

Princeton Public Schools - ISD 477
Tuesday, January 28, 2014 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. Student Commendations - Gino Fraboni for Region 7AA Triple A Student Award
(Arts, Athletics, and Academics)
4. Citizen Comments

REPORTS

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

APPROVE AGENDA

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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.

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3. Curriculum/World Class Best Work-Force Committee Meeting Dates
4. Policy Committee Meeting Dates

ADDITIONS TO AGENDA

ADJOURN

Call to order and Pledge of Allegiance

The Organizational meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **14th day of January 2014, at 6:30 p.m.** in the District Office Board Room.

Roll Call: Members Present: Craig Johnson, Eric Minks (arrived at 6:50 p.m.), Jeremy Miller, Chuck Nagle, Deb Ulm, Howard Vaillancourt, and Chad Young

Members Absent: None

Others present: Superintendent Julia Espe,
Director of Business Services Michelle Czech,
Director of Human Resources Brenda Alexander

ACT ON AGENDA

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

ELECT A SCHOOL BOARD CHAIR FOR 2014

*Current Chair Deb Ulm called for nominations for the Office of School Board **Chair** for 2014.*

*Craig Johnson nominated Deb Ulm, and Chuck Nagle nominated Jeremy Miller. No further nominations were made. Upon roll the following voted in favor of Deb Ulm: Howard Vaillancourt, Craig Johnson, Jeremy Miller, and Chad Young. The following voted in favor of Jeremy Miller: Chuck Nagle and Deb Ulm. By a vote of 5:2, **Deb Ulm was re-elected School Board Chair for 2014.***

ELECT A VICE-CHAIR, CLERK, ACTING CLERK AND A TREASURER FOR 2014

*Chair Ulm called for nominations for the office of School Board Vice Chair for 2014. Craig Johnson nominated Jeremy Miller, no further nominations were made, and by a unanimous vote, **Jeremy Miller is the 2014 Vice Chair.***

*Chair Ulm called for nominations for the office of School Board Clerk for 2014. Craig Johnson nominated Eric Minks, no further nominations were made, and by a unanimous vote, **Eric Minks is the 2014 School Board Clerk.***

*Chair Ulm called for nominations for the office of School Board Acting Clerk for 2014. Howard Vaillancourt nominated Chad Young, no further nominations were made, and by a unanimous vote, **Chad Young is the 2014 School Board Acting Clerk.***

*Chair Ulm called for nominations for the office of School Board Treasurer for 2014. Craig Johnson nominated Howard Vaillancourt, and Howard Vaillancourt nominated Craig Johnson. No further nominations were made. Upon roll call vote the following voted in favor of Howard Vaillancourt: Jeremy Miller, Craig Johnson, Chad Young, Deb Ulm, Chuck Nagle. The following voted in favor of Craig Johnson: Howard Vaillancourt. **By a vote of 5:1 Howard Vaillancourt is the 2014 School Board Treasurer.***

CONSIDER BOARD COMPENSATION EFFECTIVE FOR JANUARY 2014

Motion made by Howard Vaillancourt, and seconded by Craig Johnson, to keep the board compensation as it is in policy #299. Motion passed unanimously.

CONSIDER RESOLUTION DESIGNATING OFFICIAL DEPOSITORY FOR SCHOOL DISTRICT FUNDS AND INVESTMENTS FOR 2014.

A board member began a discussion with an opinion that it was not necessary for the District to have ten banks. Director of Business Services Michelle Czech explained the purpose and uses for each entity.

Motion by Howard Vaillancourt, and seconded by Jeremy Miller, to designate Bremer Bank; Peoples Bank of Commerce; Wells Fargo Bank; Minnesota School District Liquid Asset Fund; Citigroup; PMA Securities/MnTrust; Sherburne State Bank; The PFM Group; Edward Jones and Spire Financial as official depositories. Motion carried unanimously.

DESIGNATE THE OFFICIAL SCHOOL DISTRICT PUBLICATION FOR 2014

A board member asked if we had received a bid from the new publication entity in Princeton. Chair Ulm explained that it only ran one time a month. Therefore, it does not meet the criteria for school district publication.

Motion by Jeremy Miller, and second by Howard Vaillancourt, to designate the official school district publication be the Princeton Union Eagle for 2014. Motion passed unanimously.

DESIGNATE BOND COUNSEL FOR 2014

Motion by Chad Young, and seconded by Craig Johnson, to designate Knutson, Flynn & Deans as bond counsel for 2014. Motion carried unanimously.

DESIGNATE ATTORNEY FOR 2014

After a discussion involving some members opinions that the district should research other attorney representation, a motion was made by Craig Johnson, and seconded by Howard Vaillancourt, to designate **Ratwick, Roszak & Maloney, and Rupp, Anderson, Squires, & Waldspurger as the designated attorneys for 2014.** Upon roll call the following voted in favor of: Howard Vaillancourt, Craig Johnson, Chad Young, Deb Ulm, and Jeremy Miller. The following voted against: Chuck Nagle and Eric Minks. **Motion passed 5:2.**

SET DATES/TIMES OF 2014 REGULAR SCHOOL BOARD MEETINGS

After a discussion involving opinions from some board members against changing the set dates, Chair Ulm explained that this is an agenda item that is reviewed annually at the organizational meeting, not because one member has a personal schedule change.

Motion was made by Eric Minks and seconded by Craig Johnson to move the School Board meetings for 2014 to the 1st and 3rd Tuesdays of each month. Upon roll call the following voted in favor of: Eric Minks, Craig Johnson, Chad Young, and Deb Ulm. The following voted against: Chuck Nagle, Jeremy Miller, and Howard Vaillancourt. Motion passed 4:3

CONSIDER A RESOLUTION AUTHORIZING THE DIRECTOR OF BUSINESS SERVICES and/or DESIGNEE TO MAKE SHORT-TERM INVESTMENTS OF SCHOOL DISTRICT FUNDS

Motion by Craig Johnson, and seconded by Chad Young, to authorize the Director of Business Services and/or Designee to make short-term investments, deposits, transfers, and withdrawals from savings via wire transfers to other financial institutions, to make electronic fund transfers, and to sign stop-payments in accordance with existing Minnesota Statutes 123B.14, subdivision 1. Motion passed unanimously.

CONSIDER RESOLUTION AUTHORIZING THE SUPERINTENDENT AND DIRECTOR OF BUSINESS SERVICES TO LEASE, PURCHASE, AND CONTRACT FOR GOODS AND SERVICES

1. A board member began a discussion with an opinion to place a funding cap of \$50,000.00 on this resolution.
2. *Motion was made by Chuck Nagle with the stipulation that a 50k cap be placed on the resolution.*
3. *It was seconded by Eric Minks, to authorize the Superintendent and Director of Business Services to lease, purchase, and contract for goods and services within the general budget categories pursuant to Minnesota Statute 123B.52, subdivision 2.*
4. After a discussion and further research into the statute by another board member, the conclusion was that a funding cap on it was not needed.
5. *Upon roll call the following voted in favor of: Chuck Nagle. The following voted against the same: Eric Minks, Jeremy Miller, Howard Vaillancourt, Craig Johnson, Chad Young, and Deb Ulm.*
6. **Motion failed.**

The original motion was then made by Howard Vaillancourt, and seconded by Craig Johnson, to authorize the Superintendent and Director of Business Services to lease, purchase, and contract for goods and services within the general budget categories pursuant to Minnesota Statute 123B.52, subdivision. Motion passed unanimously.

CONSIDER RESOLUTION AUTHORIZING DIRECTOR OF BUSINESS SERVICES TO USE FACSIMILE SIGNATURES

Motion by Howard Vaillancourt, and seconded by Craig Johnson, to authorize the Director of Business Services to use facsimile signatures for all school district checks and orders [and to authorize the Director of Business Services to use the 2014 facsimile signatures, if there are new members in the roles of: Chair, Clerk, and Treasurer, until a new signature plate is prepared]. Motion carried unanimously.

ADJOURN The meeting was adjourned at 7:20 p.m.

Chair Deb Ulm

Recorder: Bridget Sorensen

Clerk Eric Minks

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 **14th day of January 2014, at 7:25 p.m.** in the District Office Board Room.

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

Members Absent: None

Others present: Superintendent Julia Espe,
Director of Business Services Michelle Czech,
Director of Human Resources Brenda Alexander

Citizen Comments: None

Student Council Rep: Gabrielle Foede

REPORTS

Board Reports:

Deb Ulm: Attended: The agenda meeting with Superintendent Espe and the Board Transportation committee meeting.

Howard Vaillancourt: Attended: The Board Activities committee meeting.

Eric Minks Attended: The Board Oak Land committee meeting, and the Board Activities meeting.

Craig Johnson Attended: The Board Transportation committee meeting.

Chad Young Attended: The Board Oak Land committee meeting.

Chuck Nagle Attended: Attended a meeting: Parents United.

Student Council Rep: Reported that the council is preparing for Snow Daze Dance next Friday.

Superintendent Report: Superintendent Espe provided the board with news that in the next couple of months each of the Principals will be attending, the regular board meetings to present: their strategic schools growth and change the standard work, what they are learning about in adaptive work, and the future direction of their schools. The Curriculum meeting for the High School program studies will be presented to the Curriculum Board committee next week.

APPROVE AGENDA

Motion made 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 Chad Young, to approve the December 17, 2013 Regular School Board meeting minutes. Motion passed unanimously.

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 the 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 made by Eric Minks, and seconded by Craig Johnson, to approve the consent agenda items: Gifts, Fundraiser, and Personnel. Motion passed unanimously.

POLICY 2ND READINGS: #405 Veteran's Preference, #406 Employee Public and Private Personnel Data, #407 Employee Right to Know -Exposure to Hazardous Substances, #418 Drug-Free Workplace/Drug-Free School, #419 Tobacco-Free Environment.

Motion made by Howard Vaillancourt, and seconded by Chad Young, to approve the 2nd reading of policies 405, 406, 407, 418, and 419. Motion passed unanimously.

MEETINGS TO SET

1. 2014 Board Meetings: 1st and 3rd Tuesday of each month with the exception of July and December where only one meeting is held in each month.
2. Next regular board meeting January 28, 2014
3. Curriculum Board committee meeting: Needs to be set.

ADDITIONS TO AGENDA – None

ADJOURN The meeting was adjourned at 7:43p.m.

Chair Deb Ulm

Recorder: Bridget Sorensen

Clerk Erik Minks

	A	B	C	D	E	F	G
1	January 28, 2014						
2	Name	Status	Job Title	Group	Replacing	Effective Date	Wage
3	Daubner, Nathan	Resignation	MS Baseball Coach	PEA	N/A	1/9/2014	N/A
4	Eastwood, Alissa	New Hire	Cafeteria / Locker Room Para - MS	ESA	Kelly Lemm	1/29/2014	\$12.02/hour (class II, step 1-3)
5	Essig, Robert	Resignation	MS Boys Tennis Coach	PEA	N/A	9/14/2014	N/A
6	Greenwood, Dianne	New	.75 FTE G&T Teacher - NE & MS	PEA	Melissa Borich	1/29/14 - 6/6/14 (88 contract days)	MA step 10 (\$19,199.55 pro-rated)
7	Hasselberg, Derek	New	MS Girls Basketball Coach	PEA	Josie Zytovicz	immediate	\$2002 (class G, step 8) ~104 hours at \$38.01/hr (contract rate)
8	Heine-Engness, Erin	Overload	Teaching and Learning	PEA	N/A	1/1/14 - 6/6/14	
9	Howard Brune, Sarah	LTS	Title I Para - NE	ESA	Aletha St. Dennis	1/29/14 - approx 3/3/14	\$13.07/hour (class IV, step 1-3)
10	Moss, Israel	LOA	SPED Para - HS	ESA	N/A	2/3/14 - 4/25/14	N/A
11	O'Brien, Kari	New	MS Girls Basketball Coach	PEA	Additional coach for 2013-14 season based on numbers	immediate	\$1663 (class G, step 1)
12	Pierotta, Nickie	New	Title I Para - NE	ESA	Lauren Johnson	1/29/2014	\$13.07/hour (class IV, step 1-3)
13	Roof, Jean	LOA	Teacher - HS	PEA	N/A	1/7/14 - 2/6/14	N/A
14	Scepurek, Danette	Position change from lunchroom - playground para	SPED Para - NE	ESA	Kevin Smith	1/29/2014	\$12.90/hour (class III, step 1-3)
15	Stults, LuAnn	Resignation	Lunchroom Para - HS	ESA	N/A	2/7/2014	N/A
16	Wright, Melissa	New Hire	Food Service Server - HS	FSV	Tammy Graphenteen	1/27/2014	\$10.76/hour
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Princeton Public Schools #477 Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	56838	153748	Check	1	14023	1	B-TOKEN USA, INC	Yes	Yes	No	USD	12/16/2013	1,400.00
			56839	153749	Check	1	1697	1	CASEY'S	Yes	Yes	No	USD	12/17/2013	104.86
			56840	153750	Check	1	13762		HOLMES STAMP	Yes	Yes	No	USD	12/17/2013	23.45
			56849	153751	Check	1	14029		ASHER TAMI	Yes	No	No	USD	12/19/2013	50.00
			56844	153752	Check	1	11357		AUSTINSON JOHN	Yes	Yes	No	USD	12/19/2013	109.00
			56854	153753	Check	1	4290		CENTERPOINT ENERGY	Yes	Yes	No	USD	12/19/2013	22,607.39
			56851	153754	Check	1	14031		DOOLEY KAYE	Yes	Yes	No	USD	12/19/2013	53.00
			56853	153755	Check	1	2361		ELK RIVER HIGH SCHOOL	Yes	No	No	USD	12/19/2013	250.00
			56864	153756	Check	1	9775		GABLE CONSTRUCTION	Yes	Yes	No	USD	12/19/2013	965.00
			56855	153757	Check	1	4331		M.A.S.P.	Yes	No	No	USD	12/19/2013	40.00
			56859	153758	Check	1	7268	4	M.C.C.A.	Yes	Yes	No	USD	12/19/2013	364.00
			56863	153759	Check	1	8644		MILL CITY MUSEUM	Yes	Yes	No	USD	12/19/2013	768.00
			56842	153760	Check	1	10432		MINNESOTA ELEVATOR, INC	Yes	Yes	No	USD	12/19/2013	65,165.06
			56847	153761	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	Yes	No	USD	12/19/2013	7,945.20
			56856	153762	Check	1	5194		PRINCETON PUBLIC UTILITIES	Yes	Yes	No	USD	12/19/2013	54,068.71
			56858	153763	Check	1	6317		RESERVE ACCOUNT	Yes	Yes	No	USD	12/19/2013	2,000.00
			56857	153764	Check	1	5305		RESOURCE TRAINING & SOLUTIONS	Yes	Yes	No	USD	12/19/2013	864.00
			56852	153765	Check	1	14032		RONKO LEAH	Yes	No	No	USD	12/19/2013	53.00
			56862	153766	Check	1	8085		RONNING RAFE	Yes	Yes	No	USD	12/19/2013	109.00
			56848	153767	Check	1	13559		RUPP, ANDERSON, SQUIRES & WALI	Yes	Yes	No	USD	12/19/2013	6,589.66
			56846	153768	Check	1	12907		SANDERS MATTHEW	Yes	No	No	USD	12/19/2013	50.00
			56850	153769	Check	1	14030		SANDQUIST JEAN	Yes	Yes	No	USD	12/19/2013	125.00
			56860	153770	Check	1	7420		SCHNEIDER PAT	Yes	Yes	No	USD	12/19/2013	120.00
			56861	153771	Check	1	7678		SPIRIT LINE	Yes	Yes	No	USD	12/19/2013	719.99
			56845	153772	Check	1	12809		THE MT PIT	Yes	No	No	USD	12/19/2013	24.15
			56841	153773	Check	1	10193		THOMAS MICHAEL	Yes	No	No	USD	12/19/2013	109.00
			56843	153774	Check	1	10705		WILSON SPORTS	Yes	Yes	No	USD	12/19/2013	729.99
			56866	153775	Check	1	1457		BLUE CROSS & BLUE SHIELD /	Yes	Yes	No	USD	12/23/2013	242,425.00
			56867	153776	Check	1	4349	3	MN DEPARTMENT OF HEALTH	Yes	Yes	No	USD	12/23/2013	35.00
			56870	153777	Check	1	11947		ANDERSON DAWN	Yes	No	No	USD	12/26/2013	125.00
			56873	153778	Check	1	13485		DENNE MOLLY	Yes	No	No	USD	12/26/2013	125.00
			56879	153779	Check	1	2624	1	FRED PRYOR SEMINARS	Yes	No	No	USD	12/26/2013	199.00
			56874	153780	Check	1	13889		HALL JOHN	Yes	No	No	USD	12/26/2013	70.00
			56889	153781	Check	1	8073		LANGE ANDREW E.	Yes	No	No	USD	12/26/2013	109.00
			56876	153782	Check	1	14006		LINQUIST BRANDON	Yes	Yes	No	USD	12/26/2013	109.00
			56880	153783	Check	1	3931		LUTHER COLLEGE	Yes	No	No	USD	12/26/2013	258.00
			56881	153784	Check	1	4156		M.E.S.P.A.	Yes	No	No	USD	12/26/2013	1,445.00
			56882	153785	Check	1	4326	1	M.M.E.A.	Yes	No	No	USD	12/26/2013	375.00
			56868	153786	Check	1	10040		MICHAUD DAWN	Yes	No	No	USD	12/26/2013	125.00
			56872	153787	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	Yes	No	USD	12/26/2013	49,321.46
			56869	153788	Check	1	10168		PAULSON COURTNEY	Yes	No	No	USD	12/26/2013	250.00

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Princeton Public Schools #477 Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	56883	153789	Check	1	5040		PIZZA BARN	Yes	No	No	USD	12/26/2013	184.56
			56875	153790	Check	1	13961		PLIMUS, INC.	Yes	No	No	USD	12/26/2013	76.00
			56884	153791	Check	1	5135		PRINCETON ACE HARDWARE INC.	Yes	No	No	USD	12/26/2013	968.73
			56885	153792	Check	1	5305		RESOURCE TRAINING & SOLUTIONS	Yes	Yes	No	USD	12/26/2013	825.00
			56877	153793	Check	1	14033		ROBILLARD JUSTIN	Yes	No	No	USD	12/26/2013	50.00
			56871	153794	Check	1	13026		SMITH DIANE	Yes	No	No	USD	12/26/2013	108.00
			56887	153796	Check	1	6054	3	TARGET BANK	Yes	No	No	USD	12/26/2013	33.87
			56888	153797	Check	1	7006		THUNDER BLADES INC	Yes	No	No	USD	12/26/2013	210.00
			56878	153798	Check	1	14034	1	WB PROMOTION	Yes	No	No	USD	12/26/2013	216.89
			56902	153799	Check	1	4593		EDUCATION MINNESOTA	Yes	No	No	USD	12/31/2013	581.32
			56907	153800	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	12/31/2013	6,670.11
			56898	153801	Check	1	13965		GURSTEL CHARGO PA	Yes	No	No	USD	12/31/2013	230.05
			56899	153802	Check	1	3177		HORACE MANN LIFE INS. CO.	Yes	No	No	USD	12/31/2013	67.14
			56900	153803	Check	1	4332		MN BENEFIT ASSN	Yes	No	No	USD	12/31/2013	119.43
			56901	153804	Check	1	4584		MN NCPERS LIFE INSURANCE	Yes	No	No	USD	12/31/2013	112.00
			56903	153805	Check	1	4936		PEA DUES ACCT.	Yes	No	No	USD	12/31/2013	16,918.72
			56904	153806	Check	1	5121		PRINCETON CUSTODIANS	Yes	No	No	USD	12/31/2013	1,224.38
			56905	153807	Check	1	5126		PRINCETON PARAPROFESSIONALS	Yes	No	No	USD	12/31/2013	2,640.06
			56906	153808	Check	1	5587		SEIU LOCAL 284	Yes	No	No	USD	12/31/2013	694.83
			56916	153809	Check	1	11427	1	AT&T MOBILITY	Yes	No	No	USD	01/02/2014	335.26
			56923	153810	Check	1	14035		BEEHLER KEVIN	Yes	No	No	USD	01/02/2014	185.00
			56927	153811	Check	1	7931		CARLSON DARBY	Yes	No	No	USD	01/02/2014	74.00
			56924	153812	Check	1	14036		CASEY TOM	Yes	No	No	USD	01/02/2014	130.00
			56920	153813	Check	1	13412		CRAWFORD'S EQUIPMENT	Yes	No	No	USD	01/02/2014	503.94
			56918	153814	Check	1	13024		DALLE MATT	Yes	No	No	USD	01/02/2014	74.00
			56913	153815	Check	1	10038		DePATTO ALAN	Yes	No	No	USD	01/02/2014	185.00
			56928	153816	Check	1	8680		HUBERS ANITA	Yes	No	No	USD	01/02/2014	50.00
			56919	153817	Check	1	13101		HURD ARIC	Yes	No	No	USD	01/02/2014	74.00
			56915	153818	Check	1	11304		KLEIN MATT	Yes	No	No	USD	01/02/2014	128.00
			56922	153819	Check	1	13997		LARSON CURTIS	Yes	No	No	USD	01/02/2014	74.00
			56921	153820	Check	1	13482		LEE JORDAN	Yes	No	No	USD	01/02/2014	128.00
			56925	153821	Check	1	4048		M.A.S.S.P.	Yes	No	No	USD	01/02/2014	1,080.00
			56917	153822	Check	1	11686		NEIBAUER NICK	Yes	No	No	USD	01/02/2014	74.00
			56914	153823	Check	1	10137		POPPENHAGEN LEONARD	Yes	No	No	USD	01/02/2014	70.00
			56926	153824	Check	1	5489		SANBORN TIM	Yes	No	No	USD	01/02/2014	148.00
			56929	153825	Check	1	5146		PRINCETON POST OFFICE	Yes	No	No	USD	01/03/2014	39.57
			56930	153826	Check	1	11788		MADISON NATIONAL LIFE	Yes	No	No	USD	01/03/2014	7,831.77
			56931	153827	Check	1	13771		METLIFE	Yes	No	No	USD	01/03/2014	8,970.05
			56934	153828	Check	1	14037		HOPKINS CENTER FOR THE ARTS	Yes	No	No	USD	01/07/2014	60.00
			56932	153829	Check	1	5872		STAGES THEATRE CO	Yes	No	No	USD	01/07/2014	1,564.10
			56937	153830	Check	1	10795		ACE SOLID WASTE, INC	Yes	No	No	USD	01/09/2014	2,427.08

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Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	56957	153831	Check	1	7706	3	AMAZON.COM	Yes	No	No	USD	01/09/2014	1,032.76
			56939	153832	Check	1	1119		AMERICAN BOOK COMPANY	Yes	No	No	USD	01/09/2014	1,544.25
			56955	153833	Check	1	7076		BAUER MARK	Yes	No	No	USD	01/09/2014	128.00
			56948	153834	Check	1	14053		BEST WESTERN-KELLY INN	Yes	No	No	USD	01/09/2014	98.89
			56940	153835	Check	1	11277		BEYER ADAM	Yes	No	No	USD	01/09/2014	109.00
			56956	153836	Check	1	7342		BIG LAKE HIGH SCHOOL	Yes	No	No	USD	01/09/2014	75.00
			56936	153837	Check	1	10748		BLACK JIM	Yes	No	No	USD	01/09/2014	128.00
			56958	153838	Check	1	7913		DOVENMUEHLER DALE	Yes	No	No	USD	01/09/2014	109.00
			56944	153839	Check	1	13036		HAHN RYAN	Yes	No	No	USD	01/09/2014	108.00
			56949	153840	Check	1	3140		HOFMAN OIL CO. INC.	Yes	No	No	USD	01/09/2014	1,103.74
			56959	153841	Check	1	7933		JESSEN CHRIS	Yes	No	No	USD	01/09/2014	109.00
			56945	153842	Check	1	13483		JOHNSON KAYLEEN	Yes	No	No	USD	01/09/2014	30.00
			56946	153843	Check	1	13535		JORGENSON MITCHELL	Yes	No	No	USD	01/09/2014	70.00
			56942	153844	Check	1	12604		KETZ KRISTINA	Yes	No	No	USD	01/09/2014	43.65
			56947	153845	Check	1	14041		KITZMAN ZACH	Yes	No	No	USD	01/09/2014	50.00
			56954	153846	Check	1	7064		LARKIN PETER J.	Yes	No	No	USD	01/09/2014	109.00
			56941	153847	Check	1	11968		MARXHAUSEN ALAN	Yes	No	No	USD	01/09/2014	100.00
			56950	153848	Check	1	4649		NEUBAUER TANNER	Yes	No	No	USD	01/09/2014	160.00
			56935	153849	Check	1	10232		PLOEGER CORY	Yes	No	No	USD	01/09/2014	200.00
			56951	153850	Check	1	5118		PRINCETON CHAMBER OF COMMER	Yes	No	No	USD	01/09/2014	375.00
			56952	153851	Check	1	5489		SANBORN TIM	Yes	No	No	USD	01/09/2014	50.00
			56938	153852	Check	1	10959		SOLBERG MATT	Yes	No	No	USD	01/09/2014	109.00
			56953	153853	Check	1	5926		ST. FRANCIS HIGH SCHOOL	Yes	No	No	USD	01/09/2014	120.00
			56943	153854	Check	1	12980	1	TIES	Yes	No	No	USD	01/09/2014	250.00
			56971	153855	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	01/15/2014	4,520.39
			56969	153856	Check	1	13965		GURSTEL CHARGO PA	Yes	No	No	USD	01/15/2014	271.68
			56970	153857	Check	1	14012		MESSERLI & KRAMER	Yes	No	No	USD	01/15/2014	105.80
			57056	153858	Check	1	13229	1	FAIRVIEW	Yes	No	No	USD	01/14/2014	75.00
			57088	153859	Check	1	7706	3	AMAZON.COM	Yes	No	No	USD	01/16/2014	244.31
			57065	153860	Check	1	13484		ANDREA SHANNON	Yes	No	No	USD	01/16/2014	125.00
			57086	153861	Check	1	7007		BECKER CHAR	Yes	No	No	USD	01/16/2014	125.00
			57074	153862	Check	1	14059		BOILEAU PATRICIA	Yes	No	No	USD	01/16/2014	7.90
			57062	153863	Check	1	13112		BOLLANT JOE	Yes	No	No	USD	01/16/2014	109.00
			57057	153864	Check	1	11358		BOYSEN CRAIG	Yes	No	No	USD	01/16/2014	109.00
			57077	153865	Check	1	1693		CASH	Yes	No	No	USD	01/16/2014	30.00
			57078	153866	Check	1	1979		CRITTERS & CO. INC.	Yes	No	No	USD	01/16/2014	1,025.00
			57066	153867	Check	1	13485		DENNE MOLLY	Yes	No	No	USD	01/16/2014	125.00
			57090	153868	Check	1	9447		DEYAK BRAD	Yes	No	No	USD	01/16/2014	70.00
			57059	153869	Check	1	11991		EMC INSURANCE COMPANIES	Yes	No	No	USD	01/16/2014	98,094.20
			57076	153870	Check	1	14061		ESKOLA LISA	Yes	No	No	USD	01/16/2014	54.00
			57072	153871	Check	1	14056		FONDURULIA THOMAS	Yes	No	No	USD	01/16/2014	128.00

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0477		001	57058	153872	Check	1	11361		FORD ASHLEE	Yes	No	No	USD	01/16/2014	250.00
			57087	153873	Check	1	7254		HABSTRITT RANDY	Yes	No	No	USD	01/16/2014	109.00
			57068	153874	Check	1	13535		JORGENSON MITCHELL	Yes	No	No	USD	01/16/2014	70.00
			57085	153875	Check	1	6998		LEVIN AARON	Yes	No	No	USD	01/16/2014	128.00
			57080	153876	Check	1	4156		M.E.S.P.A.	Yes	No	No	USD	01/16/2014	545.00
			57079	153877	Check	1	3939		MAAE	Yes	No	No	USD	01/16/2014	90.00
			57061	153878	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	01/16/2014	1,296.40
			57069	153879	Check	1	14007		MIKKELSON STEVE	Yes	No	No	USD	01/16/2014	128.00
			57075	153880	Check	1	14060		MINNETESOL	Yes	No	No	USD	01/16/2014	185.00
			57081	153881	Check	1	4511		MUSIC IN MOTION	Yes	No	No	USD	01/16/2014	350.00
			57071	153882	Check	1	14055		NELSON PAUL	Yes	No	No	USD	01/16/2014	128.00
			57060	153883	Check	1	12903		NUTT TAMMY	Yes	No	No	USD	01/16/2014	50.00
			57082	153884	Check	1	5088		PRAIRIE RESTORATIONS INC.	Yes	No	No	USD	01/16/2014	1,181.37
			57083	153885	Check	1	5305		RESOURCE TRAINING & SOLUTIONS	Yes	No	No	USD	01/16/2014	165.00
			57089	153886	Check	1	8878		RESTORATION SYSTEMS	Yes	No	No	USD	01/16/2014	69,998.00
			57067	153887	Check	1	13491		RIVERSIDE FAMILY CHIROPRACTIC	Yes	No	No	USD	01/16/2014	80.00
			57070	153888	Check	1	14054		SALZMANN BRENDA	Yes	No	No	USD	01/16/2014	125.00
			57084	153889	Check	1	5472	4	SAM'S CLUB	Yes	No	No	USD	01/16/2014	747.08
			57073	153890	Check	1	14057		SEGUIN NIKKI	Yes	No	No	USD	01/16/2014	125.00
			57064	153891	Check	1	13390		SKL ENTERPRISES LLC	Yes	No	No	USD	01/16/2014	375.00
			57063	153892	Check	1	13262	1	WALMART COMMUNITY/GECRB	Yes	No	No	USD	01/16/2014	393.04
			57118	153893	Check	1	14070		ANDERSON MISTY	Yes	No	No	USD	01/22/2014	5.00
			57104	153894	Check	1	1243	1	ASCD	Yes	No	No	USD	01/22/2014	219.00
			57107	153895	Check	1	13356		BERRY JAMES WILLIAM	Yes	No	No	USD	01/22/2014	30.00
			57098	153896	Check	1	11358		BOYSEN CRAIG	Yes	No	No	USD	01/22/2014	109.00
			57094	153897	Check	1	10707		BURT ROBERT	Yes	No	No	USD	01/22/2014	109.00
			57093	153898	Check	1	10584		CARD SERVICES	Yes	No	No	USD	01/22/2014	1,114.74
			57134	153899	Check	1	8001		CHILDERS DAVE	Yes	No	No	USD	01/22/2014	70.00
			57101	153900	Check	1	11422		COLAGO ROLAND	Yes	No	No	USD	01/22/2014	109.00
			57119	153901	Check	1	14071		DEHNICKE ADAM	Yes	No	No	USD	01/22/2014	109.00
			57106	153902	Check	1	12976	1	DISTRICT 112 COMMUNITY ED	Yes	No	No	USD	01/22/2014	150.00
			57110	153903	Check	1	14056		FONDURULIA THOMAS	Yes	No	No	USD	01/22/2014	128.00
			57114	153904	Check	1	14066		GRIFFITHS DAN	Yes	No	No	USD	01/22/2014	109.00
			57111	153905	Check	1	14063		HANSON KRISTIN	Yes	No	No	USD	01/22/2014	100.00
			57099	153906	Check	1	11396		HEALY CHUCK	Yes	No	No	USD	01/22/2014	109.00
			57117	153907	Check	1	14069		HELM LORI	Yes	No	No	USD	01/22/2014	20.00
			57112	153908	Check	1	14064		HOESCHEN JOSHUA	Yes	No	No	USD	01/22/2014	65.00
			57132	153909	Check	1	7693		JOHNSON ERIC	Yes	No	No	USD	01/22/2014	75.00
			57096	153910	Check	1	11304		KLEIN MATT	Yes	No	No	USD	01/22/2014	70.00
			57135	153911	Check	1	8027		KRITZ KEVIN	Yes	No	No	USD	01/22/2014	109.00
			57122	153912	Check	1	3700		LAKES COUNTRY SERVICE COOP	Yes	No	No	USD	01/22/2014	75.00

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			57102	153914	Check	1	11986		LAVOI JANA	Yes	No	No	USD	01/22/2014	75.00
			57129	153915	Check	1	6998		LEVIN AARON	Yes	No	No	USD	01/22/2014	128.00
			57108	153916	Check	1	13532		M.A.F.C.S.	Yes	No	No	USD	01/22/2014	275.00
			57124	153917	Check	1	4156		M.E.S.P.A.	Yes	No	No	USD	01/22/2014	180.00
			57123	153918	Check	1	3979		MALLEY DAVE	Yes	No	No	USD	01/22/2014	109.00
			57109	153919	Check	1	14007		MIKKELSON STEVE	Yes	No	No	USD	01/22/2014	128.00
			57097	153920	Check	1	11314		MILLER SCOTT	Yes	No	No	USD	01/22/2014	128.00
			57092	153921	Check	1	10432		MINNESOTA ELEVATOR, INC	Yes	No	No	USD	01/22/2014	120,498.19
			57133	153922	Check	1	7890	2	MN AFEE	Yes	No	No	USD	01/22/2014	40.00
			57115	153923	Check	1	14067		MOEN JEFF	Yes	No	No	USD	01/22/2014	109.00
			57128	153924	Check	1	6992		OFTEDAL DICK	Yes	No	No	USD	01/22/2014	109.00
			57116	153925	Check	1	14068		OHIO FARMERS INSURANCE CO.	Yes	No	No	USD	01/22/2014	67,500.00
			57105	153926	Check	1	12462		OLSON TERENCE ALAN	Yes	No	No	USD	01/22/2014	108.00
			57125	153927	Check	1	4897		PARK SQUARE THEATRE	Yes	No	No	USD	01/22/2014	1,778.00
			57103	153928	Check	1	11987		PERRY DWAIN	Yes	No	No	USD	01/22/2014	109.00
			57091	153929	Check	1	10061		REKSTAD BRAD	Yes	No	No	USD	01/22/2014	109.00
			57127	153930	Check	1	6317		RESERVE ACCOUNT	Yes	No	No	USD	01/22/2014	2,000.00
			57126	153931	Check	1	5301	2	RESOURCES FOR EDUCATORS	Yes	No	No	USD	01/22/2014	219.00
			57113	153932	Check	1	14065		SCHWANKL MARK	Yes	No	No	USD	01/22/2014	65.00
			57136	153933	Check	1	9494		SNA	Yes	No	No	USD	01/22/2014	46.75
			57095	153934	Check	1	10959		SOLBERG MATT	Yes	No	No	USD	01/22/2014	109.00
			57121	153935	Check	1	14073		SORENSEN MATT	Yes	No	No	USD	01/22/2014	109.00
			57100	153936	Check	1	11407		STURGES SHANE	Yes	No	No	USD	01/22/2014	109.00
			57131	153937	Check	1	7222		TALBERG CRAIG	Yes	No	No	USD	01/22/2014	100.00
			57120	153938	Check	1	14072		WIERSMA SARA	Yes	No	No	USD	01/22/2014	109.00
			57137	153939	Check	1	1457		BLUE CROSS & BLUE SHIELD /	Yes	No	No	USD	01/23/2014	226,497.50
			57182	153940	Check	1	13598		42nd STREET PHOTO	Yes	No	No	USD	01/28/2014	2,129.96
			57193	153941	Check	1	14025		ABS	Yes	No	No	USD	01/28/2014	49.07
			57188	153942	Check	1	14000		ACCOUSTICS ASSOC. INC	Yes	No	No	USD	01/28/2014	141.60
			57181	153943	Check	1	13461		ACCURATE HOME CARE, LLC	Yes	No	No	USD	01/28/2014	10,459.02
			57170	153944	Check	1	13017		ADEPT ENGRAVING LLC	Yes	No	No	USD	01/28/2014	317.40
			57189	153945	Check	1	14005		AGC NETWORKS INC	Yes	No	No	USD	01/28/2014	250.00
			57158	153946	Check	1	12238		AJ INDUSTRIES, INC	Yes	No	No	USD	01/28/2014	1,405.25
			57146	153947	Check	1	1106		ALPHA FACTOR	Yes	No	No	USD	01/28/2014	4,490.91
			57149	153948	Check	1	1137		AMERIPRIDE LINEN & APPAREL	Yes	No	No	USD	01/28/2014	1,077.24
			57190	153949	Check	1	14020		AN-RAE SERVICES, INC.	Yes	No	No	USD	01/28/2014	347.50
			57159	153950	Check	1	12321	1	APEC	Yes	No	No	USD	01/28/2014	347.00
			57156	153951	Check	1	1213		APPERT'S FOODSERVICE	Yes	No	No	USD	01/28/2014	76,862.54
			57276	153952	Check	1	8363	1	APPLE, INC.	Yes	No	No	USD	01/28/2014	1,946.00
			57157	153953	Check	1	1218		AQUA LOGIC	Yes	No	No	USD	01/28/2014	985.83

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			57231	153955	Check	1	4545		AUTO VALUE PRINCETON	Yes	No	No	USD	01/28/2014	51.86
			57277	153956	Check	1	8410	1	BATTERIES PLUS	Yes	No	No	USD	01/28/2014	1,563.00
			57195	153957	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	01/28/2014	1,190.60
			57191	153958	Check	1	14021		BEYOND SPORT MARTIAL ARTS & FI	Yes	No	No	USD	01/28/2014	189.60
			57196	153959	Check	1	1458		BLUE LINE CLUB	Yes	No	No	USD	01/28/2014	1,020.09
			57199	153960	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	01/28/2014	6,166.69
			57192	153961	Check	1	14024		CARL'S ELECTRONICS	Yes	No	No	USD	01/28/2014	357.87
			57162	153962	Check	1	12622		CARTRIDGE WORLD	Yes	No	No	USD	01/28/2014	1,712.89
			57219	153963	Check	1	3954	4	CDW-G INC	Yes	No	No	USD	01/28/2014	4,352.03
			57144	153964	Check	1	11026	1	CENGAGE LEARNING	Yes	No	No	USD	01/28/2014	668.53
			57227	153965	Check	1	4290		CENTERPOINT ENERGY	Yes	No	No	USD	01/28/2014	4,212.09
			57198	153966	Check	1	1721		CENTRAL MCGOWAN INC.	Yes	No	No	USD	01/28/2014	805.82
			57197	153967	Check	1	1720		CENTRAL MN FOSTER GRANDPAREI	Yes	No	No	USD	01/28/2014	570.00
			57273	153968	Check	1	7473	1	CLARK ENGINEERING	Yes	No	No	USD	01/28/2014	5,698.21
			57290	153969	Check	1	9534		COMMERCIAL KITCHEN SERVICES	Yes	No	No	USD	01/28/2014	452.48
			57279	153970	Check	1	8491		COUNTRY SIDE PEST CONTROL, INC	Yes	No	No	USD	01/28/2014	365.00
			57187	153971	Check	1	13953		CREATIVE THERAPY ASSOCIATES, II	Yes	No	No	USD	01/28/2014	173.04
			57138	153972	Check	1	10069		DALCO	Yes	No	No	USD	01/28/2014	7,209.64
			57183	153973	Check	1	13599		DARRYL WALETZKO LLC	Yes	No	No	USD	01/28/2014	10,552.50
			57153	153974	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	No	No	USD	01/28/2014	9,250.39
			57200	153975	Check	1	2113		DELEGARD TOOL CO.	Yes	No	No	USD	01/28/2014	41.36
			57201	153976	Check	1	2115	1	DEMCO INC	Yes	No	No	USD	01/28/2014	195.38
			57287	153977	Check	1	9275		DISTRIBUTED WEBSITE CORP.	Yes	No	No	USD	01/28/2014	6,867.00
			57169	153978	Check	1	13015		DOHRMANN ERIN	Yes	No	No	USD	01/28/2014	125.44
			57166	153979	Check	1	12875		DVS RENEWAL	Yes	No	No	USD	01/28/2014	438.00
			57202	153980	Check	1	2265		ECKROTH MUSIC CO.	Yes	No	No	USD	01/28/2014	2,860.45
			57204	153981	Check	1	2270		ECM PUBLISHERS INC.	Yes	No	No	USD	01/28/2014	7,157.54
			57203	153982	Check	1	2269		ECMECC	Yes	No	No	USD	01/28/2014	7,065.66
			57209	153983	Check	1	2685	5	ECOLAB EQUIPMENT CARE - GCS SI	Yes	No	No	USD	01/28/2014	510.94
			57205	153984	Check	1	2278		ECOWATER SYSTEMS	Yes	No	No	USD	01/28/2014	21.00
			57284	153985	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	01/28/2014	315.44
			57206	153986	Check	1	2331		EGAN COMPANY	Yes	No	No	USD	01/28/2014	12,612.00
			57207	153987	Check	1	2494	1	FARBER SOUND, LLC	Yes	No	No	USD	01/28/2014	345.00
			57208	153988	Check	1	2576		FOLLETT LIBRARY RESOURCES	Yes	No	No	USD	01/28/2014	416.43
			57285	153989	Check	1	9201		FOY INVENTERPRISES, INC	Yes	No	No	USD	01/28/2014	2,476.25
			57155	153990	Check	1	12056		FREDERICK C. MEISSNER PIANO SE	Yes	No	No	USD	01/28/2014	110.00
			57171	153991	Check	1	13030		GIFTS & GADGETS GALORE	Yes	No	No	USD	01/28/2014	48.99
			57210	153992	Check	1	2774		GOODHEART-WILLCOX CO. INC.	Yes	No	No	USD	01/28/2014	2,734.99
			57211	153993	Check	1	2778		GOPHER STATE ONE-CALL INC	Yes	No	No	USD	01/28/2014	105.90
			57271	153994	Check	1	6645		GRAINGER	Yes	No	No	USD	01/28/2014	5,169.71

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			57213	153996	Check	1	2895	1	H&B SPECIALIZED PRODUCTS	Yes	No	No	USD	01/28/2014	3,024.80
			57214	153997	Check	1	2955		HANDYMAN'S INC.	Yes	No	No	USD	01/28/2014	1,402.96
			57177	153998	Check	1	13217		HOLT-PETERSON CHARTER BUS	Yes	No	No	USD	01/28/2014	950.00
			57147	153999	Check	1	11134		I.S.D. #6079	Yes	No	No	USD	01/28/2014	39,775.31
			57288	154000	Check	1	9379		IMAGE MARKET	Yes	No	No	USD	01/28/2014	256.05
			57143	154001	Check	1	10909	1	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	01/28/2014	488.09
			57139	154002	Check	1	10237		INTEGRATED SYSTEMS CORPORATI	Yes	No	No	USD	01/28/2014	416.67
			57292	154003	Check	1	9932		J.P. COOKE COMPANY	Yes	No	No	USD	01/28/2014	210.94
			57216	154004	Check	1	3511	2	J.W. PEPPER OF MINNEAPOLIS	Yes	No	No	USD	01/28/2014	199.99
			57215	154005	Check	1	3425		JINDRA'S SEWER SERVICE	Yes	No	No	USD	01/28/2014	1,320.00
			57154	154006	Check	1	11911	1	JONES SCHOOL SUPPLY	Yes	No	No	USD	01/28/2014	17.23
			57152	154007	Check	1	11648	1	JSB SURVEILLANCE	Yes	No	No	USD	01/28/2014	3,602.50
			57217	154008	Check	1	3557		KEPHART'S	Yes	No	No	USD	01/28/2014	29.79
			57218	154009	Check	1	3623		KOEHLER & DRAMM INC.	Yes	No	No	USD	01/28/2014	1,891.39
			57293	154010	Check	1	9997	1	LIBRARIANS' BOOK EXPRESS	Yes	No	No	USD	01/28/2014	83.00
			57163	154011	Check	1	12647		LOFFLER	Yes	No	No	USD	01/28/2014	6,788.00
			57230	154012	Check	1	4467		M.S.B.A.	Yes	No	No	USD	01/28/2014	2,050.00
			57141	154013	Check	1	10488		MAGAZINES.COM	Yes	No	No	USD	01/28/2014	400.62
			57220	154014	Check	1	4028		MARV'S TRUE VALUE	Yes	No	No	USD	01/28/2014	491.50
			57221	154015	Check	1	4030		MASA	Yes	No	No	USD	01/28/2014	816.00
			57282	154016	Check	1	8696		McCONE FOODS	Yes	No	No	USD	01/28/2014	414.25
			57222	154017	Check	1	4087		MCDOWALL COMPANY	Yes	No	No	USD	01/28/2014	838.00
			57167	154018	Check	1	12960		MCKENZIE CO.	Yes	No	No	USD	01/28/2014	751.54
			57280	154019	Check	1	8514		MID MN DAMAGE PREVENTION	Yes	No	No	USD	01/28/2014	160.00
			57223	154020	Check	1	4207		MIDWEST EAP SOLUTIONS	Yes	No	No	USD	01/28/2014	11,817.00
			57224	154021	Check	1	4212	1	MIDWEST TECHNOLOGY PRODUCT	Yes	No	No	USD	01/28/2014	716.44
			57225	154022	Check	1	4222		MILACA BUILDING CENTER	Yes	No	No	USD	01/28/2014	673.78
			57140	154023	Check	1	10432		MINNESOTA ELEVATOR, INC	Yes	No	No	USD	01/28/2014	393.64
			57228	154024	Check	1	4292		MINNTEX	Yes	No	No	USD	01/28/2014	2,910.16
			57151	154025	Check	1	11477	1	MINUTEMAN PRESS	Yes	No	No	USD	01/28/2014	218.62
			57226	154026	Check	1	4282		MINVALCO INC.	Yes	No	No	USD	01/28/2014	114.82
			57229	154027	Check	1	4349	2	MN DEPARTMENT OF HEALTH	Yes	No	No	USD	01/28/2014	45.00
			57194	154028	Check	1	14028		MOR 4 DESIGNS	Yes	No	No	USD	01/28/2014	400.00
			57232	154029	Check	1	4555		NATIONAL FFA ORGANIZATION	Yes	No	No	USD	01/28/2014	110.00
			57233	154030	Check	1	4628		NELSON NURSERY	Yes	No	No	USD	01/28/2014	21.30
			57173	154031	Check	1	13117	1	NEW DOMINION SCHOOL	Yes	No	No	USD	01/28/2014	9,262.80
			57172	154032	Check	1	13069	1	NORTHERN SALT INC	Yes	No	No	USD	01/28/2014	438.06
			57234	154033	Check	1	4767		OAK LAND VOCATIONAL CENTER	Yes	No	No	USD	01/28/2014	35,044.58
			57235	154034	Check	1	4776	3	OFFICEMAX INC.	Yes	No	No	USD	01/28/2014	80.46
			57286	154035	Check	1	9243	2	OREILLY AUTOMOTIVE INC	Yes	No	No	USD	01/28/2014	6.42

Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	57236	154036	Check	1	4827	3	ORIENTAL TRADING CO. INC.	Yes	No	No	USD	01/28/2014	534.99
			57179	154037	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	01/28/2014	129,433.13
			57237	154038	Check	1	4868	1	PAN-O-GOLD BAKING CO.	Yes	No	No	USD	01/28/2014	1,248.50
			57238	154039	Check	1	5038	1	PITNEY BOWES	Yes	No	No	USD	01/28/2014	280.50
			57239	154040	Check	1	5040		PIZZA BARN	Yes	No	No	USD	01/28/2014	211.18
			57275	154041	Check	1	7733		PLAYSCRIPTS, INC	Yes	No	No	USD	01/28/2014	267.30
			57291	154042	Check	1	9866	1	PREMIUM WATERS INC	Yes	No	No	USD	01/28/2014	71.85
			57240	154043	Check	1	5135		PRINCETON ACE HARDWARE INC.	Yes	No	No	USD	01/28/2014	279.85
			57274	154044	Check	1	7681		PRINCETON POLICE DEPARTMENT	Yes	No	No	USD	01/28/2014	25.00
			57242	154045	Check	1	5194		PRINCETON PUBLIC UTILITIES	Yes	No	No	USD	01/28/2014	51,877.17
			57241	154046	Check	1	5159		PRINCETON YOUTH HOCKEY ASSN	Yes	No	No	USD	01/28/2014	27,750.00
			57243	154047	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	01/28/2014	1,171.17
			57150	154048	Check	1	11452		RATWIK, ROSZAK & MALONEY, PA	Yes	No	No	USD	01/28/2014	1,943.00
			57245	154049	Check	1	5256	2	READ NATURALLY	Yes	No	No	USD	01/28/2014	1,198.20
			57244	154050	Check	1	5254		REALLY GOOD STUFF	Yes	No	No	USD	01/28/2014	37.15
			57164	154051	Check	1	12648	1	REBYL SPORTS, INC.	Yes	No	No	USD	01/28/2014	505.50
			57289	154052	Check	1	9439	1	RELIABLE MEDICAL SUPPLY	Yes	No	No	USD	01/28/2014	309.60
			57246	154053	Check	1	5297		RENAISSANCE LEARNING INC	Yes	No	No	USD	01/28/2014	4,624.00
			57247	154054	Check	1	5319	2	RHODE ISLAND NOVELTY	Yes	No	No	USD	01/28/2014	54.50
			57175	154055	Check	1	13148		RJ FRAMING & GUNS	Yes	No	No	USD	01/28/2014	243.70
			57248	154056	Check	1	5449	2	S & S WORLDWIDE	Yes	No	No	USD	01/28/2014	137.68
			57249	154057	Check	1	5472	4	SAM'S CLUB	Yes	No	No	USD	01/28/2014	2,089.35
			57178	154058	Check	1	13311		SANDSTROM'S	Yes	No	No	USD	01/28/2014	431.84
			57250	154059	Check	1	5523	6	SCHOLASTIC BOOK CLUBS INC	Yes	No	No	USD	01/28/2014	14.00
			57251	154060	Check	1	5593	5	SCHOOL SPECIALTY INC.	Yes	No	No	USD	01/28/2014	2,235.33
			57283	154061	Check	1	8735		SCOTT ELECTRIC	Yes	No	No	USD	01/28/2014	756.00
			57252	154062	Check	1	5617	4	SCSU SPORT FACILITIES	Yes	No	No	USD	01/28/2014	476.00
			57253	154063	Check	1	5668		SHERBURNE COUNTY TREASURER	Yes	No	No	USD	01/28/2014	837.62
			57272	154064	Check	1	7446	1	SIGHTLINE DISPLAYS, LLC	Yes	No	No	USD	01/28/2014	193.50
			57254	154065	Check	1	5702		SILVER BELL TROPHIES & AWARDS	Yes	No	No	USD	01/28/2014	406.00
			57255	154066	Check	1	5732	1	SKYWARD	Yes	No	No	USD	01/28/2014	1,395.00
			57256	154067	Check	1	5750		SMILEMAKERS	Yes	No	No	USD	01/28/2014	63.88
			57258	154068	Check	1	5881	3	ST CLOUD FIRE EQUIPMENT	Yes	No	No	USD	01/28/2014	250.00
			57257	154069	Check	1	5868		STATE SUPPLY COMPANY	Yes	No	No	USD	01/28/2014	775.95
			57281	154070	Check	1	8531	1	STRATEGIC EQUIPMENT	Yes	No	No	USD	01/28/2014	350.40
			57148	154071	Check	1	11232		TAMARACK LAKE PHEASANTS	Yes	No	No	USD	01/28/2014	374.00
			57259	154072	Check	1	6079		TEAM SPORTING GOODS INC	Yes	No	No	USD	01/28/2014	1,112.30
			57260	154073	Check	1	6097		TERSCH PRODUCTS INC.	Yes	No	No	USD	01/28/2014	278.22
			57180	154074	Check	1	13389	1	THE MCDOWELL AGENCY, INC.	Yes	No	No	USD	01/28/2014	1,436.80
			57184	154075	Check	1	13674		THE PRINT AND WEB SHOP	Yes	No	No	USD	01/28/2014	37.50
			57261	154076	Check	1	6142		TIERNEY BROS.	Yes	No	No	USD	01/28/2014	2,056.00

Princeton Public Schools #477 Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	57168	154077	Check	1	12980	1	TIES	Yes	No	No	USD	01/28/2014	2,974.00
			57262	154078	Check	1	6231		TRIO SUPPLY COMPANY	Yes	No	No	USD	01/28/2014	1,315.91
			57278	154079	Check	1	8428		TWIN CITY HARDWARE	Yes	No	No	USD	01/28/2014	3,413.85
			57174	154080	Check	1	13147		UPSTAGE STUDIOS	Yes	No	No	USD	01/28/2014	780.00
			57263	154081	Check	1	6310		US FOODSERVICE	Yes	No	No	USD	01/28/2014	2,194.07
			57264	154082	Check	1	6318		US SCHOOL SUPPLY INC	Yes	No	No	USD	01/28/2014	287.85
			57185	154083	Check	1	13685		VELOCITY STREETWEAR	Yes	No	No	USD	01/28/2014	133.00
			57186	154084	Check	1	13908		VERIZON WIRELESS	Yes	No	No	USD	01/28/2014	154.97
			57265	154085	Check	1	6376		VIKING COCA COLA BOTTLING	Yes	No	No	USD	01/28/2014	1,037.05
			57176	154086	Check	1	13178		VIKING SEWER & DRAIN CLEANING	Yes	No	No	USD	01/28/2014	476.00
			57266	154087	Check	1	6408	1	VORT CORPORATION	Yes	No	No	USD	01/28/2014	85.00
			57267	154088	Check	1	6455	1	WARD'S NATURAL SCIENCE EST LLC	Yes	No	No	USD	01/28/2014	65.17
			57269	154089	Check	1	6464		WATERMANAGEMENT SERVICES	Yes	No	No	USD	01/28/2014	1,836.84
			57268	154090	Check	1	6461		WATSON CO. INC.	Yes	No	No	USD	01/28/2014	338.32
			57145	154091	Check	1	11029	1	WHY TRY, INC.	Yes	No	No	USD	01/28/2014	198.00
			57270	154092	Check	1	6575		WILLIAM V. MACGILL & CO.	Yes	No	No	USD	01/28/2014	86.29
			57142	154093	Check	1	10705		WILSON SPORTS	Yes	No	No	USD	01/28/2014	99.00
			57165	154094	Check	1	12779	1	WOODWORKS, LTD	Yes	No	No	USD	01/28/2014	159.00
			57160	154095	Check	1	12451		YOUTH ENRICHMENT LEAGUE	Yes	No	No	USD	01/28/2014	1,755.25
Bank Total: 001														\$1,720,026.40	
Report Total:														\$1,720,026.40	

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

Fund Description	Total
01 General Fund	\$1,511,691.84
02 Food Service	\$113,149.07
04 Community Service	\$23,228.75
06 Construction	\$48,184.02
10 Student Activities	\$23,772.72
Report Total	\$1,720,026.40

Princeton Public Schools - ISD #477

Wire Transfer Report

January 28, 2014

<u>Date:</u>	<u>Amount:</u>	<u>Description:</u>
12/31/2013	\$ 481,104.01	ACH File Transfer
12/31/2013	\$ 164,554.26	Federal Tax Wire Transfer
12/31/2013	\$ 26,256.66	State Tax Wire Transfer
12/31/2013	\$ 6,854.73	Select Account H S A
12/31/2013	\$ 100.00	MN Revenue
12/31/2013	\$ 73,813.76	TRA File Transfer
12/31/2013	\$ 28,544.89	PERA File Transfer
12/31/2013	\$ 378.50	MN Child Support File Transfer
12/31/2013	\$ 30,863.29	TSA File Transfer
1/3/2014	\$ 7,224.50	BMO Harris Bank - (Pcards)
1/13/2014	\$ 486.00	MN Revenue - (Sales tax)
1/15/2014	\$ 434,114.53	ACH File Transfer
1/15/2014	\$ 148,746.88	Federal Tax Wire Transfer
1/15/2014	\$ 23,501.38	State Tax Wire Transfer
1/15/2014	\$ 7,110.62	Select Account H S A
1/15/2014	\$ 100.00	MN Revenue
1/15/2014	\$ 69,741.52	TRA File Transfer
1/15/2014	\$ 23,871.14	PERA File Transfer
1/15/2014	\$ 378.50	MN Child Support File Transfer
1/15/2014	\$ 41,113.39	TSA File Transfer
1/15/2014	\$ 24,840.00	ING/MSRS
TOTAL	\$ 1,593,698.56	

**PRINCETON PUBLIC SCHOOLS
TREASURER'S REPORT
MONTHLY CASH FLOW REPORT FOR DECEMBER 2013**

FUND	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY DISBURSEMENTS	JOURNAL ENTRIES	ENDING BALANCE
01 General	13,360,304.61	1,955,835.38	2,446,240.75	(1,968.77)	12,869,899.24
02 Food Service	336,256.75	129,804.13	91,643.76	(368.29)	374,417.12
04 Community Service	307,876.03	65,055.59	70,314.00	(489.13)	302,617.62
06 Building Fund	0.00	0.00	0.00	0.00	0.00
07 Debt Service	2,084,593.95	430,052.47	0.00	1,170.41	2,514,646.42
10 Activities	173,370.25	29,413.37	39,876.21	(211.98)	162,907.41
TOTAL	16,262,401.59	2,610,160.94	2,648,074.72		16,224,487.81

Bank Accounts

AP/PR Account (Bremer)	427,565.73
MSDLAF+	4,398,074.71
Investments (Fd01)	<u>11,520,791.60</u>
	16,346,432.04
O/S Accts Pay Checks	(70,971.90)
O/S Payroll Checks	(4,965.91)
O/S Wires	(48,198.92)
NSF Checks	<u>2,192.50</u>
TOTAL	16,224,487.81

Gifts to Princeton Schools
(January 28, 2014)

School/Program	Amount/Item	Donor	Purpose
Middle School	\$200.00	Helen Olson Princeton Used Clothing Center	Scholarship funds to go towards students attending the 6th grade trip to Deep Portage.
Middle School	\$480.00	Princeton Rotary Club	Scholarship funds to go towards students attending the 6th grade trip to Deep Portage.
Middle School	\$650.00	Princeton Lions Club	Scholarship funds to go towards students attending the 6th grade trip to Deep Portage.
Middle School	\$120.00	Shelly Radke	Scholarship funds to go towards students attending the 6th grade trip to Deep Portage.
Middle School	\$240.00	Thrift with a Twist	Scholarship funds to go towards students attending the 6th grade trip to Deep Portage.

This fundraiser is asking for donations to support prizes for the Biggest Learner winning team. This is a PASS program activity.

511

FUNDRAISING APPROVAL FORM

Date of fundraiser: 2-3-14 - 3-12-14		Projected profit: 1000000	Amount earned: up to \$2000
Group or organization proposing the fundraiser: PASS		Item(s) being sold: soliciting donations	
Company/organization supplying items to be sold:			
The money raised will be used for: Prizes for Biggest Learner Teams			
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).		✓
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. 		✓
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: 1-28-14		Teacher/Sponsor Signature: Sue Vanheuser <i>(Signature)</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: 1-28-14		Administrator Signature: Bart Muckert <i>(Signature)</i>	
Date: 1.28.14		Superintendent Signature: Julia Espe <i>(Signature)</i>	
Date:		School Board Chair Signature:	

January 28, 2014

Dear School Board Members,

As you are well aware, this year has been an extreme winter, full of conditions that have resulted in school closings. I am writing this memo to re-iterate our make up plan so far, and to propose an addendum to the academic plan for your consideration.

The dates that we have had as school closings are:

January 6
January 7
January 23
January 27
January 28

We have had one two-hour late start, due to weather, as well:

December 4

Our students have a total of 172 instructional days, as approved by the School Board. With five cancellations, we are currently at 167 days. Our original calendar designated two make up days: April 14 and April 15. After those days, we will be at 169 days for students.

Proposal:

1. I am proposing that we give one "day of grace" for January 23.
2. Other make up days would be instructional days on April 16 and April 17, to make up for January 27 and January 28 school closings.
3. If we have additional days of school closings, I am proposing that we have staff development days for teachers only, at the end of the school year, on June 9 and 10, for each day schools may close.
4. If we exceed two more days, I propose that we have another "day of grace."
5. If all of these days are used, and more days of school closings happen, then I will bring another plan to the School Board.

Please contact me if you have any questions or concerns.

PRINCETON PUBLIC SCHOOLS

ACTIVITIES PROGRAM

Purpose

The purpose of this policy is to support development and implementation of a quality student activities program. This will assure a wide range of opportunities, experiences and expectations to meet the needs and interests of students in the Princeton Public Schools.

Definition of Activity

“Activity” refers to any activity whether athletic, academic or fine arts. It also applies to all levels, including elementary, middle, senior high levels and Community Education sponsored activities.

General Statement of Policy

The Princeton School District will provide opportunities for students to safely participate, enjoy and excel in a quality activities program. In order to accomplish this mission:

1. Students will strive to achieve their personal best and compete at the most challenging level appropriate to their abilities.
2. The activities program will provide staff, leadership and resources to support student opportunities.
3. Coaches/Advisors will, on an annual basis or at the end of a season, submit a written evaluation on the program to the district Activities Director. This evaluation, including anonymous parent and student input, will be written on a form developed by the Activities Director.
4. The Activities Director will evaluate all head coaches/advisors on a bi-annual basis and all new head coaches during their first year. Head coaches will be responsible for evaluating the assistants of their respective programs at the end of each season and submit a written evaluation to the appropriate building principal. Additional and periodic evaluations will occur as needed.

Belief Statements

1. A variety of activities should be available to accommodate a wide range of students' interests. All students should have support to achieve their full potential. Everyone who wants to participate in a specific activity should be able to participate at a level appropriate to his or her ability.
2. The activities program should be **FUN** for all who work and participate in it.
3. Teamwork and respect should be the foundation of all aspects of the activities program.

4. Competition is valued and consists of commitment to success, working hard, and achieving one's personal best.
5. Commitment to communication by parents, students and the school district is required for positive and successful relationships.
6. Participation complements, rather than compromises, students' academic responsibilities.
7. All activities will provide opportunities for students to enhance self-esteem and self-confidence. Understanding expectations and experiencing encouragement are important to building self-esteem.
8. All activities will have equal value and should have appropriate access to resources and support. Expectations for students and recognition of achievements should also be equal.
9. Consistent processes and procedures for starting, evaluating, modifying or eliminating programs must be applied to all activities.
10. Striving for excellence will include a commitment to achieving goals and the self-discipline to work toward continuous improvement.
11. All students are responsible for their own behavior, work ethic, and positive attitude before, during and after participation in their chosen activity.
12. All students, coaches, parents, and supporters should abide by the Conference Code of Ethics:
 - As an **athlete/participant**, I will respect the rights and property of others. I will accept responsibility for my actions and follow the rules of my sport. I will respect and obey the rules of my school, community, state and country.
 - As a **coach/advisor**, I will constantly uphold the honor and dignity of the profession. I will coach each athlete/participant to the best of my ability, knowing that sports and activities are an extension of my community's accepted educational program.
 - As a **fan**, I will show positive support for my school's teams and coaches. I will respect opponents and abide by the decisions of officials. I will keep in mind that I represent my family, my school and my community.
13. Minnesota State High School League policies and regulations and District 477 policies and regulations will guide eligibility, participation and conduct and must be followed.
14. Rehearsals and practices will be scheduled to run no later than 10:00 p.m. on school nights for high school students and no later than 9:00 p.m. for middle school students. When rehearsals are scheduled for extended periods of time, coaches/advisors/staff will find ways to allow students to study during periods of time when they are not directly involved.

15. Every effort will be made to leave Wednesday evenings and Sundays open so that students may participate in nonschool activities. There will be no practices, rehearsals, or activities after 6:00 p.m. on Wednesdays. Any exceptions must be approved by the school board prior to the event occurring.
16. Must follow Policy 902 – Facility Use Policy.

Activities Communication

STUDENT OR PARENT/STAFF COMMUNICATION:

1. The following is recommended to resolve communication issues and to insure the concerns are resolved at the appropriate level. This communication protocol specifies the person who should be contacted first when there is a concern about a coach/advisor's action or decisions. When a concern is expressed, the following communication protocol should be followed as listed. If resolution of the issue is not achieved at the first level of communication, the next person in the communication protocol can be contacted. The discussion and decision will be documented and filed at each level. All parties involved in addressing the situation will receive a copy of the final resolution:

Level 1	Coach/Advisor directly involved with the student
Level 2	Head Coach/Advisor
Level 3	Activities Director
Level 4	Principal
Level 5	Superintendent
Level 6	School Board

2. If the concern arises at an event, contact with the coach/advisor should be made the following school day. The person with the concern should make a telephone contact or schedule an appointment.
3. All staff members in the communication protocol following coach/advisor are obligated to follow the policy and determine that the line(s) of communication have been followed.

STAFF/STAFF COMMUNICATION:

1. Activities Director and Coach/Advisor communications should address concerns in a one-on-one conference. If resolution is not reached, the issue should be referred to the next level in the protocol (i.e. Principal, Superintendent, School Board).
2. All affected staff may be asked to participate in the discussion.

Activity Schedule Conflicts

1. When conflicting activity schedules occur, the event with the highest level of performance/competition takes precedence. The following performance/competition levels are listed in order from lowest to highest:
 - Rehearsal or practice
 - Scrimmage
 - Non-conference, non-sectional or invitational meet/game
 - Extended student field trip
 - Conference or sectional game and a regularly scheduled performance (i.e., seasonal concert or play production)
 - Sectional or conference play-offs
 - State competition
2. All extended student field trips may not conflict with conference championship, MSHSL sub-section, section or state tournaments.
3. When schedule conflicts occur at the same level of performance, the coaches/advisors will work out the conflict with the Activities Director. Student athlete/participant will not be punished for missing a lower level activity (i.e., being forced to sit out a game/meet/concert for missing a practice due to participation in another activity).
4. School calendar events with annual corresponding dates will dictate that competing major events cannot be scheduled on those dates (i.e., seasonal concerts, play performances, prom).
5. Events properly scheduled on the district events calendar will take precedence over events not scheduled or added to the calendar.
6. Events which need to be rescheduled due to school closings or weather will be handled on a case-by-case basis with sensitivity to dates already scheduled.

Activity Start-Up/Modification/Elimination

The following process will be followed to start, modify or eliminate an activity (ies):

ACTIVITY START-UP

1. Notification of Activities Director.
2. Demonstrated student interest at an earlier age through intramurals, club, community education/middle school/elementary school participation, interest survey, consistent participation (2-4 years).

3. Expenditure Evaluation.
 - Advisory Staff: Qualified/certified – number of staff required
 - Facilities
 - Equipment
 - Transportation: Lodging – travel
4. Activities Director recommendation to the School Board.
5. School Board evaluation and decision.
6. Probation for 3 years.

ACTIVITY MODIFICATION

1. Add a level.
 - Add a coach/advisor.
 - Add an appropriate schedule.
 - Review participation (prior year).
 - Examine facilities.
 - Activities Director recommendation to the School Board.
 - School Board evaluation and decision.

ACTIVITY ELIMINATION

1. Activities Director notifies coach/advisor.
2. The activity is being placed on probation.
 - Probationary period 2-3 years or less.
 - Continued decreasing participation.
 - Review of middle school program.
 - Lack of competitive opportunities.
3. Cooperative opportunities will be investigated.
4. The activity is being dropped.
 - Temporary situation (lack of participation at combined levels).
 - When participation increases, the activity will be reactivated.

5. The activity is being eliminated.

- Recommendation by Activities Director to the School Board.
- School Board evaluation and decision.

Legal References: Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Cross References: Policy 413 (Harassment and Violence)
 Policy 423 (Employee /Student Relationships)
 Policy 503 (Student Attendance)
 Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)
 Policy 506 (Student Discipline)
 Policy 597 (Interscholastic Eligibility)
 Policy 610 (Field Trips)
 Policy 902 (Facility Use)
 MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted: December 19, 2000
 Updated: July 20, 2004
 Revised: July 19, 2005
 Revised: October 10, 2007
 Revised: January 13, 2009
 Revised: December 8, 2009
 Revised: March 23, 2010

Part A: Jurisdiction Identification

Jurisdiction: 1544
Princeton Public Schools

Jurisdiction Type:
Public School District

Contact: Brenda Alexander Phone: 763-389-6181 E-Mail: brenda.alexander@isd477.org

Part B: Official Verification

- 1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system used was:

Description: Point system through consultant

- 2. Health Insurance benefits for male and female classes of comparable value have been evaluated and:

- 3. An official notice has been posted at:

Princeton Public Library (prominent location)

informing employees that the Pay Equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

Princeton ISD477 School Board (governing body)

* (chief elected official)

Board Chair (title)

Part C: Total Payroll

[Empty box for total payroll]

is the annual payroll for the calendar year just ended December 31.

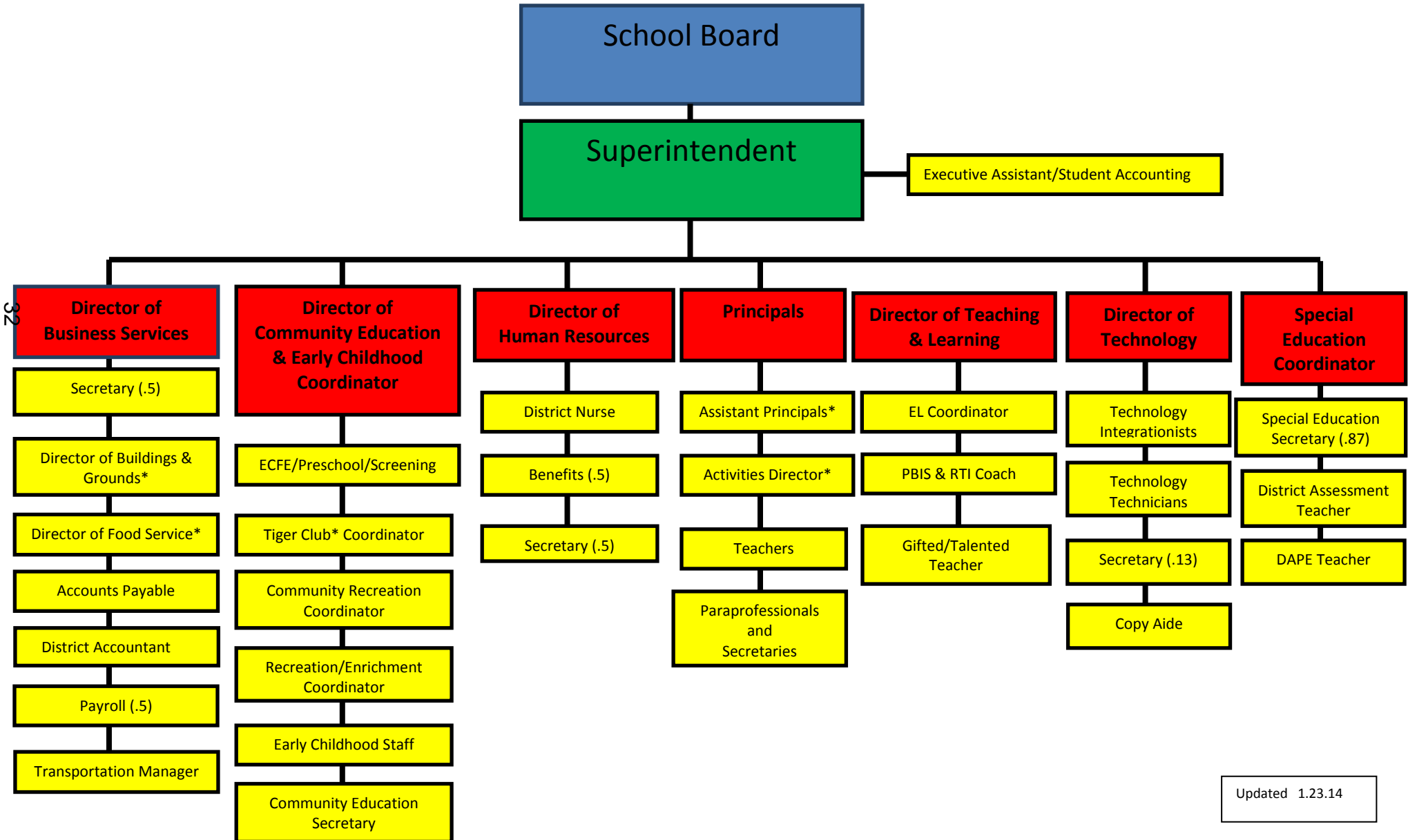
[X] Checking this box indicates the following:

- signature of chief elected official
- approval by governing body
- all information is complete and accurate, and
- all employees over which the jurisdiction has final budgetary authority are included

Date Submitted: Jan 28, 2014

Organizational Chart Princeton District No. 477

*Each area listed also may have related staff (teachers, secretaries, paraprofessionals, cooks or custodians)



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Options Committee Recommendation to School Board

January 28, 2014

- *Community Driven Process*
- Understand and develop an approach to prioritizing addressing the most critical needs
- There are no preconceptions! Everyone needs to remain open-minded
- To be respectful of each other's opinions, time and participation

Options / Planning Committee Membership

Options

Ken Hennen
Lee Steinbrecher
Gayle Harshman
Mitzi Mellott
Elaine Maples
Teri Walker
Greg Schmitz
Carol Swanson
Jim Muckenhirn
Elaine Philippi
Rachel Gillman
Jay Swanson
Paul Vollkommer
Rich Harris
Michelle Hagen
Dick Dobson
Lisa Fobbe

Susan Potvin
Charles Zarns
Jack Edmonds
Kevin Walz
Jim Gibbs
Eldon Johnson
Shannon Arens
Art Skarohlid
Andy Schreder
Dean McDevitt
Cheryl Goetz Dobson
Carie Fuhrman
Scott Berry
Brenda Baird
Pam McElhone
Dave DeWars

Finance

Marsha Haubenschild
Wayne Nelson
Art Skarohlid
Jack Edmonds
Dan Erickson

Criteria	Operations, Quality & Physical Conditions	Site Evaluation	Enrollment, Capacity & Configuration	Programming & Functional Needs	Activities & Community	Technology	Safety & Security	
A comprehensive Long-Range Plan must be developed both for now and the future	✓	✓	✓	✓	✓	✓	✓	7
Portable classrooms must be replaced	✓		✓	✓		✓	✓	5
Accommodations to support increased technology usage through personal devices (including charging stations, connection points, Wi-Fi, etc.) need to be provided	✓				✓	✓	✓	4
The community should be able to utilize the facilities to a greater extent				✓	✓	✓	✓	4
Changing enrollment must be considered when developing flexible options for future			✓	✓	✓			3
Any addition, renovation or new construction should adhere to District Quality standards	✓					✓	✓	3
Any type of infrastructure (technology, security, etc.) must be flexible and easily adapted for the future	✓					✓	✓	3
Utilize existing District owned land whenever possible		✓	✓	✓				3
All spaces must be ADA accessible				✓	✓		✓	3
Additional indoor athletic / gym space is needed			✓	✓	✓			3
South Elementary is highest priority focus	✓			✓				2
Separate bus and parent drop off loops should be created		✓					✓	2
All buildings should have appropriate and functional doors and hardware	✓						✓	2
Flexible learning environments that support independent work, personalized learning, special needs and collaboration need to be created				✓		✓		2
Additional performance space is needed				✓	✓			2

- Portable classrooms must be replaced
- Physical Conditions & Program Issues at South must be addressed in some format through Options
- Technology & Security Criteria must be consistent in all Options
- All Options must meet Physical and Operational Quality Standards developed by Committees
- Educational Spaces must meet State Guidelines
- Addressing Needs at South Elementary is the Highest Priority

Givens For Any / All Options:

- Starting with South – Highest Priority / Biggest Issue
- Security Issues to be addressed
- Technology Issues to be addressed
- Same quality level on all options
- Community needs addressed within the K-12 program
(via additions, renovation or new construction)

****Critical for Apples-to-Apples Evaluation***

When Considering South Elementary:

Addressing South =

Needed Repairs (Physical Conditions)

+ Portable Replacement

+ Program / Needs Items

Comparable Solution

Step One: Consider Option Scenarios:

- 1) Reinvest in South Elementary at Existing Site
- 2) Replacement Elementary (Site TBD)
- 3) Additions to North Elementary / Reinvest in South Elementary
- ~~4) New High School / Shift Grades in Existing Buildings~~
- ~~5) New Elementary + New High School + New Community Center~~
- ~~6) New Elementary w/ New Community Center~~
- ~~7) Do Nothing Now – Wait and Evaluate~~

Additional to Prioritize:

- High School Needs
- Reuse vs. Demolition @ South (or other?)
- Other District Needs

Step Two: Evaluation of Options

- ***What are the critical issues?***
- ***What will change prioritization?***
- ***What does the Data / Information show***

→ **Location**

→ **Enrollment Trends**

- *School Finances.com: Demographic Study and Enrollment Projections*
- *The Center for Community Opinion Survey*

Location

- **Studied Available Data**

- *Enrollment History & Projections*
- *Demographic & Birth Rate Data*
- *New Housing Permits*
- *Survey Responses*

- **Discussion**

- *Student Loss is predominantly a High School issue*
- *Population info shows growth in District*
- *Proximity was not the main reason for open enrollment out*
- *Even within Baldwin no clear mandate to build there*

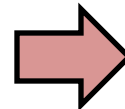
Conclusion:

Location would not be a deciding factor in evaluating Options. Cost and operational efficiency were more of a factor in evaluation process.

Option Scenario 1: Reinvest in South Elementary at Existing Site (K-2)

NEEDS (\$)

- Physical Issues: \$ 9m +/-
- Replace Portables
- Program Issues
 - Enlarge Kindergarten (Addition / Renovation)
 - Enlarge Kitchen and/or Cafeteria
 - Enlarge Media Center
 - Additional Special Education spaces
 - New Gym / Performance space
 - Redefine Drop-Off / Bus / Parking



PROS

- On land already developed
- Reuse of an existing asset

CONS

- Will decrease green space (practice area?)
- Corridors still “small”
- Limits potential HS expansion / use

Kindergarten 1
 Kindergarten 2
 Kindergarten 3
 Classrooms 1
 Classrooms 2**
 Classrooms 3
 Classrooms 4
 Classrooms 5
 Gymnasium
 Cafeteria (Cap/3)
 Music (General)
 Music (2 / Band)
 Art
 Media Center****
 Computer
 Specialist
 Multi-Purpose
 Stage?
 Special Education

State Guideline	South Elementary	#	*
1200-1500	1,034	2	
1200-1500	908	2	
1200-1500	841	7	
900-950	841	10	***
900-950	860	11	
900-950	NA		
900-950	NA		
900-950	NA		
6000-8000	3,200		
12-13/Stud.	3,188		
1000-1500	841		
1500-2000	NA		
1000-1500	841		
4100-4825	3,888		
1000-1200	860	**	
1000-1200	860		
Varies	860		
	NA		
Varies			

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* Represents an average - less than 5% variation between multiple spaces

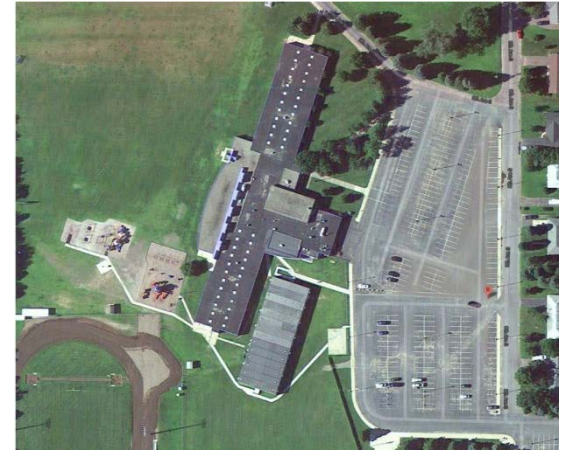
**Portable Classrooms

***Even though below guidelines, acceptable to re-use

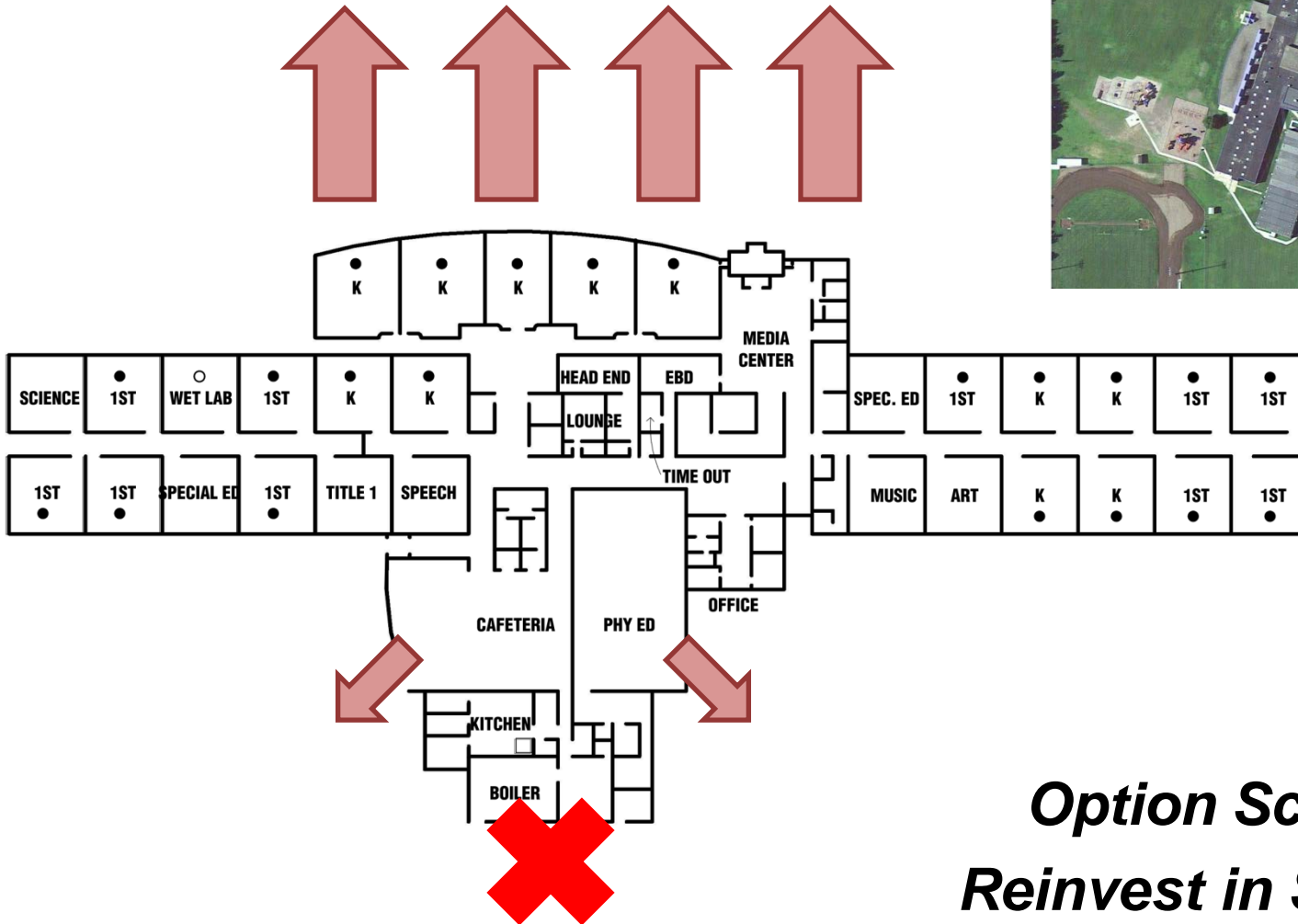
****2,000-2,200 + (8-10% of students x 35) [eg. 500 students = 3,700 +/-]

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Options Development



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***Option Scenario 1:
Reinvest in South ES***

Option Scenario 1: Reinvest in South Elementary at Existing Site (K-2)

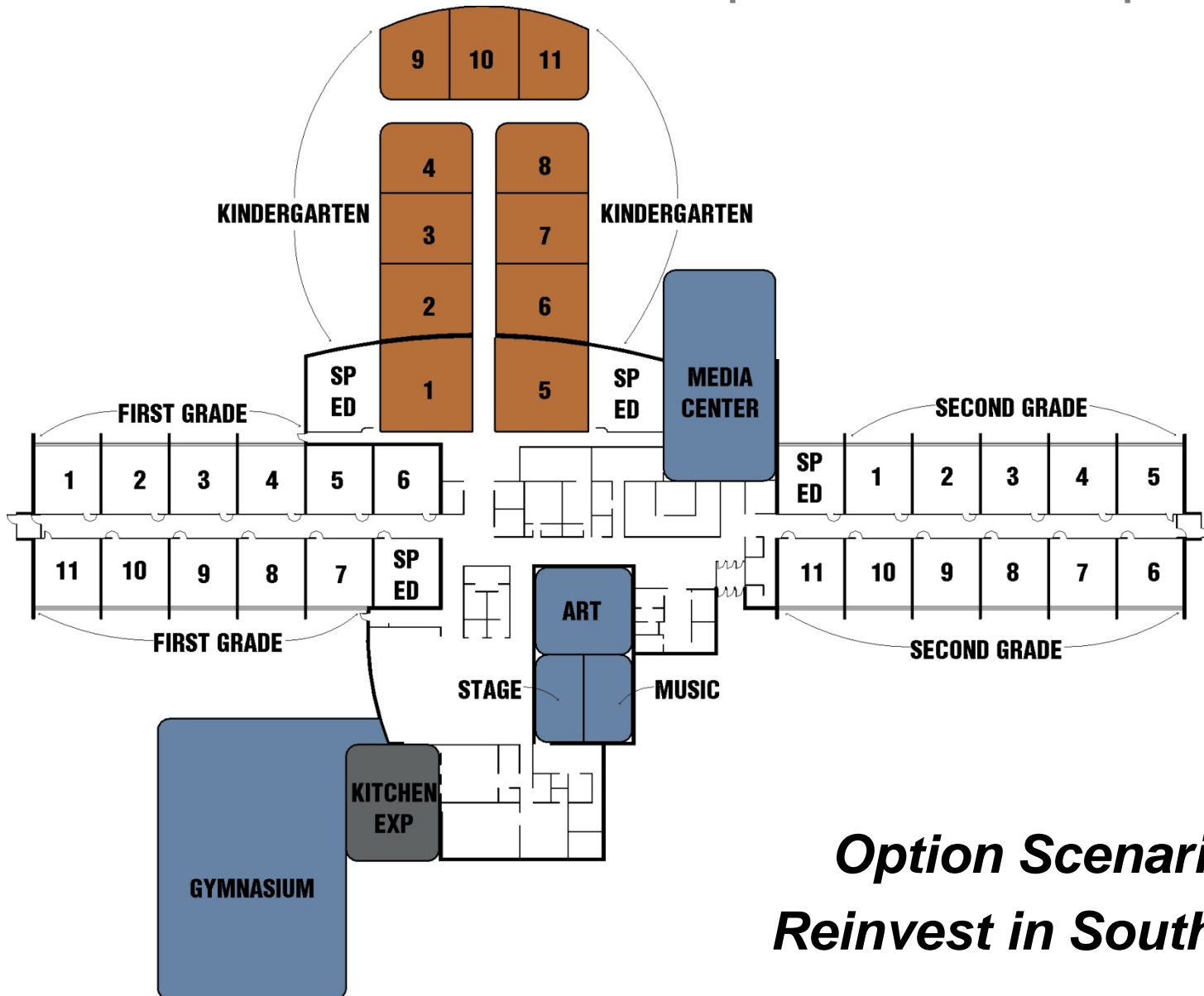
Program Issues (Additions)

○ Kindergarten (Classroom) Addition	12,340 sf
○ Computer Lab	960 sf
○ Multi-Purpose Lab	1,320 sf
○ Special Education	1,200 sf
○ Media Center Expansion	800 sf
○ Gymnasium (incl. support spaces)	7,360 sf
○ Stage	1,800 sf
○ Kitchen Expansion	800 sf
○ Net-to-Gross (mech, elec, circulation, etc.) [30%]	<u>8,420 sf</u>
	35,000 sf

Program Issues (Renovations)

○ Kindergarten (Classroom) Area	1,000 sf
○ Gym Conversion (Art / Music)	3,200 sf
○ Media Center Renovation	1,000 sf
○ Building-wide Impact	<u>2,000 sf</u>
	7,200 sf

Options Development



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Option Scenario 1: Reinvest in South ES

Option Scenario 2: Replacement Elementary

NEEDS (\$)

A) On District Land

- New ES: 102,000 sf
- Needs Incorporation
- Utility / Infrastructure Expansion
- Land Owned (No \$)
- Field Development

B) At North Site

- New ES: 102,000 sf
- Within Town
- Existing Utility / Infrastructure (Sizing)
- Land Owned (No \$)
- Field Development + (or shared?)

C) New Site

- New ES: Same SF-Size
- Outside of Town
- Utility / Infrastructure Development
- Land Acquisition / Sale?
- Field Development

D) New 3-5 at North Site

- New ES: Similar Size
- Within Town
- Existing Utility / Infrastructure (Sizing?)
- Land Owned (No \$)
- Field Development + (or shared?)
- Kindergarten Addition or Renovation
- Capacity / Core Issues?

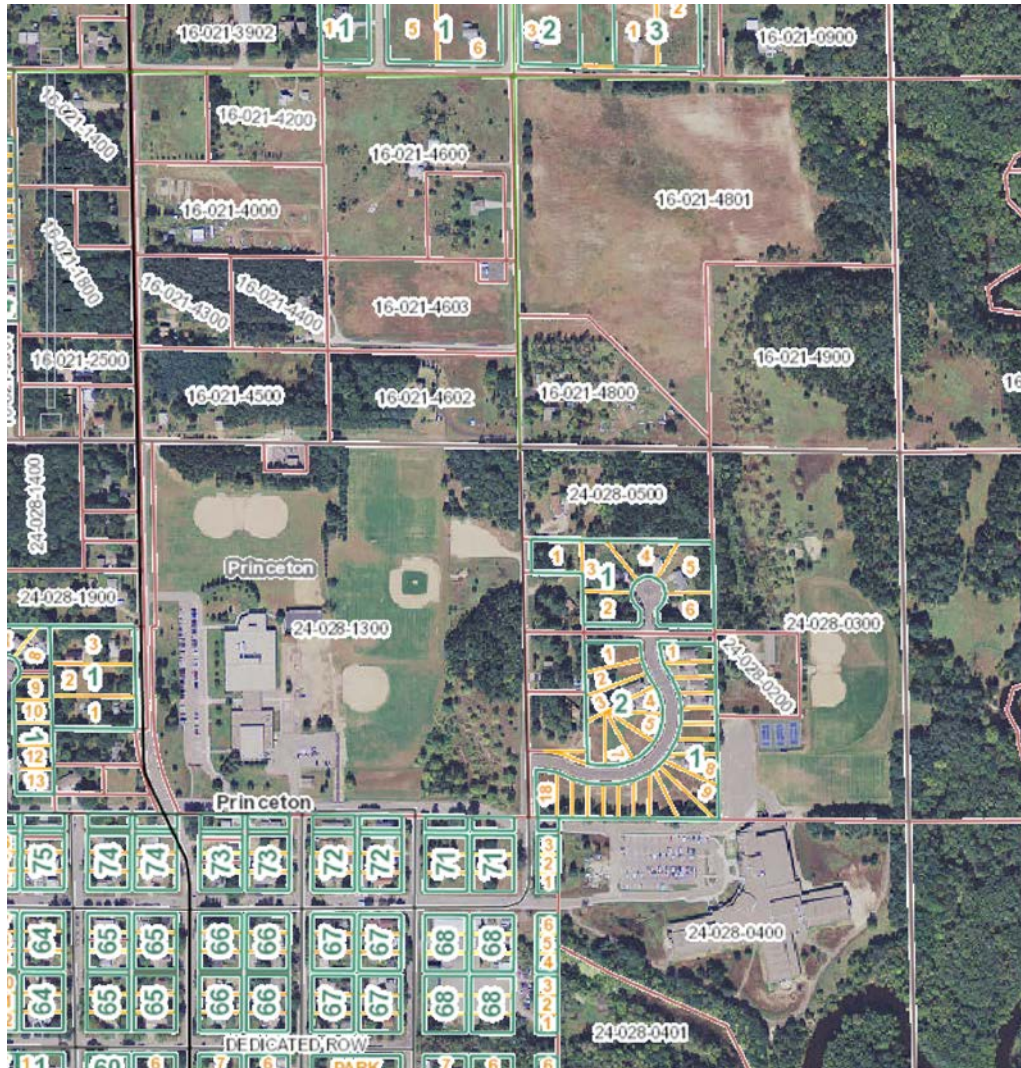
EVALUATION (PROS & CONS)

- Campus vs. Neighborhood
- Grade Structure (K-2 / 3-5, K-5 / K-5)
- Transportation Impact
- Boundary Establishment & Impact
- Address some issues at North?

Option Scenario 2B: Replacement Elementary at North ES Site



Option Scenario 2: Replacement Elementary



Option Scenario 3: Addition @ North ES, Reinvest in South ES

NEEDS (\$)

- Physical Issues: \$ 9m +/-
- Replace Portables [at North ES]
- Program Issues @ South
 - Enlarge Kindergarten
(Addition / Renovation)
 - Additional Special Education spaces
 - New Gym / Performance space
 - Redefine Drop-Off / Bus / Parking
- Program Issues @ North
 - Enlarge Kitchen and/or Cafeteria?
 - Enlarge Media Center?
 - Additional Special Education spaces?
 - Enlarge Gym?
 - Art / Music / Computer Capacity?

PROS

- On land already developed
- Reuse of an existing asset
- Better size for South ES “Core”

CONS

- Will decrease green space (not as much as Option 1)
- Limits potential HS expansion / use

? – To Define

- Grade Structure (K-1, 2-5)
- Addition could be at MS? (K-1, 2-4, 5-8?)

Criteria Committees

Operations, Quality & Physical Conditions

COMMITTEE DISCUSSION OVERVIEW:

Based on the focus of this committee, a significant amount of time was spent reviewing conditions at buildings through tours, and then discussing the Facility Analysis work done as well as previous studies to determine what work would need to be done if the existing schools are to remain. General discussion included:

- Recent investments at North Elementary have alleviated previous physical concerns, and the age of the Middle School has not created any relevant issues to be addressed at this time. The priority focus for physical conditions of buildings should be at South Elementary first, followed by the High School.
- It was difficult to justify why you would justify renovation expenses in buildings with other significant functional issues. The group understood that their charge was not to make the buildings work better for education, but to objectively analyze the costs to repair or renovate existing conditions only.
- HVAC systems were discussed at great length. The committee determined that an approach that only focused on low first cost would not serve the District needs for the long term, and an approach that considered efficiency, convenience and cost needed to be utilized.

Criteria Committees

Operations, Quality & Physical Conditions

Repair Costs: By Category

Site	\$	300,000
Exterior	\$	1,875,000
Interior	\$	1,113,000
Accessibility	\$	135,000
Life Safety	\$	10,000
Mechanical	\$	4,925,000
Electrical	\$	599,000
Total	\$	8,957,000

Repair Costs: By Priority

1) 0-2 Years	\$	5,701,000
2) 2-5 Years	\$	3,194,000
3) 6-10 Years	\$	62,000
4) Aesthetic	\$	-
5) Under \$500	\$	-
N) Not Prioritized	\$	-
Total	\$	8,957,000

NOTE: These costs do not include any investment for portable classrooms

Criteria Committees

Operations, Quality & Physical Conditions

FACILITIES CRITERIA:

- Portable classrooms are NOT calculated in any of the repair costs, nor is investing in them supported by the committee. Replacement is assumed.
- A centralized variable air volume [VAV] system with internally located air handling units [AHU] is the baseline system for HVAC infrastructure. This will necessitate new construction for these units within the repair costs.
- Baseline standards for additional systems include:
 - Exterior Envelope: Concrete Masonry Unit (CMU) back-up with brick or Exterior Insulation Finish Systems (EIFS) walls, concrete wall panels for gymnasium(s), built up bitumen roofs.
 - Interiors: Steel stud with Gypsum Board and tile at classrooms, toilet rooms, etc., burnished CMU at corridors, Vinyl Composition Tile (VCT) or carpet at classrooms, stained/sealed concrete floors at corridors & cafeterias

CRITICAL FOR APPLES-TO-APPLES COMPARISON

Discussion

- **Reinvest vs. New Construction**

- *Reinvestment possible, but still had compromises / limitations*
- *New construction allows for current educational delivery models*
- *New construction provides greater flexibility*
 - *High School expansion*
 - *Improved Parking / Drop Off*
 - *Elementary Campus Approach*

- **Cost**

- *Reinvestment construction costs over 80% of what new construction costs*
- *Tax impact needed to be justifiable (smart use of money)*
- *Per Community Finance Committee: Address South Elementary first, then necessary HS and District needs while remaining below \$30 million total.*

Priority List Beyond “South”

From Educational & Programming Needs Committee:

Reuse of South?

- | | | |
|--------------------------------------|------------------------------------------------|---------------|
| 1. | Remove High School Portables | ✓ |
| 2. | High School Program and Functional Issues | |
| | • Flow & Function of Kitchen / Cafeteria Space | NA |
| | • Additional Gym Space for PE (2 Stations) | (Land) |
| | • ADA Accessibility to Spaces (Locker Rooms) | NA |
| 3. | Modernize I.T. / Shops Area | ✓? |
| <hr style="border: 1px solid red;"/> | | |
| 4. | Address District Pool (Repair or Replace) | NA |
| 5. | Right-Size High School Classrooms | NA / ? |

Now



Future

Other Priorities:

- | | | |
|---|--------------------------------------------------------|-----------|
| • | Relocate Early Childhood to Elementary (when possible) | ✓ |
| • | Bus Transfer Site at Middle School | NA |
| • | District Office / Community Ed Building? | ✓ |

- **Build a new K-2 elementary school on the north end of town**
 - *Construction on the current North Elementary site may have benefits including less infrastructure development and the ability to address and redesign parking issues to better serve the site*
 - *Preserving existing District owned land may create a future High School site, but either site acceptable*
- **Address most urgent needs at the High School**
 - *Remove Portables*
 - *Flow & Function of Kitchen / Cafeteria Space*
 - *Additional Gym Space for PE (2 Stations)*
 - *ADA Accessibility to Spaces (Locker Rooms)*
 - *Modernize I.T. / Shops Area*
- **Provide secure vestibules at all buildings**
- **Provide improvements to Technology infrastructure**
- **If there is a re-use scenario for South that is appropriate and will not cost the District, consider keeping. Otherwise, consider demolition and site redevelopment.**



Options Committee Recommendation to School Board

Questions & Answers



Marzano School Leader Evaluation System

Prepared by Learning Sciences Marzano Center for Teacher and Leader Evaluation

Updated February 2013

Learning Sciences Marzano Center
MarzanoCenter.com
Phone: 717-845-6300



OUR MISSION

The Learning Sciences Marzano Center for Teacher and Leadership Evaluation promotes excellence in public education by providing and developing next-generation teacher and leadership evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert Marzano, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, life-long learners, and in doing so, to significantly impact student growth and achievement over time.

REPORT AUTHORS

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Introduction

This report is a description of the Marzano School Leader Evaluation System designed by Dr. Robert Marzano in partnership with Learning Sciences International for the Marzano Center. The model is based on an extensive review of the extant literature in school administrator leadership. While it can be used independently, it is designed to be used in close conjunction with the Marzano Teacher Evaluation Model, which is based on the comprehensive instructional model, the Art and Science of Teaching (see Marzano, 2007; Marzano, Frontier, & Livingston, 2011).

The first phase in the design of the leader evaluation model was a survey of the research on school administrator competence. From this review of the research literature, specific school leader actions and behaviors were identified that, historically, have had a relationship with student achievement.

The Review of Literature

Four primary documents were used in the review of literature: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study What Works in Oklahoma Schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and (4) the Marzano (2003) study of school effectiveness.

The Wallace Study

The most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement is the report funded by the Wallace Foundation and cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at The University of Toronto (Louis et al., 2010). This multiyear study, titled *Investigating the Links to Improved Student Learning*, involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2002. To date, this study stands as the seminal examination of the relationship between school leader actions and behaviors and student academic achievement.

What Works in Oklahoma Schools

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. This study was conducted to determine those elements that are related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those 59 schools, 32 were classified

as needing improvement and 27 were not. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and English language arts were the primary dependent variable when examining the effects of specific elements. From the 59 matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

Marzano, Waters, and McNulty Meta-Analysis of School Leadership

This meta-analysis of school leadership research was published in the book *School Leadership that Works* (Marzano et al., 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions or that correlations could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

The Marzano Study of School Effectiveness

The Marzano study of effective schools was published in the book *What Works in Schools* (Marzano, 2003). Although it did not focus specifically on school leadership, the study did specify 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors.

The Model

Based on the review of the research literature briefly outlined above, 24 categories of principal actions and behaviors were identified. These 24 categories were organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate.

I: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school leader actions and behaviors constitute this domain:

- (1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- (2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
- (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
- (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and is committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school leader actions and behaviors constitute this domain:

- (1) The school leader provides a clear vision as to how instruction should be addressed in the school.
- (2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

(3) The school leader is aware of predominant instructional practices throughout the school.

(4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

(5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

III: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school leader actions and behaviors constitute this domain:

(1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

(2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

(3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

IV: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school leader actions and behaviors constitute this domain:

(1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

(2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

(3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

(4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

(5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

V: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school leader actions and behaviors constitute this domain:

- (1) The school leader is recognized as the leader of the school who continually improves his or her professional practice.
- (2) The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.
- (3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
- (4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.
- (5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
- (6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scales and Evidences

For each of the 24 elements within the five domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 (“The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level”) of Domain I (A Data-Driven Focus on Student Achievement). Figure 1 provides the scale for this element.

Figure 1: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

To understand the logic of this scale and all others in the system, it is best to begin with “Applying,” which has a score value of 3. A score of “Applying” can be considered the level of performance that indicates proficiency regarding the element. In this case, the school leader not only ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level and regularly monitors that everyone has understanding of the goals. In short, the school leader ensures faculty and staff understand the goals.

Above this level is “Innovating,” which has a score value of 4. Here, in addition to score 3 actions and behaviors, the school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals. This level is usually associated with exceptional or excellent performance regarding the element.

“Developing” is a step below the target of “Applying.” It has a score value of 2 and indicates that the school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not monitor to ensure faculty and staff understand the goals. This level of performance is usually associated with needing improvement regarding the element. Below this level is “Beginning,” which has a score value of 1. Here the school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is “Not Using,” which has a score value of 0. Here the school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding student achievement are established at the school level. This level is also considered unsatisfactory.

Accompanying the scale for each of the 24 elements are evidences of successful performance. It is important to note that these are sample evidences only in that other evidences specific to a given school or district might also depict successful performance. Evidences for the first element in Domain I are depicted in Figure 2.

Figure 2. Sample Evidences for Element 1 of Domain I

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> • Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals are established for eliminating the achievement gap for all students • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Scales are in place to chart student and school progress toward meeting the standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school’s most critical needs goals •

Scales and evidences for each of the 24 elements are reported in Appendix A.

Conclusion

The system described here is offered as a comprehensive approach to school leader evaluation that is coordinated and compatible with the Marzano Teacher Evaluation Model. Learning Sciences

International can assist districts in further development and implementation of the model in collaboration with school and district leaders.

It is important to note that the model presented in this report employs scales and parts of scales developed by Robert J. Marzano and Learning Sciences International. The copyright to these previously developed scales is held exclusively by Robert J. Marzano and Learning Sciences International. This document in no way signals that Robert J. Marzano or Learning Sciences International is relinquishing this copyright.

For a comprehensive overview of the professional development and implementation services offered by the Marzano Center, visit www.MarzanoCenter.com, or call 1.877.411.7114.

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Appendix A: Full Scales and Evidences for the Marzano School Leader Evaluation Model

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> • Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals are established for eliminating the achievement gap for all students • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Scales are in place to chart student and school progress toward meeting the standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school's most critical needs goals

I(2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Applying (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.
Developing (2)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.
Beginning (1)	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> • Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments • Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain • Students keep data notebooks regarding their individual goals • Student-led conferences focus on the individual student's goals • Parent-teacher conferences focus on the individual student's goals • When asked, teachers can explain the learning goals of their students • When asked, students perceive that their individual goals are academically challenging • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures that data are available for tracking overall student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> • Reports, graphs, and charts are available for overall student achievement • Student achievement is examined from the perspective of value-added results • Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) • Reports, graphs, and charts are regularly updated to track growth in student achievement • Achievement data for student subgroups within the school are routinely analyzed • School leadership teams regularly analyze school growth data • Data briefings are conducted at faculty meetings • When asked, faculty and staff can describe the different types of reports available to them • When asked, faculty and staff can explain how data are used to track growth in student achievement

I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.
Developing (2)	The school leader ensures that data are available for individual student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for individual student achievement.

Sample Evidences for Element 4 of Domain I
<ul style="list-style-type: none"> ● Reports, charts, and graphs are available for individual students depicting their status and growth ● Individual student achievement is examined from the perspective of value-added results ● Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) ● Individual student reports, graphs, and charts are regularly updated to track growth in student achievement ● Teachers regularly analyze school growth data for individual students ● School leadership teams regularly analyze individual student performance ● When asked, individual students and their parents can describe the student’s achievement status and growth ● When asked, faculty can describe the different types of individual student reports available to them ● When asked, faculty and staff can analyze data of their individual students, including all subgroups

I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress.
Applying (3)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.
Developing (2)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.
Beginning (1)	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

Sample Evidences for Element 5 of Domain I
<ul style="list-style-type: none"> • Extended school day, week, or year programs are in place • Tutorial programs are in place (during the school day and/or after school) • Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures is in place • Enrichment programs are in place • Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs • When asked, teachers can explain how interventions in place help individual students met their goals • When asked, student and/or parents can identify interventions in place to meet the student’s goals • When asked, students report their school has programs in place to help them meet their achievement goals

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale Value	Description
Innovating (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Applying (3)	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader ensures that a school-wide language or model of instruction is in place.
Beginning (1)	The school leader attempts to ensure that a school-wide language or model of instruction is in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.

Sample Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> • A written document articulating the school-wide model of instruction is in place • The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress AND monitors the extent to which teachers achieve their growth goals.
Developing (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Beginning (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> ● Individual teachers have written pedagogical growth goals ● Individual teachers keep track of their progress on their pedagogical growth goals ● Evaluation results, growth plans, and interventions for struggling teachers are available ● Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress ● A system is in place to effectively evaluate and revise the school’s new teacher induction program ● The school leader has demonstrated a track record of hiring effective teachers ● The school leader has a track record of retaining effective teachers ● When asked, teachers can describe their progress on their pedagogical growth goals ● When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.
Developing (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Beginning (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Sample Evidences for Element 3 of Domain II
<ul style="list-style-type: none"> • Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school • Forthright feedback is provided to teachers regarding their instructional practices • Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school • Data are available to document the predominant instructional practices in the school • The school leader can describe effective practices and problems of practice • When asked, teachers can describe the predominant instructional practices used in the school

II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> ● Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses ● Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers ● Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers ● Data show the school leader provides frequent observations and meaningful feedback to teachers ● Ongoing data are available to support that teacher evaluations are consistent with student achievement data ● When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Beginning (1)	The school leader attempts to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.

Sample Evidences for Element 5 of Domain II
<ul style="list-style-type: none"> ● Online professional development courses and resources are available to teachers regarding their instructional growth goals ● The school leader tracks teacher participation in professional development activities ● Teacher-led professional development is available to teachers regarding their instructional growth goals ● Instructional coaching is available to teachers regarding their instructional growth goals ● Data are collected linking the effectiveness of professional development to the improvement of teacher practices ● Data are available supporting deliberate practice in improving teacher performance ● When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Domain III: A Guaranteed and Viable Curriculum

III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> • Curriculum documents are in place that correlate the written curriculum to state and district standards • Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards • Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum • Information is available examining the extent to which assessments accurately measure the written and taught curriculums • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments • Evidence is available demonstrating the assessments are accurately measuring the state and district standards • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale Value	Description
Innovating (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Applying (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Sample Evidences for Element 2 of Domain III
<ul style="list-style-type: none"> • A written list of essential elements is in place • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps) • Time available for specific classes and courses meets the state or district specifications for those classes and courses • Data are available to show that students are ready to be contributing members of society and participate in a global community • Data are available to show that students are college and career ready • A plan is in place to monitor that the curriculum is taught in the time available to teachers • When asked, teachers can describe which elements are essential and can be taught in the scheduled time • When asked, students report they have time to learn the essential curriculum

III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Applying (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> ● Tracking systems are in place that examine each student’s access to the essential elements of the curriculum ● Parents are aware of their child’s current access to the essential elements of the curriculum ● All students have access to advanced placement or other rigorous courses ● All students have a prescribed program of study that documents access to courses ● Data are available to show teachers have completed appropriate content area training in their subject area courses ● Data are available to verify student achievement in critical content and standards ● When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics ● When asked, students report they have the opportunity to learn the critical content of the curriculum

Domain IV: Cooperation and Collaboration

IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Innovating (4)	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.
Applying (3)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.
Developing (2)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.
Beginning (1)	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.

Sample Evidences for Element 1 of Domain IV
<ul style="list-style-type: none"> • Teachers have opportunities to engage in instructional rounds • Teachers have opportunities to view and discuss video-based examples of exemplary teaching • Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities) • Teachers have opportunities to interact about effective teaching via technology • Instructional practices are regularly discussed at faculty and department meetings • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings • Procedures are in place for scheduling teachers to observe and discuss effective instructional practices • Data are available to document that teachers who participate in observational rounds improve their pedagogy • When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

IV(2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying (3)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Developing (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Beginning (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> • Teachers are advised of the specific types of decisions in which they will have direct input • Data-gathering techniques are in place to collect information from teachers • Notes and reports are in place that describe how teacher input was used when making specific decisions • Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys) • Groups of teachers are selected and utilized to provide input regarding specific decisions • Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects • The school leadership team has critical roles in facilitating school initiatives • Data are available to show input is used by the school leader • When asked, teachers report they feel their input is valued and used by the school leader

IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.
Developing (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.
Beginning (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> ● Professional learning communities (PLCs) are in place and meet regularly ● PLCs have written goals ● The school leader regularly examines the PLC’s progress toward goals ● Common assessments are created by PLCs ● Student achievement and growth are analyzed by PLCs ● Data teams are in place and have written goals ● The progress of each data team toward reaching its goals is regularly examined ● To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings ● When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy ● When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices

IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which data are used is made transparent • The school improvement team provides input to the leader regarding the school improvement plan • Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities • Faculty and staff are assisted with career planning and continuing educational opportunities • Teacher leaders and other faculty are empowered to share in the leadership of the school • Potential leaders are identified and guided in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader demonstrates ongoing mentoring of teacher leaders • When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school • When asked, teachers can identify examples of when their input has resulted in effective change at the school

IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from students, parents, and community.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which these data are used is made transparent • Data are available to show that input from the school’s diverse population is valued and used • An interactive website is provided for students, parents, and community to provide input • Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community • Focus group meetings with students and parents are routinely scheduled • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain V: School Climate

V(1): The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying (3)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his/her ability to lead.
Developing (2)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.
Beginning (1)	The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.

Sample Evidences for Element 1 of Domain V

- A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader's growth plan have been identified
- Evidence of leadership initiatives is available
- Adherence to district and state policies and procedures is evident
- The school leader has demonstrated the ability to be a problem solver
- The school leader has identified mentors and regularly interacts with them
- When asked, faculty and staff identify the school administrator as the leader of the school
- When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement
- When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.
Applying (3)	The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.
Developing (2)	The school leader performs with integrity and in the best interest of all students.
Beginning (1)	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.
Not Using (0)	The school leader does not attempt to perform with integrity and in the best interest of all students.

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • The school leader is recognized by the school community as one who is willing to “take on tough issues” • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success • When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives • When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations • When asked, faculty and staff describe the school leader as one who speaks with candor and “takes on tough issues”

V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> • Clear and specific rules and procedures are in place for the running of the school • Faculty and staff are provided the means to communicate about the safety of the school • Faculty and staff know emergency management procedures and how to implement them for specific incidents • Evidence of practicing emergency management procedures for specific incidents is available • Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available • When asked, faculty and staff describe the school as a safe and orderly place • When asked, the faculty and staff describe the school leader as highly visible and accessible • When asked, faculty and staff describe the school as a place focused on learning

V(4): The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and community.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to orderly conduct are in place.

Sample Evidences for Element 4 of Domain V
<ul style="list-style-type: none"> ● Clear and specific rules and procedures are in place for the running of the school ● Social media is utilized so that students may anonymously report potential incidents ● A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system) ● Coordination with local law enforcement agencies regarding school safety issues is a routine event ● Parents and community are engaged to give input regarding issues of school safety ● When asked, parents and students describe the school as a safe place ● When asked, parents and students describe the school as an orderly place ● When asked, community members perceive the school as safe and orderly ● When asked, parents, students, and community members describe the school leader as highly visible and accessible

V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Innovating (4)	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.
Applying (3)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.
Developing (2)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.
Beginning (1)	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.

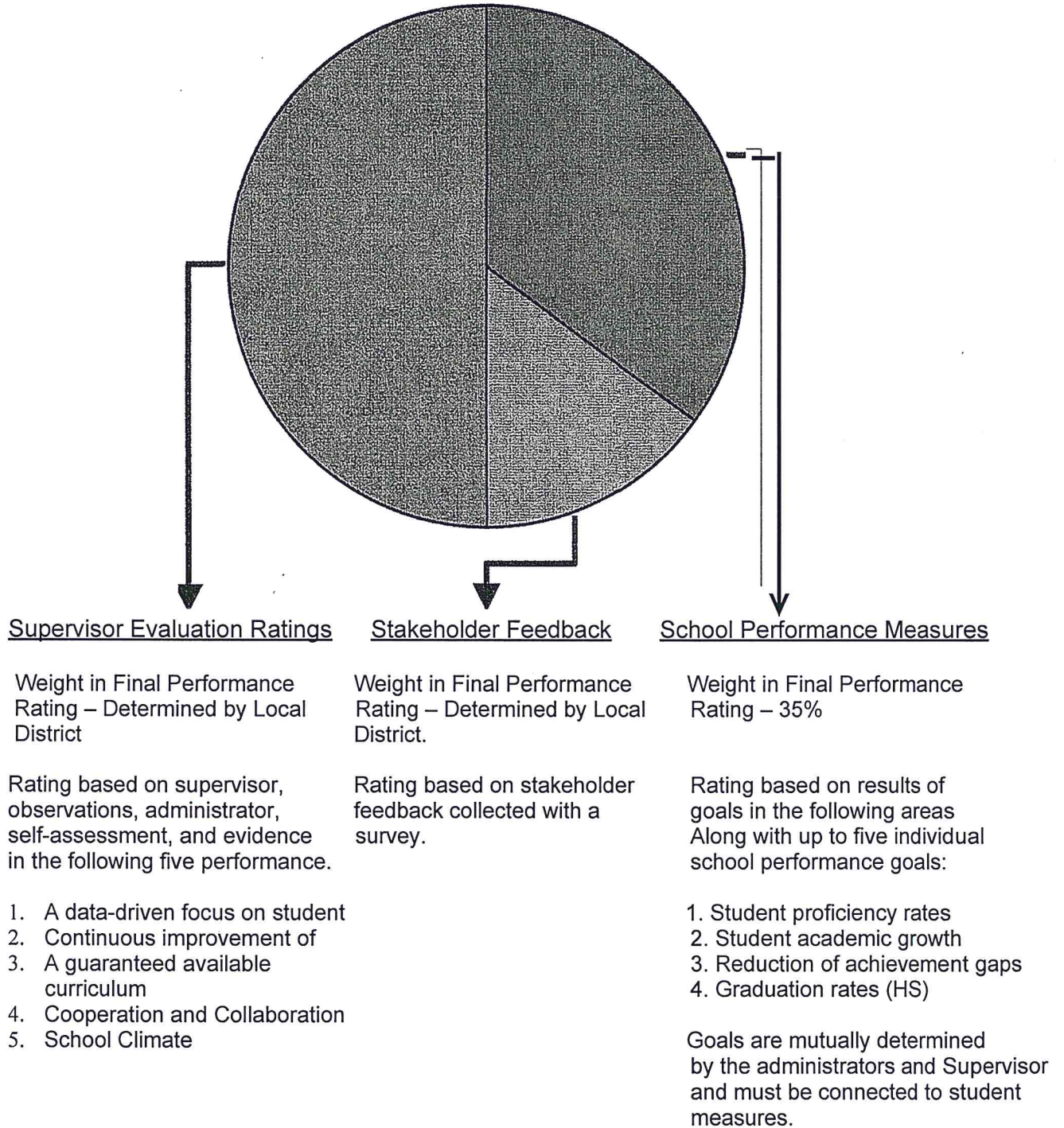
Sample Evidences for Element 5 of Domain V
<ul style="list-style-type: none"> • Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses • Detailed budgets are developed, submitted, and implemented • The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds) • Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning) • The school leader manages time effectively to maximize focus on instruction • The school leader appropriately directs the use of technology to improve teaching and learning • Adequate training is provided for the instructional technology teachers are expected to use • When asked, faculty and staff report they have adequate materials to teach effectively • When asked, faculty and staff report they have adequate time to teach effectively

V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meets the unique needs of faculty and staff.
Applying (3)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Beginning (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.

Sample Evidences for Element 6 of Domain V
<ul style="list-style-type: none"> • The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media) • The incremental successes of students and teachers is routinely recognized • The successes of the diverse school community are celebrated • When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated • When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

Minnesota Administrators Growth and Evaluation Plan



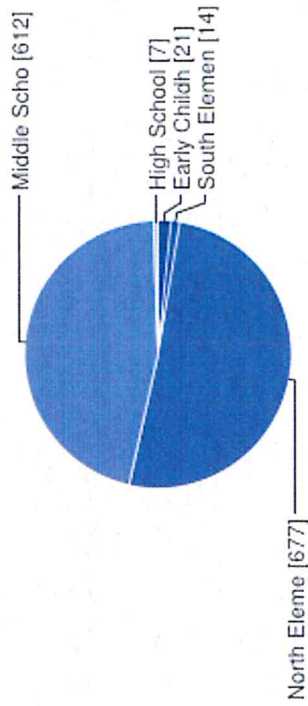
STUDENTS (as of 1/24/14)

1331 responses

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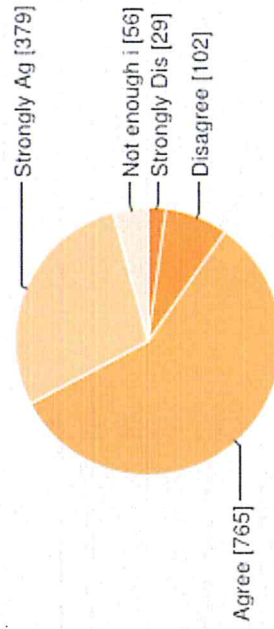
Summary

I attend the following school.



Early Childhood	21	2%
South Elementary	14	1%
North Elementary	677	51%
Middle School	612	46%
High School	7	1%

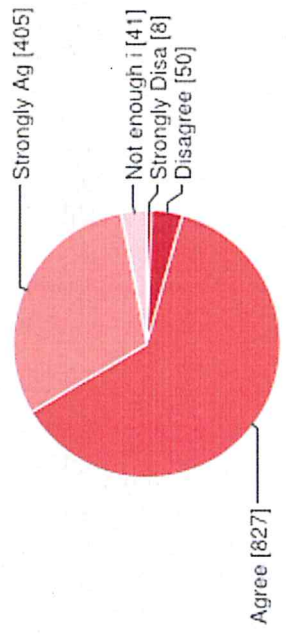
I feel welcomed and respected at my school.



Strongly Disagree	29	2%
Disagree	102	8%
Agree	765	57%
Strongly Agree	379	28%
Not enough information to respond	56	4%

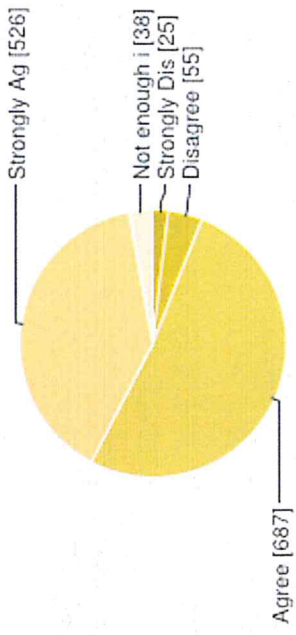
I know my learning goals.

Strongly Disagree	8	1%
Disagree	50	4%
Agree	827	62%
Strongly Agree	405	30%
Not enough information to respond	41	3%



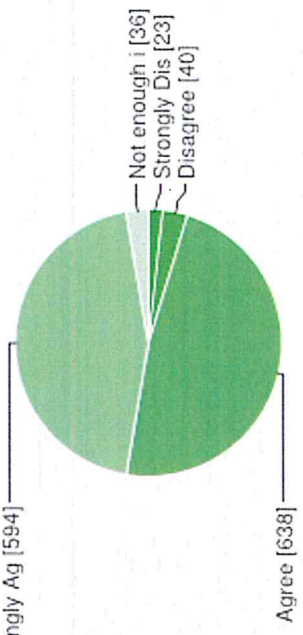
My school has high expectations for my learning.

Strongly Disagree	25	2%
Disagree	55	4%
Agree	687	52%
Strongly Agree	526	40%
Not enough information to respond	38	3%



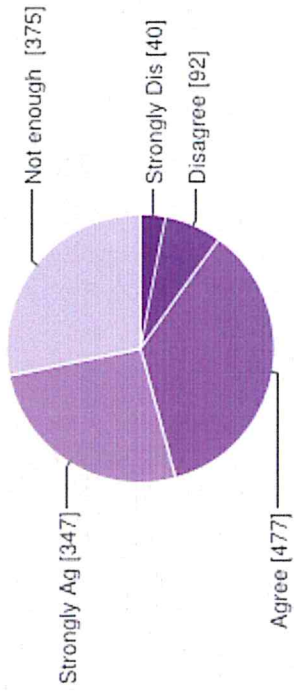
My school tries to improve student learning.

Strongly Disagree	23	2%
Disagree	40	3%
Agree	638	48%
Strongly Agree	594	45%
Not enough information to respond	36	3%



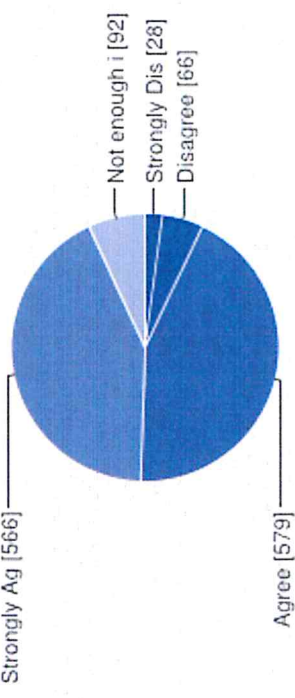
My principal addresses and resolves problems.

Strongly Disagree	40	3%
Disagree	92	7%
Agree	477	36%
Strongly Agree	347	26%
Not enough information to respond	375	28%



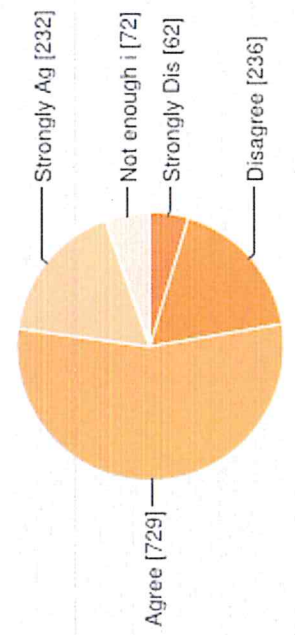
My principal values students.

Strongly Disagree	28	2%
Disagree	66	5%
Agree	579	44%
Strongly Agree	566	43%
Not enough information to respond	92	7%

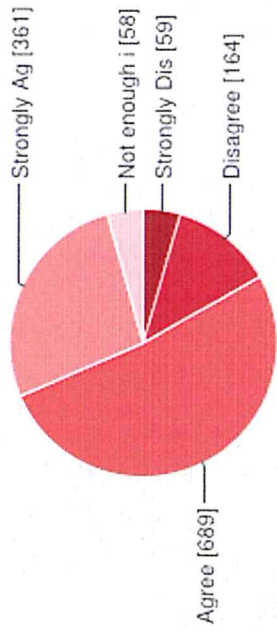


There is an atmosphere of trust and mutual respect in my school.

Strongly Disagree	62	5%
Disagree	236	18%
Agree	729	55%
Strongly Agree	232	17%
Not enough information to respond	72	5%

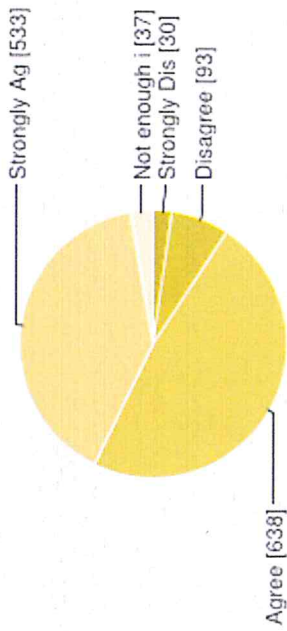


My school recognizes and acknowledges accomplishments of all students.



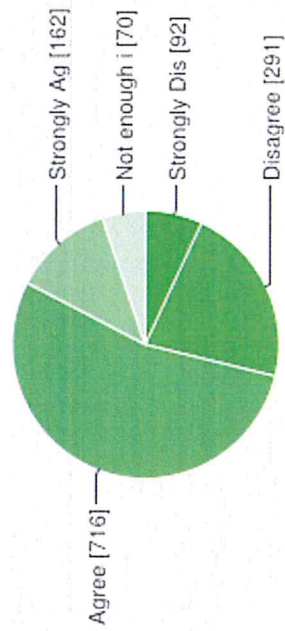
Response	Count	Percentage
Strongly Disagree	59	4%
Disagree	164	12%
Agree	689	52%
Strongly Agree	361	27%
Not enough information to respond	58	4%

The staff show respect for students.



Response	Count	Percentage
Strongly Disagree	30	2%
Disagree	93	7%
Agree	638	48%
Strongly Agree	533	40%
Not enough information to respond	37	3%

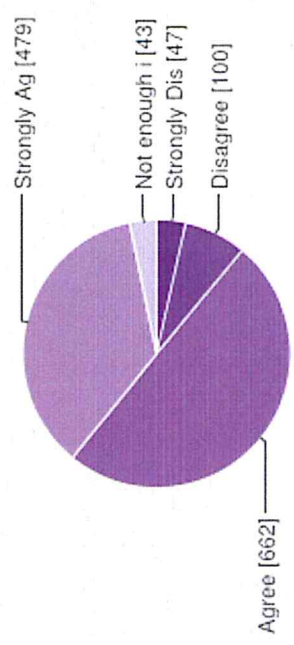
Students show respect for other students.



Response	Count	Percentage
Strongly Disagree	92	7%
Disagree	291	22%
Agree	716	54%
Strongly Agree	162	12%
Not enough information to respond	70	5%

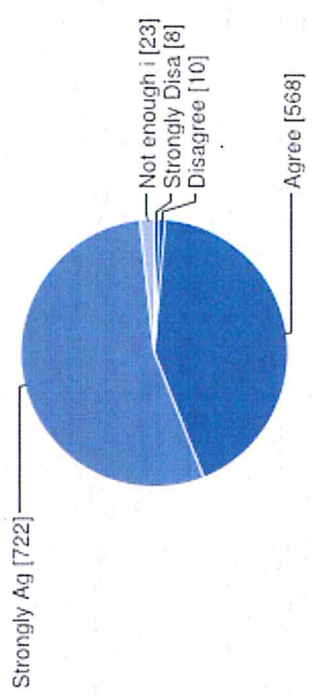
I feel safe at my school.

Strongly Disagree	47	4%
Disagree	100	8%
Agree	662	50%
Strongly Agree	479	36%
Not enough information to respond	43	3%



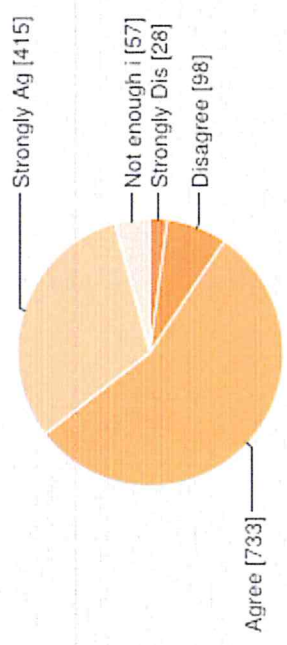
I know my school's rules and expectations.

Strongly Disagree	8	1%
Disagree	10	1%
Agree	568	43%
Strongly Agree	722	54%
Not enough information to respond	23	2%



Overall, my school meets my academic and social needs.

Strongly Disagree	28	2%
Disagree	98	7%
Agree	733	55%
Strongly Agree	415	31%
Not enough information to respond	57	4%



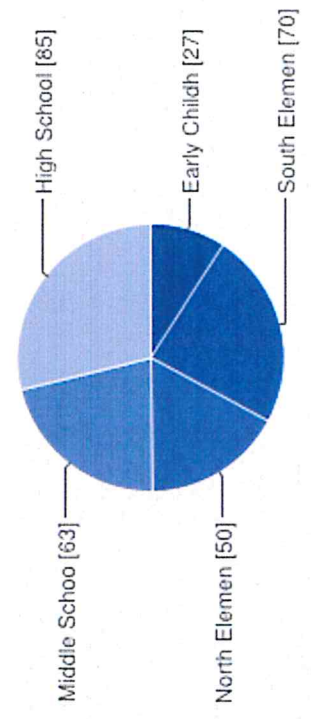
STAFF (as of 1/24/14)

295 responses

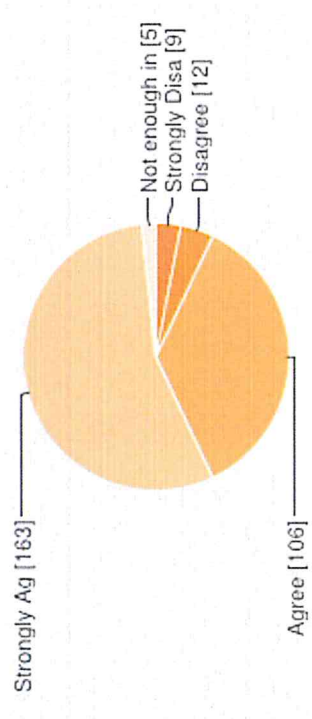
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Summary

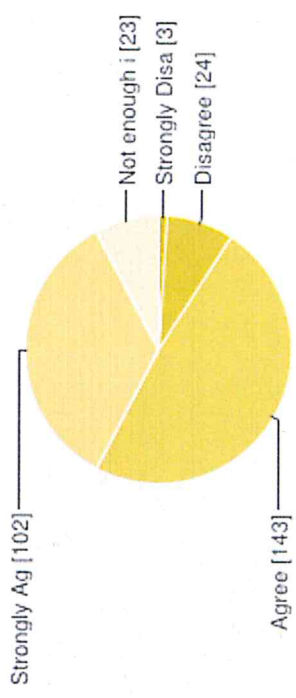
I work in the following school.



I feel welcomed and respected at this school.

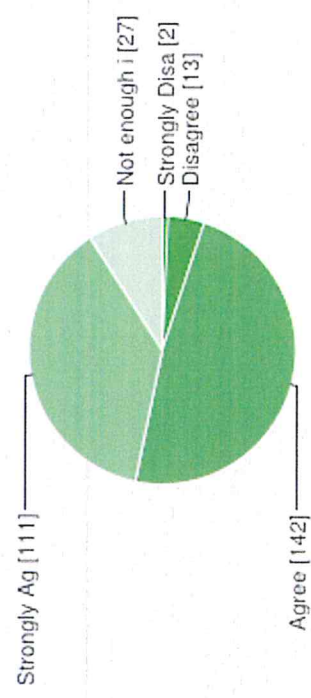


My school has high academic standards.



Response	Count	Percentage
Strongly Disagree	3	1%
Disagree	24	8%
Agree	143	48%
Strongly Agree	102	35%
Not enough information to respond	23	8%

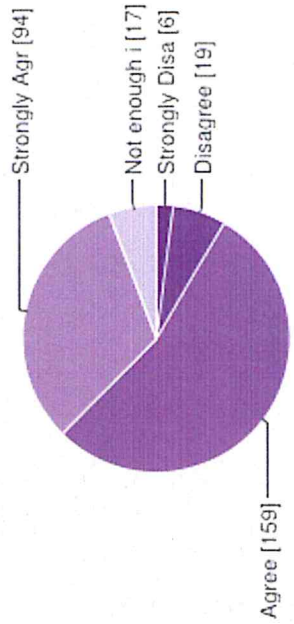
Our school uses data to improve student learning.



Response	Count	Percentage
Strongly Disagree	2	1%
Disagree	13	4%
Agree	142	48%
Strongly Agree	111	38%
Not enough information to respond	27	9%

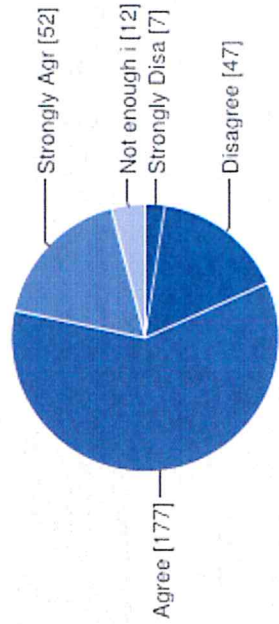
Our principal(s) addresses and resolves problems.

Strongly Disagree	6	2%
Disagree	19	6%
Agree	159	54%
Strongly Agree	94	32%
Not enough information to respond	17	6%



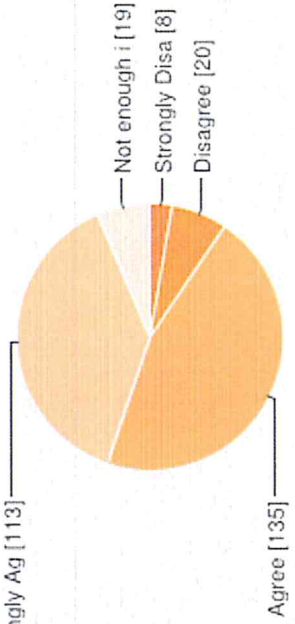
Our school communicates effectively.

Strongly Disagree	7	2%
Disagree	47	16%
Agree	177	60%
Strongly Agree	52	18%
Not enough information to respond	12	4%



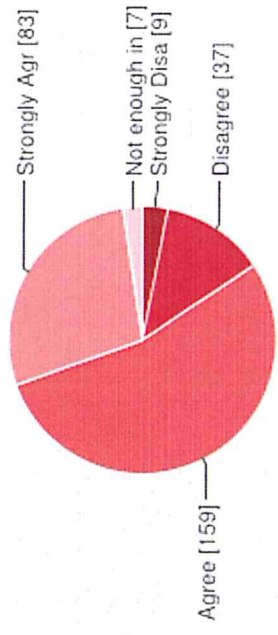
The principal(s) values staff input.

Strongly Disagree	8	3%
Disagree	20	7%
Agree	135	46%
Strongly Agree	113	38%
Not enough information to respond	19	6%



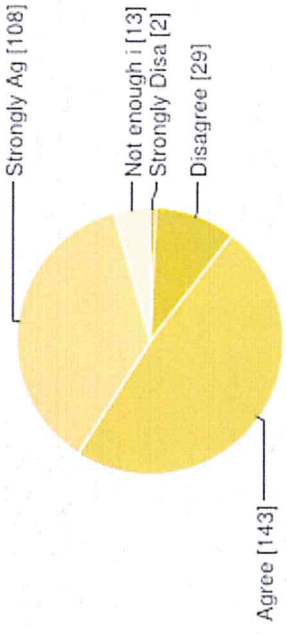
There is an atmosphere of trust and mutual respect in our school.

Strongly Disagree	9	3%
Disagree	37	13%
Agree	159	54%
Strongly Agree	83	28%
Not enough information to respond	7	2%



Our school recognizes and acknowledges accomplishments of all students and staff toward a positive school culture.

Strongly Disagree	2	1%
Disagree	29	10%
Agree	143	48%
Strongly Agree	108	37%
Not enough information to respond	13	4%



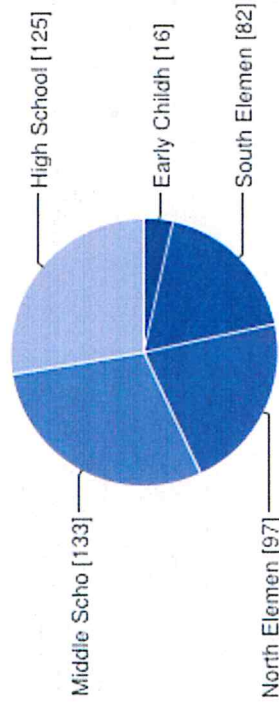
Families (as of 1/24/14)

453 responses

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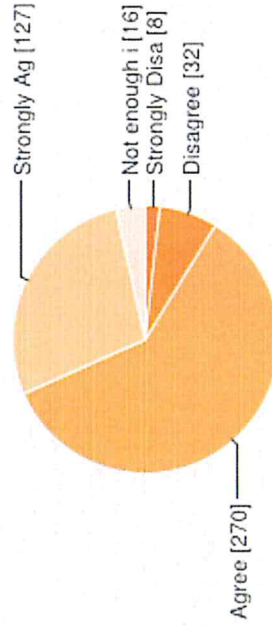
Summary

I have a child in the following school.



School	Count	Percentage
Early Childhood	16	4%
South Elementary	82	18%
North Elementary	97	21%
Middle School	133	29%
High School	125	28%

The school tries to improve student learning.

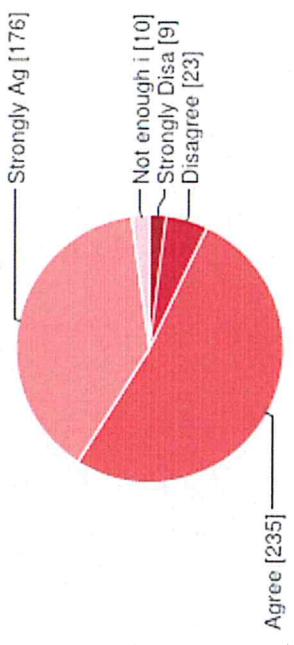


Response	Count	Percentage
Strongly Disagree	8	2%
Disagree	32	7%
Agree	270	60%
Strongly Agree	127	28%
Not enough information to respond	16	4%

I feel welcomed and respected at this school.

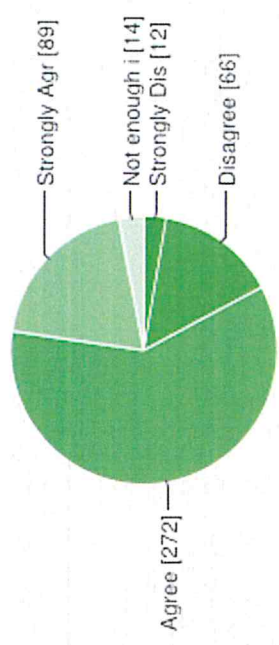
families

Strongly Disagree	9	2%
Disagree	23	5%
Agree	235	52%
Strongly Agree	176	39%
Not enough information to respond	10	2%



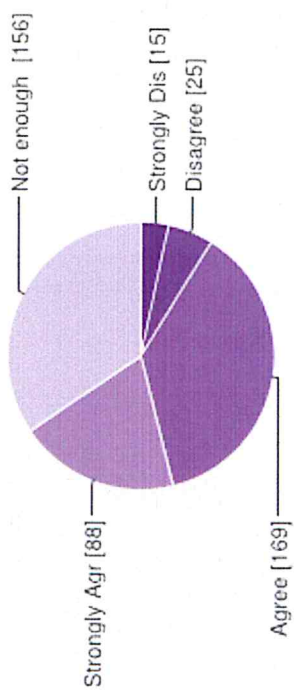
My school has high academic standards for my child.

Strongly Disagree	12	3%
Disagree	66	15%
Agree	272	60%
Strongly Agree	89	20%
Not enough information to respond	14	3%



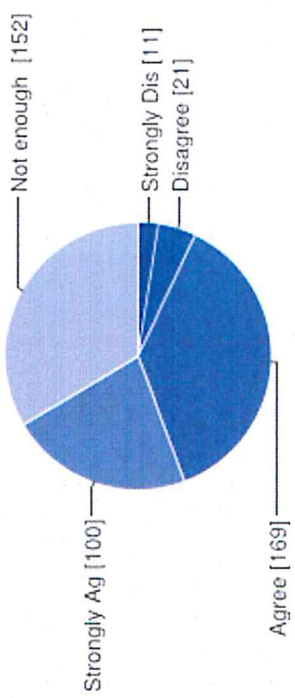
The principal addresses and resolves problems.

Strongly Disagree	15	3%
Disagree	25	6%
Agree	169	37%
Strongly Agree	88	19%
Not enough information to respond	156	34%



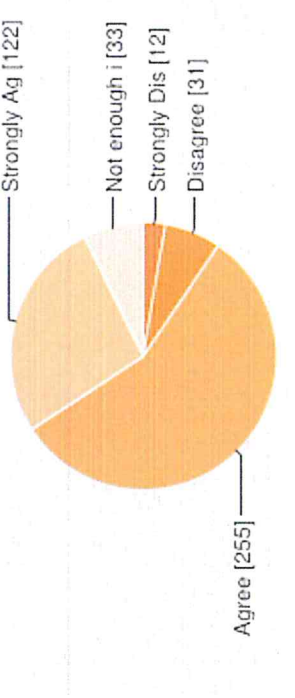
The principal values family input.

Strongly Disagree	11	2%
Disagree	21	5%
Agree	169	37%
Strongly Agree	100	22%
Not enough information to respond	152	34%



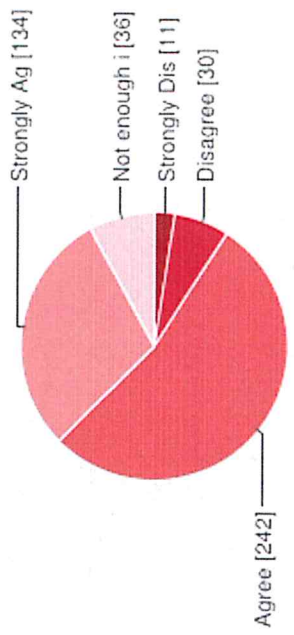
There is an atmosphere of trust and mutual respect in this school.

Strongly Disagree	12	3%
Disagree	31	7%
Agree	255	56%
Strongly Agree	122	27%
Not enough information to respond	33	7%



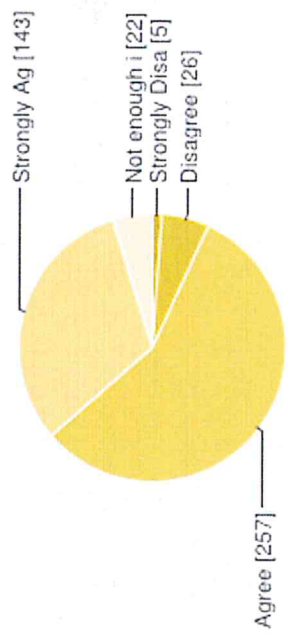
The school recognizes and acknowledges accomplishments of all students and staff toward a positive school culture.

Strongly Disagree	11	2%
Disagree	30	7%
Agree	242	53%
Strongly Agree	134	30%
Not enough information to respond	36	8%



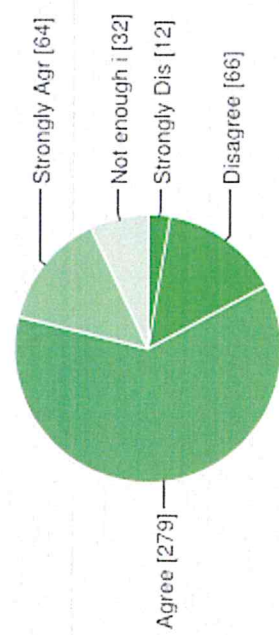
The staff show respect for students.

Strongly Disagree	5	1%
Disagree	26	6%
Agree	257	57%
Strongly Agree	143	32%
Not enough information to respond	22	5%



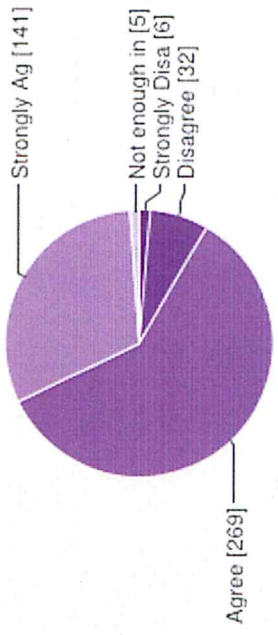
Students show respect for other students.

Strongly Disagree	12	3%
Disagree	66	15%
Agree	279	62%
Strongly Agree	64	14%
Not enough information to respond	32	7%



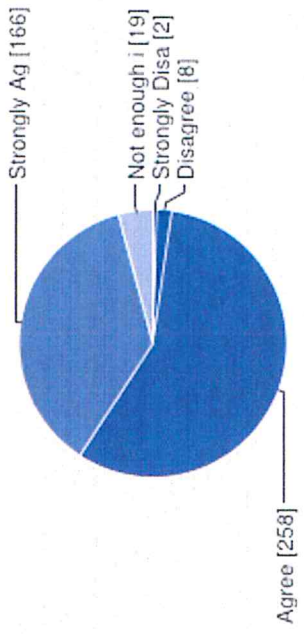
I feel my child is safe at this school.

Strongly Disagree	6	1%
Disagree	32	7%
Agree	269	59%
Strongly Agree	141	31%
Not enough information to respond	5	1%



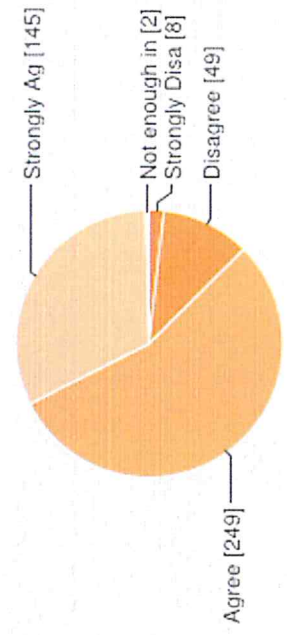
Student handbook policies are provided and available.

Strongly Disagree	2	0%
Disagree	8	2%
Agree	258	57%
Strongly Agree	166	37%
Not enough information to respond	19	4%



The school communicates effectively.

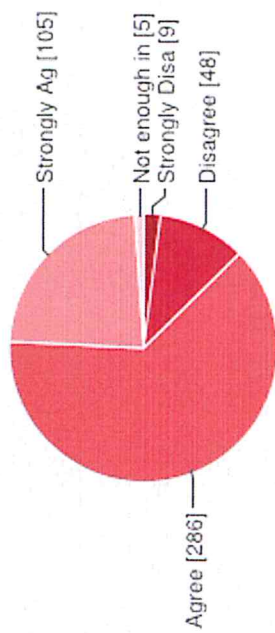
Strongly Disagree	8	2%
Disagree	49	11%
Agree	249	55%
Strongly Agree	145	32%
Not enough information to respond	2	0%



Overall, the school meets my child's academic and social needs.

Handwritten notes in the top left corner, including the number '100' and some illegible scribbles.

Strongly Disagree	9	2%
Disagree	48	11%
Agree	286	63%
Strongly Agree	105	23%
Not enough information to respond	5	1%



Administrator Growth and Evaluation Process

Evaluator Checklist

Planning for Implementation

- EVALUATOR - Collaboratively determine final weights for evaluation model components (supervisor evaluation ratings, stakeholder feedback (survey), and school performance measures).
- EVALUATOR – Collaboratively determine final measures (tools/instruments) and strategies to be used for stakeholder feedback (survey) component.
- EVALUATOR – Communicate final weights for evaluation model components and stakeholder feedback (survey) measures and strategies to administrators.

Prior to Goal-Setting Conference (Target July-August)

- EVALUATOR/ADMINISTRATORS – Review evidence of completion and results from previous professional growth and improvement plans as applicable.

Follow-up to the Goal-Setting Conference/Prior to the Mid-Year Supervisor Review (Target August-January).

- ADMINISTRATORS – Make any revisions to the professional growth goals, school performance goals, and action plan(s) requested by the evaluator.
- ADMINISTRATORS – Implement action plans for professional growth and for school performance goals, collecting and organizing evidence as discussed with the evaluator in the goal-setting conference.
- ADMINISTRATORS – Collect and organize any interim assessment results on school performance goals for the mid-year supervisor review.
- EVALUATOR – Conduct ongoing school visits/observations, providing feedback on performance, professional growth, plan implementation, and evidence.
- EVALUATOR – If applicable, collect stakeholder feedback using measures and strategies according to plan and time line.
- EVALUATOR – Communicate expectations for mid-year supervisor reviews to administrators.
- EVALUATOR – Schedule mid-year supervisor reviews with administrators.
- EVALUATOR – Plan for mid-year supervisor reviews.

Mid-Year Supervisor Review (Target January-February)

- EVALUATOR – Facilitate mid-year supervisor reviews.

Follow-up to the Mid-Year Supervisor Review/Prior to the End-of-Year Conference (Target February-May)

- ADMINISTRATORS – Continue to implement action plans for professional growth and for school performance goals, collecting and organizing evidence as discussed with the evaluator in the goal-setting conference and mid-year supervisor review.
- ADMINISTRATORS – Collect and organize assessment results for school performance goals as results become available.
- EVALUATOR – Conduct ongoing school visits/observations, providing feedback on performance, professional growth, plan implementation, and evidence.
- EVALUATOR – If applicable, collect stakeholder feedback using measures and strategies according to plan and timeline.
- EVALUATOR – Communicate expectations for end-of-year conferences to administrators may request that principals complete another self-assessment for the conference based on professional growth activities.
- EVALUATOR – Schedule end-of-year conferences with administrators.
- EVALUATOR – Considering all evidence, the self-assessment, and data collected from observations and other sources, and complete the Supervisor Evaluation Summative Performance Measure Ratings forms prior to end-of-year conferences.
- EVALUATOR – Plan for end-of-year conferences.

End-of-Year Conference (Target May-July)

- EVALUATOR – Facilitate the end-of-year conferences, share summative performance measure ratings, review goal results and evidence. If assessment results for school performance goals are not available, then complete impacted actions and assess goal results as data becomes available.

Follow-up to the End-of-Year Conference

(Target May-July or as assessment results become available)

- EVALUATOR – Determine performance ratings for stakeholder feedback (survey) and school performance measures components, complete the Evaluation Summary Report forms, and calculate the final performance ratings for administrators.
- EVALUATOR – Share performance ratings for components from the Evaluation Summary Report forms and the final performance ratings with administrators.
- EVALUATOR – Communicate expectations for completion of the Growth and Improvement Plan form to administrators.
- Administrators/EVALUATOR – Complete the Growth and Improvement Plan. Who completes the growth plan is based on administrators' final performance ratings.
- Administrators – Implement professional growth plans, collecting and organizing evidence as discussed with the evaluator.

Administrators Evaluation Process

The Evaluation Process:

1. Orientation on Process:

The superintendent or designee (the Supervisor) provides the administrator with a complete set of materials outlining the evaluation process and with his/her summary evaluation from the last performance review.

2. Pre-Planning by Administrator:

The administrator reviews student achievement data from the previous school year, the prior year's evaluation results, and other relevant data (e.g., artifacts, survey results, teacher retention data). The administrators uses these data sources to:

- Reflect upon his/her own leadership practice using the 5 Domains in the Marzano Evaluation Model,
- Self-assess current performance on the Performance Measures and Indicators (Self-assessment completed on an ongoing basis),
- Identify priorities for professional growth and performance goals,
- The Administrator submits his/her self-assessment to the Supervisor, who reviews it along with school results, and other relevant data, and sets a meeting to review and finalize priorities for the school year.

3. Goal-setting Conference:

The Supervisor and Administrator meet to discuss, as applicable, the last performance evaluation, self-assessment, priorities for professional growth, and preliminary performance goals. At the conclusion of the conference, the Supervisor and Administrator will come to agreement on performance goals (in the absence of agreement, the Supervisor will make the final determination about the goals).

The conference will also be an opportunity to review the evaluation process overall and the processes to be used by the Supervisor and Administrator to collect evidence about the Administrator's performance. If the Supervisor holds significant concerns regarding the Administrator's performance and intends to use a process that is targeted at remediation, this should be clearly communicated at the goal-setting conference.

4. Evidence Collection:

The Administrator will collect evidence agreed upon in the goal-setting conference. This may include data for each performance measure included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to

document achievement of performance goals.

The Supervisor will directly observe Administrator practice, interact with teachers and other members of the school community, and gather additional evidence to support the review. The Supervisor should provide timely feedback on their observations, as appropriate.

5. Mid-year Supervisor Review:

The Supervisor and Administrator hold a mid-year formative conference, with explicit discussion of progress against growth goals, all performance measures, and interim student and teacher performance data.

6. End-of-Year Summative Review:

The Administrator submits any evidence agreed to in the initial conference. The Supervisor reviews this evidence and all other evidence gathered by him/her and assembles a preliminary summary rating of the Administrator.

The Supervisor and Administrator hold an end-of-year conference to review and discuss accomplishment of growth goals, the preliminary summary rating, and interim student and teacher performance data.

7. Summative Performance:

Following the conference, the Supervisor will finalize the summary rating and will generate a summary report of the evaluation, to be signed by both parties. A performance level shall be assigned using one of the following categories:

4 - Innovating: Consistently exceeds the standards of performance, meeting the unique needs of students, faculty, staff and the community.

3 - Applying: Consistently meets the standards of performance and monitors the extent to which their leadership actions impact students, faculty, staff and the community.

2 - Developing: Demonstrates satisfactory competence on the standards of performance as a whole and individually with faculty and staff, impacting students.

1 - Beginning: Attempts to meet acceptable the standards of performance within the school/program, but does not complete the task or does so partially.

0 – Not Using: Does not attempt to meet the standards of performance of the school as a whole or of individuals within the school.

8. Deliberate Practice/Growth Plans

A professional growth plan will be developed from the summary report consistent with the performance rating assigned. Growth plans will be signed by both parties.

4 - Innovating: A self-directed growth plan; eligible for additional leadership roles and responsibilities; encouraged to assume role of mentor or coach.

3 - Applying: A self-directed growth plan.

2 - Developing: One-year jointly designed growth plan.

1 - Beginning: One-year directed improvement plan stemming from unsatisfactory or concerning performance items; generated by the Supervisor and specifically identifies areas for improvement.

0 – Not Using: Short-term improvement plan, generated by the Supervisor, clearly identifying areas of concern.

Consequences: Failure to remedy or improve a performance designation of “Not Using” shall result in disciplinary action per Minnesota Statutes, section 122A.40 or 122A.41 or local district policy.

Achievement Data

School Performance Data

The process of setting learning goals, monitoring progress, and assessing the results, is central to a quality evaluation process. School level performance data tied to established goals related to student outcomes are part of this evaluation model. This component is designed to implement the requirement in statute specifying the use of longitudinal data on student academic growth as an evaluation component incorporating district achievement goals and targets.

Student achievement and school outcome goals are to be developed by the Administrator in collaboration with school and grade-level teams and/or content specific teachers and aligned to district goals. Goals in this area may be subject and subgroup specific.

Decisions of effectiveness in this component should not be determined based on a single assessment or source of evidence but should rely on multiple measures.

Using State-Level Measures

In collaboration with the evaluator, an Administrator will set student achievement goals based on NCLB waiver areas – proficiency, growth, graduation rates (if applicable), and achievement gap reduction. Results would be based on Minnesota Comprehensive Assessment (MCA) scores provided by the Minnesota Department of Education.

Other School Performance Goals:

In collaboration with the Supervisor, an Administrator may select two additional goal areas to reflect the unique circumstances of a school or district and to reinforce accountability and focus on school and district initiatives.

Examples of goals:

- Areas specific to one grade level or one sub-group of students
- Enrollment in rigorous courses
- Referrals for SPED services
- Student suspensions or disciplinary referrals
- Attendance
- Grade promotion
- MAP scores
- Student participation in activities

Individual goals will be attached to a data point that connects directly to students and student learning.

