

Princeton Public Schools - ISD 477
Tuesday, October 8, 2013 at 7:00 PM
Regular School Board Meeting
District Office Board Room

OUR VISION
NO BOUNDARIES TO LEARNING

OUR MISSION
TO DEVELOP THE POTENTIAL IN EACH PERSON THROUGH ACADEMIC & EXTRA-CURRICULAR PROGRAMS

PROCEDURAL ITEMS

1. Call to Order and Pledge of Allegiance
2. Roll Call
3. Citizen Comments
4. Recognition of Support Staff Members of Year
Kristi Alderink, Ken Henchen, Donna Moses, Kim Myers, and Carol Weber

REPORTS

1. Committee Reports
2. Student Council Report
3. Superintendent Report

APPROVE AGENDA

3

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

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.

1. Personnel 7
2. Gifts 9
3. Fundraiser 10
4. Non Resident Student Agreements 15
5. Community Education offering to students for trip to Ireland during the summer of 2014. 16

FIRST POLICY READINGS

1. #101 Legal Status of the School 16
2. #102 Equal Education Opportunity 16
3. #103 Complaints - Students, Employees, Parents, and other persons 16
4. #414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse 16
5. #506 Student Discipline 16
6. #522 Student Sex NonDiscrimination 16
7. #616 School District System Accountability 16

DISCUSSION ITEMS

1. Technology Report 16
2. Enrollment 16

MEETINGS OR EVENTS TO SCHEDULE -

1. Negotiations/Certified (Craig, Eric, Jeremy)

Dates available: 10/29, 11/4, 11/12(before 5:30pm), 11/14 (4-6pm), 11/19, 11/25 (not between 3-5pm)

2. **MSBA's Leadership Conference** January 16 & 17, 2014 (Notify Bridget to register you) Successful boards are usually boards that work together as a team with a common vision of what they want their school to be and what outstanding students can achieve. MSBA's 93rd Annual Leadership Conference has nearly 100 workshops, skills sessions, Round Table mini-sessions and motivational keynote speakers to find new ideas and connect with other board members around the state. You will come away with the knowledge and desire to focus on the board team's vision, maintain that mindset during difficulties and show the grit to accomplish goals for your students. Visit the web site to learn more. <http://www.mnmsba.org/Public/displaycontent.cfm?ScreenID=535>

Future event Board Members are invited to attend - Data Practices training with Rick Hodsdon

Thursday, October 10, 2013, 9-11am

ADDITIONS TO AGENDA

ADJOURN

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.

Motion was made by Chad Young and seconded by Jeremy Miller, to approve the consent agenda items: Gifts, Personnel, Fundraiser, Non-Resident Student Agreements, Field Trips, Bills, Wire Transfers, Treasurers Cash Flow Report, Grant received, and Fall Musical Fees. Upon roll call the motion passed unanimously.

ACTION ITEMS

Annual Report - Curriculum, Instruction, and Student Performance

Director of Teaching & Learning Melinda Jezierski provided the board with a presentation of the 2012-13 annual report. The items in the annual report showed that our graduation rate was at 92.4%, and the state was at 77.6%. Additional items in the report provided were: student population, teacher credentials, reading and math results including the NWEA MAP scores. In addition, the report displayed the AYP information per building and also by grade. The report provided where student growth is, and describes how staff development is utilized. The report in full is located on the district website, and the data itself can be found through the MDE website.

Motion was made by Howard Vaillancourt and seconded by Jeremy Miller to approve the 2012-13 Annual Report. Motion passed unanimously.

Senior Citizens Passes

The pass is for our school district senior citizens (65 years and older) to be admitted with no charge to all events except Hockey. The passes can be obtained through the Community Education Office, effective October 1, 2013.

Motion was made by Howard Vaillancourt and seconded by Craig Johnson to approve the senior citizens passes effective October 1, 2013. Motion passed unanimously.

Preliminary Levy

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District No. 477, Princeton Minnesota, is authorized to make the following preliminary tax levies.

Now therefore, be it resolved by the School Board of Independent School District No. 477, Minnesota to levy the Preliminary Maximum Levy to be levied in 2013 to be collected in 2014. The Princeton School Board is authorized to certify the proposed maximum levy to the County Auditors of Mille Lacs, Isanti, Sherburne, and Benton Counties. *Motion was made by Jeremy Miller and seconded by Eric Minks to approve the Preliminary Levy. Upon roll call the following voted in favor of: Howard Vaillancourt, Craig Johnson, Chad Young, Deb Ulm, Chuck Nagle, Eric Minks, and Jeremy Miller.*

General Obligation School Building Refunding Bonds, Series 2013A

Motion was made by Jeremy Miller and seconded by Craig Johnson to approve the Resolution providing for the sale of general obligation school building refunding bonds, Series 2013A. By roll call the following voted in favor of: Howard Vaillancourt, Craig Johnson, Chad Young, Deb Ulm, Chuck Nagle, Eric Minks, and Jeremy Miller. Motion passed unanimously.

MEETINGS TO BE SET

1. Truth and Taxation Hearing date was agreed to be held on December 17, 2013 at the Regular Board Meeting at 7:00 p.m.

ADDITIONS TO AGENDA- None

ADJOURN

Motion was made by Howard Vaillancourt and seconded by Jeremy Miller to close the regular school board meeting and enter into a closed board of education workshop session at 8:10 p.m.

Chair Deb Ulm

Recorder: Bridget Sorensen

Clerk Chad Young

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 24th day of September 2013, at 7:00 p.m. in the District Office Board Room. Members Present: Deb Ulm, Jeremy Miller, Eric Minks, Chuck Nagle, Howard Vaillancourt, Chad Young, and Craig Johnson.

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech. Absent: Student Council Rep Gabrielle Foede. Citizen Comments: Chuck Nagle regarding Information Access.

APPROVE AGENDA Motion by Howard Vaillancourt and seconded by Chad Young, to approve the agenda as presented. Motion passed unanimously.

Discuss and act on previous board meeting minutes. Motion by Howard Vaillancourt and seconded by Craig Johnson, to approve the September 10, 2013 Regular School Board meeting minutes. Motion passed unanimously.

CONSENT AGENDA Motion was made by Chad Young and seconded by Jeremy Miller, to approve the consent agenda items: Gifts, Personnel, Fundraiser, Non-Resident Student Agreements, Field Trip(s), Bills, Wire Transfers, Treasurers Cash Flow Report, Grant received, and Fall Musical Fees. Upon roll call the motion passed unanimously.

ACTION ITEMS

Annual Report - Curriculum, Instruction, and Student Performance. Motion was made by Howard Vaillancourt and seconded by Jeremy Miller to approve the 2012-13 Annual Report. Motion passed unanimously.

Senior Citizens Passes. Motion was made by Howard Vaillancourt and seconded by Craig Johnson to approve the senior citizens passes effective October 1, 2013. Motion passed unanimously.

Preliminary Levy. Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District No. 477, Princeton Minnesota, is authorized to make the following preliminary tax levies. Now therefore, be it resolved by the School Board of Independent School District No. 477, Minnesota to levy the Preliminary Maximum Levy to be levied in 2013 to be collected in 2014. The Princeton School Board is authorized to certify the proposed maximum levy to the County Auditors of Mille Lacs, Isanti, Sherburne, and Benton Counties. Motion was made by Jeremy Miller and seconded by Eric Minks to approve the Preliminary Levy. Upon roll call the following voted in favor of: Howard Vaillancourt, Craig Johnson, Chad Young, Deb Ulm, Chuck Nagle, Eric Minks, and Jeremy Miller.

General Obligation School Building Refunding Bonds, Series 2013A

Motion was made by Jeremy Miller and seconded by Craig Johnson to approve the Resolution providing for the sale of general obligation school building refunding bonds, Series 2013A. By roll call the following voted in favor of: Howard Vaillancourt, Craig Johnson, Chad Young, Deb Ulm, Chuck Nagle, Eric Minks, and Jeremy Miller. Motion passed unanimously.

Meetings to be set - Truth and Taxation Hearing date was agreed to be held on December 17, 2013 at the Regular Board Meeting at 7:00 p.m.

Additions to the Agenda - None

Adjourn - Motion was made by Howard Vaillancourt and seconded by Jeremy Miller to close the regular school board meeting and enter into a closed board of education workshop session at 8:10 p.m.

Chair Deb Ulm

Recorder: Bridget Sorensen

Clerk Chad Young

A motion was made by Jeremy Miller and seconded by Howard Vaillancourt to open the Closed Board of Education Workshop of the School Board of District #477 on the **24th day of September 2013, at 8:15 p.m.** in the District Office Board Room.

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

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

Members absent: None

Discussion: Negotiations Strategies

*Motion was made by Jeremy Miller and seconded by Craig Johnson **to close the board of education workshop at 9:50 p.m.***

Chair Deb Ulm

Clerk Chad Young

A motion was made by Jeremy Miller and seconded by Howard Vaillancourt to open the Closed Board of Education Workshop of the School Board of District #477 on the **24th day of September 2013, at 8:15p.m.** in the District Office Board Room. Members present: Craig Johnson, Jeremy Miller, Eric Minks, Chuck Nagle, Deb Ulm, Howard Vaillancourt, and Chad Young. Others present: Superintendent Julia Espe and Director of Business Services Michelle Czech. Members absent: None

Discussion: Negotiations Strategies

Motion was made by Jeremy Miller and seconded by Craig Johnson **to close the board of education workshop at 9:50 p.m.**

Chair Deb Ulm

Clerk Chad Young

October 8, 2013

Name	Status	Job Title	Group	Replacing
Christenson, Karen	Extra Duty	HS After School Tchr	PEA	N/A
Clemons, Sara	New	Paraprofessional	PARA	N/A
Crain, Virginia	New	Paraprofessional	PARA	N/A
Haataja, Julie	Resignation	Server	Food Service	N/A
Leider, Nancy	Retirement	Paraprofessional	PARA	N/A
Marshall, Sharon	New	Paraprofessional	PARA	N/A
Richards, Laurie	New	Paraprofessional	PARA	N/A
Sandin, Lori	LOA	Special Ed Teacher	PEA	N/A
Shoemaker, Luke	Change in Title/Duty	District Technician		N/A
Stults, LuAnn	New	Lunchroom Para	PARA	Theresa McQuinn
Ulm, Krystal	Lane Adjustment	Special Ed Teacher	PEA	N/A

Effective Date	Wage
10/1/13-6/1/14	\$32/hr per PEA contract
10/9/2013	\$12.90/hr Class 3 Step 1-3
10/9/2013	\$12.90/hr Class 3 Step 1-3
9/27/2013	N/A
11/30/2013	N/A
10/9/2013	\$12.90/hr Class 3 Step 1-3
10/9/2013	\$12.90/hr Class 3 Step 1-3
5/13 -approx.3 w	N/A
9/10/2013	\$17/hr
9/30/2013	\$12.02/hr Class 2 Step 1
8/26/2013	\$41,243 (BA20 Step 5)

Gifts to Princeton Schools
(October 8, 2013)

Item #	School/Program	Amount/Item	Donor	Purpose
1	Princeton High School	Request for donations form Donations would amount to approx.. \$320.00	Wal-Mart, Princeton Has a request for donations form that the school will fill out and turn in to the store to receive needed supplies.	To obtain supplies for a new course: Food Chemistry.
2	Princeton High School	\$1800.00	Tiger Gymnastics Booster Club	To assist in the purchasing of the uniforms for competition gymnastics.
3				
4				
5				
6				
7				

FUNDRAISING APPROVAL FORM

Date of fundraiser: <u>FRIDAY Oct 18</u>		Projected profit: <u>5000.00</u>	Amount earned:	
Group or organization proposing the fundraiser: <u>PHS FFA</u>			Item(s) being sold: <u>Donations</u>	
Company/organization supplying items to be sold: <u>crops/</u> * Requesting Donations of <u>of Corn and/or \$ for FFA + Camp Courage</u>				
The money raised will be used for: <u>80% Given to Camp Courage / 20% PHS FFA Event Expenses</u>				
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.			Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:				
			Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.		<input checked="" type="checkbox"/>	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).		<input checked="" type="checkbox"/>	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.		<input checked="" type="checkbox"/>	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.		<input checked="" type="checkbox"/>	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.		<input checked="" type="checkbox"/>	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.		<input checked="" type="checkbox"/>	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.		<input checked="" type="checkbox"/>	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.		<input checked="" type="checkbox"/>	
I have reviewed Policy #511 Fundraising and agree to its provisions:				
Date: <u>9/20/13</u>		Teacher/Sponsor Signature: <u>Jessica L. Lupton</u>		
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED				
Date: <u>9/20/13</u>		Administrator Signature: <u>[Signature]</u>		
Date: <u>9/23/13</u>		Superintendent Signature: <u>[Signature]</u>		
Date:		School Board Chair Signature:		

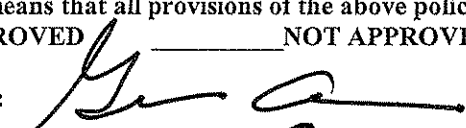
FUNDRAISING APPROVAL FORM

Date of fundraiser: 12-7-13		Projected profit: 300\$		Amount earned:	
Group or organization proposing the fundraiser: PHS				Item(s) being sold: books	
Company/organization supplying items to be sold: BARNES & NOBLE - St. Cloud					
The money raised will be used for: BOOKS! for PHS students (not medicine center)					
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.				Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:					
				Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.			✓	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			N/A	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.				✓
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.			✓	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.				✓
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			✓	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			✓	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 			N/A	
I have reviewed Policy #511 Fundraising and agree to its provisions:					
Date: 9-20-13		Teacher/Sponsor Signature: Shelley Ash			
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED					
Date: 9-21-13		Administrator Signature: Bart Mueckert			
Date: 9.26.13		Superintendent Signature: Julia Espe			
Date:		School Board Chair Signature:			

FUNDRAISING APPROVAL FORM

Date of fundraiser: <u>Spring 2014</u>		Projected profit: <u>\$200</u>		Amount earned:	
Group or organization proposing the fundraiser: <u>PHS</u>				Item(s) being sold: <u>books</u>	
Company/organization supplying items to be sold: <u>Scholastic Book Fair</u>					
The money raised will be used for: <u>BOOKS! for PHS students (not media center)</u>					
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.				Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:					
				Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.			✓	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			N/A	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.				✓
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.			✓	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			N/A	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			✓	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			✓	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 			N/A	
I have reviewed Policy #511 Fundraising and agree to its provisions:					
Date: <u>9-20-13</u>		Teacher/Sponsor Signature: <u>Shelley Ash</u>			
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED					
Date: <u>9-21-13</u>		Administrator Signature: <u>Burt Mueckler</u>			
Date: <u>9.26.13</u>		Superintendent Signature: <u>Julia Espe</u>			
Date:		School Board Chair Signature:			

FUNDRAISING APPROVAL FORM

Date of fundraiser: 9-24-13 - 10-29-13		Projected profit: \$ 350.	Amount earned:
Group or organization proposing the fundraiser: Ecfe Parent Advisory Board		Item(s) being sold: PANS	
Company/organization supplying items to be sold: that's my Pan			
The money raised will be used for: Ecfe Programs and events			
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.		Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:			
		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	✓	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	NA	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.	✓	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	NA	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	✓	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	✓	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	NA	by Parents
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 	✓	NA.
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date:		Teacher/Sponsor Signature:	
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED			
Date: 9.24.13		Administrator Signature: 	
Date: 9.26.13		Superintendent Signature: Julia Espe	
Date:		School Board Chair Signature:	

FUNDRAISING APPROVAL FORM

Date of fundraiser: 11/18-12/3/13		Projected profit: \$8000 ⁰⁰	Amount earned:
Group or organization proposing the fundraiser: PHS Music		Item(s) being sold: Pizzas, Cookies	
Company/organization supplying items to be sold: Club's Choice			
The money raised will be used for: SPORTS Future Travel - 2014, 2015, + 2016			
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.		Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: 9/24/13	Teacher/Sponsor Signature: <i>Nick R. ...</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. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED			
Date: 9-24-13	Administrator Signature: <i>Burt Meckler</i>		
Date: 9.25.13	Superintendent Signature: <i>Julia Espe</i>		
Date:	School Board Chair Signature:		

besides Band Tour
 + 2016
 ↑
 Club Tour

Non Resident students and Resident Students Open Enrolled IN/Out School Year 2013-14
as of October 8, 2013

OE In/Out	Effective	Resident Dist.	Serving Dist.	Grade	Reason
IN	9/3/2013	Elk River	Princeton	11	Prefer Princeton



The Emerald Isle

Tour information

Group Leader:	John Borich
Tour ID:	1478214WD
Tour Name:	The Emerald Isle
Tour Provider:	Educational Tours
Departure Date:	Monday, Jun 15, 2015
Return Date:	Tuesday, Jun 23, 2015
Number of Days:	8
Departure City:	Minneapolis

THE EF PRICE GUARANTEE

The guaranteed lowest price.
Once a student enrolls their price will never change.

Total price

\$2,866 for Students	\$151 per month
\$3,200 for Adults	\$169 per month

Price details *

Program Price *	\$3,065
Early Enrollment Discount <i>December 15th</i>	-\$200
EF's Peace of Mind Program	Free

	Monthly	Total
For Students (under 20)	\$151	\$2,866
Adult Supplement		\$335
For Adults	\$169	\$3,200

Tour items not included

Extension Program Price	\$375
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Tour description

No culture captivates the world quite like the Irish. Rich in folklore tradition, full of literary treasures, and covered with breathtaking green landscapes, Ireland is one of the world's most welcoming countries. Experience history at Blarney Castle, awe-inspiring scenery along the Ring of Kerry and a creative fair in the colorful Georgian Doors of Dublin.

EF is the World Leader in International Education

Our mission and our passion are one and the same. For almost 50 years, we've helped millions of people become citizens of the world by breaking down barriers of language, culture and geography. Through cultural exchanges, educational travel, language training and degree programs we are the World Leader in International Education.

EF's guaranteed lowest price includes:



On-tour transportation

We take care of all the travel details so teachers, chaperones and students can enjoy the tour to the fullest. That means we take care of flights, buses, trains, cruise ships, ferries, and subways.



Accommodations

Oh, everyone might be too excited to sleep. But for those who are ready for a good night's rest, we ensure safe, comfortable hotels with private bathrooms.



Meals

Regional-style breakfasts and dinners are part of the tour experience. We leave lunches up to you so everyone has the chance to explore their own tastes. Please refer to your itinerary for specific meal details.



Full-time Tour Director

We have the best Tour Directors in the business. These trusted, friendly individuals are with the group 24/7 to handle all on-tour logistics and to provide cultural insights everywhere the group goes.



Sightseeing tours led by expert local guides

Your group will get the in-depth version of the world's greatest attractions. The group will be joined by licensed, local guides on tours of anything from the Vatican City to Versailles.



Entrances into the world's greatest attractions

Students, alongside their teachers, will step inside the world's most inspiring places. With EF, those entrance fees are included.



Worldwide support, safety and security

We have over 400 schools and offices in more than 80 countries, which means if something happens, we can react quickly and in person. We also include our \$15 million liability policy and \$1 million consumer protection plan at no additional cost to travelers.



Accreditation

We're fully accredited, just like your school. Students and teachers can earn credit by taking an EF tour and completing required coursework.

Everything included in this EF tour:

Round-trip flights on major carriers

Comfortable motorcoach

7 overnight stays in hotels with private bathrooms (8 with extension)

European breakfast and dinner daily

What you'll experience on your tour

Day 1: Fly overnight to Ireland

Day 2: Dublin

- Meet your Tour Director at the airport in Dublin, Ireland's capital city scenically situated between Dun Laoghaire (pronounced "dun leery") and Howth Head's rocky peaks. Literary history greets you at every turn, from Trinity College, where playwright Samuel Beckett and satirist Jonathan Swift studied, to the Long Room of the Old Library, where you'll see the Book of Kells. Irish monks created this calligraphic manuscript over 1,000 years ago. Admire St. Patrick's Cathedral, whose presence honors the patron saint of Ireland, and when you ride through Dublin's elegant Georgian squares, be sure to ask your guide about the colorful doors.
- Take a walking tour of Dublin

Day 3: Dublin

- Take an expertly guided tour of Dublin: Georgian squares; O'Connell Street; St. Stephen's Green
- See the Book of Kells at Trinity College
- Visit St. Patrick's Cathedral

Day 4: Dublin | Galway

- Travel to Galway
- Take a tour of Galway: River Corrib; Bowling Green
- Take an excursion to Connemara, Maam Cross and Spiddal

Day 5: Galway | Killybegs

- Take a tour of the Burren, an otherworldly expanse of rock and wildflowers that's known for the Aillwee Cave and the Neolithic Poulnabone portal tomb. Fluted limestone pavement stretches before you like a massive jigsaw puzzle, with stubborn alpine shoots rising up between the cracks. No trip to Ireland is complete without a stop at the spectacular Cliffs of Moher. You'll view these staggering rock walls, which dominate five miles of the coast of Clare and tower up to 700 feet above the Atlantic. On a clear day, you can make out the Aran Islands, located 30 miles out on the glassy surface of Galway Bay.
- Visit the Cliffs of Moher Interpretive Center
- Visit Bunnahy Castle and Folk Park
- Travel to Killybegs

Day 6: Killybegs

- Take an excursion to the Ring of Kerry and encounter Ireland's famed mystical beauty. This stunning, 112-mile coastal route wraps around the Iveragh Peninsula. Here you can experience everything from the Old Monastery to unspoiled beaches to Killybegs National Park. On your visit, make your way along lush rolling hills and take in magnificent views of the Atlantic Ocean and the placid Lakes of Killybegs. You'll also pass by the misty peaks of Mangilycuddy's Reeks. This range reaches its zenith at Camuscoilte, Ireland's tallest mountain. In Glenbeigh, visit the Bog Village. Wander through a re-creation of an Irish village from the early 1800s as costumed guides demonstrate the way of life that prevailed in 19th-century rural Ireland.
- Visit the Bog Museum

Day 7: Killybegs | Cork

- Visit Blarney Castle
- Travel to Cork
- Take a tour of Cork
- Visit the Queenstown Experience

Day 8: Kilkenny | Dublin

- Travel to Kilkenny and Kildare
- Visit National Horse Farm in Kildare
- Return to Dublin

Day 9: Depart for home

2-DAY TOUR EXTENSION

Day 9: Derry

- Travel to Derry
- Take a tour of Derry
- Visit St. Columb's Cathedral
- Visit the Tower Museum

Day 10: Belfast | Dublin

- Take an excursion to Giant's Causeway
- Travel to Belfast
- Take a tour of Belfast
- Return to Dublin

Day 11: Depart for home

I am going to Ireland this summer with EFT :D

- JACKIE, TRAVELER

 Via Facebook

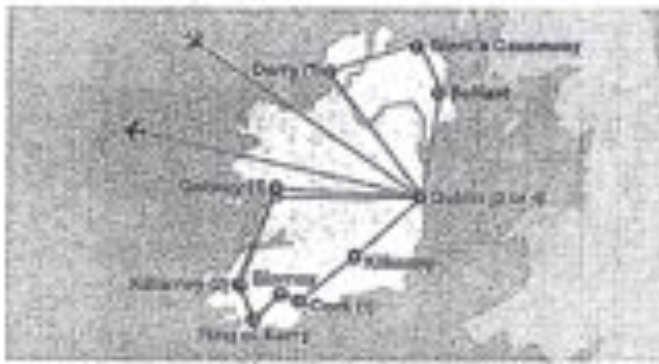
The trip was magnificent. Never seen a more beautiful landscape in my life.

- AGUSTO, STUDENT

 TripAdvisor

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____



Full-time Tour Director

1 sightseeing tour led by an expert, licensed local guide • 5 sightseeing tours led by your tour director (3 with extension) • 1 walking tour

Entrances: Book of Kells at Trinity College • St. Patrick's Cathedral • Cliffs of Moher • Interpretive Center • Bunsally Castle and Folk Park • Bog Museum • Blarney Castle • Queenstown Experience • National Stud Farm • With extension: St. Columba's Cathedral • Tower Museum • Glan's Causeway

Itinerary

- Day 1: Fly overnight to Ireland
- Day 2: Dublin
- Day 3: Dublin
- Day 4: Dublin • Galway
- Day 5: Galway • Killybegs
- Day 6: Killybegs
- Day 7: Killybegs • Cork
- Day 8: Killybegs • Dublin
- Day 9: Depart for home

* Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at <http://eflours.com/baggage>. All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit <http://eflours.com/bc>.

† Program price valid for all who enroll from Wednesday, September 04, 2013 through Monday, September 30, 2013.

‡ Discount applicable to travelers enrolled April 01, 2013 through October 31, 2013. This discount cannot be used or combined with any other offer.

For more information, call EF at 800-665-6364.



Educational Tours

Watch videos, read
reviews and enroll on your
teacher's Tour Website

efftours.com/

This is also your tour number

THE EMERALD ISLE

10/22/2016 - 1/1/2017 | Extension to: North West Ireland

No culture captivates the world quite like the Irish. Rich in folkloric tradition, full of literary treasures, and covered with breathtaking green landscapes, Ireland is one of the world's most welcoming countries. Experience history at Blarney Castle, awe-inspiring scenery along the Ring of Kerry and a creative fair in the colorful Georgian Doors of Dublin.

EVERYTHING YOU SEE:

-  Full-time Tour Director
-  Sightseeing: 1 sightseeing tour led by an expert, licensed local guide; 5 sightseeing tours led by your Tour Director (3 with extension); 1 walking tour
-  Entrances: Book of Kells at Trinity College; St. Patrick's Cathedral; Cliffs of Moher Interpretive Center; Bunnatry Castle and Folk Park; Bog Museum; Blarney Castle; Queenstown Experience; National Stud Farm; With extension: St. Columba's Cathedral; Tower Museum; Giant's Causeway
-  weShare, our project-based learning program that combines an online platform with global experiences
-  All of the details are covered! Round-trip flights on major carriers; Comfortable motorcoach; 7 overnight stays in hotels with private bathrooms (3 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

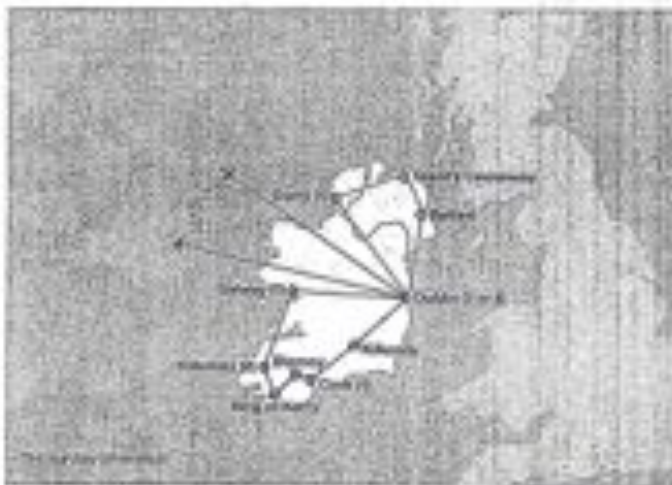
And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, weShare, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #travelfuesday

—MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at efftours.com/

Your teacher's tour website

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-666-5364



Mail your Enrollment Form to:
EF Educational Tours
One Education Street
Cambridge, MA 02141

As a parent I am very grateful that I was able to give this opportunity to my child. It was worth every penny to see her smiling face in the pictures on the trip. Encourage your child to embrace the moment; be open to new cultures, foods, and just a new way of life and looking at things.

—KATHLEEN, DAUGHTER TRAVELED APRIL 2013



THE WORLD LEADER IN INTERNATIONAL EDUCATION

Your teacher has partnered with EF because of our unmatched experience and worldwide presence, as well as our commitment to providing students with life-changing travel opportunities that are immersive and affordable. For nearly 50 years, we've worked with educators across the globe to help millions of people become citizens of the world by breaking down barriers of language, culture and geography.

- We always offer the lowest prices guaranteed so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational itineraries feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have 450 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person whenever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.





EF Educational Tours Profile and Credentials

EF Educational Tours is a part of the EF Education First family. EF Education First provides global education opportunities for students, including educational tours, language schools, high school cultural exchange, International Baccalaureate programs and graduate school degrees. EF also offers professional development study tours for educators.

Mission:

"To break down barriers of language, culture, and geography that divide us."

Fast Facts:

Company Name: EF Education First (abbreviated to EF)

Founded: 1965 in Lund, Sweden

Founder: Bertil Hult

Co-CEOs: Philip Hult and Alex Hult

Owner: Privately-held by the Hult family

Headquarters: Lucerne, Switzerland

Number of Schools and Offices: More than 400

Global presence: 55 countries

Employees: 34,000 (14,000 full-time office staff, 3,500 full-time faculty and 16,500 part-time teachers and tour directors)

EF Programs

Learn a Language Abroad:

EF Language Travel

EF International Language Centers

Local Language Schools:

EF English First Schools

Online Language Training:

Englishtown.com

Corporate Language Training:

EF Corporate Language Learning Solutions

Academic and Degree Programs:

Hult International Business School

EF International Academy

EF University Preparation Programs

Educational Tours:

Smithsonian Student Travel

EF Educational Tours

EF College Study Tours

EF College Break

Go Ahead Tours

Cultural Exchange:

EF High School Year

Cultural Care Au Pair

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Core Information

Question	Answer
Organization name	EF Educational Tours
What does EF Educational Tours specialize in?	<p>EF Educational Tours provide international experiences that complement school curricula with experiential learning, allowing students to deepen their understanding of the people and places they've learned about in the classroom. International experiences also provide teachers and students with an opportunity to bring global perspectives back to their schools.</p> <p>EF Educational Tours offer more than 290 itineraries specifically designed to meet the needs of educators. Programs include Educational Tours, Cultural and Language Immersion Tours, and Service Learning Tours. All allow students to experience new cultures and languages, interact with local people, and connect classroom lessons with global experiences.</p> <p>All tours are enhanced by weShare, EF's online education tool that helps students deepen their travel experience by engaging them before, during, and after the tour. weShare stands for students having authentic research experiences and is a personalized and project based educational program.</p>
Main market/customers:	US schools and school districts
How many years has the company been in business?	EF Education First has been in business since 1965.
What is the chain of command at your company?	The President of EF Educational Tours is Shane Steffens. Shane has been with the organization for 15 years and oversees all of the North American operations, as well as the tour production process for all international destinations. Working with Shane is a team of thirteen Regional Directors who each are responsible for a specific territory within the United States. The Regional Directors are experts in the educational environment within their states and work with a team of specialized Tour Consultants to support schools and teachers in their area. In addition, states have a dedicated Regional Manager

	<p>who lives and works in that specific state. This individual provides face to face support for local educators in developing global education programs. Each region also works with a specialized Regional Account Coordinator in the Customer Service Department to support parents and students who are traveling on EF Educational Tours.</p>
<p>What is EF's experience with booking travel for student organizations?</p>	<p>EF was founded in 1965 and now has over 400 schools and offices in 55 countries. EF Educational Tours has sent students from all 50 states to more than 50 countries.</p>
<p>What credentials does EF Educational Tours have?</p>	<p>EF Educational Tours is accredited by the following regional, national and international accrediting organizations:</p> <ul style="list-style-type: none"> • Western Association of Schools and Colleges WASC ACS • Southern Association of Colleges and Schools SACS CASI • North Central Association of Colleges and School NCA CASI • Middle State Association of Colleges and Schools MSA CES • National Council for Private School Accreditation NCPSA • Accreditation International AI <p>EF Educational Tours is a member of the Strategic Council for The Partnership for 21st Century Skills, USTOA (United States Tour Operators Association), ETOA (European Tour Operators Association), SYTA (Student Youth Travel Association), and BBB (Better Business Bureau).</p>

Liability Information

<p>How is the district/school/teacher protected from liability?</p>	<p>All administrators, teachers, and schools traveling with EF Educational Tours are protected by a General Liability Insurance policy, outlined below:</p> <ul style="list-style-type: none"> • All EF Group Leaders are covered for the duration of the EF Educational Tour. • EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
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	<ul style="list-style-type: none"> • Coverage is up to \$15 million per occurrence (and in the annual aggregate) for covered claims related to the tour regarding bodily injury, property damage and errors and omissions. • EF obtains a release from the participant and/or the participant's parents related to such potential claims. <p>EF's Global Liability Insurance Plan allows for schools and districts to be added to the policy by written agreement. EF can provide a certificate of insurance that details coverage.</p>
<p>Does EF provide insurance for tour participants?</p>	<p>Designed especially with EF travelers in mind, the All-Inclusive Insurance Plan includes:</p> <ul style="list-style-type: none"> • Tour cancellation and interruption insurance • Baggage and Property Insurance • Medical and accident insurance • Flight Delay Insurance • 24-hour Emergency Assistance <p>More information is available at eftours.com/insurance or 1-800-665-5364.</p>
<p>What safety measures do you have in place?</p>	<p>Traveler safety is the number one priority for EF Educational Tours. To ensure traveler safety, EF takes the following steps:</p> <ul style="list-style-type: none"> • Group Leader, parent, and student preparation: Through years of experience, EF has found that preparation is the best way to ensure a safe and enjoyable experience abroad. All Group Leaders are provided with multiple resources to discuss with students and parents about behavior, supervision, and how to handle emergency situations. Students and parents are also provided with a safety and travel guide to help prepare for the tour experience. • Student Rules of the Road: All travelers must carefully adhere to specific regulations while on tour. For the complete policy, please visit: http://www.eftours.com/student-tours/travel-preparation/travel-tips/road-

	<p>rules.aspx</p> <ul style="list-style-type: none"> • Tour Director training and responsibilities: Tour Directors are trained to handle any challenging situation and emergencies that might arise. All Tour Directors carry a mobile phone and have 24-hour access to local EF offices as well as EF worldwide and North American Headquarters. Background checks are conducted on all Tour Directors prior to working with EF. • Hotel and restaurant requirements: All hotels that work with EF are required to meet rigorous standards for safety and cleanliness. While on tour, Tour Directors conduct a nightly safety inspection to ensure that hotels meet the safety requirements outlined by EF. • Sound travel policies: EF's policies surpass the recommendations of the U.S. Department of State, Federal Aviation Administration and the National Transportation Safety Board.
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Costs

<p>What is included in the program fee?</p>	<p>All tours include the following:</p> <ul style="list-style-type: none"> • Round trip airfare • All tours work on a 6:1 free place ratio • Breakfast and dinner daily • Hotel accommodations with private bathrooms, 3-4 students/room • A full-time Tour Director • Guided sight-seeing tours of educational, cultural, and historical significance and main points of interest • Entrance fees to sights listed on the itinerary • Free time for group exploration (Group Leader-organized activities, optional excursions, etc.)
<p>Can tours be customized?</p>	<ul style="list-style-type: none"> • Tours can be customized to fit the needs of the group. (Pricing for customized tours will vary depending on the number of paying participants.)

	<ul style="list-style-type: none"> Tours can also be run as private groups. (Pricing for private groups will be determined on the number of paying participants.)
Does EF collect funds directly from traveler's and/or student's parents?	<ul style="list-style-type: none"> Yes—EF offers two payment plans for families to pay for the trips, our Monthly Payment Plan and our Manual Payment Plan.
Will EF refund any/all collected funds?	<p>All travelers are subject to our standard cancellation policy. Travelers desiring additional protection are able to purchase the All-Inclusive-Insurance coverage.</p> <p>www.eftours.com/bookingconditions</p> <p>(If more information is needed, include the full cancellation policy as an addendum)</p>

Logistics

How will students travel?	All EF tours include round-trip airfare. EF reserves seats with the major airline carriers. Most itineraries include travel by motor coach and many will use local public transportation (subway, bus) in major cities. Some itineraries may include additional travel via trains, ferries or cruises.
Where will students stay?	Students stay in hotels that meet specific requirements. EF has a rigorous process of vetting each property for quality and safety. Each hotel must be in a safe area, have a high standard of cleanliness, and be equipped to work with student groups. All hotels rooms have private bathrooms.
What food will students eat?	Tours will begin each day with a continental breakfast: bread and rolls with butter and jam; juice, coffee, tea or cocoa; often cereal, yogurt, fruit, cheese or breakfast meat. Lunches are not included and groups are encouraged to make their own culinary discoveries in country. Dinner is a nutritious balance of familiar dishes and local favorites. Restaurants selected are prepared to accommodate student groups and are reviewed by EF staff on an ongoing basis to ensure high quality and cleanliness.
Can EF accommodate students with disabilities?	EF Educational Tours does everything possible to accommodate students with disabilities on tours. Some destinations are less handicapped accessible than others.

<p>Who handles the logistics of the trip?</p>	<ul style="list-style-type: none"> - Pre-tour <p>Each Teacher who serves as Group Leader works with a dedicated Tour Consultant who will assist with all of the logistics and details of selecting a tour, recruiting students, and preparing for departure. Tour Consultants will liaise with the EF operations team in Lucerne, Switzerland, as they coordinate tour itineraries.</p> <p>In addition, an EF Regional Manager lives and works in your state and is available to provide face-to-face support for your travel program. This individual works with educators and administrators across the state to enhance global education programs and can be a wealth of knowledge to support your work.</p> <ul style="list-style-type: none"> - On-Tour <p>Each tour includes a Tour Director. Tour Directors are well-trained professionals and multi-lingual professionals who are excited to share their knowledge and to provide historical and cultural information about the sights and destinations along the tour. Your Tour Director is also responsible for the day-to-day logistics throughout the duration of your tour. Background checks are conducted on all Tour Directors prior to joining EF.</p>
<p>Average size of overseas tours EF books?</p>	<p>An average size group consists of roughly 40 participants.</p>
<p>What processes are in place to ensure continuous improvement?</p>	<p>Continuous improvement is directed by the EF International Advisory Board, which includes the executives of accrediting organizations and experts in the fields of 21st century skills, experiential learning, project-based learning, service learning, and international education.</p> <p>EF also asks each Group Leader to complete multiple online evaluations throughout the tour process. Post tour, an indepth conversation is held with each Group Leader to asses their experience. This feedback is continuously evaluated to ensure high quality on all EF programs. These evaluations are monitored by a team of experts in EF's Boston, Denver, and Lucerne offices to ensure timely response to any feedback that</p>

	needs attention. Feedback indicates that 98% of EF Group Leaders would refer a friend or colleague to participate in an EF Educational Tour.
What scholarships or other opportunities do you have?	<p>EF awards annual <i>Global Citizen Scholarships</i> to students who exemplify the qualities of a global citizen. Scholarship recipients are high school students dedicated to promoting global awareness. Recipients travel free, with peers, on an educational tour to an international destination, where they participate in hands-on learning experiences while building global competence.</p> <p><i>Global Student Leaders Summits</i> bring together student leaders from around the world to solve today's issues. Through open dialogues, students will collaborate to solve challenges in an international context, which in turn builds strong global competence skills. This summit series promotes innovative thinking in order to prepare the next generation of global leaders for their future.</p> <p>Annually, educators have the opportunity to earn a <i>Professional Development Scholarship</i> where participants travel for free on a professional development tour to a select destination. Recipients are selected based on interest in and commitment to global education initiatives in their state.</p>

Educational Benefits

What are the educational benefits of an EF tour?	<p>As the world leader in international education, EF Educational Tours develop global citizens and enhance global education at schools across the country.</p> <p>All tour educational experiences and coursework are developed and evaluated by experts.</p> <p>The EF Education Team is composed of experienced educators with master and doctoral degrees and expertise in K-12, university and professional development programs.</p> <p>EF's educational quality is reviewed by six</p>
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	<p>accreditation organizations.</p> <ul style="list-style-type: none"> • Western Association of Schools and Colleges WASC ACS • Southern Association of Colleges and Schools SACS CASI • North Central Association of Colleges and School NCA CASI • Middle State Association of Colleges and Schools MSA CES • National Council for Private School Accreditation NCPSA • Accreditation International AI <p>Continuous improvement is directed by the EF International Advisory Board, which includes the executives of accrediting organizations and experts in the fields of 21st century skills, experiential learning, project-based learning, service learning, and international education.</p> <p>Students learn to be global citizens through real life educational experiences.</p> <p>Whether preparing for college or career, all students learn to interact in a globally connected world. EF Educational Tour programs:</p> <ul style="list-style-type: none"> • Provide students real-life experiences to support their classroom learning and bring back to their school • Give students the opportunity to use their first-hand experiences traveling in another country to compare and contrast language, culture and social studies. • Provide experiences which require students to understand the interconnectedness of the world. • Provide students the opportunity to gain global competency by investigating the world, recognizing difference perspectives, communicating ideas and taking positive action. • Engage student in a way which incorporates the 21st century skills of critical thinking, collaboration, communication and creativity.
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	<p>EF Educational Tour programs are tied to state and national standards.</p> <p>EF Educational Tours, Professional Development Tours, credit-bearing courses and weShare, EF's online education tool incorporates the standards, skills or criteria of the following well respected education initiatives:</p> <ul style="list-style-type: none"> • Global Connection standards in the National Curriculum Standards for Social Studies www.socialstudies.org/standards • Culture and Connections standards in the Standards for Foreign Language Learning www.actfl.org • Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects www.corestandards.org • Global Competency Criteria in the Council of Chief State School Officers' EdSteps Project www.edsteps.org • 21st Century Skills identified by the Partnership for 21st Century Skills www.p21.org • Learning Forward Standards of Professional Learning http://www.learningforward.org/standards
<p>What credit offerings does EF have?</p>	<p>As an accredited education provider, EF offers a variety of learning experiences; independent study and online courses complement the educational tours for academic credit or professional development.</p> <ul style="list-style-type: none"> • Students can earn high school elective credit for the Global Connections Course, which combines educational travel with before, during and after tour assignments. • Student can earn college credit through EF's partnership with Eastern Washington University or through independent study approved by a local university. • Educators can earn continuing education

	<p>hours for leading student travel and completing the Global Perspectives Course including before, during and after tour assignments.</p> <ul style="list-style-type: none"> • Educators can earn continuing education hours or graduate level professional development units on EF Professional Development Tours.
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Identifying Information

Tour Provider:	<p>EF Cultural Travel, Ltd. Haldenstrasse 4 6006 Lucerne Switzerland Tel: +41 (0)41 417 4500 Fax: +41 (0)41 417 4501 www.ef.com</p>
Tax Identification Number:	94-2480207
US Offices:	<p>EF Center Boston One Education Street Cambridge, MA 02141</p> <p>EF Center Denver 1755 Blake St. Suite 300 Denver, CO 80202</p>
Contact information:	<p>Boston (p) 1-800-637-8222 (f) 800.318.3732 (Boston) www.eftours.com</p> <p>Denver (p) 1-800-637-8222 (f) 720-930-8599 (Denver) www.eftours.com</p>



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/03/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER MARSH USA, INC. 99 HIGH STREET BOSTON, MA 02110 00000 -ALL-GAUW-13-14 INSURED Cultural Care, Inc. 1 Education Street Cambridge, MA 20141	CONTACT NAME: PHONE (A/C, No. Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: _____ <table style="width: 100%;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td>INSURER A: AXA Insurance Company</td> <td style="text-align: center;">33022</td> </tr> <tr> <td>INSURER B: N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: AXA Insurance Company	33022	INSURER B: N/A	N/A	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
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INSURER B: N/A	N/A														
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

COVERAGES **CERTIFICATE NUMBER:** NYC-006749183-01 **REVISION NUMBER:** 2

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY			PCS001344(12)	10/01/2013	10/01/2014	EACH OCCURRENCE \$ 5,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 5,000,000 GENERAL AGGREGATE \$ 5,000,000 PRODUCTS - COMP/OP AGG \$ 5,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	UMBRELLA LIAB			616962	10/01/2013	10/01/2014	EACH OCCURRENCE \$ 10,000,000
	<input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED _____ RETENTION \$ _____						AGGREGATE \$ 10,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						<input type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N <input checked="" type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below
	DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required) Princeton Public School Dist 477 is included as additional insured where required by written contract.						

CERTIFICATE HOLDER

CANCELLATION

John Borich 110 4th Ave N Princeton, MN 55371-1474	<p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Susan Molloy <i>Susan Molloy</i></p>
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PRINCETON PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

~~It is a~~ A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school district's authority to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds
 - 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools, and authority to manage and expend such funds, subject to applicable law.
 - 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate

bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
 Minn. Stat. Ch. 123B. (School Districts, Powers and Duties)
 Minn. Stat. Ch. 179A (Public Employment Labor Relations)
 Minn. Stat. § 465.035 (Conveyance or Lease of Land)
 Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (rights, powers, duties of political subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA Model Policy 201 (Legal Status of School Board)
 MSBA Model Policy 603 (Curriculum Development)
 MSBA Model Policy 604 (Instructional Curriculum)
 MSBA Model Policy 606 (Textbooks and Instructional Materials)
 MSBA Model Policy 705 (Investments)
 MSBA Model Policy 706 (Acceptance of Gifts)
 MSBA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
 MSBA Service Manual, Chapter 4, Employee Negotiations
 MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

PRINCETON PUBLIC SCHOOLS

EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
 20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: December 17, 2002
 Reviewed: October 8, 2013

PRINCETON PUBLIC SCHOOLS

**COMPLAINTS - STUDENTS, EMPLOYEES,
PARENTS, OTHER PERSONS**

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure ~~that may~~ to be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be provided. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA Model Policy 206 (Public Participation in School Board Meetings/
Complaints about Persons at School Board Meetings and Privacy
Considerations)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School
District Employees)
MSBA Model Policy 413 (Harassment and Violence)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School
Records-Privacy-Access to Data)

PRINCETON PUBLIC SCHOOLS

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any school personnel ~~to~~ fails to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
1. is not likely to occur and could not have been prevented by exercise of due care; and
 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C ~~†(Child Protection)†~~ and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to

believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder.
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child’s health.

F. “Non-maltreatment mistake” means: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar non-maltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any non-accidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

H. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- I. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse, which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. §243.166. Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- J. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- K. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to

be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

- C. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- D. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- E. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- F. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- G. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School 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.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials 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 property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials 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 the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: Princeton Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: May 22, 1984
Revised: August 26, 1997
Revised: May 24, 2005

Revised: August 26, 2008
Revised: November 24, 2009
Revised: December 21, 2010
Revised: June 28, 2011
Revised: October 8, 2013

PRINCETON PUBLIC SCHOOLS

STUDENT DISCIPLINE

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all

students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate

regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from

indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to

another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's

Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise

endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or

- U. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. If a student is removed from class more than five (5) times in a school year, the school district shall notify the parent or guardian of the student's fifth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. Procedures for Removal of a Student From a Class.
 1. The Princeton School District shall follow the Minnesota Pupil Fair Dismissal Act in all cases requiring student removal from a class.

2. Teachers may refer a student for removal to the building principal who will determine the length of time the student shall remain out of the classroom.
 3. Teachers and Principals shall use the Building Discipline Referral Form for reporting incidents requiring removal.
 4. Building shall modify these procedures to adjust for age of students.
- D. Responsibility for and Custody of a Student Removed From Class.
1. Student shall be sent to the office of the respective building.
 2. Students shall walk to the office.
 3. Students may be accompanied to the office at the discretion of the referring staff member. The office shall be responsible for providing an escort.
 4. The principal or assistant principal of the building shall have control and responsibility for the student after removal from class.
- E. Procedures for Return of a Student to a Class From Which the Student Was Removed.
1. The student shall return to class after serving the assigned amount of time.
 2. All aspects of the readmission plan spelled out in the disciplinary report must have been completed for return to class.
- F. Procedures for Notification.
1. The student shall return to class after serving the assigned amount of time.
 2. All aspects of the readmission plan spelled out in the disciplinary report must have been completed for return to class.
- G. Disabled Students; Special Provisions.
1. In the case of Special Education Students the District shall follow the provisions of the State and Federal Laws in accord with the Individuals with Disabilities Education Act. (IDEA).
 2. If circumstances warrant a Special Education Referral such referral shall be made by the classroom teacher, the building Student Assistance Team or the Parents.

- H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
 - 1. Establishment of a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26;
 - 2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. § 121A.27; and
 - 3. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minn. Stat. § 121A.29.
- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.
- J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student’s Behavior.
- K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

IX. DISMISSAL

- A. “Dismissal” means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
 - 1. Willful violation of any reasonable school board regulation, including those found in this policy;
 - 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 - 3. Willful conduct that endangers the student or other students, or

surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change

in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-

121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the

expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a

manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 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 (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.27 (School and Community Advisory Team)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)

20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Cross References:

Princeton Policy 413 (Harassment and Violence)

Princeton Policy 501 (School Weapons)

Princeton Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

Princeton Policy 503 (Student Attendance)

Princeton Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

Princeton Policy 514 (Bullying Prohibition Policy)

Princeton Policy 524 (Internet Acceptable Use and Safety Policy)

Princeton Policy 525 (Violence Prevention)

Princeton Policy 526 (Hazing Prohibition)

Princeton Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

Princeton Policy 610 (Field Trips)

Princeton Policy 709 (Student Transportation Safety Policy)

Adopted: May, 18, 1984

Revised: May, 1994

Revised: August 27, 1996

Inserted Revised Appendices: January 11, 2000

Revised: December 17, 2002

Revised: April 13, 2010

Revised: May 24, 2011

Revised: June 12, 2012

Reviewed: October 8, 2013

PRINCETON PUBLIC SCHOOLS

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates ~~the~~ Human Resource Director Coordinator, 706 First Street, Princeton, Minnesota 55371 (763-389-6181) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex

discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates ~~its Title IX coordinator~~ Human Resource Director, at 706 1st St., Princeton, MN, 55371, and phone number 763-389-6181, as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Human Resource Director ~~Title IX coordinator~~ and human rights officer(s), including office mailing addresses of 706 1st St., Princeton, MN 55371 and telephone number 763-389-6181.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a

student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists

or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
 Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: Princeton Policy 102 (Equal Educational Opportunity)
 Princeton Policy 413 (Harassment and Violence)
 Princeton Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: May 11, 2004
 Revised: November 24, 2009
 Reviewed: March 22, 2011
 Reviewed: May 8, 2012
 Revised: October 8, 2013

INDEPENDENT SCHOOL DISTRICT NO. 0477

UNLAWFUL SEX DISCRIMINATION TOWARD A STUDENT

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward a Student

Independent School District No. 0477 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex: _____

If the alleged unlawful sex discrimination was toward another person, identify that person: _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary): _____

Where and when did the incident(s) occur: _____

List any witnesses that were present: _____

This complaint is filed based on my honest belief that _____ has unlawfully discriminated against me or a student on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

PRINCETON PUBLIC SCHOOLS**SCHOOL DISTRICT SYSTEM ACCOUNTABILITY****I. PURPOSE**

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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

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

CURRICULUM REVIEW CYCLE

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

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

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

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

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

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

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

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

C. Implementation of Graduation Requirements

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

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

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

etc.], will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. ~~Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction, and Student Achievement.”~~ Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. The Teaching & Learning Director

~~b. Principal~~

c. School Board Members

~~d. Student Representative~~

~~e. One parent from each building or instructional level~~

~~*[Note: This Advisory Committee composition is a model only.]*~~

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

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

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

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

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

~~Month: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Achievement.”~~

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

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

G. Reporting. ~~An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The~~ Consistent with Minn. Stat. § 120B.36, Subd. 1, school board shall publish a ~~summary of the~~ report in the local newspaper with the largest circulation in the district, by mail, or by electronic means ~~such as~~ on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans,

~~strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:~~

- ~~1. Student achievement goals for meeting the Minnesota Academic Standards;~~
- ~~2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;~~
- ~~3. School district improvement plans including staff development goals;~~
- ~~4. Progress on previous improvement plans;~~
- ~~5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;~~
- ~~6. Names of Advisory Committee members, dates their terms expire, method of selection, and application dates;~~
- ~~7. Periodic reports on constituencies' satisfaction with schools;~~
- ~~8. Biennial evaluations of the school district testing programs according to the following:
 - ~~a. written objectives of the assessment program;~~
 - ~~b. names of tests and grade levels tested;~~
 - ~~c. use of test results; and~~
 - ~~d. student achievement results compared to previous years.~~~~

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's

Students)

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)

Minn. Stat. § 120B.35 (Student Achievement Levels)

Minn. Stat. § 120B.36 (School Accountability; Appeals Process)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making Agreement)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)

Minn. Rules Part 3501.0160 (District Reporting Requirements)

Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Princeton Policy 104 (School District Mission Statement)

Princeton Policy 601 (School District Curriculum and Instruction Goals)

Princeton Policy 613 (Graduation Requirements)

Princeton Policy 614 (School District Testing Plan and Procedure)

Princeton Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA Policy 618 (Assessment of Student Achievement)

Princeton Policy 619 (Staff Development for Standards)

MSBA Policy 620 (Credit for Learning)

Adopted: November 23, 2010

Reviewed: November 8, 2011

Revised: October 8, 2013

Assessment of Wireless Network Signal Coverage and Infrastructure

10-8-13

Eric Simmons, Director of Technology

Contents

- I. South Elementary
- II. North Elementary
- III. Middle School
- IV. High School
- V. Active Directory and overall network assessment report

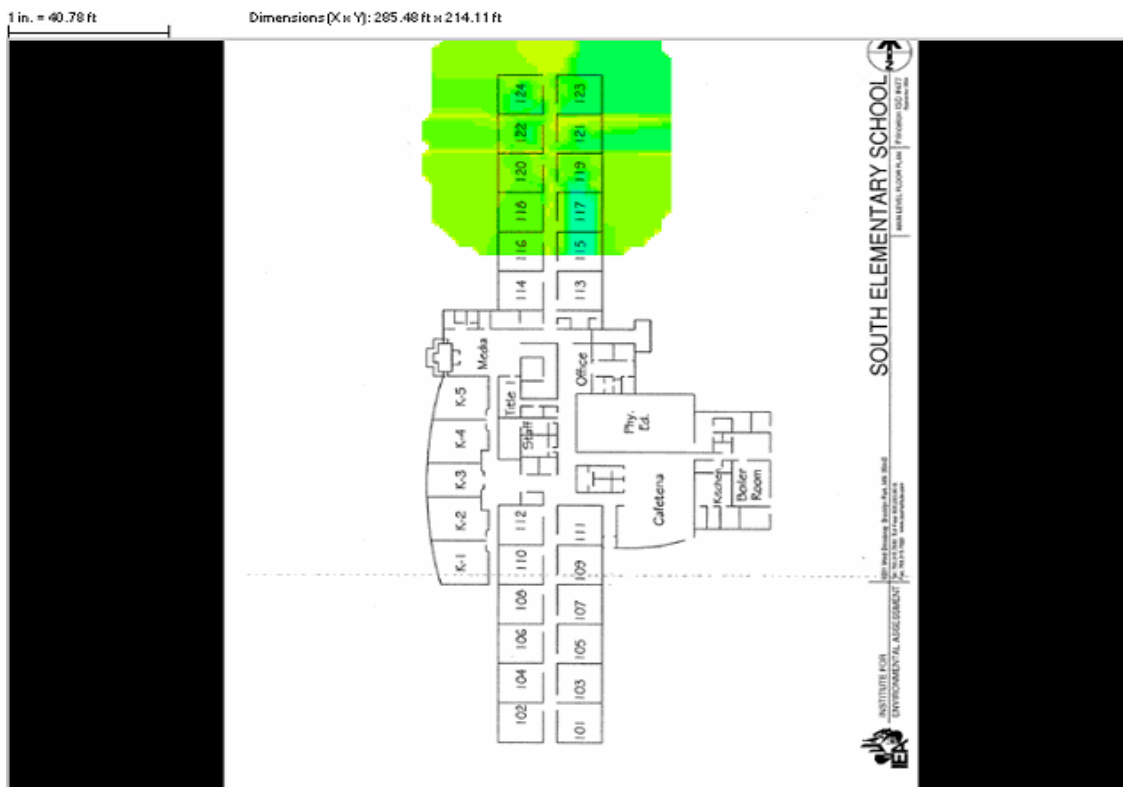
1.2 Overall Signal Coverage

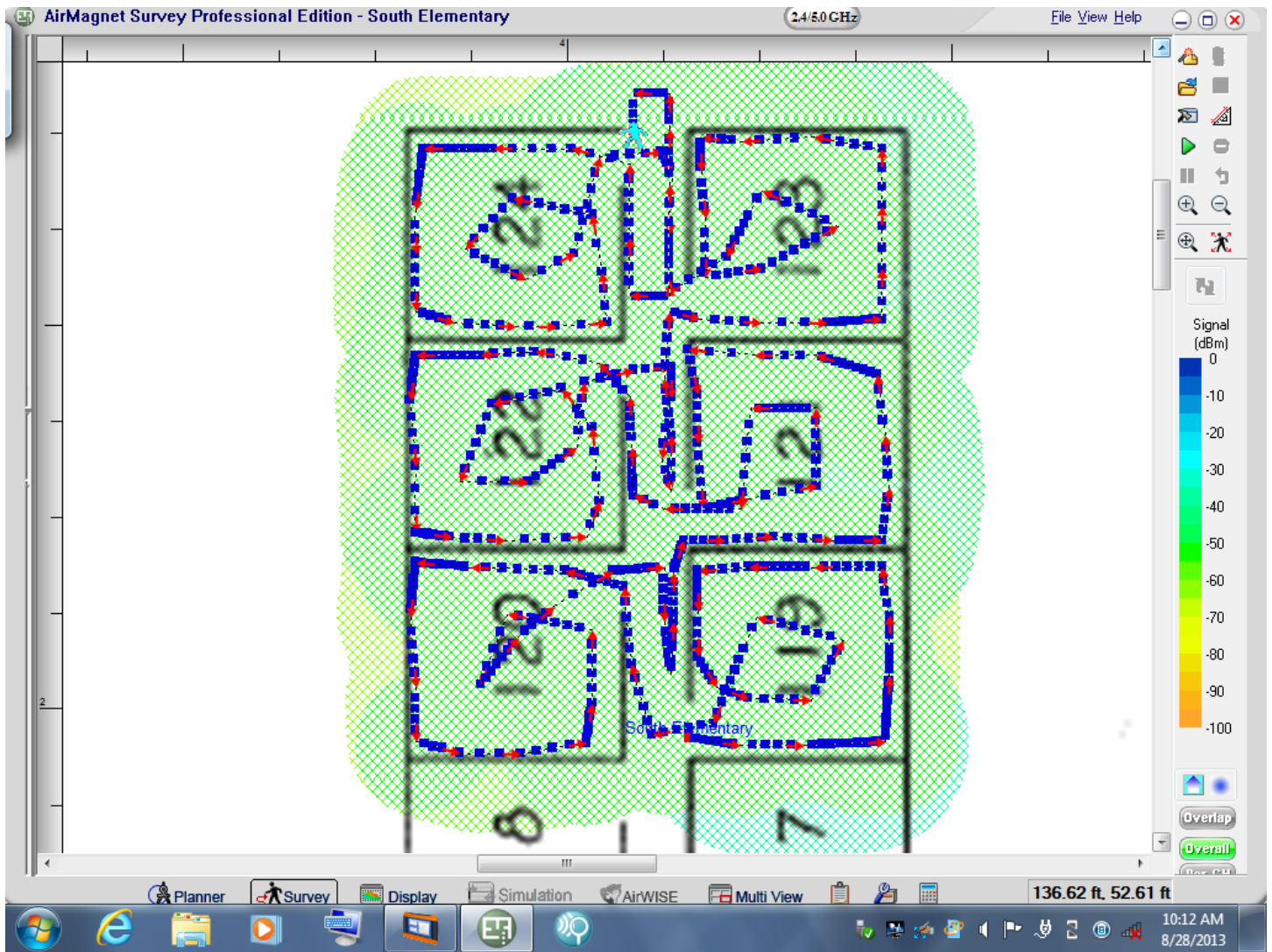
The image below displays the signal coverage (in dBm) at each point in the map layout. As a general rule, regions with signal levels below -67 dBm provide insufficient coverage for standard use (this value may vary depending on user requirements, service level agreements, applications used, number of users serviced, etc.).

APs are displayed in their detected locations (and reflect the existing power and antenna properties).

Note: An active Wi-Fi area can incorporate a variety of environmental factors that can vary throughout the day and may adversely affect RF coverage.

Note: Only the AP's that were placed on the floor plan prior to running the report will be shown on the floor plan image





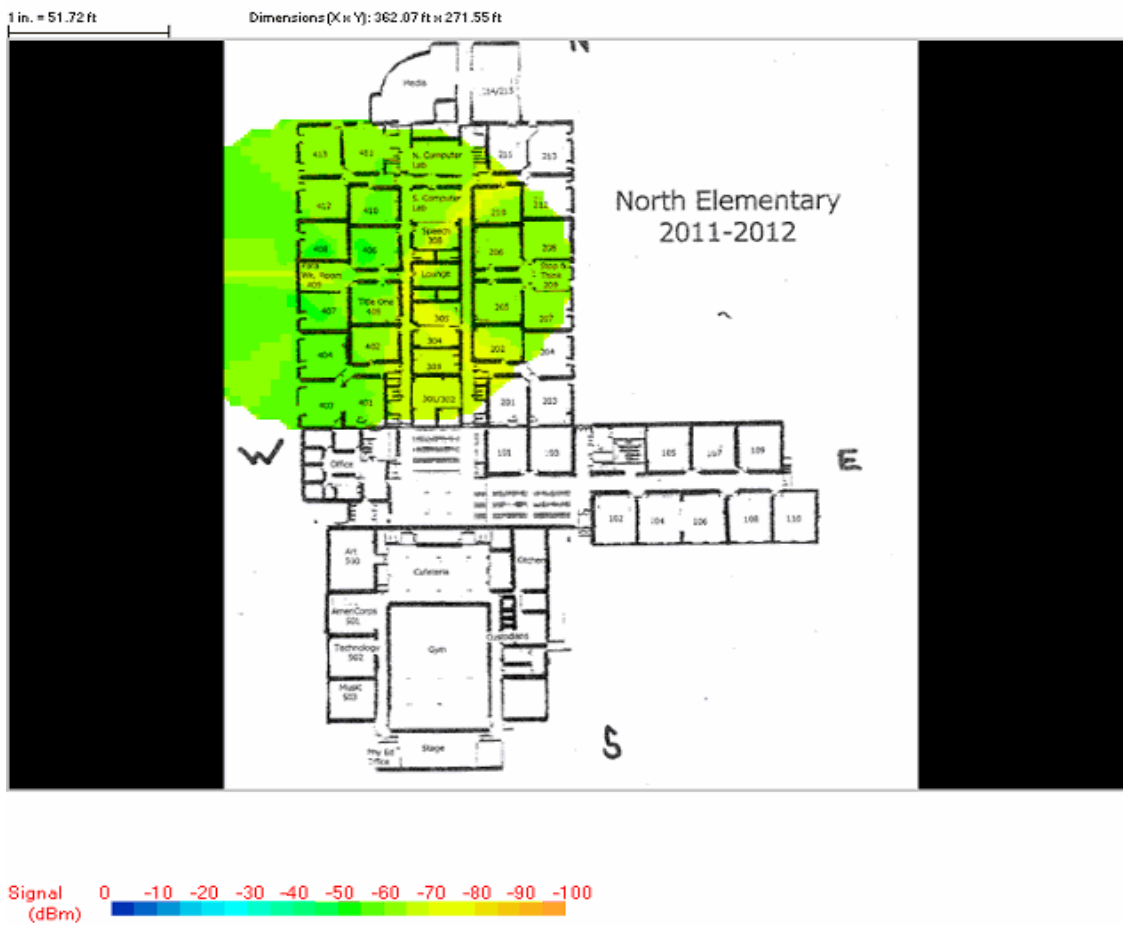
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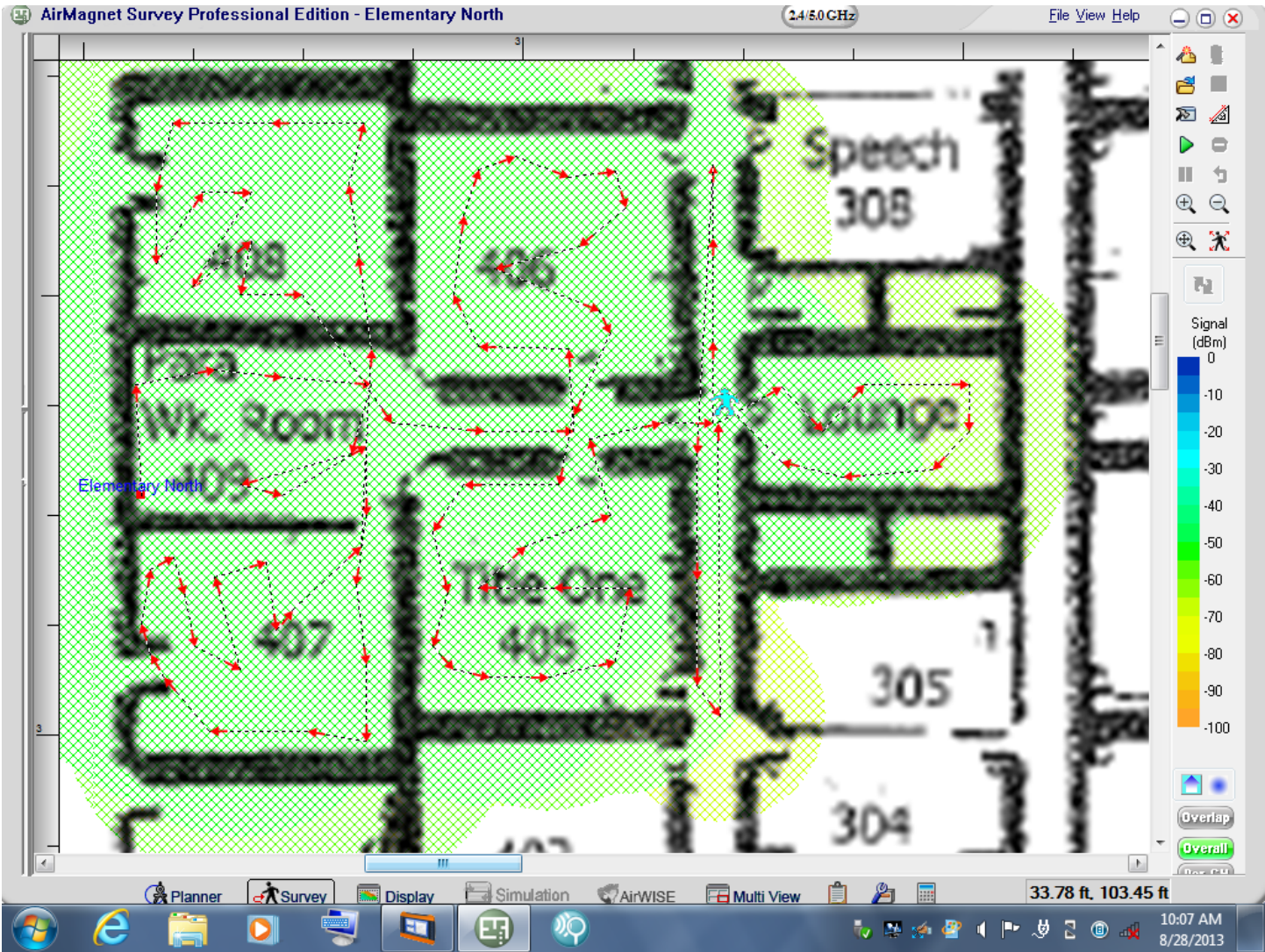
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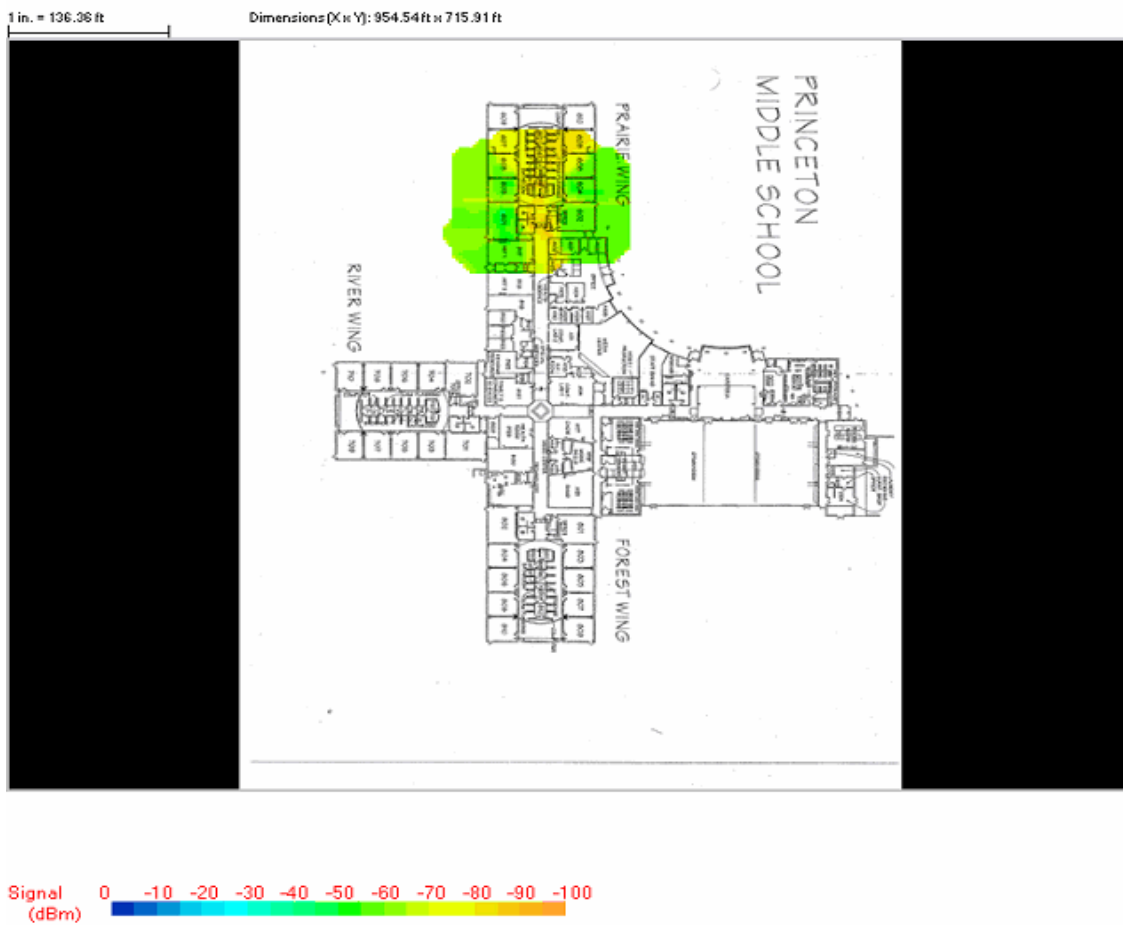
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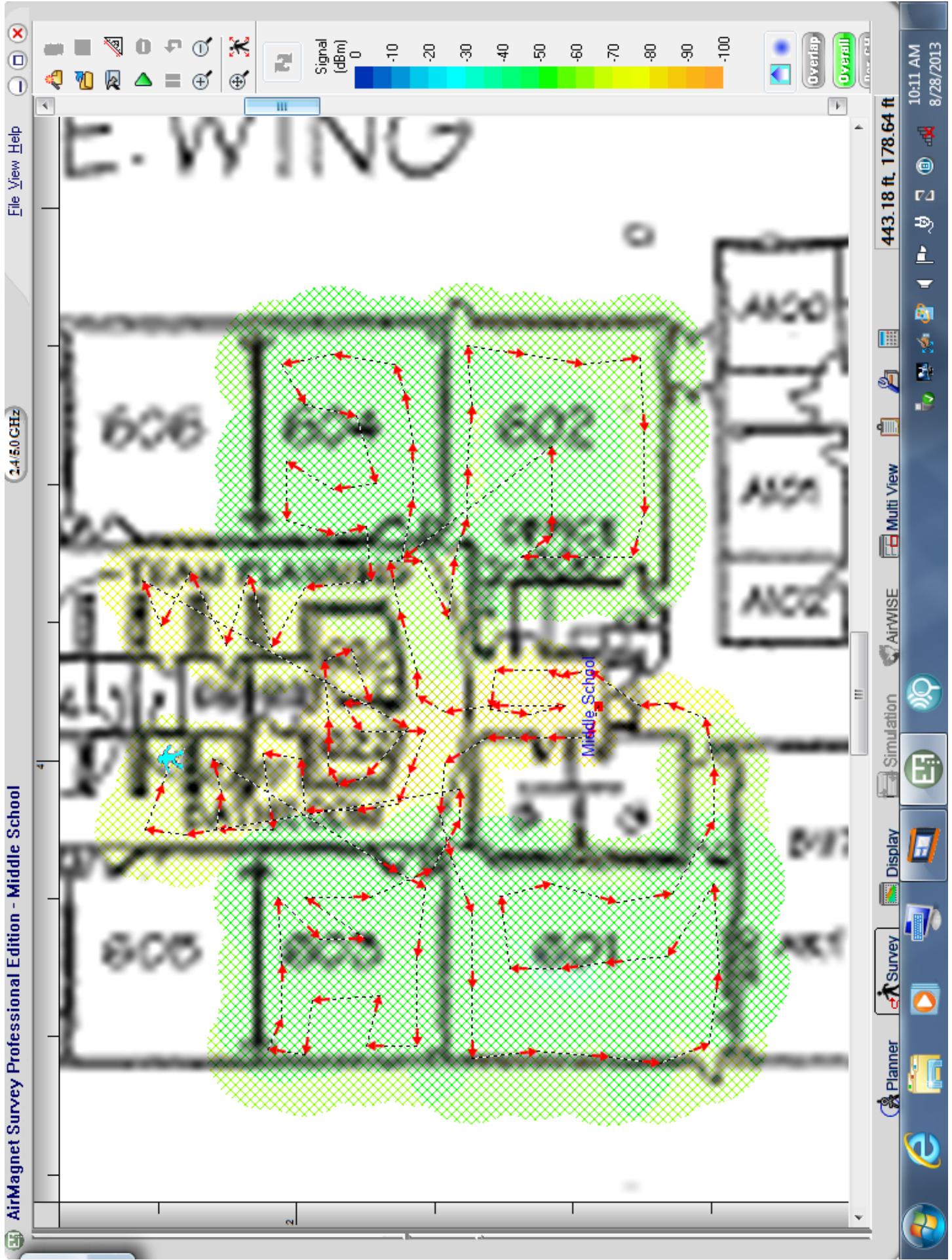
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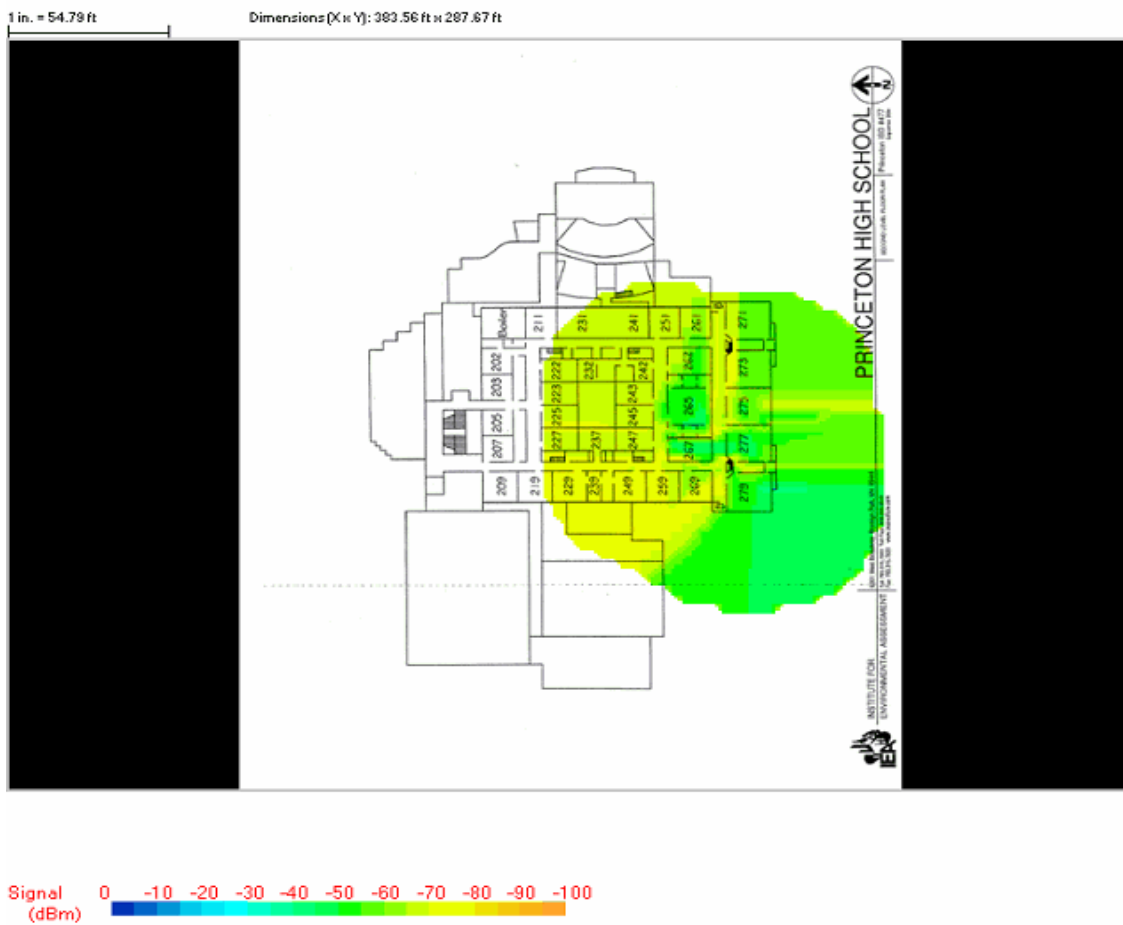
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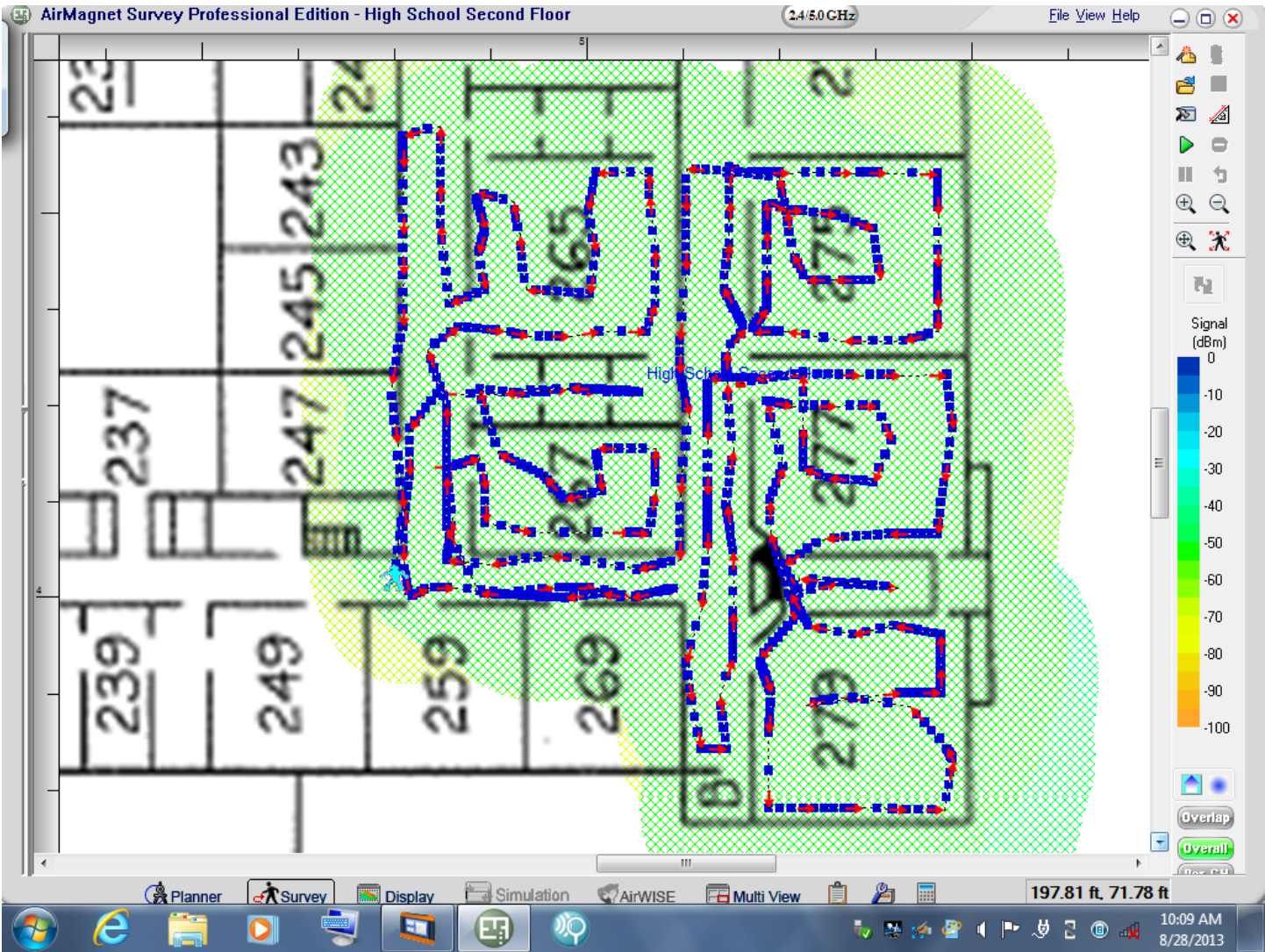
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ISD 477 Active Directory & Network Assessment

Overview

August 30, 2013

Objectives:

1. Run the Active Directory best practice analyser, create documentation and report on the findings.
2. Perform replication monitor, document and produce a report on discovery.
3. Check Mac OSX Active Directory documentation, configuration, and document recommendations on possible next steps, i.e. caching of credentials on Mac OSX.
4. If required, report on additional best practices that would be recommended, subsequent steps and actions for implementation.
5. Conduct wireless assessment on sample size of environment, about 10 rooms, including dense areas of their environment. Will work with client to identify classroom areas to target for WIFI sample.
6. Analyze wireless assessment data to identify any issues from coverage, interference, and AP placement.
7. Look at network topology for best practices such as bottlenecks, and wireless access/limiting with guest and faculty.
8. Produce documentation of wired and wireless findings for customer review. The report will highlight any change recommendations, with supported documentation, and highlight any areas of concern, i.e. security faults, defective or failing hardware.

Outcomes:

In Scope

1. A small sample of the results data is on the next page. We have highlighted the critical results in red, the warnings in yellow; the rest of the data passes the requirements to be best practice compliant. Please see attached document name adresults.xls for additional information. A couple concerns involve proper DNS configuration, AD backups that are days between each other, and time sync issues which may be occurring because of the DC's running as VM's (Which is not a suggested best practice). Each critical line has a suggested resolution at the end of each, there are links specifically designed to resolve those issues when detected by the best practice Analyzer. If you need additional help on these we can discuss in the near future.

Severity	Neutral	Category	Title
Error	Error	Configuration	The PDC emulator master AD1.princeton.k12.mn.us in this forest should be configured to correctly synchronize time from a valid time source
Warning	Warning	Configuration	All OUs in this domain should be protected from accidental deletion
Warning	Warning	Configuration	The directory partition DC=princeton,DC=k12,DC=mn,DC=us on the domain controller AD1.princeton.k12.mn.us should have been backed up within the last 8 days
Warning	Warning	Configuration	The directory partition CN=Configuration,DC=princeton,DC=k12,DC=mn,DC=us on the domain controller AD1.princeton.k12.mn.us should have been backed up within the last 8 days
Warning	Warning	Configuration	The directory partition CN=Schema,CN=Configuration,DC=princeton,DC=k12,DC=mn,DC=us on the domain controller AD1.princeton.k12.mn.us should have been backed up within the last 8 days
Warning	Warning	Configuration	The directory partition DC=DomainDnsZones,DC=princeton,DC=k12,DC=mn,DC=us on the domain controller AD1.princeton.k12.mn.us should have been backed up within the last 8 days
Warning	Warning	Configuration	The directory partition DC=ForestDnsZones,DC=princeton,DC=k12,DC=mn,DC=us on the domain controller AD1.princeton.k12.mn.us should have been backed up within the last 8 days
Warning	Warning	Configuration	The domain controller AD1.princeton.k12.mn.us should comply with the recommended best practices guidelines because it is running on a VM
Information	Info	Configuration	This domain controller must advertise as a KDC for the domain in its local site
Information	Info	Configuration	This server must advertise itself as a domain controller for the domain in its local site
Information	Info	Configuration	This domain controller must advertise itself as a Kerberos server for the domain in its local site
Information	Info	Configuration	This domain controller must advertise itself as a generic global catalog server for the forest in its local site
Information	Info	Configuration	This domain controller must advertise as a global catalog server for the forest in its local site
Information	Info	Configuration	This domain controller must register its DNS host (A or AAAA) resource records for the domain
Information	Info	Configuration	This domain controller must advertise as an LDAP server for the domain
Information	Info	Configuration	This domain controller must register a DNS SRV resource record, which is required for replication to function correctly
Information	Info	Configuration	This domain controller must advertise as a KDC for the domain
Information	Info	Configuration	This server must advertise itself as a domain controller for the domain
Information	Info	Configuration	This domain controller must register its Rfc1510Kdc DNS record to advertise itself as Kerberos Server for the domain
Information	Info	Configuration	This domain controller must register its Rfc1510UdpKdc DNS record to advertise itself as Kerberos Server for the domain
Information	Info	Configuration	This domain controller must register an alias (CNAME) resource record with its DsaGuid for the forest
Information	Info	Configuration	This domain controller must register its Rfc1510Kpwd DNS record to advertise itself as Kerberos Server for the domain
Information	Info	Configuration	This domain controller must register its Rfc1510UdpKpwd DNS record to advertise itself as Kerberos Server for the domain
Information	Info	Configuration	This domain controller must advertise as the global catalog server for the forest
Information	Info	Configuration	This global catalog server must register its host (A/AAAA) resource records for the forest
Information	Info	Configuration	This domain controller must advertise itself as a generic global catalog server for the forest
Information	Info	Configuration	This domain controller must advertise as a PDC for the domain
Information	Info	Operation	All domains should have at least two functioning domain controllers for redundancy
Information	Info	Configuration	The schema master role and the domain naming master role should be owned by the same domain controller in the forest
Information	Info	Configuration	The RID master role and the PDC emulator master role should be owned by the same domain controller in the domain
Information	Info	Configuration	This domain controller must register its DNS host A/AAAA records

Severity	Neutral	Category	Title
Error	Error	Configuration	DHCP: Credentials for DNS update should be configured if secure dynamic DNS update is enabled and the domain controller is on the same host as the DHCP server
Information	Info	PreDeployment	DHCP: The server should be bound to at least one IP address.
Information	Info	PreDeployment	DHCP: The server should be bound to an IPv4 address
Information	Info	PreDeployment	DHCP: The server should have Full control permissions to the DHCP registry parameters.
Information	Info	PreDeployment	DHCP: The server should have Full control permissions to the database directory.
Information	Info	PreDeployment	DHCP: The server should have Full control permissions to the backup directory.
Information	Info	PreDeployment	DHCP: The server should have Full control permissions to the audit log directory.
Information	Info	Configuration	DHCP: Rogue detection should be enabled.
Information	Info	Configuration	DHCP: The server should be authorized.
Information	Info	PreDeployment	DHCP: Port 67 [DHCP server port for IPv4] should not be in use by any other process.
Information	Info	Configuration	DHCP: The server should have at least one IPv4 scope.
Information	Info	Configuration	DHCP: An IP address range should be defined for all scopes.
Information	Info	Configuration	DHCP: All IPv4 configured scopes should be active
Information	Info	Configuration	DHCP: IP Address conflict detection should have a value less than 4.
Information	Info	Security	DHCP: Security Groups (DHCP Administrators and DHCP Users) required for DHCP administration should be created.
Information	Info	Configuration	DHCP: The server IPv4 address should be excluded from all scopes.
Information	Info	Configuration	DHCP: Audit logging should be enabled.
Information	Info	Configuration	DHCP: If the allow list is enabled, MAC address filtering should be populated.
Information	Info	Configuration	DHCP: The MAC address filtering configuration should not block IP address reservations.
Information	Info	Configuration	DHCP: The server should be configured to send the default gateway to all clients.
Information	Info	Configuration	DHCP: The server should be configured to register DNS records on behalf of DHCPv4 clients.
Information	Info	Configuration	DHCP: The DNS server option should be configured for all IPv4 scopes.
Information	Info	Configuration	DHCP: The IPv4 addresses of the DNS server should be reachable.
Information	Info	Configuration	DHCP: The DNS domain option should be configured as a scope or server option for DHCPv4.

Severity	NeutralSeverity	Category	Title	Problem
Error	Error	Configuration	DNS: DNS servers on Princeton 118 should include the loopback address, but not as the first entry.	The network adapter Princeton 118 do
Warning	Warning	Configuration	DNS: Princeton 118 should be configured to use both a preferred and an alternate DNS server	Princeton 118 has only the preferred D
Warning	Warning	Configuration	DNS: The DNS server should have scavenging enabled.	Scavenging is disabled on the DNS serv
Information	Info	Other	DNS: Valid network interfaces should precede invalid interfaces in the binding order.	
Information	Info	Other	DNS: The DNS server ::1 on Princeton 118 must be accessible to clients.	
Information	Info	Other	DNS: The DNS server 10.168.5.1 on Princeton 118 must be accessible to clients.	
Information	Info	Other	DNS: The DNS server 127.0.0.1 on Princeton 118 must be accessible to clients.	
Information	Info	Other	DNS: The IP address 10.168.5.1 on Princeton 118 must be accessible to clients	
Information	Info	Other	DNS: The IP address fe80::9c87:bef3:e0a7:9b76 on Princeton 118 must be accessible to clients	
Information	Info	Other	DNS: Princeton 118 should have static IPv4 settings	
Information	Info	Other	DNS: The DNS server must have an IP address.	
Information	Info	Other	DNS: If the Global Query Block List is enabled, then it should not be empty.	
Information	Info	Other	DNS: Cache locking should be configured to 90% or greater.	
Information	Info	Other	DNS: The forwarding timeout value should be 2 to 10 seconds.	
Information	Info	Other	DNS: The Hosts file NULL on the DNS server should be empty.	
Information	Info	Other	DNS: Interface Princeton 118 on the DNS server should be configured to register its IP addresses in DNS.	
Information	Info	Other	DNS: The DNS server must have root hints or forwarders configured.	
Information	Info	Other	DNS: Zone 30.10.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 4.168.192.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 5.170.10.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 254.168.192.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 3.168.192.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 5.168.10.in-addr.arpa record aging is disabled, so scavenging will not occur.	
Information	Info	Other	DNS: Zone 5.168.192.in-addr.arpa record aging is disabled, so scavenging will not occur.	

2. A small sample of the replication data is contained below. The replication process and its functions are meeting best practice guidelines, so no concern here.

```

Report for DCLIST =

Verbose Replication and Connections echo.

Repadmin: running command /showrepl against full DC localhost

Default-First-Site-Name\AD1

DSA Options: IS_GC

Site Options: (none)

DSA object GUID: 2c55f3be-62f1-40c8-b2cd-d31fa07275df

DSA invocationID: e11c4aac-14ca-4073-8b42-2928c001ce52

==== INBOUND NEIGHBORS =====

DC=princeton,DC=k12,DC=mn,DC=us

Default-First-Site-Name\AD2 via RPC

DSA object GUID: 4e269946-059d-4648-98a3-98c7720215c0

Last attempt @ 2013-08-27 11:33:11 was successful.

```

3. Below you will find a best practice guide for configuring active directory Mac OS X clients so that their profiles are cached locally and in the absence of AD, will continue to function. If you need additional help or information, we can discuss this.



OSX_AD_Cached_Credentials.html

4. We conducted a wireless survey of about 5-6 rooms in the 4 different schools, North and South Elementary, Middle School, and High School. Wireless reports from these wireless assessments are attached in the e-mail. The image files that are included in the attachment are the survey path, which shows the rooms and areas that were surveyed.
5. Overall wireless coverage was good. Some hallways did not have optimal coverage, but as discussed with Jim this was not a major concern. In the Elementary North location surveyed there was a good amount of channel interference and all other locations surveyed had little to no interference. The wireless signal in all the rooms looked good. However, to get a little better signal in the hallways and rooms that may not have an AP in them, you might consider moving the access points closer to the hallways, which should keep good signal in the rooms and improve the coverage in the hallways. We recommend looking further into the channel interference that was found in the Elementary North location. Although this was the only main channel interference found, this interference could also exist in other areas that were not surveyed.
6. We spent more time on the wireless survey than anticipated, but did go over a few issues that were of concern. All traffic going outside the network is running through an HP Proliant server running a Lightspeed content filter. Princeton had mentioned that they will be going to a FortiGate firewall in the future that will aid in resolving the bottleneck they are experiencing with the current Lightspeed firewall on their Proliant server. Hardware.com offers solutions of the network that will improve security, efficiency, and management. **I would recommend a discussion on this so you can further evaluate the available technologies that may better suit your environment.**
7. We recommend creating a new VLAN for guest wireless access, which could be created on the ASA. This will provide greater security in regards to what clients on the guest network have access to your network. **Hardware.com offers a buy back which could allow Princeton to trade-in the older PIX firewall and purchase then install a second ASA 5520 in a HA cluster for automatic failover, creating a design that follows best practices for performance and high-availability.** Having a second ASA in cluster mode with your current ASA will provide great resiliency in the event of system failure. We recommend that the excessive traffic from the old IP addressing scheme be looked into. Locating and solving this issue can alleviate the unnecessary traffic that this is causing. This could prove problematic should it scale with the extra wireless traffic during the school year. Princeton has been upgrading their ASA and ASDM on their ASA 5520. I recommend you take caution when upgrading the ASA past 8.2 because 8.3 introduces new format to NAT. You will want to do incremental upgrades to ensure configuration transformation changes.

Out of Scope

1. We discussed the possible use of a RODC (read only domain controller). Below is documentation for you to review. If you need additional pointers or info, please let us know?



Read-Only Domain
Controller (RODC) Pla

2. We spoke briefly of possibly upgrading the UPS devices throughout your environment. Current UPS's are 8-10 years old. **We would recommend we build a solution proposal to replace this legacy hardware.**

Recommendations:

For your Active Directory environment we recommend that you fix the DNS configuration, backups that are days between each other and time sync issues which may be occurring because the Domain Controllers are running on Virtual Machines (Which is not a suggested best practice). Included in this report is best practice information for configuring AD on Mac OS X clients. This will help keep your Mac's running in the absence of AD. We have also included possible ways to remedy these issues but if you would like us to take care of it please let us know we are happy to help?

On the network side your wireless did have some channel interference. A deeper dive into the controller configuration would remedy this. Rectifying this will help your guests have better network access. For wireless guest access we recommend creating a new VLAN for better security.

Currently, on your wired network there is a bottleneck occurring because everything is being run through your content filter. The upcoming upgrade to the new Fortigate should rectify this. Another way to reduce traffic would be to look into the old IP addressing scheme.

An area of concern to help make your network more resilient would be to install another ASA and cluster it for automatic failover. UPS devices are aging and should be replaced. We can help quote and architect new ones.

Hardware.com can produce a proposal for a replacement ASA, new PDU's and assist you in the evaluation of new technologies that may provide better price/performance versus the Fortigate.

2013-2014 ENROLLMENT

		Budget	Opening	End of September	2013 ADM End of Year
South	K	238.0	230	230	231.55
	1st	241.4	244	243	258.69
	2nd	258.1	252	249	240.18
	Sub				
	Total	737.5	726	722	730.42
North	3rd	234.5	230	227	223.29
	4th	222.8	224	222	256.26
	5th	259.7	255	252	263.10
	Sub				
	Total	717.0	709	701	742.65
Middle	6th	262.3	261	261	277.95
	7th	278.8	275	273	257.85
	8th	257.2	263	260	252.43
	Sub				
	Total	798.3	799	794	788.23
High School	9th	253.2	267	266	273.93
	10th	266.3	269	267	253.56
	11th	232.7	259	256	248.41
	12th	233.4	265	251	206.24
	Sub				
	Total	985.6	1060	1040	982.14
	K-12 Total	3238.4	3294.0	3257	3243.44
District Total					3243.44

Memo: School Board
Enrollment and Criteria Committees
From: Dr. Julia Espe
Date: September 29, 2013
Subject: Enrollment Issues

This memo's purpose is to inform you about issues related to enrollment. In February, our administrative team became aware of enrollment numbers declining, and we began to study the situation.

History of Enrollment Decline

It appears that enrollment began declining in 2007. As we investigated that year, we realized that it was a year that the district extended the borderline for transportation to two miles instead of the customary one-mile limit. Also, this was the year that significant district level administrative changes occurred. These two situations disrupted the status quo of the district in general.

Demographics Study

Last spring, we had a demographics study done. The company that did the survey cautioned us to the fact that we should be careful to separate the one to five year study from the six to ten year projection. The first part includes actual numbers of live births in our district. These are hard numbers. When projecting further than five years, the numbers are based upon the current factors, and they are very "soft" numbers. They also encouraged us to look at ways to reverse the downward trend, and that is exactly what we are doing; in fact we were doing that prior to having the study completed. I am including the entire study for your information.

The next five years' statistics look like this:

2013-2014	-0.5%
2014-2015	-1.3%
2015-2016	-1.4%
2016-2017	-2.0%
2017-2018	-1.6%

The study gave us a wealth of information, which our administrative team will be reviewing over the next month. One particular part of the study showed the enrollment numbers by grade level. It appears, as we look at history, that the students that we are losing at the highest level, are in grades 8 through 12.

Open Enrollment Surveys

Since last March, we began sending out surveys to families who were in each of the categories: they were formally open enrolling out of our district and/or they were formally open enrolling into our district.

We found that families are leaving our district for these reasons:

Location of our school(s) not convenient to the family: 34%

Academics concerns: 23%

Athletics and Activities: 16%

Transportation issues: 13%

Teachers, class size, before and after school daycare: 11% each category

The majority of the survey participants were taking their children to Elk River (50%), Milaca (10%) and Cambridge (8%).

Work in Progress

Although we have not begun a formal enrollment focused action plan, we are informally working on this situation. First, our facilities work is looking at the location of our schools, as it pertains to new or renovating facilities. The fact that 34% of families surveyed are leaving our district due to location inconvenience cannot be ignored. We will need to look at that through out the process. The surveys, however, are one data point. We need to look at the location issues through many lenses.

Academics issues are paramount in the work of schools. It is our core business. This is something that I feel that I can contribute to our work. Best practices in instruction are the major factors in improving achievement. This needs to continue and be improved this year. Another major factor in improving achievement is in data driven decision-making, at the individual student and school levels. We will be improving that district-wide, beginning this year, with Response to Intervention and Instruction. Knowing that we are losing high school students, we will be looking for ways to keep them in our district. We need to build a college and career culture in our district. We have pieces in place, and we need to have a system in place for each and every student. Finally, we need to align our curriculum to state standards. State standards are continually changing, and we must continually look at revising our curriculum, as a result.

Athletics and Activities issues are something that we need to study. Do we not have enough offered? Are they the ones that students want? How do we build programs so that they are successful? We will need to survey students and parents to find answers.

Transportation issues are being studied by a company that we have hired, to look at every facet of offering the best service to our families. We have already begun the process of migrating data regarding buses, attached to students, to Skyward, for easy access by our families. We have a trial project in place, to offer bus service to open enrolled students who are close to our boundaries. Our transportation coordinator, principals and director of buildings and grounds are trying to streamline our transfer station and traffic flow.

Conclusion

As you can see, we have already begun work to address some of our enrollment issues. We will report other efforts, after our administrative team has a chance to look at the demographics study.