

Princeton Public Schools - ISD 477
Tuesday, December 16, 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

1. PROCEDURAL ITEMS	
2. Call to Order and Pledge of Allegiance	
3. Roll Call (Board Member Craig Johnson will be in attendance from his room in Mercy Hospital, Coon Rapids through interactive technology)	
4. Citizen Comments	3
5. Commendations - Students and Coaches	
6. Truth in Taxation Hearing	4
7. REPORTS	
a. Board Members Committee Reports	
b. Student Council Report	
c. Superintendent Report	
8. APPROVE AGENDA	
9. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES	36
10. CONSENT AGENDA	
<i>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.</i>	
a. Personnel	40
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c. Wire Transfers	50
d. Treasurer's Report	51
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g. Gifts	54

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11. ACTION	
a. Set Tax Levy 2015-16	59
b. Policies - 2nd Readings (#404, #414, #510, #514, #516, #521, #610, #909)	61
12. FIRST READINGS (Non Action item) (#213, 299, 599, 601, 603, 615, 619, and 710)	99
13. DISCUSSION ITEMS	
a. Facilities Update	
b. School Board Goals 2014-15	121
c. World's Best Workforce	122
14. FUTURE BOARD COMMITTEE MEETINGS:	
a. January 6, 5:00 p.m. Finance Meeting - Superintendent's Office	
b. January 6, 6:30 p.m. Organization Board Meeting - Board Room	
c. January 6, 7:00 p.m. Regular School Board Meeting - Board Room	
d. January 20, 5:30 p.m. Policy Meeting	
15. MEETINGS TO BE SET:	
a. Teaching and Learning	
16. ADDITIONS TO AGENDA	
17. ADJOURN	

Truth in Taxation Report

ISD 477, Princeton, Minnesota

December 16, 2014

Presenter:

Michelle Czech,

Director of Business Services

Truth in Taxation Law

Minnesota's Truth in Taxation Law requires that cities, counties and school districts follow certain steps before adopting a tax levy for the following year. One important part of that law requires a mailed notice to each property owner in the county, which describes the tax levies proposed by the city, county and school district and what percent increase (decrease) such a levy would mean in dollars.

Truth in Taxation Public Hearing

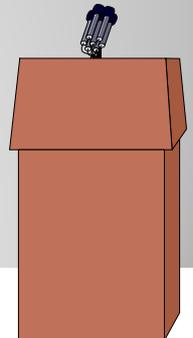
- Part 2 of the law - “Truth in Taxation”
 - Public hearing for each taxing jurisdiction
 - Specific type of public notice
- Tonight is the school district’s public hearing



Requirements of Truth in Taxation Hearing

1. Tax levy must be for taxes payable 2015
2. Discussion must include:
 - Current budget
 - Proposed percent increase/decrease of levy
 - Reasons for the increase/decrease
3. Public must be given time to comment

- Minnesota Statute 275.065



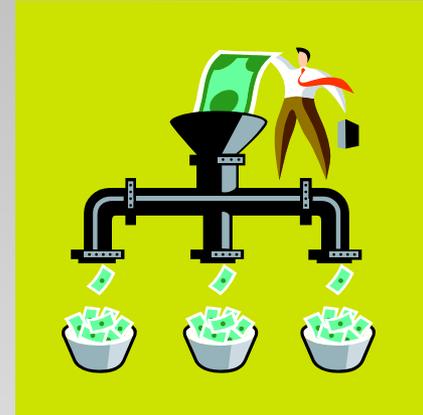
School District Budget

Current School Year
2014-2015



School District Funds

- General Fund
- Community Education Fund
- Food Service Fund
- Building Fund
- Debt Service Fund



PRINCETON PUBLIC SCHOOL

BUDGET 2014-2015

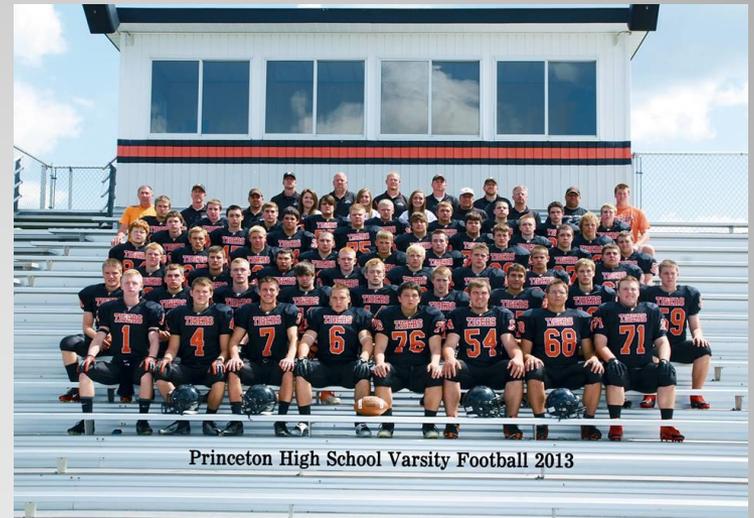
JUNE 17, 2014

	2015		2015		2014
	EST REVENUES		EST EXPENDITURES		Fund Balance
GENERAL FUND	\$ 30,739,430.00	\$	31,955,897.00	\$ (1,216,467.00)	\$ 12,508,726.00
FOOD SERVICE	\$ 1,549,692.00	\$	1,582,888.00	\$ (33,196.00)	\$ 348,830.47
COMMUNITY EDUCATION	\$ 1,120,553.00	\$	1,149,523.00	\$ (28,970.00)	\$ 375,449.66
BUILDING FUND	\$ 29,955,000.00	\$	2,000,000.00	\$ 27,955,000.00	\$ -
DEBT SERVICE	\$ 2,535,196.00	\$	2,568,752.00	\$ (33,556.00)	\$ 512,336.13

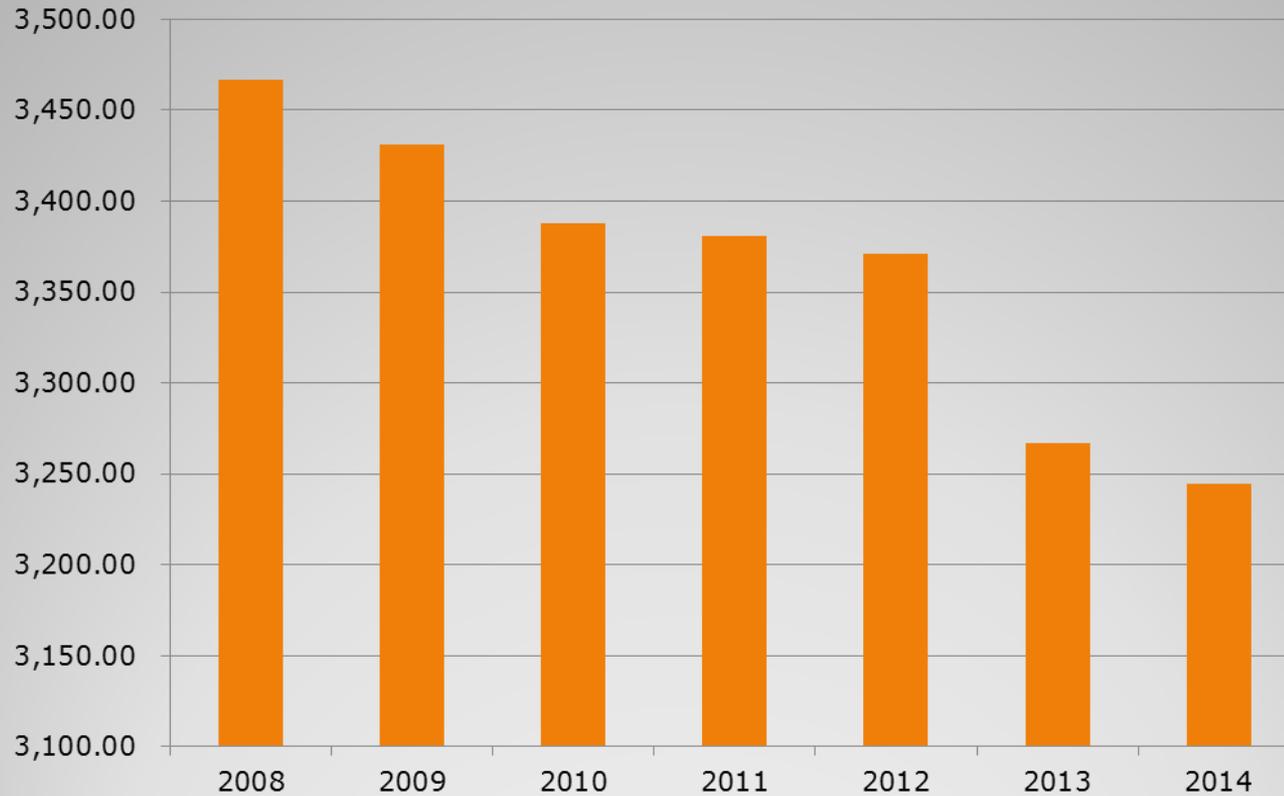


General Fund Revenues

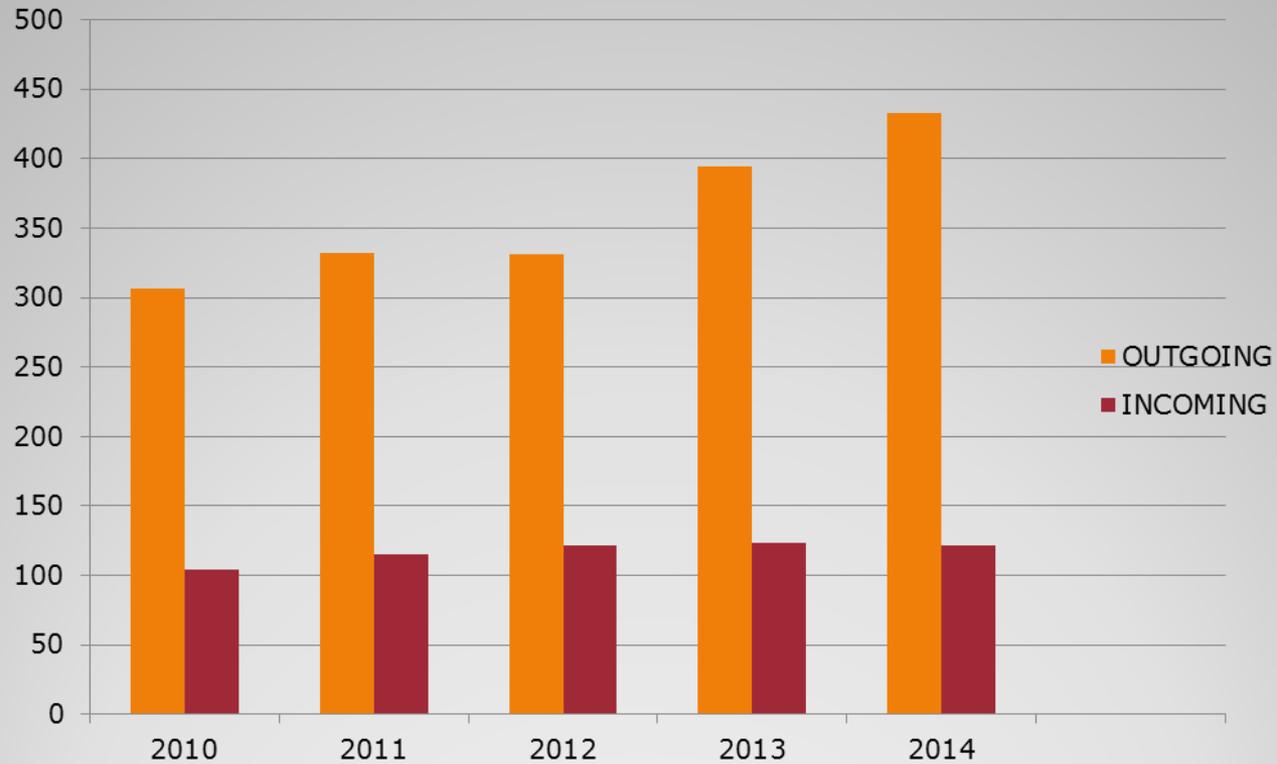
- Based on student enrollment
- Local operating levies
- Special Education
- Federal Grants
- State Programs



End of Year Adjusted Average Daily Membership



OPEN ENROLLMENT



Community Education

- Based on the adult population in the District
- Early Childhood is based on the number of children under 5 years of age
- Participation Fees



Food Service Fund

- Based on Federal Grant of free/reduced lunch
- Based on student participation



Other District Funds

BUILDING FUND

- Voters passed a \$29,955,000 building bond for a new K-2 building & improvements at the High School.

DEBT SERVICE FUND

- District's Bond Payments

School District Levy

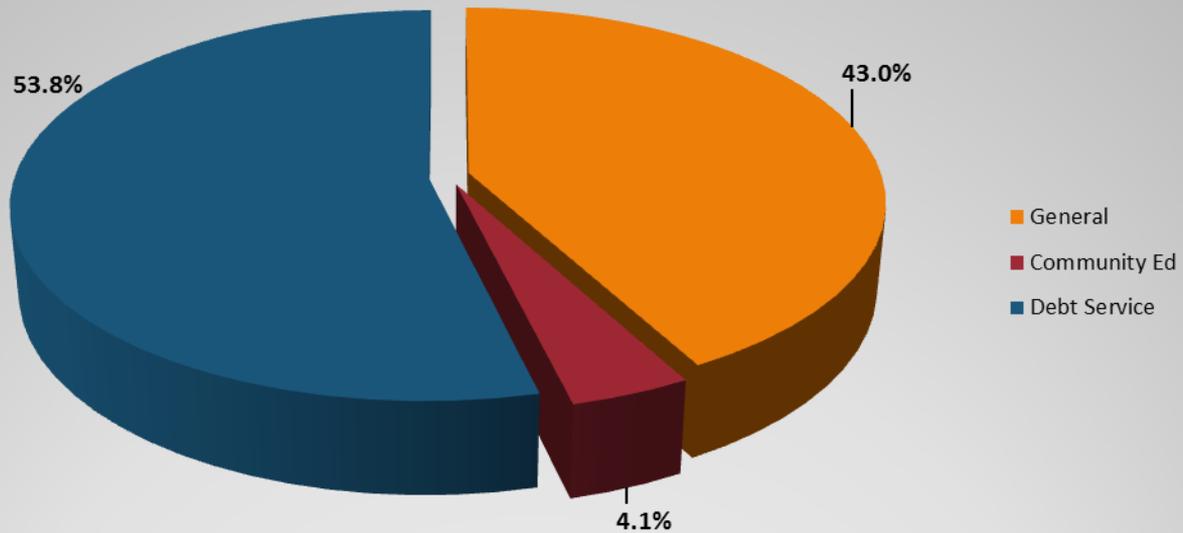
- 2014 Payable 2015
- 2015-2016 School Year



	Actual School Year 2015	Proposed School Year 2016	1st Option Underlevy School Year 2016	2nd Option Underlevy School Year 2016
GENERAL EDUCATION LEVY				
LOCAL OPT. ALLOW/REFEREND(424)	\$ 767,804.98	\$ 1,201,832.43	\$ 1,201,832.43	\$ 1,201,832.43
CAREER & TECHNICAL	\$ 28,060.19	\$ 75,604.27	\$ 75,604.27	\$ 75,604.27
SAFE SCHOOLS	\$ 124,835.70	\$ 120,281.40	\$ 120,281.40	\$ 120,281.40
HEALTH & SAFETY	\$ 135,748.21	\$ 93,576.73	\$ 93,576.73	\$ 93,576.73
OPERATING CAPITAL	\$ 182,943.34	\$ 204,401.99	\$ 204,401.99	\$ 204,401.99
TRANSITION LEVY	\$ 12,443.28	\$ 12,326.90	\$ 12,326.90	\$ 12,326.90
EQUITY LEVY	\$ 273,704.61	\$ 318,085.81	\$ 318,085.81	\$ 318,085.81
DEFERRED MAINTENANCE	\$ 118,170.82	\$ 136,140.11	\$ 136,140.11	\$ 136,140.11
ALT TEACHER COMP(Qcomp)	\$ 160,293.66	\$ 195,231.09	\$ 195,231.09	\$ 195,231.09
LEASE LEVY	\$ 520,907.04	\$ 513,561.82	\$ 89,561.82	\$ 414,561.82
REEMPLOYMENT LEVY	\$ (73,149.00)	\$ 25,553.69	\$ 25,553.69	\$ 25,553.69
FACILITY ADJUSTMENT	\$ (195,497.35)	\$ (201,424.99)	\$ (201,424.99)	\$ (201,424.99)
GENERAL ED LEVY	\$ 41,651.11	\$ 43,587.37	\$ 43,587.37	\$ 43,587.37
ABATEMENT ADJUSTMENT	\$ (5,546.01)	\$ 3,192.73	\$ 3,192.73	\$ 3,192.73
TOTAL GENERAL EDUCATION LEVY	\$ 2,092,370.58	\$ 2,741,951.35	\$ 2,317,951.35	\$ 2,642,951.35
COMMUNITY EDUCATION LEVY				
STANDARD COMMUNITY ED	\$ 111,862.98	\$ 124,157.97	\$ 124,157.97	\$ 124,157.97
EARLY CHILDHOOD	\$ 48,405.97	\$ 49,233.12	\$ 49,233.12	\$ 49,233.12
HOME VISITING	\$ 2,323.20	\$ 2,350.40	\$ 2,350.40	\$ 2,350.40
SCHOOL AGE CARE (disabled)	\$ 77,328.58	\$ 90,706.05	\$ 90,706.05	\$ 90,706.05
ADJUSTMENTS	\$ (612.38)	\$ 357.71	\$ 357.71	\$ 357.71
TOTAL COMMUNITY EDUCATION LEVY	\$ 239,308.35	\$ 266,805.25	\$ 266,805.25	\$ 266,805.25
DEBT SERVICE LEVY				
GENERAL DEBT	\$ 2,535,196.53	\$ 3,506,739.21	\$ 3,506,739.21	\$ 3,506,739.21
TOTAL DEBT LEVY	\$ 2,535,196.53	\$ 3,506,739.21	\$ 3,506,739.21	\$ 3,506,739.21
TOTAL LEVY	\$ 4,866,875.46	\$ 6,515,495.81	\$ 6,091,495.81	\$ 6,416,495.81

33.87% 25.16% 32%

How Your School Taxes Are Spent



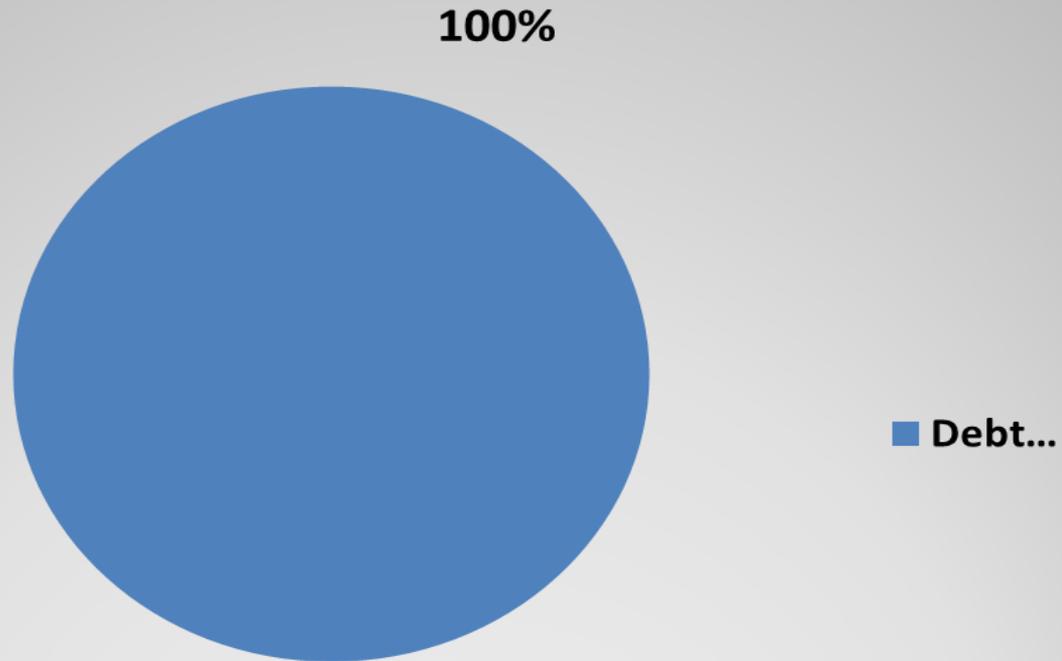
General Fund Property Tax Supported

Description	2015 Revenue	2016 Property Tax Supported	
Health & Safety-Restricted	\$ 135,748.00	\$ 93,576.73	100%
Deferred Maint-Restricted	\$ 197,586.00	\$ 136,140.00	69%
Operating Capital-Restricted	\$ 581,394.00	\$ 2,977.00	1%
Gifted & Talented-Restricted	\$ 45,755.00	\$ -	0%
Staff Development-Restricted	\$ 410,456.00	\$ -	0%
Qcomp	\$ 841,799.00	\$ 195,231.09	23%
Unassigned	\$28,530,692.00	\$2,314,026.42	8%
Total	\$30,743,430.00	\$2,741,951.24	9%

Community Education Property Tax Supported

Description	2015 Revenue	2016 Property Tax Supported	
ECFE	\$ 213,524.00	\$ 49,233.12	23.1%
COM ED	\$ 907,029.00	\$ 217,572.13	24.0%
TOTAL	\$ 1,120,553.00	\$ 266,805.25	23.8%

Debt Service Fund Property Tax Supported



LOCAL CHANGES FOR PAY 2015

In May of 2014 our local voters approved a building project totaling \$29,955,000.

❖ **A new K-2 Facility**

- Eliminate the use of portable classrooms.
- Construct a building with mechanical, electrical, and life safety systems that meet current guidelines.
- Provide classrooms, core areas and accessory spaces that meet current guidelines.
- Create better traffic flow for buses, parents and eliminate current congestion.
- Provide a safe, secure and welcoming entrance.

Local Changes Continued.....

❖ Improvements at the High School.

- Replacing portables with appropriate facilities for special education classrooms
- Modernize technology & engineering education spaces & connect to main building.
- Renovate kitchen & cafeteria area to provide enhanced lunch flow.
- Add new gym space needed for physical education programs & community use.
- Bring pool locker rooms up to code for public access.

❖ **Refinanced 2005A Building Bond for a total savings to the taxpayers of \$1,581,901 over its lifetime.**

Legislative Changes Pay 2014

- Location Equity-\$212.00 per pupil
- Ability for the Board to Reauthorize up to \$300.00 per pupil without voter approval.
- Changes in Pupil Weighting
- Added new General Education Levy Category
- In Pay 2014 with these changes the levy actually decreased by 3.99%

Goals of Legislation for Pay 2014

- Lower Property tax for homeowners
- Have higher equalization at the state level resulting in more state aid.
- More dollars for districts
- Ability for districts to offer All Day Every Day K

Legislative Changes Pay 2015

- Rescinded Location Equity Revenue \$212 which was targeted toward Metro districts and outstate districts with enrollment of 2,000 plus students.
- Replaced LER with Local Optional Revenue of up to \$424 per pupil unit for all MN school districts regardless of location and size.

- For Pay 2015 Tax Levy, all districts are authorized up to \$724 per pupil of revenue without voter approval.
 - ❖ \$424 from Local Optional Revenue
 - ❖ \$300 from Board Approved Levy
- Districts with voter approved operating referendums authority in excess of \$724 will not benefit from this change; there are 259 district's in Minnesota.

Levy May Increase by

\$1,648,620.35

Or

33.87%

**The board will make a
final determination
tonight.**

**Note: Approximately 23% of our levy
increase is from the Voter Approved
Building Project.**



Causes of Property Tax +/-

1. Changes in market values and statewide trending in different directions.
2. Changes in classification rates/history.
3. Changes in state legislation.
4. Voter approved Referendums.

Changes in Market Value

- Market Values are final.
- Discussed at:
 - Local Board Review in the spring.
 - County Board of Equalization.
- Final Taxable Market Value
 - May reflect a reduction (homestead exclusion).
 - May exclude improvements to property.

Don't Forget Property Tax Refunds

- State of MN tax refund programs.
- These programs may reduce the net tax burden for local taxpayers, but only if you take time to complete and send in the forms.
- For help with the forms and instructions:
 - ❖ Consult your tax professional.
 - ❖ www.taxes.state.mn.us

• **MN Property Tax Refund (Circuit Breaker)**

- ❖ Has existed since 1970's.
- ❖ Available to all owners of homestead property
- ❖ Annual income must be approx. \$105,500 or less (income limit is higher if you have dependents).
- ❖ Refund is a sliding scale, based on total property taxes and income.
- ❖ Maximum refund is \$2,657.
- ❖ Especially helpful to those with lower incomes.
- ❖ Fill out state tax form M-1PR.

- **Special Property Tax Refund**

- ❖ Available for all homestead properties with a gross tax increase of at least 12% and \$100 over the prior year.
- ❖ Refund is 60% of the amount by which the tax increase exceeds the greater of 12% or \$100, up to a maximum of \$1,000.
- ❖ No income limits.
- ❖ Fill out state tax form M-1PR.

ISD 477 RESOLUTION

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District No. 477, Princeton, Minnesota, is authorized to make the following tax limitation levies for general purposes:

General Fund	\$ 2,741,951.35	or	\$ 2,317,951.35	or	\$ 2,642,951.35
Community Ed	\$ 266,805.25		\$ 266,805.25		\$ 266,805.25
Debt Service	\$ 3,506,739.21		\$ 3,506,739.21		\$ 3,506,739.21
Total Certified	\$ 6,515,495.81	or	\$ 6,091,495.81	or	\$ 6,416,495.81

Now Therefore, be it resolved by the School Board of Independent School District No. 477, Minnesota, that the levy to be levied in 2014 to be collected in 2015 is set at \$. The Princeton School Board is authorized to certify the following tax limitation levy to the County Auditors of Mille Lacs, Isanti, Sherburne, and Benton Counties.

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 **18th day of November 2014 at 7:00 p.m.** in the District Office Board Room.

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

Members Absent: Chad Young

Others present: Superintendent Julia Espe and the Director of Business Services, Michelle Czech, Director of Human Resources Stacie Vos, Director of Teaching and Learning Julie Williams, Director of Community Education Gwen Anderson, and Director of Technology Eric Simmons.

Student Council Representative: Absent

Citizen Comments: Duane Hess – Student dress code, concerned about students not wearing appropriate clothing for the cold weather.

Letter of Commendation: Winner of the Milken Award – Angela Harvala.

REPORTS

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

Howard Vaillancourt: Project Oversight Committee meeting, Teaching and Learning Agenda, Special Board meeting.

Craig Johnson: Project Oversight Committee meeting, Certified Negotiations meeting, tennis banquet, band concert, and plays.

Eric Minks: Certified Negotiations, and Special Board meeting.

Deb Ulm: Project Oversight Committee meeting, Agenda planning, Policy meeting, the Music Man Play, and the Special Board meeting.

Superintendent Report: Attended the Music Man and was very impressed with the production. We have some very talented students here in Princeton. Dr. Espe attended the Minnesota Rural Education Association (MREA) conference. Our district was featured on the John Baylor Prep program because we had a 2 point increase in scores in our 2013-2014 junior class. Dr. Espe provided the board with information on how the district improves student achievement. She also conducted classroom visits the past two weeks.

APPROVE AGENDA

*Motion made by Jeremy Miller, and seconded by Howard Vaillancourt, **to approve the agenda.** Motion passed unanimously.*

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion by Craig Johnson, and seconded by Howard Vaillancourt, to approve the October 21, 2014 Closed Board meeting minutes, the November 4, 2014 Regular meeting minutes, and the November 13, 2014 Special Board meeting minutes. Motion passed 5:1. Member Chuck Nagle opposed the motion.

CONSENT AGENDA

Motion made by Howard Vaillancourt, and seconded by Eric Minks, to approve the consent agenda items: Personnel, Bills, Wire Transfers, Gifts, Open Enrollments, and a Fundraiser. Motion passed unanimously.

INFORMATION

***Construction Update** - Sarah Guyette from Wold provided the board with a presentation showing the progress of the interior and exterior of the new school building.

***Reading and Math Corps Update** – Reading Corp. teacher Guy Havelka and RtI/PBIS Coach/Intervention Coach Erin Engness provided the board with an update and a video on the reading and math corps tutoring program. The tutoring aspect of this program has greatly improved achievement for the students who participate in the program.

***Early Entrance into Grade K Presentation** – Director of Community Education Gwen Anderson and Erin Engness provided the board with the Early Entrance to Grade K policy that is required by the Minnesota Department of Education.

First Readings of Policies: Early Entrance Grade K, #514 Bullying Policy, #404 Criminal Background Check Policy, #510 Activities Program Policy, #610 Field Trips Policy, #414 Child Neglect Policy, #516 Student Medication Policy, #521 Student Disability Non-Discrimination Policy. All policies were approved to be moved to a second reading at the next board meeting on December 16, 2014.

FUTURE BOARD COMMITTEE MEETINGS

No Policy meeting in December.

1. December 2, 5:30-7:00 p.m. Board Workshop Topic: Finance.
2. December 16, 5:00 p.m. Finance Committee Meeting.
3. December 16, 6:30 p.m. Tour of Early Childhood Classrooms (District Office).
4. December 16, 7:00 p.m. Regular Board Meeting (only one in December).

ADDITIONS TO AGENDA - None

ADJOURN – the meeting adjourned at 8:11 p.m. to enter into a Workshop session.

Recorder: Bridget Sorensen

Chair Deb Ulm

Clerk Eric Minks

*Complete presentations for these items are in this meetings board packet at www.princeton.k12.mn.us
On the home page scroll down to the School Board box and click on meeting agenda access.

A workshop of the School Board of District #477 was held on the **18th day of November, 2014, at 8:25 p.m.** in the District Office Board Room.

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

Members Absent: Chad Young

Others Present: Superintendent Julia Espe, Director of Business Services, Michelle Czech, Director of Teaching and Learning Julie Williams, and Director of Technology Eric Simmons.

Discussion Items:

1. *Technology Plan – Director of Technology Eric Simmons provided the board with a proposed technology plan. The plan encompasses cost and need of classroom devices for students and staff, the need for two additional instructional technology support persons, cost to refresh staff computers with laptops every five years, and implementing a summer institute for teachers that focuses on instruction and student learning through integrated and intentional technology use.

Discussion: Board members discussed the need and the cost to achieve 1:1

2. *Teaching and Learning Plan – Director of Teaching and Learning Julie Williams provided the board with an overview of the three-year teaching and learning plan along with the budget and resources that are needed to cover the plan. The Midwest Instructional Leadership Council (MiLc) made 10 recommendations outlined in the plan.

Discussion: Board members discussed learning methods and how technology is vital part of those methods in order to accommodate students learning modes.

*Both plans are in the meeting packet located on the district website home page at www.princeton.k12.mn.us scroll down the page and in the School Board Information box click on meeting agenda access then November 18, 2014 Board Workshop meeting.

Adjourn: The meeting adjourned at 9:30 p.m.

Chair Deb Ulm

Clerk Eric Minks

Recorder: Bridget Sorensen

A workshop of the School Board of District #477 was held on the **2nd day of December, 2014, at 5:30 p.m.** in the District Office Board Room.

Roll Call:

Members present: Eric Minks, Chuck Nagle, Howard Vaillancourt, and Deb Ulm, Craig Johnson, Chad Young, and Jeremy Miller (arrived at 6:28 p.m.).

Members Absent:

Others Present: Superintendent Julia Espe, Director of Business Services, Michelle Czech, and Director of Teaching and Learning, Julie Williams.

Discussion Items:

Finance - Director of Business Services Michelle Czech provided the board members with the district's financial and enrollment history and the projection of enrollment through 2017.

The workshop discussion then moved into board approved class size ranges. The analysis shows that the class size ranges are actually on the lower end of the board approved class size range. Following this was the staffing in comparison to enrollment (ratios) discussion, and again the district found that the ratios are within the board approved ratios.

Next, the board reviewed the levy options, and reviewed examples of possible financial impacts. The recommendation from the district is to levy the full amount and not under levy. The State will still match either way.

Meeting handouts are located at the district office – call Bridget Sorensen at 763-389-6184 or email her at bridget.sorensen@isd477.org.

Adjourn: The meeting adjourned at 7:04 p.m.

Chair Deb Ulm

Clerk Eric Minks

Recorder: Bridget Sorensen

December 16, 2014

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Anderson, Gwen	Contract Renewal	Director of Community Education/ECFE Coordinator	Individual	N/A	2013-14 and 2014-15	2013-14 \$86,912.00 2014-15 \$90,923.00 2015-16 \$93,547.00 2016-17 \$93,547.00
Brykovsky, Janet	Change in current assignment	Gr K Breakfast Server - SE	FS	N/A	11/24/2014	Current Wage
Czech, Michelle	Contract Renewal	Director of Business Services	Individual	N/A	July 2014 - June 2017	2014-15 \$96,626.25 2015-16 \$100,974.40 2016-17 \$105,518.24
Cunningham, Michelle	LOA	English Teacher - M.S.	PEA	N/A	12/2/14 - 1/5/15	N/A
Eastwood, Alissa	LOA	Paraprofessional - M.S.	PARA	N/A	1/8/15 (6 weeks)	N/A
Essig, Robert	Resignation-Coaching Position only	JV Tennis Coach		N/A	11/10/2014	N/A
Fay, Ryan	Contract Renewal	Recreation and Enrichment Coordinator	CE	N/A	2014-15 and 2015-16	2014-15 \$36,480.00 (prorated beginning 11/1/14) 2015-16 \$39,936.00
Fischer, Nicole	New Hire	FS Server - NE	FS	Paulette Julilfs	12/15/2014	\$10.76/hr
Harshman, Gayle	Contract Renewal	SACC Coordinator	CE	N/A	2014-15 and 2015-16	2014-15 \$44,678.40 2015-16 \$48,921.60 2016-17 \$53,560.00
Hanson, Carol	Temporary Position	SpEd Paraprofessional - M.S.	PARA	N/A	12/2015-6/4/15	\$13.50/hr
Hustad, Lisa	New Hire	FS Server - SE	FS	Jodi Johnson	12/15/14	\$10.76/hr
Julilfs, Paulette	Transfer from NE to M.S.	Breakfast and Lunch Server - M.S.	FS	Lori Helm	11/20/14	Current Wage
Morrow, Patrick	Extra Duty	Newspaper Advisor - MS	PEA	Karen Mossebrugger	2014-15 and beyond	\$726.00/year
Olson, Helen	New Hire	Homebound Teacher	PEA	N/A	12/8/14 - 12/31/14	\$20.69/hr
Quist, Katie	Resignation	Dance Team Coach - CE	CE	N/A	11/17/14	N/A
Overby, Jill	Contract Renewal	Career Center	Individual	N/A	2014-2016	2014-15 \$20.50/hr 2015-16 \$21.00/hr
Patnode, Mary	Contract Renewal	Screening/School Readiness	CE	N/A	2014-2016	2014-15 \$28,741.60 (prorated beginning 11/1/14) 2015-16 \$29,984.80
Roth, Paul	Resignation	Boys Varsity Soccer Coach - PHS		N/A	11/17/14	N/A
Weber, Carol	Resignation	Payroll and Benefits Specialists	Individual	N/A	12/5/14	N/A

Zimmer, Jules	Change in current assignment	ISS Para	PARA	Barb Soens	11/25/14 to approx. 1/5/15	Current Wage
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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	60587	156797	Check	1	12252		HEGGIES PIZZA	Yes	Yes	No	USD	11/14/2014	127.31
			60588	156798	Check	1	1457		BLUE CROSS & BLUE SHIELD /	Yes	Yes	No	USD	11/18/2014	222,703.50
			60645	156799	Check	1	14497		BRAUN JENNIFER	Yes	Yes	No	USD	11/14/2014	36.30
			60646	156800	Check	1	3140		HOFMAN OIL CO. INC.	Yes	Yes	No	USD	11/14/2014	464.71
			60647	156801	Check	1	4007		KEMPS	Yes	Yes	No	USD	11/14/2014	2,666.50
			60648	156802	Check	1	4121	2	MEEKER-WRIGHT SPECIAL ED COOF	Yes	No	No	USD	11/14/2014	90.00
			60650	156803	Check	1	6317		RESERVE ACCOUNT	Yes	Yes	No	USD	11/14/2014	2,000.00
			60649	156804	Check	1	5851		STAY JODY	Yes	Yes	No	USD	11/14/2014	50.00
			60644	156805	Check	1	14439	1	TAYLOR PUBLISHING CO	Yes	Yes	No	USD	11/14/2014	10,395.00
			60652	156806	Check	1	10584		CARD SERVICES	Yes	Yes	No	USD	11/18/2014	1,497.35
			60681	156807	Check	1	7706	3	AMAZON.COM	Yes	Yes	No	USD	11/21/2014	1,095.83
			60667	156808	Check	1	14503		BOUDREAU PATRICIA	Yes	No	No	USD	11/21/2014	15.00
			60682	156809	Check	1	8001		CHILDERS DAVE	Yes	No	No	USD	11/21/2014	109.00
			60659	156810	Check	1	12986		CHRISTIAN GORDON	Yes	Yes	No	USD	11/21/2014	109.00
			60662	156811	Check	1	13917	1	CPHS COMP	Yes	No	No	USD	11/21/2014	95.00
			60670	156812	Check	1	14508		DWINNELL MICHAEL	Yes	No	No	USD	11/21/2014	61.00
			60672	156813	Check	1	2278		ECOWATER SYSTEMS	Yes	Yes	No	USD	11/21/2014	21.00
			60654	156814	Check	1	10908	1	G & K SERVICES	Yes	Yes	No	USD	11/21/2014	338.22
			60671	156815	Check	1	14509		HATCH DEVON	Yes	Yes	No	USD	11/21/2014	26.49
			60657	156816	Check	1	11937		HILLMAN KEVIN	Yes	Yes	No	USD	11/21/2014	109.00
			60655	156817	Check	1	11134		I.S.D. #6079	Yes	No	No	USD	11/21/2014	102,000.00
			60661	156818	Check	1	13905		JACKET CHEER BOOSTER	Yes	No	No	USD	11/21/2014	80.00
			60664	156819	Check	1	14421		JASON LAURICH	Yes	No	No	USD	11/21/2014	220.00
			60673	156820	Check	1	4007		KEMPS	Yes	Yes	No	USD	11/21/2014	3,401.65
			60680	156821	Check	1	7363		KLEIS JEROME G	Yes	Yes	No	USD	11/21/2014	109.00
			60679	156822	Check	1	7268	4	M.C.C.A.	Yes	No	No	USD	11/21/2014	120.00
			60663	156823	Check	1	14135	2	M.T.E.E.A.	Yes	No	No	USD	11/21/2014	225.00
			60658	156824	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	Yes	No	USD	11/21/2014	1,231.79
			60685	156825	Check	1	8644		MILL CITY MUSEUM	Yes	Yes	No	USD	11/21/2014	1,380.00
			60656	156826	Check	1	11314		MILLER SCOTT	Yes	Yes	No	USD	11/21/2014	109.00
			60674	156827	Check	1	4358	2	MN F.F.A.	Yes	Yes	No	USD	11/21/2014	445.00
			60660	156828	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	Yes	No	USD	11/21/2014	23,200.33
			60675	156829	Check	1	4868	1	PAN-O-GOLD BAKING CO.	Yes	Yes	No	USD	11/21/2014	1,667.90
			60668	156830	Check	1	14504		PLAY IT AGAIN SPORTS BLAINE	Yes	No	No	USD	11/21/2014	114.94
			60669	156831	Check	1	14505		PLAY IT AGAIN SPORTS ELK RIVER	Yes	No	No	USD	11/21/2014	277.30
			60676	156832	Check	1	5273	4	REGION 4 FFA	Yes	Yes	No	USD	11/21/2014	170.00
			60665	156833	Check	1	14498		RICHTER BEN	Yes	No	No	USD	11/21/2014	109.00
			60677	156834	Check	1	5525	3	SCHOLASTIC BOOK FAIRS	Yes	Yes	No	USD	11/21/2014	1,522.37
			60678	156835	Check	1	5553		SCHOLASTIC INC.	Yes	No	No	USD	11/21/2014	280.00
			60683	156836	Check	1	8099		THE CHIP SHOPPE	Yes	Yes	No	USD	11/21/2014	33,670.97
			60684	156837	Check	1	8108	2	UNIVERSITY OF MN EXTENSION	Yes	No	No	USD	11/21/2014	93.75

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0477		001	60653	156838	Check	1	10705		WILSON SPORTS	Yes	Yes	No	USD	11/21/2014	1,250.00
			60666	156839	Check	1	14500		WOW FACTOR SPORTS	Yes	No	No	USD	11/21/2014	100.00
			60686	156840	Check	1	14477		TEACHERS ON CALL	Yes	Yes	No	USD	11/21/2014	9,768.89
			60687	156841	Check	1	13592		PANERA BREAD	Yes	No	No	USD	11/24/2014	259.98
			60703	156843	Check	1	4593		EDUCATION MINNESOTA	Yes	No	No	USD	11/28/2014	786.44
			60698	156844	Check	1	14191		EDUCATION MINNESOTA - CUSTODI/	Yes	No	No	USD	11/28/2014	1,073.20
			60708	156845	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	11/28/2014	4,306.50
			60700	156846	Check	1	3177		HORACE MANN LIFE INS. CO.	Yes	No	No	USD	11/28/2014	67.14
			60696	156847	Check	1	11788		MADISON NATIONAL LIFE INS CO	Yes	No	No	USD	11/28/2014	8,838.51
			60697	156848	Check	1	13771		METLIFE	Yes	No	No	USD	11/28/2014	14,154.65
			60701	156849	Check	1	4332		MN BENEFIT ASSN	Yes	No	No	USD	11/28/2014	119.43
			60702	156850	Check	1	4584		MN NCPERS LIFE INSURANCE	Yes	No	No	USD	11/28/2014	80.00
			60704	156851	Check	1	4936		PEA DUES ACCT.	Yes	No	No	USD	11/28/2014	18,649.71
			60705	156852	Check	1	5121		PRINCETON CUSTODIANS	Yes	No	No	USD	11/28/2014	84.00
			60706	156853	Check	1	5126		PRINCETON PARAPROFESSIONALS	Yes	No	No	USD	11/28/2014	2,696.82
			60707	156854	Check	1	5587		SEIU LOCAL 284	Yes	No	No	USD	11/28/2014	826.52
			60709	156855	Check	1	14313		D.S. Erickson & Associates, PLLC	Yes	No	No	USD	11/28/2014	487.30
			60710	156856	Check	1	14313		D.S. Erickson & Associates, PLLC	Yes	No	No	USD	11/28/2014	153.07
			60731	156857	Check	1	14522		ANYTIME FITNESS PRINCETON	Yes	No	No	USD	12/04/2014	250.00
			60713	156858	Check	1	11427	1	AT&T MOBILITY	Yes	No	No	USD	12/04/2014	258.48
			60734	156859	Check	1	1693		CASH	Yes	No	No	USD	12/04/2014	39.11
			60751	156861	Check	1	8012		CHAFFER RONALD	Yes	No	No	USD	12/04/2014	150.00
			60719	156862	Check	1	13935		CLARK BECKY	Yes	No	No	USD	12/04/2014	45.00
			60730	156863	Check	1	14521		COMPAS	Yes	No	No	USD	12/04/2014	1,000.00
			60735	156864	Check	1	1979		CRITTERS & CO. INC.	Yes	No	No	USD	12/04/2014	1,032.00
			60727	156865	Check	1	14516		DAVIDSON MARK	Yes	No	No	USD	12/04/2014	109.00
			60723	156866	Check	1	14511		DEAVEL JONA	Yes	No	No	USD	12/04/2014	8.90
			60736	156867	Check	1	3392		JANSSEN DENICE	Yes	No	No	USD	12/04/2014	100.00
			60728	156868	Check	1	14518		JUSTIN JACQUELINE	Yes	No	No	USD	12/04/2014	45.00
			60749	156870	Check	1	7053		LODGE MARK	Yes	No	No	USD	12/04/2014	218.00
			60724	156871	Check	1	14512		LUPINEK JOSH	Yes	No	No	USD	12/04/2014	128.50
			60739	156872	Check	1	4048		M.A.S.S.P.	Yes	No	No	USD	12/04/2014	360.00
			60750	156873	Check	1	7475		M.B.S.A.	Yes	No	No	USD	12/04/2014	75.00
			60740	156874	Check	1	4090		M.C.E.A.	Yes	No	No	USD	12/04/2014	738.00
			60718	156875	Check	1	13403		MACZIEWSKI JASON	Yes	No	No	USD	12/04/2014	45.00
			60738	156876	Check	1	4030		MASA	Yes	No	No	USD	12/04/2014	825.00
			60721	156877	Check	1	13985		MCCOY MIKE	Yes	No	No	USD	12/04/2014	128.50
			60714	156878	Check	1	11953		MILLETTE JOSEPH	Yes	No	No	USD	12/04/2014	70.00
			60729	156879	Check	1	14520		MIU PATRICIA	Yes	No	No	USD	12/04/2014	191.50
			60742	156880	Check	1	4363	4	MN HISTORICAL SOCIETY	Yes	No	No	USD	12/04/2014	714.00
			60712	156881	Check	1	11257		MORAN KRIS	Yes	No	No	USD	12/04/2014	109.00

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0477		001	60720	156882	Check	1	13944		OLSON ALLISON	Yes	No	No	USD	12/04/2014	50.00
			60715	156883	Check	1	11988		OVERLIE RYAN	Yes	No	No	USD	12/04/2014	111.00
			60717	156884	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	12/04/2014	84,543.28
			60733	156885	Check	1	14524		PREPPERNAU ANDREA	Yes	No	No	USD	12/04/2014	2,250.00
			60726	156886	Check	1	14515		REASONER MICHAEL	Yes	No	No	USD	12/04/2014	109.00
			60747	156887	Check	1	6285	12	REGENTS OF THE UNIVERSITY OF M	Yes	No	No	USD	12/04/2014	4,302.00
			60743	156888	Check	1	5472	4	SAM'S CLUB	Yes	No	No	USD	12/04/2014	883.86
			60732	156889	Check	1	14523		SOUTH HIGH SWIMMING BOOSTERS	Yes	No	No	USD	12/04/2014	225.00
			60744	156890	Check	1	5926		ST. FRANCIS HIGH SCHOOL	Yes	No	No	USD	12/04/2014	200.00
			60745	156891	Check	1	6054	3	TARGET BANK	Yes	No	No	USD	12/04/2014	96.84
			60722	156892	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD	12/04/2014	24,812.35
			60752	156893	Check	1	8616		THOMAS BOB	Yes	No	No	USD	12/04/2014	111.00
			60746	156894	Check	1	6229		TRINITY LUTHERAN CHURCH	Yes	No	No	USD	12/04/2014	50.00
			60725	156895	Check	1	14514		TRYGGESTAD MATHEW	Yes	No	No	USD	12/04/2014	109.00
			60748	156896	Check	1	6419		WAGNER ROBIN	Yes	No	No	USD	12/04/2014	36.90
			60711	156897	Check	1	11016		WILLIAMS TONYA	Yes	No	No	USD	12/04/2014	45.00
			60716	156898	Check	1	12558		WINTER PATRICK	Yes	No	No	USD	12/04/2014	111.00
			60753	156899	Check	1	4290		CENTERPOINT ENERGY	Yes	No	No	USD	12/04/2014	12,038.46
			60754	156900	Check	1	4007		KEMPS	Yes	No	No	USD	12/04/2014	5,154.60
			60755	156901	Check	1	10862		PUTNAM MAUREEN	Yes	No	No	USD	12/10/2014	150.00
			60756	156902	Check	1	14417		HARRINGTON MICHAEL	Yes	No	No	USD	12/11/2014	80.00
			60759	156903	Check	1	10795	1	ACE SOLID WASTE, INC	Yes	No	No	USD	12/12/2014	2,467.94
			60765	156904	Check	1	12313		ADVANTAGE COLLECTION PROF.	Yes	No	No	USD	12/12/2014	91.25
			60794	156905	Check	1	9398		BAKER RICK JR	Yes	No	No	USD	12/12/2014	111.00
			60792	156906	Check	1	8555		BELTRAND AMY	Yes	No	No	USD	12/12/2014	70.00
			60762	156907	Check	1	11359		BRINSON STEVE	Yes	No	No	USD	12/12/2014	111.00
			60766	156908	Check	1	12434	1	C.M.S.C.A.	Yes	No	No	USD	12/12/2014	100.00
			60793	156909	Check	1	8979		GTI CAMBRIDGE THEATRE	Yes	No	No	USD	12/12/2014	304.00
			60769	156910	Check	1	13036		HAHN RYAN	Yes	No	No	USD	12/12/2014	128.50
			60776	156911	Check	1	3140		HOFMAN OIL CO. INC.	Yes	No	No	USD	12/12/2014	1,031.82
			60777	156912	Check	1	3271	5	I.S.D. #728	Yes	No	No	USD	12/12/2014	35.00
			60778	156913	Check	1	4007		KEMPS	Yes	No	No	USD	12/12/2014	1,979.60
			60790	156914	Check	1	7064		LARKIN PETER J.	Yes	No	No	USD	12/12/2014	111.00
			60780	156915	Check	1	4048		M.A.S.S.P.	Yes	No	No	USD	12/12/2014	25.00
			60781	156916	Check	1	4326	1	M.M.E.A.	Yes	No	No	USD	12/12/2014	360.00
			60779	156917	Check	1	4028		MARV'S TRUE VALUE	Yes	No	No	USD	12/12/2014	1,481.93
			60772	156918	Check	1	14526		MARXHAUSEN MARK	Yes	No	No	USD	12/12/2014	50.00
			60791	156919	Check	1	7979		McLEAN JON W.	Yes	No	No	USD	12/12/2014	111.00
			60761	156920	Check	1	11250	1	MESTA	Yes	No	No	USD	12/12/2014	250.00
			60767	156921	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	12/12/2014	1,242.61
			60782	156922	Check	1	4349	5	MN DEPARTMENT OF HEALTH	Yes	No	No	USD	12/12/2014	35.00

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0477		001	60758	156923	Check	1	10212	1	MN SECRETARY OF STATE	Yes	No	No	USD	12/12/2014	120.00
			60757	156924	Check	1	10006	1	MNGWL	Yes	No	No	USD	12/12/2014	150.00
			60771	156925	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	12/12/2014	20,652.39
			60783	156926	Check	1	5118		PRINCETON CHAMBER OF COMMER	Yes	No	No	USD	12/12/2014	375.00
			60788	156927	Check	1	6317		RESERVE ACCOUNT	Yes	No	No	USD	12/12/2014	2,000.00
			60784	156928	Check	1	5491	1	SARTELL TRACK & FIELD	Yes	No	No	USD	12/12/2014	220.00
			60775	156929	Check	1	14529		SASSE THOMAS	Yes	No	No	USD	12/12/2014	250.00
			60773	156930	Check	1	14527		SCHIMETZ SCOTT	Yes	No	No	USD	12/12/2014	111.00
			60785	156931	Check	1	5553		SCHOLASTIC INC.	Yes	No	No	USD	12/12/2014	50.00
			60774	156932	Check	1	14528		SHREVE BRIAN	Yes	No	No	USD	12/12/2014	111.00
			60764	156933	Check	1	12060		SKEIM MICHELE JO	Yes	No	No	USD	12/12/2014	150.00
			60768	156934	Check	1	13026		SMITH DIANE	Yes	No	No	USD	12/12/2014	128.50
			60795	156935	Check	1	9494	1	SNA	Yes	No	No	USD	12/12/2014	13.00
			60760	156936	Check	1	10959		SOLBERG MATT	Yes	No	No	USD	12/12/2014	222.00
			60787	156937	Check	1	5932	3	ST JOHN'S UNIVERSITY	Yes	No	No	USD	12/12/2014	200.00
			60786	156938	Check	1	5894	1	ST. CLOUD TECH HIGH SCHOOL	Yes	No	No	USD	12/12/2014	100.00
			60763	156939	Check	1	11407		STURGES SHANE	Yes	No	No	USD	12/12/2014	111.00
			60789	156940	Check	1	7042		VITKOSKY WAYNE	Yes	No	No	USD	12/12/2014	70.00
			60770	156941	Check	1	13262	1	WALMART COMMUNITY/GECRB	Yes	No	No	USD	12/12/2014	1,026.50
			60825	156942	Check	1	13461		ACCURATE HOME CARE, LLC	Yes	No	No	USD	12/16/2014	4,999.53
			60805	156943	Check	1	12313		ADVANTAGE COLLECTION PROF.	Yes	No	No	USD	12/16/2014	195.00
			60835	156944	Check	1	14005		AGC NETWORKS INC	Yes	No	No	USD	12/16/2014	670.00
			60803	156945	Check	1	1213		APPERT'S FOODSERVICE	Yes	No	No	USD	12/16/2014	3,316.70
			60804	156946	Check	1	1218		AQUA LOGIC	Yes	No	No	USD	12/16/2014	39.53
			60836	156947	Check	1	14019		ART TO REMEMBER	Yes	No	No	USD	12/16/2014	2,505.25
			60806	156948	Check	1	1243	1	ASCD	Yes	No	No	USD	12/16/2014	233.81
			60809	156949	Check	1	1259	1	AUDIO COMMUNICATIONS	Yes	No	No	USD	12/16/2014	902.00
			60884	156950	Check	1	4545		AUTO VALUE PRINCETON	Yes	No	No	USD	12/16/2014	175.50
			60838	156951	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	12/16/2014	725.23
			60837	156952	Check	1	14021		BEYOND SPORT MARTIALARTS & FI	Yes	No	No	USD	12/16/2014	176.40
			60854	156953	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	12/16/2014	551.97
			60810	156954	Check	1	12622		CARTRIDGE WORLD	Yes	No	No	USD	12/16/2014	353.96
			60850	156955	Check	1	14530		CENTENNIAL ISD 12	Yes	No	No	USD	12/16/2014	5,139.31
			60852	156956	Check	1	1720		CENTRAL MN FOSTER GRANDPAREN	Yes	No	No	USD	12/16/2014	570.00
			60912	156957	Check	1	7473	1	CLARK ENGINEERING	Yes	No	No	USD	12/16/2014	3,260.95
			60853	156958	Check	1	1818		CLEMENSEN ENTERPRISES	Yes	No	No	USD	12/16/2014	1,610.00
			60855	156959	Check	1	1876		COMPANION	Yes	No	No	USD	12/16/2014	3,995.00
			60824	156960	Check	1	13412		CRAWFORD'S EQUIPMENT	Yes	No	No	USD	12/16/2014	503.94
			60848	156961	Check	1	14510		CREATICE SHAPES ETC.	Yes	No	No	USD	12/16/2014	103.29
			60839	156962	Check	1	14103		CULLIGAN BOTTLED WATER	Yes	No	No	USD	12/16/2014	6.41
			60856	156963	Check	1	2025		CYNMAR CORPORATION	Yes	No	No	USD	12/16/2014	250.28

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0477		001	60847	156964	Check	1	14507		DAHL DOUGLAS P.	Yes	No	No	USD	12/16/2014	224.00
			60796	156965	Check	1	10069		DALCO	Yes	No	No	USD	12/16/2014	10,451.11
			60829	156966	Check	1	13599		DARRYL WALETZKO LLC	Yes	No	No	USD	12/16/2014	6,800.00
			60857	156967	Check	1	2115	1	DEMCO INC	Yes	No	No	USD	12/16/2014	132.05
			60858	156968	Check	1	2265		ECKROTH MUSIC CO.	Yes	No	No	USD	12/16/2014	362.40
			60859	156969	Check	1	2270		ECM PUBLISHERS INC.	Yes	No	No	USD	12/16/2014	1,061.07
			60863	156970	Check	1	2685	5	ECOLAB EQUIPMENT CARE - GCS SE	Yes	No	No	USD	12/16/2014	148.75
			60811	156971	Check	1	12623		ECOLAB INSTITUTIONAL	Yes	No	No	USD	12/16/2014	954.06
			60919	156972	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	12/16/2014	315.44
			60860	156973	Check	1	2330		EGAN AUTOMATION INC	Yes	No	No	USD	12/16/2014	3,040.00
			60861	156974	Check	1	2353		ELECTRIC MOTOR SERVICE INC	Yes	No	No	USD	12/16/2014	133.52
			60911	156975	Check	1	7344		EMBROIDER THIS	Yes	No	No	USD	12/16/2014	2,081.20
			60816	156976	Check	1	12846	1	ESSENTIAL CABLING TECHNOLOGIE	Yes	No	No	USD	12/16/2014	173.26
			60910	156977	Check	1	7072	1	ESTR PUBLICATIONS	Yes	No	No	USD	12/16/2014	214.00
			60862	156978	Check	1	2460		EVERBIND/MARCO BOOK COMPAN	Yes	No	No	USD	12/16/2014	716.58
			60840	156979	Check	1	14159	1	FOLLETT SCHOOL SOLUTIONS, INC.	Yes	No	No	USD	12/16/2014	518.35
			60864	156980	Check	1	2775		GOPHER	Yes	No	No	USD	12/16/2014	880.56
			60865	156981	Check	1	2778		GOPHER STATE ONE-CALL INC	Yes	No	No	USD	12/16/2014	53.65
			60909	156982	Check	1	6645		GRAINGER	Yes	No	No	USD	12/16/2014	673.08
			60832	156983	Check	1	13869		GRANT ASSIST CONSULTING	Yes	No	No	USD	12/16/2014	110.00
			60866	156984	Check	1	2955		HANDYMAN'S INC.	Yes	No	No	USD	12/16/2014	2,560.46
			60818	156985	Check	1	12967		HILDI INC.	Yes	No	No	USD	12/16/2014	4,340.00
			60867	156986	Check	1	3269		I.S.D. #709	Yes	No	No	USD	12/16/2014	1,200.00
			60868	156987	Check	1	3273		I.S.D. #742	Yes	No	No	USD	12/16/2014	14,474.90
			60799	156988	Check	1	10909	1	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	12/16/2014	149.98
			60913	156989	Check	1	7689		INTERMEDIATE SCHOOL DIST #917	Yes	No	No	USD	12/16/2014	962.50
			60869	156990	Check	1	3375	1	J & R SCHOOL SUPPLIES INC	Yes	No	No	USD	12/16/2014	300.00
			60872	156991	Check	1	3511	2	J.W. PEPPER & SON INC.	Yes	No	No	USD	12/16/2014	579.97
			60870	156992	Check	1	3421		JIFFY-JR PRODUCTS	Yes	No	No	USD	12/16/2014	262.89
			60871	156993	Check	1	3425		JINDRA'S SEWER SERVICE	Yes	No	No	USD	12/16/2014	1,362.50
			60831	156994	Check	1	13868		K12 TRANSPORTATION MANAGEMEN	Yes	No	No	USD	12/16/2014	4,000.00
			60843	156995	Check	1	14382		KELVIN TECHNOLOGY	Yes	No	No	USD	12/16/2014	305.35
			60873	156996	Check	1	3623		KOEHLER & DRAMM INC.	Yes	No	No	USD	12/16/2014	363.48
			60851	156997	Check	1	14531		LAKE COUNTRY SCALE WORKS, INC	Yes	No	No	USD	12/16/2014	64.93
			60845	156998	Check	1	14496		LEADERTECH SYSTEMS OF CHICAGO	Yes	No	No	USD	12/16/2014	3,445.00
			60812	156999	Check	1	12647		LOFFLER	Yes	No	No	USD	12/16/2014	2,856.09
			60920	157000	Check	1	9786		M. GROEBNER CONSTRUCTION, INC	Yes	No	No	USD	12/16/2014	375.00
			60874	157001	Check	1	4030		MASA	Yes	No	No	USD	12/16/2014	816.00
			60875	157002	Check	1	4087		MCDOWALL COMPANY	Yes	No	No	USD	12/16/2014	16,083.75
			60817	157003	Check	1	12960		MCKENZIE CO.	Yes	No	No	USD	12/16/2014	51.05
			60876	157004	Check	1	4121	1	MEEKER-WRIGHT SPECIAL ED COOF	Yes	No	No	USD	12/16/2014	804.72

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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	60877	157005	Check	1	4136		MENARDS	Yes	No	No	USD	12/16/2014	651.33
			60916	157006	Check	1	8388	1	METRO SALES INC	Yes	No	No	USD	12/16/2014	744.27
			60918	157007	Check	1	8514		MID MN DAMAGE PREVENTION	Yes	No	No	USD	12/16/2014	710.00
			60878	157008	Check	1	4222		MILACA BUILDING CENTER	Yes	No	No	USD	12/16/2014	996.83
			60879	157009	Check	1	4232		MILACA HIGH SCHOOL- ISD #912	Yes	No	No	USD	12/16/2014	201.00
			60880	157010	Check	1	4241		MILLE LACS COUNTY FSWD	Yes	No	No	USD	12/16/2014	18,713.15
			60801	157011	Check	1	11477	1	MINUTEMAN PRESS	Yes	No	No	USD	12/16/2014	1,714.48
			60881	157012	Check	1	4282		MINVALCO INC.	Yes	No	No	USD	12/16/2014	74.81
			60882	157013	Check	1	4354	1	MN DEPARTMENT OF PUBLIC SAFET	Yes	No	No	USD	12/16/2014	5.00
			60883	157014	Check	1	4537		NASCO	Yes	No	No	USD	12/16/2014	2,062.53
			60821	157015	Check	1	13117		NEW DOMINION SCHOOL	Yes	No	No	USD	12/16/2014	10,848.20
			60822	157016	Check	1	13117	1	NEW DOMINION SCHOOL	Yes	No	No	USD	12/16/2014	8,159.12
			60820	157017	Check	1	13069	1	NORTHERN SALT INC	Yes	No	No	USD	12/16/2014	438.06
			60844	157018	Check	1	14465		ODYSSEYWARE	Yes	No	No	USD	12/16/2014	24,500.00
			60885	157019	Check	1	4774	4	OFFICE MAX INCORPORATED	Yes	No	No	USD	12/16/2014	63.03
			60886	157020	Check	1	4827	4	ORIENTAL TRADING CO. INC.	Yes	No	No	USD	12/16/2014	885.86
			60887	157021	Check	1	5040		PIZZA BARN	Yes	No	No	USD	12/16/2014	149.85
			60914	157022	Check	1	7733		PLAYSCRIPTS, INC	Yes	No	No	USD	12/16/2014	32.32
			60888	157023	Check	1	5077		POSTMASTER	Yes	No	No	USD	12/16/2014	220.00
			60921	157024	Check	1	9866	1	PREMIUM WATERS INC	Yes	No	No	USD	12/16/2014	68.85
			60889	157025	Check	1	5127		PRINCETON ELECTRIC	Yes	No	No	USD	12/16/2014	97.50
			60890	157026	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	12/16/2014	1,467.35
			60800	157027	Check	1	11452		RATWIK, ROSZAK & MALONEY, PA	Yes	No	No	USD	12/16/2014	738.00
			60891	157028	Check	1	5254		REALLY GOOD STUFF	Yes	No	No	USD	12/16/2014	177.57
			60797	157029	Check	1	10224	2	REGENTS OF THE UNIVERSITY OF M	Yes	No	No	USD	12/16/2014	98.00
			60892	157030	Check	1	5305		RESOURCE TRAINING & SOLUTIONS	Yes	No	No	USD	12/16/2014	8,672.63
			60893	157031	Check	1	5319	2	RHODE ISLAND NOVELTY	Yes	No	No	USD	12/16/2014	191.00
			60826	157032	Check	1	13491		RIVERSIDE FAMILY CHIROPRACTIC C	Yes	No	No	USD	12/16/2014	80.00
			60894	157033	Check	1	5343		RIVERSIDE PUBLISHING CO.	Yes	No	No	USD	12/16/2014	307.56
			60828	157034	Check	1	13559		RUPP, ANDERSON, SQUIRES & WALL	Yes	No	No	USD	12/16/2014	3,543.14
			60846	157035	Check	1	14502		S/P2	Yes	No	No	USD	12/16/2014	249.00
			60823	157036	Check	1	13311		SANDSTROM'S	Yes	No	No	USD	12/16/2014	397.78
			60915	157037	Check	1	8024	1	SCHOOL FINANCES	Yes	No	No	USD	12/16/2014	100.00
			60895	157038	Check	1	5593	5	SCHOOL SPECIALTY INC.	Yes	No	No	USD	12/16/2014	393.68
			60802	157039	Check	1	11964		SELECTACCOUNT	Yes	No	No	USD	12/16/2014	53.40
			60896	157040	Check	1	5642		SENTRY SYSTEMS INC.	Yes	No	No	USD	12/16/2014	705.90
			60833	157041	Check	1	13872		SEPTIC CHECK	Yes	No	No	USD	12/16/2014	200.00
			60814	157042	Check	1	12747	1	SHOPKO STORES OPERATING CO., I	Yes	No	No	USD	12/16/2014	79.96
			60842	157043	Check	1	14366		SHRED RIGHT	Yes	No	No	USD	12/16/2014	21.06
			60897	157044	Check	1	5702		SILVER BELL TROPHIES & AWARDS	Yes	No	No	USD	12/16/2014	32.00
			60898	157045	Check	1	5806		SPECIAL SCHOOL DISTRICT NO. 1	Yes	No	No	USD	12/16/2014	405.00

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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	60827	157046	Check	1	13492		SPECO CHARTER LLC	Yes	No	No	USD	12/16/2014	635.00
			60899	157047	Check	1	5868		STATE SUPPLY COMPANY	Yes	No	No	USD	12/16/2014	27.33
			60900	157048	Check	1	6079		TEAM SPORTING GOODS INC	Yes	No	No	USD	12/16/2014	959.07
			60815	157049	Check	1	12809		THE MT PIT	Yes	No	No	USD	12/16/2014	91.48
			60830	157050	Check	1	13674	1	THE PRINT AND WEB SHOP	Yes	No	No	USD	12/16/2014	235.00
			60849	157051	Check	1	14513		THOMAS TIEMENS	Yes	No	No	USD	12/16/2014	85.00
			60808	157052	Check	1	12458		THOMPSON TROPHIES & PLAQUES	Yes	No	No	USD	12/16/2014	99.50
			60901	157053	Check	1	6216		TREND ENTERPRISES INC.	Yes	No	No	USD	12/16/2014	46.26
			60902	157054	Check	1	6231		TRIO SUPPLY COMPANY	Yes	No	No	USD	12/16/2014	1,605.21
			60917	157055	Check	1	8428		TWIN CITY HARDWARE	Yes	No	No	USD	12/16/2014	163.64
			60841	157056	Check	1	14333		UPPER LAKES FOODS, INC.	Yes	No	No	USD	12/16/2014	47,141.64
			60903	157057	Check	1	6318		US SCHOOL SUPPLY INC	Yes	No	No	USD	12/16/2014	108.75
			60834	157058	Check	1	13908		VERIZON WIRELESS	Yes	No	No	USD	12/16/2014	320.16
			60813	157059	Check	1	12740		VER-TECH	Yes	No	No	USD	12/16/2014	580.00
			60904	157060	Check	1	6376		VIKING COCA COLA BOTTLING	Yes	No	No	USD	12/16/2014	351.55
			60906	157061	Check	1	6464		WATERMANAGEMENT SERVICES	Yes	No	No	USD	12/16/2014	2,995.94
			60905	157062	Check	1	6461		WATSON CO. INC.	Yes	No	No	USD	12/16/2014	510.87
			60907	157063	Check	1	6495		WENGER CORP	Yes	No	No	USD	12/16/2014	275.00
			60908	157064	Check	1	6505		WEST MUSIC COMPANY	Yes	No	No	USD	12/16/2014	101.30
			60819	157065	Check	1	13021		WHITCOMB GAIL	Yes	No	No	USD	12/16/2014	684.00
			60798	157066	Check	1	10705		WILSON SPORTS	Yes	No	No	USD	12/16/2014	2,564.50
			60807	157067	Check	1	12451		YOUTH ENRICHMENT LEAGUE	Yes	No	No	USD	12/16/2014	1,696.40
Bank Total: 001														\$919,619.22	
Report Total:														\$919,619.22	

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

Fund	Description	Total
01	General Fund	\$759,518.11
02	Food Service	\$74,505.40
04	Community Service	\$15,029.11
10	Student Activities	\$70,566.60
Report Total		\$919,619.22

Princeton Public Schools - ISD #477

Wire Transfer Report

December 16, 2014

<u>Date:</u>	<u>Amount:</u>	<u>Description:</u>
11/15/2014	\$ 504,914.70	ACH File Transfer
11/15/2014	\$ 176,571.53	Federal Tax Wire Transfer
11/15/2014	\$ 28,828.28	State Tax Wire Transfer
11/15/2014	\$ 9,381.72	Select Account H S A
11/15/2014	\$ 188.18	MN Revenue
11/15/2014	\$ 82,604.06	TRA File Transfer
11/15/2014	\$ 30,000.57	PERA File Transfer
11/15/2014	\$ 709.50	MN Child Support File Transfer
11/15/2014	\$ 37,402.13	TSA File Transfer
11/28/2014	\$ 497,059.86	ACH File Transfer
11/28/2014	\$ 174,290.49	Federal Tax Wire Transfer
11/28/2014	\$ 28,101.41	State Tax Wire Transfer
11/28/2014	\$ 10,006.72	Select Account H S A
11/28/2014	\$ 171.73	MN Revenue
11/28/2014	\$ 84,228.12	TRA File Transfer
11/28/2014	\$ 27,248.04	PERA File Transfer
11/28/2014	\$ 709.50	MN Child Support File Transfer
11/28/2014	\$ 33,924.92	TSA File Transfer
12/3/2014	\$ 15,838.75	BMO Harris Bank - (Pcards)
12/5/2014	\$ 231.00	MN Revenue - (Sales tax)
TOTAL	\$ 1,742,411.21	

**PRINCETON PUBLIC SCHOOLS
TREASURER'S REPORT
MONTHLY CASH FLOW REPORT FOR NOVEMBER 2014**

FUND	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY DISBURSEMENTS	JOURNAL ENTRIES	ENDING BALANCE
01 General	13,576,159.49	1,869,108.05	2,819,716.14	(1,303.17)	12,625,551.40
02 Food Service	362,480.41	170,232.74	140,680.94	169.27	392,032.21
04 Community Service	481,570.02	82,777.08	84,473.19	(681.80)	479,873.91
06 Building Fund	29,750,109.43	1,875.18	269,849.19	0.00	29,482,135.42
07 Debt Service	2,326,292.14	388,118.64	0.00	0.00	2,714,410.78
10 Activities	183,100.29	45,788.34	69,689.06	(1,231.14)	159,199.57
TOTAL	46,679,711.78	2,557,900.03	3,384,408.52		45,853,203.29

Bank Accounts

AP/PR Account (Bremer)	611,770.26
MSDLAF+	3,442,269.27
Investments (Fd01)	12,838,865.94
Investments (Fd06)	<u>29,482,135.42</u>
	46,375,040.89
O/S Accts Pay Checks	(444,848.31)
O/S Payroll Checks	(8,981.14)
O/S Wires	(72,914.28)
NSF Checks	<u>4,906.13</u>
TOTAL	45,853,203.29

	A	B	C	D	E	F
1	Open Enrolled Students (Out/In) as of December 16 2014					
2	IN	11/25/2014	Milaca	Princeton	9	Survey sent to parent
3	IN	11/3/2014	St Cloud	Princeton	5	Survey sent to parent
4	IN	1/5/2014	Elk River	Princeton	K	Will be moving into Princeton in the Spring.
5	Out	1/1/2015	Princeton	Elk River	3	Survey sent to parent
6	Out	9/2/2014	Princeton	Elk River	11	Survey sent to parent
7	Out	9/2/2014	Princeton	Elk River	11	Online Program in Elk River District
8	Out	9/2/2014	Princeton	Elk River	10	Wants a new start.
9	Out	9/2/2014	Princeton	Elk River.	12	Moved into Princeton wants to finish up/graduate at ER.
10	Out	10/8/2014	Princeton	Elk River	12	Moved into Princeton wants to finish up/graduate at ER.
11	Out	9/2/2014	Princeton	Foley	7th & 11th	Living in temp. rental home in Princeton and wish to remain attending Foley.
12	Out	10/27/2014	Princeton	Houston/MN Virtual Academy	8	Survey sent to parent
13	Out	11/17/2014	Princeton	Becker	5th & 10th	Moved into Princeton wish to remain attending Becker.
14						
15						
16						
17						
18						

**2014-2015 ENROLLMENT
2015 DISTRICT ENROLLMENT TRACKING**

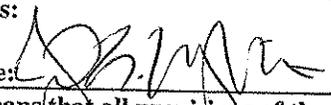
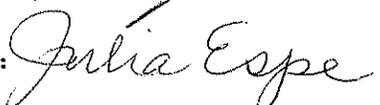
				10/1/2014											10/28/2014
		Original		End of	End of	End of	End of	End of	End of	End of	End of	End of	Last Day of	Average	10/28/2014
		Budget	Opening	September	October	November	December	January	February	March	April	May	School	Enrollment	2014 ADM
															End of Year
South	K	222.8	233	231	229	229								230.00	222.88
	1st	236.4	222	221	219	219								220.00	242.16
	2nd	240.5	247	246	247	247								246.50	248.99
	Sub Total	699.7	702	698	695	695	0	696.50	714.03						
North	3rd	244.2	246	244	243	243								243.50	230.34
	4th	229.1	240	237	241	241								239.00	223.48
	5th	224.3	229	228	228	228								228.00	255.67
	Sub Total	697.6	715	709	712	712	0	710.50	709.49						
Middle	6th	254.9	262	260	260	258								260.00	262.87
	7th	258.9	267	268	268	266								268.00	267.97
	8th	270.3	279	276	277	276								276.50	256.91
	Sub Total	784.1	808	804	805	800	0	804.50	787.75						
High School	9th	259.7	267	267	265	265								266.00	257.89
	10th	253.5	254	251	255	256								253.00	265.16
	11th	251.8	252	249	247	248								248.00	247.10
	12th	245.3	261	255	251	252								253.00	234.85
	Sub Total	1010.3	1034	1022	1018	1021	0	1,020.00	1,005.00						
K-12 Total		3191.7	3259	3233	3230	3228	0	3,231.50	3216.27						
	Typical Estimated Drop		37												
Variance/Openin	Estimated Total Enrollment		3222	-26	-29	-31	-3259	-28							

Gifts to Princeton Schools
December 16, 2014

School/Program	Amount/Item	Donor	Purpose
Advanced Foods Class at PHS	\$200 Grant	East Central Pork Producers	To be used to purchase pork products/supplies to incorporate pork cookery into the Advanced Foods and Meals Lab curriculum.
6th Grade Deep Portage Trip	\$650.00	Princeton Lions Club	Expenses and financial assistants for students to attend.
6th Grade Deep Portage Trip	\$500.00	MN Deer Hunters Association	Expenses and financial assistance for students to attend.
Middle School Engineering and Art Classes	Cardboard Sheets	Joe Holzemer - Bureau of Engraving	To be used for basic building material in class projects.

* Cheerleaders ~~will~~ be asking for ~~pledges of~~ ^{pledges of} ~~participating~~ ^{participating} 511
 in the 2015 Kinship Winter Plunge

FUNDRAISING APPROVAL FORM

Date of fundraiser: Nov = Feb 24th		Projected profit: ?		Amount earned:	
Group or organization proposing the fundraiser: Cheerleading				Item(s) being sold:	
Company/organization supplying items to be sold: Kinship Youth Center					
The money raised will be used for: future cheerleading activities (college bowl game) ^{off set cost to}					
<p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p>				<p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p>	
				Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.			<input checked="" type="checkbox"/>	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			<input checked="" type="checkbox"/>	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.			<input checked="" type="checkbox"/>	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.			<input checked="" type="checkbox"/>	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			<input checked="" type="checkbox"/>	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			<input checked="" type="checkbox"/>	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			<input checked="" type="checkbox"/>	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 			<input checked="" type="checkbox"/>	
I have reviewed Policy #511 Fundraising and agree to its provisions:					
Date: 11/24/14		Teacher/Sponsor Signature: 			
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction.					
<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED					
Date: 11/25/14		Administrator Signature: 			
Date: 11/26/14		Superintendent Signature: 			
Date:		School Board Chair Signature:			

FUNDRAISING APPROVAL FORM

Date of fundraiser: 12/1/14 - 5/1/15		Projected profit: 2,000		Amount earned:	
Group or organization proposing the fundraiser:				Item(s) being sold: Donations	
Company/organization supplying items to be sold:					
The money raised will be used for: Building Supermileage Vehicles/Purchasing Parts					
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.				Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:					
				Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.			X	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			NA	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.			X	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.			X	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			X	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			X	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			X	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.			NA	
I have reviewed Policy #511 Fundraising and agree to its provisions:					
Date: 12/1/14		Teacher/Sponsor Signature: <i>David Paddock</i> HS			
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: 12-5-14		Administrator Signature: <i>Hart Muehl</i>			
Date: 12-8-14		Superintendent Signature: <i>Julia Espe</i>			
Date:		School Board Chair Signature:			

FUNDRAISING APPROVAL FORM

Date of fundraiser: <i>SPRING 2015</i>	Projected profit: <i>\$1,500.00</i>	Amount earned:
Group or organization proposing the fundraiser: <i>PERFORMING ARTS CENTER</i>		Item(s) being sold: <i>ENTERTAINMENT</i>
Company/organization supplying items to be sold: <i>DEW SHELBY AS MARK TWAIN</i>		
The money raised will be used for: <i>FUND FUTURE PROGRAMS</i>		
<p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p>		Place a checkmark beside each box to indicate whether the criteria for fundraising are met.
		Yes No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	X
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	NA
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.	K
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	NA
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	NA
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	K
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	NA
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 	NA
I have reviewed Policy #511 Fundraising and agree to its provisions:		
Date: <i>DEC. 08, 2014</i>	Teacher/Sponsor Signature: <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. _____ APPROVED _____ NOT APPROVED		
Date: <i>12/8/14</i>	Administrator Signature: <i>[Signature]</i>	
Date: <i>12.11.14</i>	Superintendent Signature: <i>[Signature]</i>	
Date:	School Board Chair Signature:	

**2014 PAYABLE 2015 PROPOSED LEVY EXPLANATION
PRINCETON**

	Actual School Year 2015	Proposed School Year 2016	1st Option Underlevy School Year 2016	2nd Option Underlevy School Year 2016
GENERAL EDUCATION LEVY				
LOCAL OPT. ALLOW/REFEREND(424)	\$ 767,804.98	\$ 1,201,832.43	\$ 1,201,832.43	\$ 1,201,832.43
CAREER & TECHNICAL	\$ 28,060.19	\$ 75,604.27	\$ 75,604.27	\$ 75,604.27
SAFE SCHOOLS	\$ 124,835.70	\$ 120,281.40	\$ 120,281.40	\$ 120,281.40
HEALTH & SAFETY	\$ 135,748.21	\$ 93,576.73	\$ 93,576.73	\$ 93,576.73
OPERATING CAPITAL	\$ 182,943.34	\$ 204,401.99	\$ 204,401.99	\$ 204,401.99
TRANSITION LEVY	\$ 12,443.28	\$ 12,326.90	\$ 12,326.90	\$ 12,326.90
EQUITY LEVY	\$ 273,704.61	\$ 318,085.81	\$ 318,085.81	\$ 318,085.81
DEFERRED MAINTENANCE	\$ 118,170.82	\$ 136,140.11	\$ 136,140.11	\$ 136,140.11
ALT TEACHER COMP(Qcomp)	\$ 160,293.66	\$ 195,231.09	\$ 195,231.09	\$ 195,231.09
LEASE LEVY	\$ 520,907.04	\$ 513,561.82	\$ 89,561.82	\$ 414,561.82
REEMPLOYMENT LEVY	\$ (73,149.00)	\$ 25,553.69	\$ 25,553.69	\$ 25,553.69
FACILITY ADJUSTMENT	\$ (195,497.35)	\$ (201,424.99)	\$ (201,424.99)	\$ (201,424.99)
GENERAL ED LEVY	\$ 41,651.11	\$ 43,587.37	\$ 43,587.37	\$ 43,587.37
ABATEMENT ADJUSTMENT	\$ (5,546.01)	\$ 3,192.73	\$ 3,192.73	\$ 3,192.73
TOTAL GENERAL EDUCATION LEVY	\$ 2,092,370.58	\$ 2,741,951.35	\$ 2,317,951.35	\$ 2,642,951.35
COMMUNITY EDUCATION LEVY	2015	2016	2016	2016
STANDARD COMMUNITY ED	\$ 111,862.98	\$ 124,157.97	\$ 124,157.97	\$ 124,157.97
EARLY CHILDHOOD	\$ 48,405.97	\$ 49,233.12	\$ 49,233.12	\$ 49,233.12
HOME VISITING	\$ 2,323.20	\$ 2,350.40	\$ 2,350.40	\$ 2,350.40
SCHOOL AGE CARE (disabled)	\$ 77,328.58	\$ 90,706.05	\$ 90,706.05	\$ 90,706.05
ADJUSTMENTS	\$ (612.38)	\$ 357.71	\$ 357.71	\$ 357.71
TOTAL COMMUNITY EDUCATION LEVY	\$ 239,308.35	\$ 266,805.25	\$ 266,805.25	\$ 266,805.25
DEBT SERVICE LEVY	2015	2016	2016	2016
GENERAL DEBT	\$ 2,535,196.53	\$ 3,506,739.21	\$ 3,506,739.21	\$ 3,506,739.21
TOTAL DEBT LEVY	\$ 2,535,196.53	\$ 3,506,739.21	\$ 3,506,739.21	\$ 3,506,739.21
TOTAL LEVY	\$ 4,866,875.46	\$ 6,515,495.81	\$ 6,091,495.81	\$ 6,416,495.81
		33.87%	25.16%	32%
Approximate Additional Revenue		\$ 724,000.00	\$ 300,000.00	\$ 625,000.00

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District No. 477, Princeton, Minnesota, is authorized to make the following tax limitation levies for general purposes:

General Fund	\$ 2,741,951.35	or	\$ 2,317,951.35	or	\$ 2,642,951.35
Community Ed	\$ 266,805.25		\$ 266,805.25		\$ 266,805.25
Debt Service	\$ 3,506,739.21		\$ 3,506,739.21		\$ 3,506,739.21
Total Certified	\$ 6,515,495.81	or	\$ 6,091,495.81	or	\$ 6,416,495.81

Now Therefore, be it resolved by the School Board of Independent School District No. 477, Minnesota, that the levy to be levied in 2014 to be collected in 2015 is set at \$. The Princeton School Board is authorized to certify the following tax limitation levy to the County Auditors of Mille Lacs, Isanti, Sherburne, and Benton Counties.

Criminal Background Check

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the School District in order to promote the physical, social, and psychological well being of its students, employees and the public.

II. GENERAL STATEMENT OF POLICY

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

III. CONDITIONAL OFFER OF EMPLOYMENT

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

IV. ADMINISTRATION OF THE PROGRAM

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

V. LIMITATIONS OF THE POLICY

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

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

Revised: October 21, 2014

Princeton Public Schools

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE**I. PURPOSE**

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

- F. “Nonmaltreatment mistake” means: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

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

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

- H. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- I. “Sexual abuse” means the subjection of a child by a person responsible for the

child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

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

nature and extent of the abuse or neglect and the name and address of the reporter.

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

V. INVESTIGATION

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

or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

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

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

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

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

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

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: May 22, 1984
Revised: August 26, 1997
Revised: May 24, 2005
Revised: August 26, 2008
Revised: November 24, 2009
Revised: December 21, 2010
Revised: June 28, 2011
Revised: October 8, 2013
Revised: October 21, 2014

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~~ **K-8**

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. In the event rehearsals/practices for middle school and elementary students are scheduled to extend beyond the times designated above, staff must ask for the permission of parents and guardians to allow such students to participate. Such instances must be necessary and infrequent. Extended rehearsals/practices should not exceed one hour beyond the original time restraint.
16. 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.
17. 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

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Princeton Public Schools

BULLYING PROHIBITION POLICY**I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a students' student's ability to learn and/or a teachers' teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, ~~it is~~ the school district's intent intends to prevent bullying and to take action to investigate, respond to, and to remediate, and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, ~~or at school-related school~~ functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or employees materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. ~~The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying. This policy also applies to an act of cyberbullying~~ regardless of whether such ~~acts are~~ act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

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

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

~~[Note: As the purpose of the policy is to ensure the safety and well-being of students, school districts should review those individuals in their district who may have responsibility for its students, whether formal or informal, to ensure that this purpose is met. Accordingly, school districts may wish to exclude or add certain individuals as being subject to its policy. For example, if a school district is providing visitors with extensive contact with students, the school district may wish to include visitors as individuals subject to the policy to ensure the access the school district has permitted is not being abused. Alternatively, a school district may wish to remove contractors from the policy if the individuals with whom it contracts have little or no contact with students to avoid unnecessary application of the policy.]~~

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

~~A. “Bullying” means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student’s or students’ educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:~~

- ~~1. harming a student or a group of students;~~
- ~~2. damaging a student’s or a group of students’ property;~~
- ~~3. placing a student or a group of students in reasonable fear of harm to person or property;~~
- ~~4. creating a hostile educational environment for a student or a group of students; or~~
- ~~5. intimidating a student or a group of students.~~

~~A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:~~

- ~~1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or~~
- ~~2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.~~

~~The term, “bullying,” specifically includes cyberbullying as defined in this policy.~~

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- ~~B C.~~ “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- ~~C E.~~ “On school premises, on school district property, or at school-related school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the ~~school district’s ability to take action against an alleged perpetrator based solely on an anonymous report may be limited~~ school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

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

C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, ~~observes,~~ or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve

the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, ~~or~~ work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. ~~Upon~~ Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by ~~school district officials~~ the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at ~~its~~ their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- ~~E~~ D. Upon completion of ~~the~~ an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited ~~behavior~~ conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other

applicable school district policies; and applicable regulations.

~~D E.~~ The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident ~~and of~~ the remedial or disciplinary action taken, to the extent permitted by law, ~~based on a confirmed report.~~

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

A. The school district ~~annually will provide information~~ shall discuss this policy with school personnel and volunteers and ~~any applicable~~ provide appropriate training to school district ~~staff~~ personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

~~B C.~~ The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

~~E D.~~ The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- D.F.** The school district may implement violence prevention and character development education programs to prevent ~~and~~ or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G.** The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A.** The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B.** This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C.** This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D.** Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § ~~121A.0695~~ 121A.031 (School Board Policy; Prohibiting Intimidation and Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

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

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

Adopted: January 27, 2004

Revised: November 24, 2009

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Revised: October 21, 2014

Princeton Public Schools**STUDENT MEDICATION****I. PURPOSE**

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. Specific Exceptions:
1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-

administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed nonsyringe injectors of epinephrine auto-injectors that enables the student to:
 - a. possess nonsyringe injectors of epinephrine auto-injectors; or

- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to ~~nonsyringe injectors of~~ epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student’s health plan, including recognizing anaphylaxis and administering ~~nonsyringe injectors of~~ epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student’s § 504 plan.

K. “Parent” for students 18 years old or older is the student.

L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school’s supply of epinephrine auto-injectors.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: November 10, 1988
Revised: June 22, 1999
Revised: October 11, 2005
Revised: October 21, 2014

PRINCETON PUBLIC SCHOOLS

STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments, ~~or complaints~~ should contact Julie Williams, Director of Teaching & Learning, 706 1st St. Princeton, MN 55371 phone 763-389-7278. ~~Regarding grievances or hearing requests regarding disability issues.~~ This person is the school district's Americans with Disabilities Act/Section 504 coordinator. **Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.**

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: May 11, 2004
Revised: August 10, 2010
Revised: October 21, 2014

PRINCETON PUBLIC SCHOOLS

FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Every effort will be made to leave Sundays and Wednesday Evenings open so that students may participate in non-school activities. Any exceptions must be approved by the school board. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. An extended field trip is any trip that covers more than 400 miles (round trip) or involves at least one overnight stay. An extended trip may be instructional or supplementary to the school curriculum. Exceptions to this policy may be granted as teams/individuals advance through MSHSL tournament play or in cases where a group/individuals advance as a result of winning an official school activity or competition, e.g., D.E.C.A.,

F.F.A., National Conventions or Historical Events. These trips are subject to review and approval of the Superintendent and School Board.

2. Extended Field Trips may take place on a regular schedule in a rotation established by the staff and administrators.

~~2. Extended Field Trips for Band and Choir will alternate as follows:~~

~~Band 2012~~

~~Choir 2013~~

~~No Trips 2014~~

~~(Repeat above)~~

~~Only students in grades 10-12 may participate in this type of extended field trip.~~

3. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. All requests for extended trips and/or Sunday or Wednesday Evening trips are to be submitted to the superintendent on the Field Trip Request form.
- B. The teacher/sponsor must first secure approval from the building principal. If approved by the principal, the plan is then to be submitted to the superintendent for approval and shall then be presented to the school board. Approval at each appropriate level is required before organizing with students.
- C. Attending students must submit a permission slip/medical release signed by their parent or guardian. The slips are to be collected by the teacher/sponsor who is to file the slips with the building principal before the trip begins. Slips will define details of trip. No slip - no trip.
- D. Safety instructions and conduct expectations shall be explained at a trip orientation meeting involving students, chaperones, and parents.
- E. Proposals shall include plans for supervision. Supportive personnel or other adults (over 21) may act as chaperones. The recommended ratio is no less than 1 chaperone per 10 students. Background checks are required (see policy 404 Employment Background Checks).
- F. The teacher/sponsor shall check to make sure insurance and liability coverage is available.
- G. All trips are limited to a maximum of two school days' absence unless dates of participation are dictated by the event, making the limit impossible to meet.

- H. All rules of school shall apply. In the event a serious discipline problem develops, the supervisor in charge shall contact the home and advise the parents of the problem and that the student may be returned home immediately at the parents' expense.*

* *This is to be noted on parent permission slips.*

- I. All extended student field trips must conform to Princeton Public Schools Activities Program, Policy 510, and may not conflict with conference championship MSHSL sub-section, section or state tournaments.
- J. Transportation shall be furnished through a commercial carrier or school-owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 404 (Employment Background Checks)
Policy 423 (Employee – Student Relationships)
Policy 506 (Student Discipline)
Policy 510 (Activities Program)
Policy 707 (Transportation of Public School Students)
Policy 709 (Student Transportation Safety Policy)
Policy 710 (Extracurricular Transportation)

Adopted: August 23, 1983
Revised: January 12, 1999
Revised: August 9, 2005
Revised: December 8, 2009
Revised: March 11, 2010
Revised: October 26, 2010
Revised: October 25, 2011
Revised: October 21, 2014

Early Entrance Policy

I. Purpose:

A student must be five years of age on or before September 1 of any year to be eligible to enroll in kindergarten classes. Princeton Public Schools views this age requirement as developmentally appropriate for a child to function successfully in the kindergarten program.

II. General Statement of Policy

Princeton Public Schools is in compliance with the Minnesota Statutes 2002, 120A.20, subdivision 1, which states that no person shall be admitted to any public school as a kindergarten pupil, unless the pupil is at least five years of age on or before September 1 of the calendar year in which the school year for which the pupil seeks admission commences [or as a 1st grade student unless the pupil is at least six years of age on or before September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten;] except that any school board may establish a process for admission of selected students at an earlier age. The early entrance process and criteria have been established for students that request admission at an earlier age.

Legal Reference: M.S. 120A.20

III. Criteria

To be eligible for early entrance to school the student must meet the criteria in the prioritized list below.

- A. Birthday is prior to October 15 of the year students seeks early entrance.
- B. Competency in academic skills is demonstrated by the student on the school readiness assessments which are conducted by school personnel.
- C. Demonstrated success in a preschool program validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If Student successfully completes A, B, and C, then they will move onto:

- D. The student must demonstrate social and emotional maturity and be free of any serious adjustment problems, as document by professionally trained staff.
- E. The student must achieve a minimum Full Scale I.Q. score of 130, using an individually administered technically adequate instrument.
- F. Must participate in Slide into Kindergarten program the final week of July or first week of August.

Adopted on: October 21, 2014

PRINCETON PUBLIC SCHOOLS
SCHOOL BOARD COMMITTEES

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.
- I. The school board will establish, by resolution, for each committee the number of members, the term and the charge or mission of each such committee.
- J. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof. Any changes to committee assignments must be made by the Board Chair.

III. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Official Princeton School Board Committees

Committees

Activities
 Certified Negotiations
 Classified Negotiations
~~Community Ed~~
~~Curriculum~~ World's Best Workforce
~~Facility Projects~~
 Finance
~~Grievance~~
~~Meet & Confer~~
~~MN State High School League~~
~~Native American Parent Education~~
~~Oak Land Vocational~~
~~Rum River SpEd Coop.~~
~~Schools for Equity in Edu(SEE)~~
 Transportation
~~Wellness~~

Appointments

Community Education/ECFE
 MN State High School League
 Schools for Equity in Education
 Rum River SpEd Cooperative
 Oak Land Vocational
 Wellness
 Meet & Confer

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: Princeton Policy 201 (Legal Status of the School Board)
Princeton Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin “C”
(Minnesota’s Open Meeting Law)

Adopted: May 13, 2003
Revised: July 22, 2008
Revised: March 8, 2011
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS

SCHOOL BOARD MEMBER COMPENSATION AND EXPENSES

Minnesota statutes permit persons who serve on public school boards to receive compensation and reimbursement for expenses incurred while performing school board responsibilities. It is the policy of this district to compensate board members in the amount of **\$ 350.00 per month**. The individual board member serving as **chairperson** will receive an **additional \$100.00 per month**. Board members will receive \$50 per official standing board committee meeting. MSBA training will be allowed at \$50.00 rate per day as well. **The School Board Chairperson has authority to appoint a member to attend a district meeting for payment.**

Official Princeton School Board Committees

Committees

Activities
 Certified Negotiations
 Classified Negotiations
~~Community Ed~~
~~Curriculum~~ World's Best Workforce
~~Facility Projects~~
 Finance
~~Grievance~~
~~Meet & Confer~~
~~MN State High School League~~
~~Native American Parent Education~~
~~Oak Land Vocational~~
~~Rum River SpEd Coop.~~
~~Schools for Equity in Edu(SEE)~~
 Transportation
~~Wellness~~

Appointments

Community Education/ECFE
 MN State High School League
 Schools for Equity in Education
 Rum River SpEd Cooperative
 Oak Land Vocational
 Wellness
 Meet & Confer

The board's compensation is part of the Organizational Meeting and will be reviewed and acted upon at the board table. This policy will be modified to reflect the actions taken at the board table.

School board members who attend meetings outside the school district will receive reimbursement for expenses as outlined in school district policy 412.

Adopted: July 2, 1987
Revised: January 12, 1993
Reaffirmed: January 4, 1994
Reaffirmed: January 3, 1995
Reaffirmed: January 9, 1996
Revised: January 14, 1997
Reaffirmed: January 13, 1998
Reaffirmed: January 12, 1999
Reaffirmed: January 11, 2000
Revised: June 26, 2007
Revised: February 14, 2012
Reaffirmed: May 14, 2013
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS
STUDENT ACTIVITIES FEE SCHEDULE

HIGH SCHOOL ACTIVITY FEES: SPECIAL FEES

A season fee of \$150.00 will be assessed to each student participating in these three high school activities: Football, Fall Musical, Boys and Girls Hockey, and a season fee of \$250.00 for Trapshooting.

HIGH SCHOOL ATHLETIC ACTIVITY FEES

A season fee of \$125 will be assessed each student participating in any one high school athletic activity not listed above, \$100 for any second high school athletic activity and \$75 for each additional high school athletic activity.

HIGH SCHOOL FINE ARTS ACTIVITY FEES

A season fee of \$100 will be assessed each student participating in any one high school fine arts activity not listed above, \$75 for any second fine arts activity and \$50 for each additional fine arts activity.

MIDDLE SCHOOL ATHLETIC AND FINE ARTS FEES

A season fee of \$100 will be assessed each student participating in any middle school athletic or fine arts activity, \$75 for any second athletic or fine arts activity and \$50 for each additional middle school athletic or fine arts activity.

Middle School students participating at the high school level of varsity or junior varsity for the entire activity season will be assessed at the high school rate at the corresponding fee level.

Middle School students participating in an activity who are moved up to junior varsity or varsity level will be assessed the difference between middle school and high school fees at the corresponding fee level.

Family Maximum Out-of-Pocket \$750.00.

SPECIAL ACTIVITIES

Football	B/G Hockey	Musical
Trapshooting		

**ATHLETIC ACTIVITIES
HIGH SCHOOL AND MIDDLE SCHOOL**

Baseball	Gymnastics	B/G Track
B/G Basketball	B/G Soccer	Volleyball
Cheerleading	Softball	Wrestling
B/G Cross Country	B/G Swimming	Adapted Bowling
B/G Golf	B/G Tennis	

**FINE ARTS ACTIVITIES
HIGH SCHOOL AND MIDDLE SCHOOL**

Chamber Singers	Knowledge Bowl	Speech
FFA	Math League	Three-Act Play
FACS	Mock Trial	Middle School Theater Production
Jazz Band	One-Act Play	Robotics

SEASON PASSES

Family Pass	\$175.00
Individual Pass	\$100.00
Student Pass	\$25.00
Middle/High School Activity Participants	Free
Senior Citizen Passes	Free
Adults with Disabilities	Free
Staff Passes	Free if wearing Staff Badge

*If a student pays an activity fee and does not end up going out for the activity, the activity fee will be refunded minus the \$25.00 for a student season pass.

No assessment is to be made for students who provide documentation of qualification for free lunch under Federal guidelines; students qualifying for reduced lunch will be assessed at a rate of 50%.

Adopted: June 14, 1983
 Revised: August 13, 1991
 Revised: March 28, 1995
 Revised: October 8, 1996
 Revised: May 12, 1998
 Revised: June 22, 1999
 Revised: August 12, 2003
 Revised: March 23, 2004
 Revised: April 11, 2006
 Revised: May 11, 2010
 Revised: August 19, 2014
 Revised: October 21, 2014

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

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and ~~Goals 2000~~. Are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;

3. student performance on the Minnesota Comprehensive Assessments;

4. high school graduation rates; and

5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;

2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
6. an annual budget for continuing to implement the school district plan.

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

~~IV. STUDENT PERFORMANCE GOALS~~

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

- ~~1.a.~~ reading, writing, speaking, listening, and viewing in the English language;
- ~~2.b.~~ mathematical and scientific concepts;
- ~~3.c.~~ locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
- ~~4.d.~~ creative and critical thinking, decision making, and study skills;
- ~~5.e.~~ work readiness skills;
- ~~6.f.~~ global and cultural understanding.

~~B. 2.~~ Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

- ~~1.a.~~ live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
- ~~2.b.~~ bring many perspectives, including historical, to contemporary issues;
- ~~3.c.~~ develop an appreciation and respect for democratic institutions;
- ~~4.d.~~ communicate and relate effectively in languages and with cultures other than the student's own;
- ~~5.e.~~ practice stewardship of the land, natural resources, and environment;
- ~~6.f.~~ use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

- ~~C~~. 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
- ~~D~~. 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - ~~1~~.a. establishing and achieving personal and career goals;
 - ~~2~~.b. adapting to change;
 - ~~3~~.c. leading a healthy and fulfilling life, both physically and mentally;
 - ~~4~~.d. living a life that will contribute to the well-being of society;
 - ~~5~~.e. becoming a self-directed learner;
 - ~~6~~.f. exercising ethical behavior.
- ~~E~~. 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - ~~1~~.a. appreciate, understand, and accept human diversity and interdependence;
 - ~~2~~.b. address human problems through team effort;
 - ~~3~~.c. resolve conflicts with and among others;
 - ~~4~~.d. function constructively within a family unit;
 - ~~5~~.e. promote a multicultural, gender-fair, disability-sensitive society.

Legal References:

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

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)

Adopted: November 10, 2008
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS
CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

of the district curriculum.

7. Meet all **applicable** requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

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

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
Princeton Public Schools Policy 613 (Graduation Requirements)
Princeton Public Schools Policy 614 (School District Testing Plan and Procedure)
Princeton Public Schools Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
Princeton Public Schools Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: November 10, 2008
Revised: September 14, 2010
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS

BASIC STANDARDS AND GRADUATION REQUIRED TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEP, SECTION 504 ACCOMMODATION, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having IEP, Section 504 Accommodation, or LEP needs to meet the graduation requirements of state-required basic skills and graduation required testing.

II. GENERAL STATEMENT OF POLICY

- A. The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.
- B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See the “Procedures Manual for the Minnesota Assessments” which can be found on the Minnesota Department of Education’s website at: ~~(<http://education.state.mn.us>)~~
http://www.mnstateassessments.org/wp-content/uploads/2013/07/2012-13_Procedures_Manual.pdf

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See the “Guidelines for Accommodations in the Minnesota Assessment System” document ~~which can be found on the Minnesota Department of Education’s website at:~~
~~(<http://education.state.mn.us>)~~

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District [Teaching and Learning](#) Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
~~Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~
Minn. Rules Parts 3501.0505-0640-3501.0635 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: Princeton Policy 104 (School District Mission Statement)
Princeton Policy 601 (School District Curriculum and Instruction Goals)
Princeton Policy 613 (Graduation Requirements)
Princeton Policy 614 (School District Testing Plan and Procedure)
Princeton Policy 616 (School District System Accountability)

Adopted: July 21, 1998
Revised: April 22, 2008
Reviewed: November 23, 2010
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS

STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Academic Standards Graduation Assessment Requirements and with students as they progress to achievement of those Academic Standards Graduation Assessment Requirements and meet ~~the federal and state requirements~~ and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Academic Standards Graduation Assessment Requirements and the federal and state requirements.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~Advisory Committee for Comprehensive Continuous Improvement of Student Achievement~~ District Instructional Leadership Committee (the "Committee"), shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Academic Standards Graduation Assessment Requirements and the ~~federal and state requirements.~~ No Child Left Behind Act at all levels. The Committee will advise the school board on the planning of staff development opportunities. The superintendent may direct the duties of the Committee to any existing committee with similar and relevant responsibilities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Academic Standards Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Academic Standards Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Academic Standards Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.
- B. Teachers/Administrators
1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
 2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
~~Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~
Minn. Rules Parts 3501.~~0505-0640~~-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (~~repealed Minn. L. 2013, Ch. 116, Art. 2, § 22~~)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Independent School District #477
Princeton, Minnesota 55371

Adopted: June 9, 1998
Revised: July 21, 1998
Revised: November 22, 2005
Revised: April 22, 2008
Revised: November 18, 2014

PRINCETON PUBLIC SCHOOLS**EXTRACURRICULAR TRANSPORTATION****I. PURPOSE**

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
[Minn. Stat. § 169.011, Subd. 71\(a\) \(Definition of a School Bus\)](#)
[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards – Exemption\)](#)

Cross References: MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Adopted: August 28, 2001
Revised: April 22, 2008
Revised: March 9, 2009
Revised: November 18, 2014

**BOARD GOALS
2014-2015
DRAFT**

STUDENT ACHIEVEMENT AND DEVELOPMENT

1. Set high student academic and development standards.
2. Maximize participation in co-curricular and extra-curricular activities.
3. Continue to provide a safe learning environment and promote a positive school climate.

TEACHING AND LEARNING AND TECHNOLOGY

1. Improve academic achievement by building teacher capacity so that every teacher has the skills needed to consistently implement the Marzano Framework at the applying level.
2. Students will be prepared to enter the 21st Century world of work and post-secondary education.

BUDGET AND FINANCE

1. Maintain the financial health of the district without compromising our mission.
2. Maintain a minimum of 10% as an unreserved general fund balance.

COLLABORATION AND FUTURE PLANNING

1. Promote family involvement in the student learning process.
2. Create a safe and healthy work environment which respects professionalism of all employees.
3. Engage stakeholders in creating a Collaborative Strategic Plan for the next three years.
4. Create marketing and public relations plans to create a clear image for our District.
5. Review school policies to align organizational operations with our strategic plans

FACILITIES

1. Execute the facilities plan for the new primary school, the renovations to the high school and the other projects funded by the bond referendum.
2. Study and develop other school facilities needs to improve district facilities.

12.11.14
revised

World's Best Workforce 2013-14 Summary Report



5 beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduation from high school
- All students graduate from high school

2013-14 District Goals

The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 55% in 2013 to 60% in 2014.

The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 54.1% in 2013 to 59.1% in 2014.

District	Baseline Data	Spring 2014 Data	2013-14 Student Growth Goal	Goal Met?
Proficiency on MCA Reading	55% (Spring 2013)	57.7%	60%	No
Proficiency on MCA Math	54.1% (Spring 2013)	56.2%	59.1%	No

2013-14 Site SMART Goals

High School

The percentage of all students in grade 11 at Princeton High School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 35.5 % in 2013 to 38.75% in 2014 an increase of 3.25%

The percentage of all students in grade 10 at Princeton High School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 55.3% in 2013 to 59.9% in 2014 an increase of 4.6%

High School	Baseline Data	Spring 2014 Data	2013-14 Student Growth Goal	Goal Met?
Proficiency on MCA Reading	55.3% (Spring 2013)	51.0%	59.9%	No
Proficiency on MCA Math	35.5% (Spring 2013)	36.4%	38.75%	No

Middle School

From the spring of 2012 to the spring of 2013, the percentage of all students in Princeton Middle School who met or exceeded their expected growth goals on the Minnesota Reading NWEA was 51.7%. Our goal is to increase by 3% from 51.7% to 54.7% by May of 2014.

From the spring of 2012 to the spring of 2013, the percentage of all students in Princeton Middle School who met or exceeded their expected growth goals on the Minnesota Math NWEA was 43.6%. Our goal is to increase by 3% from 43.6% to 46.6% by May of 2014.

Middle School	Baseline Data	Spring 2014 Data	2013-14 Student Growth Goal	Goal Met?
Met or Exceeded Growth Target NWEA Reading	51.7% (2012-13 Growth)	55.1% (2013-14 Growth)	54.7%	Yes
Met or Exceeded Growth Target NWEA Math	43.6% (2012-13 Growth)	43.7% (2013-14 Growth)	46.6%	No

North Elementary

During the 2012-2013 school year, 416 out of 727 (57.2%) Princeton North Elementary students in grades 3-5 earned achievement levels of Meets or Exceeds the standards on the MCA-III Reading Assessment. For the 2013-2014 school year, 444 out of 710 (62.5%) Princeton North Elementary students in grades 3-5 will earn achievement levels of Meets or Exceeds the standards on the MCA-III Reading Assessment.

During the 2012-2013 school year, 483 out of 726 (66.5%) Princeton North Elementary students in grades 3-5 earned achievement levels of Meets or Exceeds the standards on the MCA-III Math Assessment. For the 2013-2014 school year, 501 out of 710 (70.6%) Princeton North Elementary students in grades 3-5 will earn achievement levels of Meets or Exceeds the standards on the MCA-III Math Assessment.

North Elementary	Baseline Data	Spring 2014 Data	2013-14 Student Growth Goal	Goal Met?
Proficiency on MCA Reading	57.2% (Spring 2013)	59.4%	62.5%	No
Proficiency on MCA Math	66.5% (Spring 2013)	65.2%	70.6%	No

South Elementary

By the Spring of 2014, the average score in the Kindergarten LSF will increase to 48.8. This will be an average growth of 40 and a 1.43% increase from the previous year.

By the Spring of 2014, the average score in the First Grade SWF will increase to 63.58. This will be an average growth of 45 and a 1.62% increase from the previous year.

By the Spring of 2014, the average score on the Second Grade R-CBM will increase to 14.30. This will be an average growth of 49 and a 1.95% increase from the previous year.

Based on the Fall 2013 benchmark, grades K-2 at South elementary will achieve or exceed their Average Growth Projection, as determined by the NWEA/MAP assessment, by the Spring of 2014.

Grade K(230): Fall 2013 Average: 145.3 2013-2014 Average Growth Projection: 17.183

Grade 1(243): Fall 2013 Average: 160.9 2013-2014 Average Growth Projection: 18.818

Grade 2(248): Fall 2013 Average: 177.2 2013-2014 Average Growth Projection: 14.376

South Elementary	Baseline Data	Spring 2014 Data	2013-14 Student Growth Goal	Goal Met?
Average Yearly Growth FAST Reading K Letter Sound Fluency	38.57 (2012-13 Growth) 8.788 (Fall 2013 Letter Sounds-WRC Average)	49.306 (2013-14 Actual Growth) 58.094 (Spring 2014 Letter Sounds-WRC Average)	48.8 (2013-14 Target Growth) 57.588 (Spring 2014 Target Letter Sounds - WRC Average)	Yes
Average Yearly Growth FAST Reading 1 Sight Word Fluency	43.3892 (2012-13 Growth) 18.57 (Fall 2013	26.13 (2013-14 Actual Growth) 44.70 (Spring	45 (2013-14 Target Growth) 63.58 (Spring 2014 Target	No

	Sight Words-WRC Average)	2014 Sight Words-WRC Average)	Sight Words -WRC Average)	
Average Yearly Growth FAST Reading 2 Reading Curriculum Based Measurement	47.05 (2012-13 Growth) 65.33(Fall 2013 R-CBM Average)	47.10 (2013-14 Actual Growth) 112.43(Spring 2014 R-CBM Average)	49 (2013-14 Target Growth) 114.3(Spring 2014 Target R-CBM Average)	No
NWEA Achieve or Exceed Average Growth Projection Math K	145.5 (Fall 2013 Mean RIT)	17.6 (2013-14 Actual Growth) 163.1 (Spring 2014 Mean RIT)	17.183 (2013-14 Target Growth) 162.683 (Spring 2014 Target Mean RIT)	Yes
NWEA Achieve or Exceed Average Growth Projection Math 1	160.9 (Fall 2013 Mean RIT)	21.3 (2013-14 Actual Growth) 182.2 (Spring 2014 Mean RIT)	18.818 (2013-14 Target Growth) 179.718 (Spring 2014 Target Mean RIT)	Yes
NWEA Achieve or Exceed Average Growth Projection Math 2	177.3 (Fall 2013 Mean RIT)	15 (2013-14 Actual Growth) 192.3 (Spring 2014 Mean RIT)	14.376 (2013-14 Target Growth) 191.676 (Spring 2014 Target Mean RIT)	Yes

2014-15 Goals

1. All Students are Ready for Kindergarten

For the 2014-15 school year changes were made to the PreK Schedule allowing for 2 sections of a 4 day pre-kindergarten class.

Also new this year the district is offering childcare from 6am-6pm for preschool students.

Currently there are 16 students enrolled in this program

Early Childhood teachers participate in the district Marzano strategies training. They also collaborate together in a PLC in which they set student goals based on the Early Indicators of Progress.

2. Close the Achievement Gap

district Trends: All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Increase Proficiency By 50%
Mathematics			61.0%	51.7%	59.6%	54.6%	56.7%				75.9%	24.2%
Reading			72.8%	73.5%	76.3%	55.2%	58.3%				77.6%	22.4%

State Trends: All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Increase Proficiency By 50%
Mathematics			66.1%	57.3%	62.7%	61.6%	61.8%				78.7%	21.3%
Reading			73.5%	75.1%	76.4%	58.7%	59.8%				79.3%	20.7%

district SpEd Gap Trends: Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Non-SpEd 50% Increase from 2011:	SpEd 50% Increase from 2011:	Difference to Close Gap by 50%:
Non-SpEd			64.40%	54.20%	63.80%	58.30%	60.30%				77.1%	22.9%	34.5%	11.6%
SpEd			34.5%	31.1%	23.8%	23.1%	26.5%				65.6%	34.9%		
Difference (Gap)	0.0%	0.0%	29.9%	23.1%	40.0%	35.2%	33.8%	0.0%	0.0%	0.0%	11.6%			

Statewide SpEd Gap Trends: Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Non-SpEd 50% Increase from 2011:	SpEd 50% Increase from 2011:	Difference to Close Gap by 50%:
Non-SpEd			71.9%	61.7%	67.2%	66.2%	66.4%				80.8%	19.2%	34.9%	15.7%
SpEd			36.5%	30.3%	35.0%	33.0%	33.2%				65.1%	34.9%		
Difference (Gap)	0.0%	0.0%	35.3%	31.4%	32.1%	33.2%	33.2%	0.0%	0.0%	0.0%	15.7%			

district SpEd Gap Trends: Reading, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Non-SpEd 50% Increase from 2013:	SpEd 50% Increase from 2013:	Difference to Close Gap by 50%:
Non-SpEd			76.70%	78.00%	79.90%	59.10%	61.60%				79.6%	20.5%	37.7%	17.3%
SpEd			41.0%	35.3%	45.3%	24.6%	29.6%				62.3%	37.7%		
Difference (Gap)	0.0%	0.0%	35.7%	42.7%	34.6%	34.5%	32.0%	0.0%	0.0%	0.0%	17.3%			

Statewide SpEd Gap Trends: Reading, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2017 Target	Non-SpEd 50% Increase from 2013:	SpEd 50% Increase from 2013:	Difference to Close Gap by 50%:
Non-SpEd			78.5%	80.0%	81.1%	62.7%	63.9%				81.4%	18.6%	33.1%	14.4%
SpEd			41.8%	44.5%	47.1%	33.8%	34.5%				66.9%	33.1%		
Difference (Gap)	0.0%	0.0%	36.8%	35.6%	34.0%	28.9%	29.4%	0.0%	0.0%	0.0%	14.4%			

3. All students in third grade achieve grade level literacy

FAST Fluency Third Grade Results	Fall 2013	Spring 2014
% Meeting Target	54%	58%

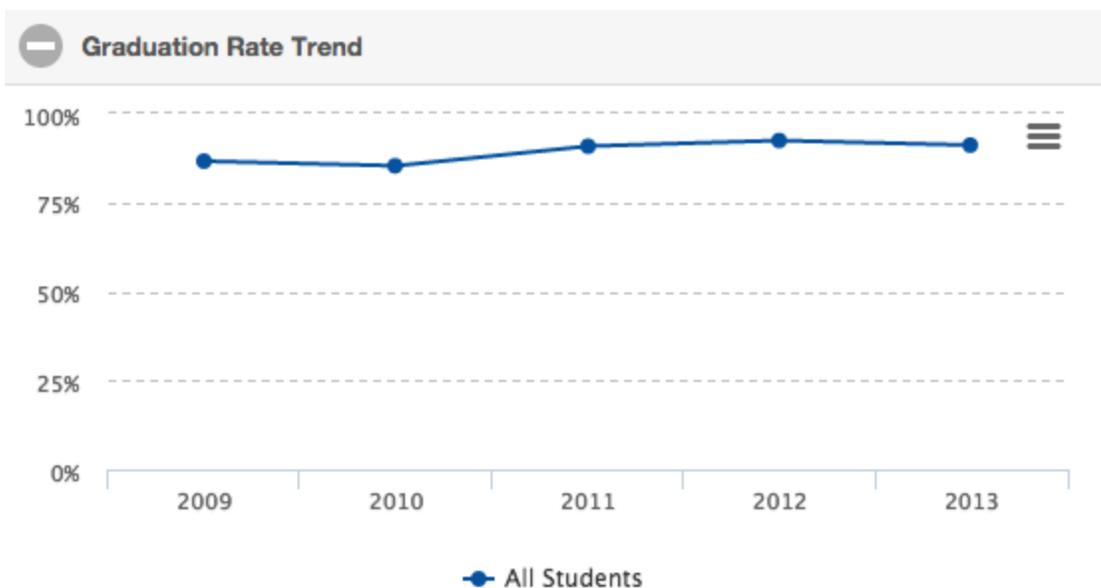
MCA Results	2013	2014
Percent Proficient in Third Grade	54.1%	55%

Curriculum alignment to standards PreK-12 has begun to identify the essential concepts students need to know at the end of each grade level. PLC's have been restructured to which will help better identify which skills students need to master.

4. All students attain career and college readiness before graduation from high school

[Career and College Readiness](#)

5. All students graduate from high school



Demographic	Year	Graduated Count	Graduated %
All Students	2009	227	86.6%
	2010	232	85.3%
	2011	216	90.8%
	2012	230	92.4%
	2013	204	91.1%

Links to Current Plans for the District

[2013-14 World's Best Workforce Plan](#)

[Literacy Plan](#)

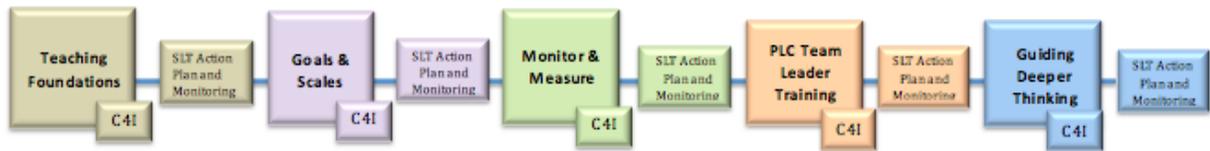
[Q Comp Plan](#)

- [Teaching and Learning Plan](#)
- [Teacher Evaluation Plan](#)
- [Principal Evaluation Plan](#)
- [Staff Development Calendar](#)

Demonstration District for Rigor

Demonstration Districts exemplify the level of teaching and learning required by the College and Career Readiness Standards. All schools in a Demonstration District are considered Demonstration Schools. A Demonstration School is one in which all teachers are planning and delivering lessons that require students to learn complex content while working at increasing levels of autonomy as they take ownership of their own learning.

As a Demonstration District, we will be offered professional development and support through Resource Training & Solutions and Learning Sciences International. The 2 year plan is focused professional development time tied to implementation of teaching with rigor.



SESSION	TEACHING FOUNDATIONS	C4I Coaching Day TF	GOALS & SCALES	C4I Coaching Day G&S	MONITOR & MEASURE	C4I Coaching Day M&M	PLC TEAM LEADER TRAINING	C4I Coaching Day PLC TLT	GUIDING DEEPER THINKING	C4I Coaching Day GDT
2014-15 School Year										
Princeton Full Staff	Oct 31		Jan 19		March 5					
Elementary South & D.O.		Nov 10		Jan 21		March 10				
Elementary North		Nov 11		Jan 23		March 12				
Princeton Middle School		Nov 21		Jan 28		March 17				
Princeton High School		Nov 14		Jan 29		March 19				
4 Buildings; 200 teachers										

Staff development occurs in cycles to offer specific support and coaching to staff. A School Effectiveness Audit, data review and analysis and coaching are also part of the support offered to the district.

Although Princeton Public Schools have been using the Marzano Framework since 2011, becoming a Demonstration District will focus the entire district and immerse everyone in the Framework. By embedding the Marzano Framework across the district and training everyone, staff will be able to have meaningful conversation, examine data--all within one common language.

Training will be meaningful and focused. There is roughly a 30 day training cycle. Staff will participate in district wide training, have time to implement in their daily teaching practice then have the opportunity to participate in coaching days at their building (also known in the district as instructional rounds).

Stakeholder Feedback Surveys

In the Spring of 2014 students, parents and staff were asked to participate in a survey. Below are the results of the survey. These groups will be asked to complete a survey in Spring 2015 so that results can be compared.

Princeton District Student Survey Results:

N= 1,426

		Strongly Disagree	Disagree	Agree	Strongly Agree
I feel welcomed and respected at my school.	%	2.4%	8.0%	60.7%	28.9%
I know my learning goals.	%	.6%	3.8%	63.9%	31.6%
My school has high expectations for my learning.	%	1.9%	5.4%	53.5%	39.2%
My school tries to improve student learning.	%	1.9%	4.9%	49.9%	43.2%
My principal addresses and resolves problems.	%	5.0%	10.0%	50.4%	34.5%
My principal values students.	%	2.6%	5.5%	46.9%	45.0%
There is an atmosphere of trust and mutual respect in my school.	%	5.3%	19.6%	57.3%	17.8%
My school recognizes and acknowledges accomplishments of all students.	%	5.0%	14.5%	53.6%	26.9%
The staff show respect for students.	%	2.5%	7.9%	50.4%	39.2%
Students show respect for other students.	%	7.5%	24.2%	56.5%	11.8%
I feel safe at my school.	%	3.4%	7.8%	53.4%	35.4%
I know my school's rules and expectations.	%	.6%	.9%	45.1%	53.3%
Overall, my school meets my academic and social needs.	%	2.3%	8.5%	58.2%	31.1%

Princeton District Staff Survey Results:

N=284

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I feel welcomed and respected at this school.	%	3.2%	4.3%	36.9%	55.6%
I share my students' progress weekly with their families through Skyward.	%	20.1%	24.5%	25.0%	30.4%
My school has high academic standards.	%	1.1%	8.8%	52.5%	37.5%
Our school uses data to improve student learning.	%	.8%	5.1%	51.8%	42.4%
Our principal(s) addresses and resolves problems.	%	2.2%	6.4%	57.7%	33.7%
Our school communicates effectively.	%	2.6%	16.5%	62.6%	18.3%
The principal(s) values staff input.	%	3.0%	6.4%	49.2%	41.4%
There is an atmosphere of trust and mutual respect in our school.	%	2.9%	13.0%	56.0%	28.2%
Our school recognizes and acknowledges accomplishments of all students and staff toward a positive school culture.	%	.7%	10.3%	51.1%	37.9%

Princeton Family Survey Results:

N=455

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I feel welcomed and respected at this school.	%	2.0%	5.4%	53.0%	39.6%
I know how to access my student's progress through Skyward Family Access.	%	2.9%	7.6%	35.4%	54.1%
My school has high academic standards for my child.	%	2.9%	15.0%	61.9%	20.2%
The school tries to improve student learning.	%	1.8%	7.5%	61.7%	28.9%
The principal addresses and resolves problems.	%	5.1%	8.4%	56.9%	29.6%
The school communicates effectively.	%	2.0%	10.8%	55.2%	32.0%
The principal values family input.	%	3.7%	7.0%	56.1%	33.2%

There is an atmosphere of trust and mutual respect in our school.	%	3.1%	7.3%	60.7%	28.9%
The school recognizes and acknowledges accomplishments of all students and staff toward a positive school culture.	%	2.9%	7.2%	57.9%	32.1%
The staff show respect for students.	%	1.4%	6.0%	59.5%	33.1%
Students show respect for other students.	%	2.9%	15.7%	66.3%	15.2%
I feel my child is safe at this school.	%	1.3%	7.1%	60.2%	31.3%
Student handbook policies are provided and available.	%	.5%	1.8%	59.3%	38.4%
Overall, the school meets my child's academic and social needs.	%	2.2%	10.7%	63.8%	23.3%



No boundaries to learning

**District 477 Princeton Public Schools
Local World's Best Workforce Plan - Princeton**

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students Pre-K through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduation from high school
- All students graduate from high school

Princeton's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

I. Goals and Benchmarks for Instruction and Student Achievement

District Goals

This document contains the district vision, mission, and goals in the areas of student achievement, curriculum, instruction and assessment, budget and finance, safe and welcoming environment, and facilities.

Academic SMART Goals:

Reading: The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase from 58% in 2014 to 65% in 2015.

Math: The percentage of all students enrolled in grades 3-8 & 11 at Princeton Public Schools who earn an achievement level of Meets or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase from 56% in 2014 to 63% in 2015.

Site SMART Goals

High School

Reading: The percentage of those in grade 10 enrolled October 1 at Princeton High School will increase from 50.4% proficient (meets or exceeds) in 2014 to 65% proficient in 2015 as measured by MCA Reading test.

Math Goal: The percentage of those in grade 11 enrolled October 1 at Princeton High School will increase from 30.3% proficient (meets or exceeds) in 2014 to 40% proficient in 2015 as measured by MCA Math test.

Middle School

Reading Goal: The percentage of all students enrolled in grades 6-8 at Princeton Middle School who earn an achievement level of Meets or Exceeds the Standards in reading on all state accountability tests (MCA & MTAS) will increase from 58.6% in 2014 to 63.6 % in 2015.

Math Goal: The percentage of all students enrolled in grades 6-8 at Princeton Middle School who earn an achievement level of Meets or Exceeds the Standards in math on all state accountability tests (MCA, & MTAS) will increase from 54.5% in 2014 to 59.5%.

North Elementary

Reading: During the 2013-2014 school year, 420 out of 710 (59.1%) students in grades 3-5 earned achievement levels of meets or exceeds the standards on the MCA-III Reading assessment. For the 2014-2015 school year, 442 out of 712 (62.1%) students in grades 3-5 will earn achievement levels of meets or exceeds the standard on MCA-III Reading assessment.

Math: During the 2013-2014 school year, 464 out of 710 (65.3%) students in grades 3-5 earned achievement levels of meets or exceeds the standards on the MCA-III Math assessment. For the 2014-2015 school year, 486 out of 712 (68.3%) students in grades 3-5 will earn achievement levels of meets or exceeds the standard on MCA-III Math assessment.

South Elementary

Reading: In the Fall of 2014, 39.6%, (276/697) of students in grades K-2 met their fall fluency benchmark in the areas of Letter Sound Fluency (K), Sight Word Fluency (1st) and RCBM (2nd). In the Spring of 2015, the percentage of K-2 students meeting their spring fluency benchmark (specific to grade level) will increase to 45.0% (314/697). This will be a growth of 5.4%.

Math: Based on the Fall 2014 benchmark, students enrolled in grades K-2 at South Elementary will achieve or exceed their Average Growth Projection, as determined by the NWEA/MAP assessment, in the Spring of 2015.

Kindergarten Fall 2014 Average: 142.1

Kindergarten 2014-2015 Average Growth Projection: 17.59

1st Grade Fall 2014 Average: 161.8
1st Grade 2014-2015 Average Growth Projection: 18.592
2nd Grade Fall 2014 Average: 174.0
2nd Grade 2014-2015 Average Growth Projection: 15.134

Staff Development Plan

The District Staff Development Committee is comprised of teacher representatives from each building, specialists, special education teachers, director of technology, administrators, a non-licensed staff member, and a parent. In a collaborative effort the team is charged with structuring the professional development intending to improve instruction and ultimately student achievement. Together they develop district staff development goals that direct all building staff development goals and plans towards Princeton's vision. [Staff Development calendar](#) for the 2014-15 school year.

Staff Development Goals

- A. 1. To provide ongoing opportunities for teachers to increase their instructional skills, enabling them to improve student achievement.
- B. 2. To facilitate the improvement of data based decision-making using the Response to Intervention process.
- C. 3. To be a catalyst for the implementation of Marzano's 14 T-elements in the classroom.

Benchmarks Document

A goal of the district is to develop a system of local benchmark scores which link assessments to predicted achievement on statewide assessments. Assessments included would be early Reading tests from FAST (letter name, letter sound, sight words), reading curriculum based measure, and the Measure of Academic Progress (MAP) reading and math tests.

Strategic Growth and Change Documents

In 2013-14 the district used TeamWorks International's Strategic Growth and Change FrameWork to take an in-depth look at what initiatives within each buildings are the most effective and efficient. As administrators worked through the process they were able to make informed decisions about what became "standard work" in their buildings. This creates common tasks and language for staff as they work toward helping students be college and career ready.

For the 2014-15 school year the district is using a collaborative strategic planning process that is inclusive and efficient. It includes a five phase process: Getting Organized, Data Gathering and Engagement, Making Sense of the Issues, Vision Conference and Goals Conference. Throughout this process a variety of stakeholders are involved and in the final phase draft an action plan that includes a set of goals for each strategic theme. The draft of the action plan goes to the Superintendent and Directors for discussion and review. They create a detailed implementation plan.

II. Assessing and Evaluating Student Progress

[Alternative Teacher Professional Pay System](#)

The Alternative Teacher Professional Pay System (ATPPS) started in 2008. The vision of the plan is a *professional pay system that will improve student learning by facilitating programs and processes which will result in enhanced teacher strategies*. This system was created as a way to offer increased professional development through the use of professional learning communities, peer coaching, and mentoring.

Minnesota Statute at a [glance](#)

Proficiency Rate Goal Setting Sheet

[All Students Goal Sheet](#)

[Subgroup Goal Sheet](#)

The state of Minnesota set a goal in the No Child Left Behind (NCLB) Flexibility waiver to reduce the achievement gap by 50% by 2017. Our district is currently “partially on track” to meet the goal. The student groups we need to focus on are “all students” and “special education students.” Rather than focusing on subgroups specifically we are working systematically to make learning more rigorous and relevant to all learners.

III. Assessing and Evaluating Instruction and Curriculum

[Marzano Student Proficiency Chart](#)

This chart provides a guide for leadership teams as they look to improve student achievement by aligning to the standards. The Student Proficiency Chart is based on Marzano’s research of the most effective way to lead students to higher level thinking.

[Curriculum Content Format](#)

Currently the district is in the process of identifying critical information and vocabulary for content areas Prek through grade 12. This systematic approach aligns units of instruction to standards and includes a timeline for instruction. By using a universal format teachers can easily see the vertical alignment of each content area.

Teacher Evaluation

The Teacher Evaluation for Princeton Public Schools will be based upon growth and proficiency, founded upon the Marzano Causal Framework. A teacher and administrative team are working on completion by June 1, 2014.

[Principal Evaluation](#)

The Marzano Principal evaluation model is based on an extensive review of the literature in school administrator leadership. It can be used in close conjunction with the Marzano Teacher Evaluation which our school district has also adopted. Based on a review of research literature, 24 categories of principal actions and behaviors were identified. These 24

categories were organized into domains: (1) a focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) 'school climate.

Other Administrator Evaluation

District Level Marzano Framework

The district has adopted the Marzano Framework for district leaders as a way to evaluate non-building administrators. This framework is similar to the teacher framework in that it is research-based and is organized into domains and elements. This tool sets a good foundation for self-reflection and growth. Current research shows that the actions of administrators has a direct tie to student achievement. When evaluation systems of teachers and administrators build off of each other you can see the direct influence one has on the other. In this case district leadership directly influences school leadership, which directly influences teachers, and then ultimately the achievement of each student. Marzano calls this the [Cascading Domains of Influence](#).

Organizational Assessment - Midwest Instructional Leadership Council (miLc)

An organizational assessment of Continuous School Improvement(CSI)/Response to Intervention (Rtl) implementation was conducted by miLc this spring. The district chose to do this assessment to support ongoing strategic planning work and long-term goal setting. This assessment is expected to provide baseline data to build off of and to move forward with finding the best way our district can meet the needs of all students. The organizational assessment focused on the status of CSI/Rtl implementation in our district by analyzing three main sources of data: 1) a survey assessment completed by building and district staff, 2) focus group interviews of building-level Rtl Leadership teams, and 3) a general analysis of available permanent products and student data.

A summary of the assessment recommends ten actions the district take including building capacity to continue with current initiatives, comprehensive review of current assessments in place, and celebrating the success we have had thus far.

The recommended actions from the study are as follows:

1. Develop specific and deliberate actions to build awareness among students, teachers, parents and community members regarding the knowledge and skills students need to accomplish by graduation to compete effectively in the 21st century economy.
2. Define and articulate district leadership structures roles and responsibilities.
3. Establish\revise district level leadership and school based leadership teams.
4. Complete a district strategic plan and objectives across the district.
5. Operationalize district targets.
6. Develop and deploy a process for evaluating current curriculum needs.
7. Build capacity for continuous improvement efforts across the district by identifying, training, and supporting School Based Leadership Team “experts” on continuous school

improvement, assessment and data-driven decision-making. Align with current initiatives (e.g., Marzano)

8. Conduct an inventory and analysis of district and building based initiatives.
9. Conduct a comprehensive review of assessment routines and practices.
10. Establish structures for acknowledging and celebrating organization and staff results of excellence.

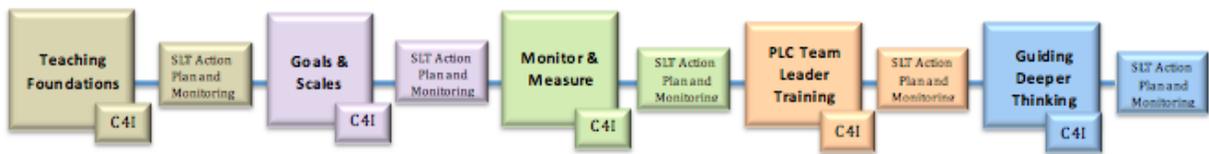
IV. Strategies for Improving Instruction and Curriculum

Teaching and Learning Plan

Demonstration District for Rigor

Demonstration Districts exemplify the level of teaching and learning required by the College and Career Readiness Standards. All schools in a Demonstration District are considered Demonstration Schools. A Demonstration School is one in which all teachers are planning and delivering lessons that require students to learn complex content while working at increasing levels of autonomy as they take ownership of their own learning.

As a Demonstration District, we will be offered professional development and support through Resource Training & Solutions and Learning Sciences International. The 2 year plan is focused professional development time tied to implementation of teaching with rigor.



SESSION	TEACHING FOUNDATIONS	C4I Coaching Day TF	GOALS & SCALES	C4I Coaching Day G&S	MONITOR & MEASURE	C4I Coaching Day M&M	PLC TEAM LEADER TRAINING	C4I Coaching Day PLC TLT	GUIDING DEEPER THINKING	C4I Coaching Day GDT
2014-15 School Year										
Princeton Full Staff	Oct 31		Jan 19		March 5					
Elementary South & D.O.		Nov 10		Jan 21		March 10				
Elementary North		Nov 11		Jan 23		March 12				
Princeton Middle School		Nov 21		Jan 28		March 17				
Princeton High School		Nov 14		Jan 29		March 19				
4 Buildings; 200 teachers										

Staff development occurs in cycles to offer specific support and coaching to staff. A School Effectiveness Audit, data review and analysis and coaching are also part of the support offered to the district.

Although Princeton Public Schools have been using the Marzano Framework since 2011, becoming a Demonstration District will focus the entire district and immerse everyone in the Framework. By embedding the Marzano Framework across the district and training everyone,

staff will be able to have meaningful conversation, examine data--all within one common language.

Training will be meaningful and focused. There is roughly a 30 day training cycle. Staff will participate in district wide training, have time to implement in their daily teaching practice then have the opportunity to participate in coaching days at their building (also known in the district as instructional rounds).

Self Assessment (iObservation)

Reflective practice is a key component of an effective instructional program. Teachers are asked to rate their implementation of instructional strategies and effective use of the identified elements in their instruction. This allows teachers to collaborate with colleagues or work independently to identify areas of potential improvement in their instruction, and reflect on ways to improve their delivery of specific elements within the Marzano Framework.

Individual Growth and Development Plan

Each year teachers develop an Individual Growth Plan (IGP). The IGP is a student achievement goal based on achievement data analysis with a plan which includes growth of instructional strategies as part of the process of achieving the goal. Teachers outline their IGP in the form of Specific, Measurable, Achievable, Realistic, Timely (SMART) goals, which must be connected to a site Alternative Professional Pay System (ATPPS) goal and district staff development goal. The evidence of completion is completion of the self-assessment and reflection (*Individual Growth Plan Results*), teacher created assessments, and pre/post test data.

Professional Learning Communities

Each Princeton teacher actively participates in a Professional Learning Community (PLC). Active participation means attending full meetings, contributing professionally to discussions in an atmosphere of collegiality, sharing ideas and samples of student work, and taking strategies learned back to the classroom and implementing them.

The goal of Professional Learning Communities is to improve instructional strategies in the classroom. Included within this is incorporating reading and/or math strategies across the curriculum in order to connect to those lower-achieving students who may otherwise not be reached. Teachers in the PLC will develop inquiry-based instructional skills and will discuss student achievement data. Each PLC must set student achievement goals based on student achievement data analysis. The goal must be a SMART goal and it must be connected to a site or district staff development goal. PLCs meet on a regular on-going basis for either 50 minutes per week or 90 minutes every two weeks.

Marzano Framework

The Marzano Framework provides a common language and vision of quality teaching/leading shared by everyone in the district. The four domains (Classroom Strategies and Behavior, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism) of the Marzano Teacher Evaluation Model contain 60 elements and build on each other to support teacher growth. The focus is on Domain 1: Classroom Strategies and behaviors. This domain contains 41 elements, which have been shown in studies to have the most direct effect on student performance. The elements have been grouped under [design questions](#) to guide essential thoughts within that area. Together the four domains contain 60 elements that create a knowledge base for teaching a framework for the systematic development of expertise.

Currently we are focusing on the “T” in Domain one of the instructional map. This focuses on the lesson itself and includes addressing content (which scaffolds to higher levels of thinking), routine events, and instruction enacted on the spot. By being deliberate in our areas of focus, we have given teachers a common language to use when meeting with each other and administration, as well as focusing professional development on research based instructional strategies districtwide.

Instructional Rounds

Each building has participated in instructional rounds the past year. During instructional rounds panels of administrators and teachers observe a particular teacher during a class. Observers work on a variety of skills, from constructing questions that will facilitate improvement in coaching, to interrater reliability, to finding evidence of best practice strategies. This has been an excellent opportunity for job-embedded professional development. Results have been many, from creating common language in improving instruction, to tearing down barriers between teachers, teacher coaches, and administrators. The focus is on improving administrator and teacher-leader understanding of the Marzano Framework.

Teacher Coaches

Each Princeton teacher is observed three times a year by a trained peer coach. Before each observation a pre-observation discussion occurs detailing the instructional strategies being used in the lesson. Once the observation has concluded the teacher completes a self-analysis/reflection form. Then the coach and teacher meet for a post-observation discussion. Once feedback has been discussed, the teacher sets goals for subsequent observations which will allow them to demonstrate growth. It is the expectation that a teacher will reach an average rating of “developing” according to the Marzano Scale. Peer Observations are completed by at least 2 different Teacher Coaches, one per trimester. This method of teacher observation will help improve instructional methods and it will also help build a culture of collaboration.

New Teacher Training and Mentors

New teachers participate in 3 days of new teacher training prior to the beginning of the school year. During these days they learn about our district's major initiatives, technology resources, health insurance information and pertinent personnel matter. There is an opportunity to get to know each other, their mentors and their administrators. They are also trained in beginning of the year classroom management.

All new teachers will be assigned a mentor who will guide them until reaching continuing contract status. These mentors will meet with them weekly and observe them each trimester. The mentors will also arrange for them to observe two other teachers and their own mentor during the school year, and review the new teacher's post observation reflection form.

Technology Coaches

Building level technology coaches help teachers gain skill and confidence in using technology to enhance teaching. They will serve as resources to classroom teachers with the primary purpose to train teachers in technology use. The expected outcome of these roles is increased student achievement, an empowering of teachers, and the maximization of the district's investment in technology resources.

Career and College Ready Courses

Princeton Early Childhood programs

By providing learning opportunities for parents and children birth to 5 years of age Princeton Public schools are building a stronger organized early childhood educational system, including providing preschool for 4-year old children, we address the development needs of our children and better ensure their success in K-12 and beyond. Early Childhood Education refers to educational programs and strategies geared toward children from birth through five years of age. This time period is widely considered the most vulnerable and crucial of a person's life. The President's National Education Goal to be reached by 2020, is to improve student's achievement at every level of education, including early learning. Early learning is to prevent achievement gaps before they start. By Investing in high quality early childhood education will help us to ensure that all children are on track for graduating from high school, college, and are career-ready. Our vision for the future is for all Princeton citizens to be able to take advantage of Minnesota's quality Birth-12 and post-secondary education; then using their education in the workplace to the betterment of all Minnesotans and to contribute to a thriving and vibrant economy. We see this as possible and are investing time and resources in the early childhood education for all Princeton children.

Gifted and Talented

The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. These students are identified and given time to work on guided projects outside of the classroom. The Gifted and Talented class promotes higher-level thinking, allows for greater student expression,

considers individual student strengths and weaknesses, and provides a variety of learning experiences to challenge students. A 2008 Fordham Institute report found that, while low-achieving students have made gains under No Child Left Behind (NCLB), advanced-learners are "languishing" and that teachers need to spend the bulk of their time with struggling students even though they know that others in the classroom need attention as well.

English Learners

EL students work one on one with a certified EL teacher. This allows students to be grouped by proficiency level as determined by the Assessing Comprehension and Communication in English State-to-State (ACCESS) test. Students have a personalized learning environment which allows additional exposure to content either by previewing upcoming skills, or reviewing skills. The six levels of language development (Entering, Beginning, Developing, Expanding, Bridging, and Reaching) form the basis for the model performance indicators in the English language development standards created by the World Class Instructional Design and Assessment (WIDA) Consortium. The EL teacher uses these standards to help plan lessons that will allow them to better understand classroom material, as well as the world that surrounds them.

Title One

Title One students are serviced K-5 in both reading and math. K-3 students use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) for reading which is a small-group, supplementary literacy intervention designed to provide daily, small-group instruction at the student's current level. Through leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Oak Land Cooperative Center

Oak Land offers alternative education programming to students K-12. Middle level, high school, extended day, and extended year programming offer a student centered atmosphere, smaller class sizes, flexible scheduling, differentiated instruction, community and work based learning, as well as career planning.

Literacy Plan

This plan is intended to guide us as we work toward meeting the requirement of all students reading well by the end of third grade. Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners.

Science, Math, Technology and Engineering (STEM)

Math & Science Teacher Partnership (MSTP)

STEM education provides intentionally designed and linked learning experiences for students to develop and apply understandings of science, technology, engineering, and mathematics concepts and processes. For the past two years teachers K-12 have participated in STEM and MSTP training provided by Resource Training and Solutions. The focus of this training was to partner post secondary teachers with elementary, middle school, and high school teachers to think about how to teach science and math. Each year of the grant has a different area of focus. In addition, teachers were trained on the professional development process of Lesson Study. This process allows teachers to engage in a way to systematically examine their practice, with the goal of becoming more effective. The process centers on teachers working collaboratively to plan, teach, observe and critique the lessons.

Concurrent classes or College in the Schools

Concurrent classes and College in the Schools are classes that are offered to students for college credit. Our own teachers, in our school, teach them.

SCSU- College Chemistry, 4 credits, open to juniors/ seniors

Anoka-Ramsey community college:

College psychology- 4 credit open to junior/senior, College biology- 4 credits, junior/senior, College American government- 3 credits-seniors, College English-4 credits, open to seniors, we have offered another college English class but based on numbers it has never taken off.

U of M- College animal science, 4 credits- open to 9-10th graders in top 20, or 11-12th, top 1/2

Post Secondary Enrollment Options

Students in grades 10-12 must qualify to attend this opportunity. The students go onto college campuses to earn dual credit (college and high school credit).

Advanced Placement Program

This is a program in which our teachers teach specific curriculum for certain courses. Students take an exit examination, and if they score at a high enough level, most universities accept the credit.

Princeton High School is offering Advanced Placement Calculus to students. We also administer any Advanced Placement test to students who are interested in taking the course specific test. Examples of tests that our guidance counselors have administered are Advanced Placement German, Economics, Computer Programming, and Physics.

Project Lead the Way Program

These engineering classes offer college credit. Courses include Introduction to Engineering Design, Civil Engineering and Architecture and Advanced Architecture.

Articulated College Credits

Students may earn college credit by taking certain high school courses. This credit is granted through Anoka-Hennepin Technical College, Dakota County Technical College, St. Cloud Technical College, Anoka-Ramsey Community College, Normandale Community College, North Hennepin Community College, and Century College. Students must successfully complete both Tech Prep and High School requirements of the class.

High School Course	High School Department	College Course Area
Building Construction	Agricultural Education	Construction, tools, Equipment and Machining
Small Engines	Agricultural Education	Engine Theory
Welding I, II, IV	Agricultural Education	Oxy-Fuel Welding, Cutting and Brazing
Welding III	Agricultural Education	Thermal Welding
Accounting I	Business	Principles of Accounting/Office Accounting
Accounting II	Business	Principles of Accounting/Office Accounting
Advanced Computer Applications	Business	Database or Spreadsheets
Advanced Word Processing	Business	Keyboarding/Microsoft Word
Computer Applications	Business	Introduction to Computers
Desktop Publishing	Business	Graphic Design
Introduction to Marketing	Business	Principles of Marketing
Multimedia Creations	Business	PowerPoint
Web Design	Business	Exploring the Internet and XHTML

Word Processing	Business	Keyboarding
Child Development	FACS	Child Growth and Development
Exploring Childhood Careers A/B	FACS	Child Care Professional Relations
Meals and Advanced Foods (CA Level II)	FACS	Introduction to Computer Science
Computer Programming I	Math	Introduction to Computer Science
Digital Electronics	Math	Digital Logic
Principles of Engineering	Science	Introduction to Engineering
Civil Engineering and Architecture B	Tech and Engineering	Construction Plan Reading
Computer Integrated Manufacturing	Tech and Engineering	Computer Integrated Manufacturing
Introduction to Engineering Design B	Tech and Engineering	Blueprint Reading
Photography	Tech and Engineering	Image Composition
Video Production	Tech and Engineering	Video Production

College and Career Exploration Course

Every student is required to take this course to help students to practice a career investigation process, to give our students a competitive edge in the job search. Students research career options, develop job-seeking skills, and interview skills in areas that they are considering. Students also create a portfolio of skills and abilities, complete a mock interview with local business owners and have the opportunity to job shadow a professional in the community.

EXPLORE, PLAN and ACT TESTS

Our 8th graders take the EXPLORE test and 10th graders take the PLAN test. Both of these tests lead up to the ACT test. EXPLORE and PLAN have career inventories for each student. They also have lots of information to help a student to know if they are on track for being college ready. For the first time, this year (April 28, 2015), every student will be taking the ACT test, which is a college placement examination test. In addition, for the first time ever, the ACT test will be offered IN PRINCETON. Previously, students had to go to Cambridge or

St. Cloud to take the test.

John Baylor Test Prep

This is a college prep test prep software program that is offered to all of our students. The goals of this experience are to better prepare students for college prep exams and to help them to gain confidence.

College Fair

Minnesota State Colleges come to Princeton High School to tell students about their institutions.

Learning and Living Committee

This business and education committee sponsors several activities that enhance career to college efforts: Working Together (Educators go into businesses for summer job shadowing and bring back the information that relates to their courses), Working Together Phase Two (Business partners come into the schools to talk to students about work ready skills and other pertinent topics), lunch with a business professional (monthly opportunities for students to hear from local business professionals over lunch time), Business tours (Teachers go on tours of local businesses), STEM Summit (a day of learning about careers through science, technology, engineering and mathematics).

Robotics (VEX)

Beginning in the fall of 2014, we will offer a new extra-curricular activity called Robotics. There will be teams at the Middle and High School levels. This is being sponsored by Pellco (Randy Pelltier) and Glenn Metalcraft (Joe Glenn).

New Construction of High School Technology Education Space

We are fortunate to have had referendum funds allocated to new space for technology education. There is the opportunity to have community partnerships in the use of these spaces. Construction will be completed in the fall of 2016.

V. Committees and Roles

Board Curriculum Committee

The Board Curriculum Committee oversees the work related to Curriculum, Assessment and Instruction. Presentations make up the agendas, to keep the committee abreast of continual changes, goals and strategies to improve achievement.

Marzano Leadership + District Staff Development Committee = District Instructional Leadership Team

In April of 2014 the District Wide Staff Development committee and the Marzano Leadership team merged into one committee. As we move forward implementing the Marzano Framework we saw the need for professional development to help teachers with their growth goals. Because many of the members were already on both committees we felt a merge would make

for more effective use of everyone's time.

ATPPS Steering Committee

Comprised of district administrators, Princeton Education representative, non-classroom teacher, and teacher representatives from each site. This committee oversees the implementation of the ATPPS program and ensures that all local and state requirements are met.

Building Level Committees

Each building in the district uses teacher leaders and teams to help set goals, review data, and identify students in need of intervention. While the names of the teams may be different at each site the essential function of the team is the same. Some examples of these teams are: Leadership Team, Problem Solving Team and PBIS Team.

Report Requirements

To meet the requirements Princeton School District will:

- Title the Report "District 477-Princeton Schools Local World's Best Workforce Plan"
- Place the report of the district's web page
- Submit an electronic summary to the Commissioner of the Minnesota Department of Education by October 1 of each year.
- Draft an annual budget based on the district's improvement plan and submit to the superintendent each May. (Staff Development, Q Comp, Capital related to instruction, EL, GT, Title One
- Survey parents about their connection to and level of satisfaction with schools. The annual survey will be conducted in the spring and will be placed on the district web site. An automated caller will invite parents of students in grades prek-12 to take the survey. Results will be reviewed by the administrative team. District and site staff development committees will use data from the survey to inform improvement plans.

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (Marzano, 2007)

Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011)

Fordham Study- High Achieving Students in the era of NCLB (2008).

District Leadership That Works (Marzano and Waters, 2009).