 days; they can be withdrawn earlier as seen fit by administration, particularly if the program has a waiting list. [MDE Procedure 8](#). Truancy laws apply to students with excessive unexcused absences. Once withdrawn for consecutive absences a conference must be held with administration, the school counselor, the student, and parent/guardian before being re-enrolled in the program.

Students who leave campus without permission will not be allowed to re-enter for the remainder of the day, or be allowed to access district-provided transportation services.

Prearranged Absences

If students plan to be absent for more than five consecutive days on a family trip, prior approval of an administrator is required for the absence to be excused. **The final decision as to whether or not absences are excused rests with school administration.**

Legal Statutes Related to Student Attendance - [ISD 477 Policy 503](#)

Minnesota State Law governs the attendance of pupils and obligates schools to ensure regular attendance. Minnesota Law (MN 120A.22 Subd. 5) provides that every child between seven and seventeen years of age must receive instruction unless the child has graduated.

District Procedures Regarding Truancy - [ISD 477 Policy 503](#)

3 unexcused absences

After 3 unexcused absences, an email will be sent to the parent/guardian to inform them of continuing truancy. Depending on the policies and procedures of a student’s county of residence, the student will be referred to the county for early intervention when appropriate for the specific county.

7 unexcused absences

After 7 unexcused absences, a second email noting habitual truancy will be sent to parent/guardian and a Truancy Petition will be sent to the county attorney. A concern conference will be scheduled. The school cooperates with the county from this point forward and a school official attends court upon request of the county attorney.

5 occurrences of tardiness per trimester:

The School Administrator will schedule a concern conference with the parents/guardians to discuss the importance of timeliness.

15 excused or unexcused:

Due to the excessive number of absences in one year, any further absences will require a doctor's note presented within 2 days of the return to school.

15 Consecutive Unexcused:

Enrollment in Minnesota schools requires attendance. By law, students who accrue 15 consecutive unexcused absences are dropped from school enrollment. This policy applies to all students regardless of the age of the student.

For students who are 18 years of age and older:

Truancy does not apply; however, attendance is still monitored in order to comply with the Minnesota Statute concerning enrollment in the school.

- When a student has accrued five days of consecutive unexcused absences, the school sends notification, via email, to the student and parents/guardians regarding the absences along with the warning that continued absence totaling 15 consecutive school days will result in loss of enrollment. A concern conference will be scheduled.
- When a student has accrued seven cumulative days of unexcused absences, the student is considered a habitual truant.
- When a student has accrued ten days of consecutive unexcused absences, the school sends notification, via email, to the student and parents/guardians regarding the absences along with the warning that continued absence totaling 15 consecutive school days will result in their loss of enrollment. A concern conference will be scheduled.
- When a student has accrued 15 days of consecutive unexcused absences, the school drops the students from enrollment and sends notification, via U.S. Mail, to the student and parents/guardians of that fact.

Leaving School

If a student becomes ill during the day, or if a student must leave school for any reason, he/she must receive permission from parent/guardian. If a student leaves school for any reason without receiving permission from the office, the absence will be regarded as unexcused.

School Withdrawal/Transfer

Students transferring to another academic institution should contact the enrolling school or district to complete the enrollment process.

- As a courtesy, parent(s) or adult students may contact the counselor to notify Princeton ALC of the change.
- Only after the Princeton ALC office has received a Notification of Change in Student Enrollment form from the school district that the student will be attending, will the student be completely withdrawn from all courses.
- Students must continue to work in their courses until the withdrawal has been approved.

Formal Withdrawal

Students age 17 and older planning to formally withdraw from school should contact the counselor to initiate the process.

1. Contact the school counselor
2. Meet to discuss educational options.
3. Complete formal withdrawal form with appropriate signatures and return the form to the school counselor.
4. Parent participation is required for students under the age of 18.
5. Parent participation is strongly encouraged for students 18 years and older.

District Procedures Regarding Discipline - [ISD 477 Policy 506](#)

Students are responsible for their own actions and behaviors. Students are expected to demonstrate respect and responsibility by following school rules. The administration and staff at Princeton Student Services recognizes that it is impossible to list all behaviors that are unacceptable in a learning community such as ours. Please see [Student Section 500 Policies](#) for a breakdown in all student expectations. By necessity, the administration must reserve the right to disallow any behaviors that are not acceptable. Students are expected to solve individual differences in a non-violent manner. Physical confrontation of any type will not be tolerated. Students who violate this code of conduct are subject to school disciplinary action, including suspension and/or expulsion, as well as referral to local authorities for possible criminal prosecution. Administration may use consequences as deemed necessary for altercations, incidents, and behaviors not specifically mentioned in the handbook. Students must cooperate in all disciplinary investigations and procedures. Non-cooperation in investigations may subject student(s) to discipline. The school cannot disclose disciplinary action of other students, per student-data privacy. For more information about student conduct and expectations, please see District Policy #506 on the District Website. Discipline measures are fair and progressive in manner.

Cell Phone Policy

Cell phones must be turned off or in airplane mode and put in appropriate cell phone holders at the beginning of class and can only be used before school, during breaks and lunch. Phones may not be taken when leaving for the bathroom or nurses office while in class.

Appropriate use of cell phones include:

- When instructed to do so by a teacher, phones and airpods can be used for a class activity.
- Listening to music during work time can be done on a chromebook. Music must not be audible to anyone in the room but yourself. It is never appropriate to listen to music during class discussions or when a teacher is addressing the class.

Note: At no time are students to record pictures or videos of students or adults without consent. If an electronic device is being used in a way that may be potentially breaking a school policy, administration may look at the pictures, messages or other content.

School and Classroom Policies:

- If you choose to use your phone during a class, or you cause a disruption to others, the classroom teacher will ask you to bring it up, place it on their desk or in a designated area for you to pick up at the end of class. If you refuse to do so, this will be treated as insubordination. You will be asked to speak with the Director of Student Services, who will take your phone for the remainder of the school day and if still unable to comply, disciplinary measures will be taken.

Special Education Services for Students

Students with disabilities identified as eligible for special education services will be provided specialized instruction and services appropriate to their needs and the program in which they are enrolled through the implementation of an Individualized Education Program (IEP). Special Education teams work actively together to ensure that students participating in special education receive a free appropriate public education in the least restrictive environment.

The IEP team for an individual student will include:

1. the parent (and/or student if over 18)
2. a general education representative
3. licensed special education staff
4. a school administrator or designee

The IEP team may also include professionals from the community who provide services to the student (e.g. therapists, physicians, county case managers) and/or other school staff.

If you suspect that your child has a disability, please contact Lana Talberg, Director of Student Services, to request assistance. Students may be referred to the Student Support Team for an evaluation by parents, teachers, special education staff, outside agency personnel already serving the student, or by the student (adult).

Special Education Records

When a student reaches graduation or age 22, a request to have special education records destroyed can be made. This request can be made by the student (age 18 or older) or by a person assigned as guardian to the student.

To request that special education records be destroyed, please write to:

Lana Talberg
Director of Student Services
1506 1st St.
Princeton, MN 55371

Access to student records will be subject to provisions set forth in [Policy #515-Protection and Privacy of Student Records](#). To request access, please write to:

Patrick Devine
Superintendent
Princeton Public Schools
706 1st St.
Princeton, MN 55371

Supplemental Section-Onward

Program Overview

The Princeton Onward Program is an instructional option available to students who are receiving special education services, have completed their high school coursework, and will continue to access educational services focusing on work skills and independent living skills. In order to access the Onward Program, the student's Individualized Education Program (IEP) must determine that educational placement is necessary.

Individual Student Program Design

An IEP will be designed for each student which considers future career and independent living goals and student needs. Activities and experiences offered to the student during the school day will be based on the IEP developed by the team. The IEP will be updated at least annually. The IEP team will also determine an expected date of graduation which will be unique to the needs of the student. If determined necessary by the team, the student will stay in Onward and age out on their 22nd birthday.

Schedule

Students will begin their day at 8:45am and are dismissed at 3:00pm each school day. Students will not follow a traditional bell schedule while attending the Onward program. A flexible schedule is designed to accommodate classroom instruction, community outings, and work experiences. An alternative schedule may be available if determined necessary by the student's IEP team.

Attendance

Attendance will be recorded for students participating in the Onward program. Truancy will not be reported for students ages 17 or over. Even though truancy will not be reported to the county of residence for students ages 17 or over, an IEP team meeting will be called if absenteeism is impacting student achievement of goals and skills.

Progress Reporting

Progress toward IEP goals and objectives will be reported three times each year. During the trimester when the student's annual IEP meeting occurs, progress will be reviewed and reported verbally as part of the IEP meeting process. Written progress reports will be provided at the end of each trimester in which an annual IEP meeting is not held.

Student achievement will also be measured using ongoing formative assessments. Rubrics will be used to assist students and guardians with measuring overall understanding of concepts.

Students/Families are welcome to contact the case manager at any time throughout the school year with questions or concerns regarding their student's progress, programming, or IEP goals.

IEP Meeting

At least one team meeting will be held annually for each student. In the event that there are concerns related to student attendance, behavior, or progress, an IEP team meeting will be held. Parents and guardians will also be expected to attend for students who are under 18 or where conservatorship or guardianship has been awarded to a parent or another party. At the IEP meeting, the team will review the student's current progress and identify interventions expected to lead to improvement.

Illness

Students who become ill during the school day must report to the Health Office with support from Onward staff. The health office staff will determine whether or not the student is able to continue with the school day.

Students may not leave the building to receive medical care without permission and verification by guardian/conservator (if applicable) and school personnel. If a student becomes ill during school and is unable to return to class, Onward staff will contact the parent/guardian to inform them of the illness and to request that the student be picked up from school (or be allowed to walk/drive home). If the parent cannot be reached, those persons designated by the parent/guardian as Emergency Contacts will be notified.

Students will be sent home from school or should stay home if any of the following criteria is present:

1. Fever of 100 degrees or more.
2. Vomiting.
3. Diarrhea.
4. Red eyes/eyelids with pus type drainage.
5. Rash that is (or may be) contagious.

Before returning to school:

- Student must be fever free for 24 hours without using fever reducing medication;
- Vomiting or diarrhea free for 24 hours;
- If the student has a rash of unknown origin (it may be contagious), they must have a note from the Health Care Provider stating when they may return to school;
- For any activity restrictions or other special accommodations (water bottle, snacks, etc.) a note from the Health Care Provider is required.

Injuries

Onward staff with the support of the District Nurse will determine whether or not a student attending Onward program is able to continue with the school day, and call parent/guardian (first) and emergency contacts (second) as appropriate. If we are unable to reach a parent/guardian or emergency contacts, or if a life threatening medical situation exists, 911 will be called and the student will be transported to MHealth Fairview Northland Medical Center by ambulance. Please update all changes in home, work, and cell phone numbers as they may occur so contacts can be made as necessary.

Electronic Devices

Personal electronic devices and cell phones have become more common in the educational setting. These items may become easily lost or stolen. Students are encouraged to secure these items in their bags or can request a locked spot to keep them within the Onward setting. Electronic devices that disrupt or distract from the learning environment will be confiscated.

Any audio or visual recording taken during the instructional day or on the bus and posted to a public and/or social media site without the express consent of the Director of Student Services may result in consequences. Students may not want to have their pictures or videos shared and this could be considered an invasion of privacy or it maybe going against the wishes of others

Students are prohibited from using cell phones during class time or volunteer work sites, however, they may use them at lunch or with permission from Onward staff. The only exception to this rule is that teachers may direct students in utilizing their electronic devices for legitimate classroom purposes. The guardian of a student who refuses to turn in his/her cell phone will be contacted and may be required to pick up the phone at school. There is a significant risk that electronic devices will be lost or stolen at school. If a phone or music player is confiscated during the day and the item is stolen or lost, the student bears the burden of loss. Phones are available in the teacher's office for student use in an emergency. Parents can leave urgent messages for students with the secretary at 763-389-6719 or with the teacher at 763-389-6003.

Forms

Forms found in this section:

[Request for Non-disclosure of Student Information](#)

[Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing Form](#)

[Responsible Use Policy Agreement](#)