

Princeton Public Schools - ISD 477
Tuesday, July 21, 2015 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**
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3. Roll Call
4. Citizen Comments
5. **REPORTS**
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 - b. Student Council Report
 - c. Superintendent Report
6. **APPROVE AGENDA**
7. **DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES** 3
8. **CONSENT AGENDA**

The consent agenda consists of non-controversial items that the Board adopts routinely without debate. Any single member may remove an item from consent agenda by requesting removal at the time the consent agenda is moved for adoption. The full text of items approved by consent may be found at the conclusion of the agenda.

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Call to order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Vice Chair Jeremy Miller on the **16th day of June, at 7:00 p.m.** in the District Office Board Room.

Roll Call: Members Present: Jeremy Miller, Howard Vaillancourt, Chad Young, and Craig Johnson

Members Absent: Deb Ulm, Eric Minks, and Chuck Nagle

Others present: Director of Business Services Michelle Czech, Director of Human Resources Stacie Vos, and Director of Technology Eric Simmons.

Student Council Representative: None

Citizen Comments: None

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

Howard Vaillancourt: Activities Committee Meeting, Project Oversight Committee Meeting, Graduation, POC and City Hall Meeting, Policy Committee Meeting

Craig Johnson: Graduation
Chad Young: Graduation, Policy Committee Meeting
Jeremy Miller: Finance Agenda Meeting, PEA Negotiations, Agenda Meeting, Graduation

Superintendent Report: Eric Simmons was substituting for Julia Espe. The summer food program started at the Middle School and is going very well. We have moved to our summer hours for all of the school and District offices.

APPROVE AGENDA as presented: Motion made by Chad Young and seconded by Craig Johnson to approve the agenda as presented. Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES *Motion by Howard Vaillancourt and seconded by Craig Johnson to **approve the June 2nd Regular Board meeting minutes as presented. Motion passed unanimously.***

CONSENT AGENDA

Motion made by Craig Johnson and seconded by Howard Vaillancourt to approve the consent agenda items: Personnel, Fundraising, Gifts, Grants and Enrollment counts and the Personnel consent agenda. Motion passed unanimously.

INFORMATION

High School Handbook Updates-Emorie Colby reviewed the updates of the handbook for the high school for the 2015-2016 school year.

Elementary School Handbook Updates- Kim Myers reviewed the Elementary School Handbook updates for the 2015-2016 school year.

ATPPS- Stacie Vos reported on the ATPPS Program. Craig Johnson made a motion to table this item. Motion was withdrawn by Craig Johnson as this is just information.

Activities Fees-Michelle Czech presented the recommendation for the new activities fees for the 2015-2016 school year.

Parking Fees-Michelle Czech presented the recommendation for the parking fees for the high school for the 2015-2016 school year.

ACTION ITEMS

Policies 2nd Reading of Policies #409, 410, 412, 413, 414, 415, 416, 417, 418, 419, 714

Policies had minimal changes- or MSBA changes. Motion was made by Howard Vaillancourt and seconded by Craig Johnson to approve the policies. Upon roll call the following voted for: Chad Young, Howard Vaillancourt, Craig Johnson, and Jeremy Miller. Motion passed to approve the policies.

Health Insurance; Life and LTD Insurance- Stacie Vos presented about the Health Insurance Companies. She proposed that we stay with Blue Cross Blue Shield as our health insurance company as they came in with the lowest bid. For Life and LTD Insurance, we had 3 quotes. Stacie recommends that we go with Reliance for the Life and LTD insurance. Motion was made by Craig Johnson and seconded by Chad Young to approve the health, life and LTD Insurance companies. Upon roll call the following voted for: Craig Johnson, Chad Young, Jeremy Miller, and Howard Vaillancourt. Motion passed unanimously to stay with BCBS as our health insurance Company and Reliance for Life and LTD Insurance.

Approval of 2016 Budget- Michelle Czech presented the 2015-2016 budget, with the 2% and 2% added to the budget. Motion was made by Howard Vaillancourt and seconded by Craig Johnson to approve the budget as presented. Upon Roll Call the following voted for: Craig Johnson, Chad Young, Jeremy Miller and Howard Vaillancourt. Motion passed to approve the 2015-2016 Budget.

Approval of Middle School Handbook- Motion was made by Chad Young and seconded by Craig Johnson to approve the Middle School handbook. Motion passed unanimously to approve the Middle School Handbook.

The motion was made by Howard Vaillancourt and seconded by Craig Johnson to solicit and seek bids for the construction at the high school and athletic fields with the Princeton school district.

Upon roll call the following voted for: Chad Young, Craig Johnson, Howard Vaillancourt, and Jeremy Miller. None opposed. Motion passed unanimously.

FUTURE BOARD MEETING(s) INFORMATION

ADDITIONS TO AGENDA –

ADJOURN - The meeting was adjourned at 7:46 p.m.- Pursuant to Minnesota Statutes section 13D.05, subdivisions 2(b), Board Member moved to close the meeting for attorney-client privilege. Motion was made by Craig Johnson and seconded by Howard Vaillancourt to close the meeting for negotiations.

Recorder: Kari Osborne

Chair Jeremy Miller

Clerk Chad Young

The special meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **14th day of July 2015, at 6:30 p.m.** in the District Office Board Room.

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

Members Absent: Chad Young, Craig Johnson

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

***Referendum Construction Items**

Ryan from ICS Consulting, Inc. presented to the board regarding project recommendations for the ball field construction, Early Childhood transition and District Office remodels.

***Ball Field Construction**

The Project Oversight Committee recommended to hold all bids received on July 9th for the ball field project until the August 4th board meeting. There was discussion regarding cost of the ball field project, possible annexation of the property into the City of Princeton and changes in project design if the annexation occurred. If the property were annexed it would assure all the district properties would be within the City of Princeton thus leveling any concerns regarding jurisdiction issues and offer an option for a design review to allow access to the ball fields through Middle School access roads and parking areas to reduce construction costs.

Motion made by Howard Vaillancourt, seconded by Chuck Nagle to request annexation of all the district owned property that resides in Princeton Township into the City of Princeton. Upon roll call the following voted in favor of: Jeremy Miller, Eric Minks, Chuck Nagle, Deb Ulm, Howard Vaillancourt. The following voted against: none. Motion passed unanimously.

***Lease of City Hall Building**

Ryan handed out information regarding bullet points provided by the City of Princeton regarding the co-location agreement between the City of Princeton and the Princeton School District.

Motion made by Chuck Nagle to defer a decision of lease approval until a budget is determined and the length of lease is decided. No second. Motion failed.

Motion made by Howard Vaillancourt, seconded by Jeremy Miller to authorize ICS Consulting and Wold Architects to begin schematic design, concepts, and develop construction estimates and to have district attorneys involved in pursuing a lease agreement with the City of Princeton. Upon roll call the following voted in favor of: Jeremy Miller, Eric Minks, Deb Ulm, Howard Vaillancourt. The following voted against: Chuck Nagle. Motion passed 4:1.

The Board does want to be involved in the terms of the lease agreement to assure all concerns are addressed.

***Purchase of Police Station**

Discussion on the purchase of the Police Station building and garage for the Onward Program, Early Childhood Motor Skills Curriculum and Buildings and Grounds Staff.

Motion made by Howard Vaillancourt, seconded by Chuck Nagle to pursue a purchase agreement for the police station building and garage. Chuck then made a motion to amend that motion to put a \$250,000 renovation estimate limit as part of the counter offer. No second. Motion amendment failed. Howard then made a friendly amendment to the original motion to accept the \$50,000 offer to purchase the police station building and garage, seconded by Chuck Nagle. Upon roll call the following voted in favor of: Eric Minks, Howard Vaillancourt, Deb Ulm. The following voted against: Chuck Nagle, Jeremy Miller. Motion passed 3:2.

ADJOURN – The meeting was adjourned at 8:18 pm

*Indicates additional information and handouts from the meeting can be found at www.isd477.org under the Home, School Board, Meeting Agenda Access link and then by selecting the July 14, 2015 special board meeting agenda.

Recorder: Sonia Strickland

Chair Deb Ulm

Clerk Eric Minks

7/21/2015

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Platt, Kristina	Extra Duty	Summer Feeding Server	Food Service	N/A	June-Aug	\$11.32/HR
Burgoon, Julie	Extra Duty	Summer Feeding Head Cook	Food Service	N/A	June-Aug	\$16.14/HR
Olive, Brandon	Extra Duty	Boys Soccer Assi. Coach	N/A	Jules Zimmer	2015-2016 Fall Season	\$2,541.00
Dupay, Sue	Extra Duty	Summer Feeding Head Cook	Food Service	N/A	June-Aug	\$18.07/HR
Kok, LaDawn	Extra Duty	Summer Feeding Server	Food Service	N/A	June-Aug	\$10.76/HR
Maltz, Denise	Extra Duty	Summer Feeding Server	Food Service	N/A	June-Aug	\$12.69/HR
Turnquist, Bev	Extra Duty	Summer Feeding Server	Food Service	N/A	June-Aug	\$14.13/HR
Joseph, Jade	Extra Duty	LINK Go-Advisor-HS	PEA	Leanne Olmstead	7.2.15	\$1,089.00
McCullum, Nicole	New Hire	Custodian-SE	Custodial	Dustin Mudek	7.6.14	\$15.44/HR
Reynolds, Nicole	New Hire	Media Para-NE	para	Laura Berghuis	2015-2016	\$13.40/HR
Peterson, Kara	New Hire	Kindergarten Spanish Immersion Teacher-SE	PEA	N/A	2015-2016	\$39,495.00
Snodgrass, Sadie	New Hire	LTS-Guidance Counselor-HS	PEA	Sarah Moffat	9.7.15-11.20.15	\$197.26/Day
Bennett, Olivia	New Hire	Social Studies Teacher	PEA		2015-2016	\$18,147.50
Croteau, Ashley	New Hire	Language Arts Teacher-MS	PEA	Patrick Morrow	2015-2016	\$36,295.00
Berthlaume, Ali	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Blood, Gina	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Christianson, Karen	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Gross, Jen	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Hallberg, Laura	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Milam, Ingeri	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Milam, Steve	New Hire	ESY Teacher	PEA	N/A	June-Aug	\$32.00/HR
Kroska, Kari	New Hire	ESY Nurse		N/A	June-Aug	\$32.00/HR
Atkins, Tammy	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Bost, Jessica	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Burke, Carolyn	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Card, Lora	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Conger, Patty	New Hire	ESY Para	para	N/A	June-Aug	\$15.30/HR
Dierks, Amy	New Hire	ESY Para	para	N/A	June-Aug	\$14.25/HR
Embertson, Sandy	New Hire	ESY Para	para	N/A	June-Aug	\$13.85/HR
Fischer, Kathy	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Hancer, Laurie	New Hire	ESY Para	para	N/A	June-Aug	\$15.39/HR
Hass, Mary	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Hennessey, Chris	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Johnson, Cathy	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Kafka, Missy	New Hire	ESY Para	para	N/A	June-Aug	\$15.39/HR
Keykal, Juline	New Hire	ESY Para	para	N/A	June-Aug	\$13.85/HR
Kloster, Jessica	New Hire	ESY Para	para	N/A	June-Aug	\$15.06/HR
Marshall, Sharon	New Hire	ESY Para	para	N/A	June-Aug	\$13.85/HR

McAlpine, Missy	New Hire	ESY Para	para	N/A	June-Aug	\$15.39/HR
Mellen, Tammy	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Miller, Ashley	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Opay, Danielle	New Hire	ESY Para	para	N/A	June-Aug	\$15.06/HR
Ostroot, Jackie	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Scott, Pam	New Hire	ESY Para	para	N/A	June-Aug	\$15.39/HR
Quade, Krista	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Scepurek, Danette	New Hire	ESY Para	para	N/A	June-Aug	\$13.85/HR
Sinkel, Mary Jane	New Hire	ESY Para	para	N/A	June-Aug	\$15.64/HR
Snyder, Ben	New Hire	ESY Para	para	N/A	June-Aug	\$13.50/HR
Neubauer, Jordan	New Hire	Math Teacher-MS	PEA	Andrew Fenske	2015-2016	\$39,831.00
Halverson-Forsberg,	New Hire	Technology Integrationist	PEA	Anthony VonBan	2015-2016	\$56,931.00
Nelson, Mitchell	New Hire	Alternative Services Teacher	PEA	N/A	2015-2016	\$36,295.00
Gatewood, Jodi	New Hire	Middle School Track Coach		Brad Grose	6.25.15	\$1,516.00
Schmock, Calvin	New Hire	Middle School Track Coach		Andy Fenske	7.14.15	\$1,452.00
Walker, George	New Hire	English Teacher-HS	PEA	Leanne Olmstea	7.14.15	\$55,737.28
Ash, Shelly	Resignation	Media Specialist-HS	PEA	N/A	7.2.15	N/A
Fenske, Andrew	Resignation	Math Teacher-MS	PEA	N/A	6.5.15	N/A
Berggren, Kris	Resignation	Title One/Basic Skills Assistant-SE		N/A	6.15.15	N/A
Zytkovicz, Josie	Resignation	Volleyball Coach-MS		N/A	6.16.15	N/A
Olmstead, Leanne	Resignation	English Teacher-HS	PEA	N/A	6.30.15	N/A
Moreno, Jennifer	Resignation	SPED Para-NE	Para	N/A	6.12.15	N/A
Morrow, Patrick	Resignation	Language Arts Teacher-MS	PEA	N/A	6.14.15	N/A
Slinde, Sandy	Resignation	Soccer Coach-MS		N/A	6.11.15	N/A
Simanski, Cally	Resignation	Cross County/Track and Field Coach		N/A	6.9.15	N/A
Berthiaume, Ali	Resignation	Speech Language Pathologist-EC	PEA	N/A	6.30.15	N/A
Thomsen, Rebecca	Resignation	Special Eduation Teacher	PEA	N/A	7.3.15	N/A
Carlson, Ann	Resignation	Early Childhood Special Education Teacher	PEA	N/A	8.1.15	N/A

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

Batch Co	Bank	Pynt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477	001	63217	158883	Check	1799		CITY OF PRINCETON	Yes	No	No	USD	07/01/2015	250.00
		63218	158884	Check	1799		CITY OF PRINCETON	Yes	No	No	USD	07/01/2015	1,000.00
		63220	158885	Check	1799		CITY OF PRINCETON	Yes	No	No	USD	07/01/2015	500.00
		63246	158886	Check	14005		AGC NETWORKS INC	Yes	No	No	USD	07/02/2015	257.00
		63226	158887	Check	1072	1	AIM ELECTRONICS INC.	Yes	No	No	USD	07/02/2015	1,650.00
		63305	158888	Check	8007		ANDOVER HIGH SCHOOL	Yes	No	No	USD	07/02/2015	100.00
		63230	158889	Check	11590	1	APPERSON	Yes	No	No	USD	07/02/2015	412.74
		63307	158890	Check	8363	1	APPLE, INC.	Yes	No	No	USD	07/02/2015	5,432.00
		63235	158891	Check	12971		ASSOC. FOR MIDDLE LEVEL EDUC	Yes	No	No	USD	07/02/2015	349.89
		63224	158892	Check	10364		BORDER STATES ELECTRIC SUPPLY	Yes	No	No	USD	07/02/2015	1,260.43
		63271	158893	Check	1519		BREMER BANK	Yes	No	No	USD	07/02/2015	90.00
		63273	158894	Check	1840		C.M.E.R.D.C.	Yes	No	No	USD	07/02/2015	1,648.00
		63264	158895	Check	14793		CALVERT KATIE	Yes	No	No	USD	07/02/2015	39.00
		63233	158896	Check	12622		CARTRIDGE WORLD	Yes	No	No	USD	07/02/2015	1,921.26
		63285	158897	Check	3954	4	CDW-G INC	Yes	No	No	USD	07/02/2015	17,683.00
		63272	158898	Check	1721		CENTRAL MCGOWAN INC.	Yes	No	No	USD	07/02/2015	24.38
		63269	158899	Check	14798		COMMUNITIES COLLABORATIVE CO	Yes	No	No	USD	07/02/2015	760.00
		63247	158900	Check	14140		CONNOR JINA	Yes	No	No	USD	07/02/2015	250.00
		63250	158901	Check	14163	1	CRISIS GO	Yes	No	No	USD	07/02/2015	1,400.00
		63251	158902	Check	14269		CROWN CHRISTIAN SCHOOL	Yes	No	No	USD	07/02/2015	500.00
		63274	158903	Check	2025		CYMMAR CORPORATION	Yes	No	No	USD	07/02/2015	130.71
		63221	158904	Check	10069		DALCO	Yes	No	No	USD	07/02/2015	2,943.32
		63260	158905	Check	14789		DAVIS MARYA	Yes	No	No	USD	07/02/2015	150.00
		63275	158906	Check	2107	2	DELL MARKETING L.P.	Yes	No	No	USD	07/02/2015	1,823.92
		63277	158907	Check	2265	4	ECKROTH MUSIC CO.	Yes	No	No	USD	07/02/2015	208.58
		63278	158908	Check	2331		EGAN COMPANY	Yes	No	No	USD	07/02/2015	26,800.00
		63248	158909	Check	14159	1	FOLLETT SCHOOL SOLUTIONS, INC.	Yes	No	No	USD	07/02/2015	967.29
		63231	158910	Check	11613	1	FRONTLINE PLACEMENT TECH INC	Yes	No	No	USD	07/02/2015	7,163.60
		63242	158911	Check	13649		GOLF TEAM PRODUCTS	Yes	No	No	USD	07/02/2015	387.00
		63279	158912	Check	2775		GOPHER	Yes	No	No	USD	07/02/2015	128.52
		63280	158913	Check	2777		GOPHER STAGE LIGHTING INC	Yes	No	No	USD	07/02/2015	9,529.00
		63303	158914	Check	6645		GRAINGER	Yes	No	No	USD	07/02/2015	1,037.98
		63281	158915	Check	2864		GROTH MUSIC	Yes	No	No	USD	07/02/2015	50.62
		63282	158916	Check	2874		GTS	Yes	No	No	USD	07/02/2015	130.00
		63249	158917	Check	14161		HOHMANN DAWN	Yes	No	No	USD	07/02/2015	55.00
		63255	158918	Check	14517		HORIZON COMMERCIAL POOL SUPP	Yes	No	No	USD	07/02/2015	5,276.10
		63256	158919	Check	14674		HOUGTON MIFFLIN HARCOURT	Yes	No	No	USD	07/02/2015	72,049.78
		63283	158920	Check	3233	4	I.S.D. #011	Yes	No	No	USD	07/02/2015	800.00
		63267	158921	Check	14796		INITIATIVE FOUNDATION	Yes	No	No	USD	07/02/2015	675.00
		63223	158922	Check	10237		INTEGRATED SYSTEMS CORPORATI	Yes	No	No	USD	07/02/2015	416.67
		63239	158923	Check	13259		JOHN HENRY FOSTER	Yes	No	No	USD	07/02/2015	31.34

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0477	001	63253	158965	Check	1	14439	1	TAYLOR PUBLISHING CO	Yes	No	No	USD		07/02/2015	16,192.10
		63298	158966	Check	1	6072	1	TEACHERS DISCOVERY	Yes	No	No	USD		07/02/2015	42.51
		63254	158967	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD		07/02/2015	143.76
		63299	158968	Check	1	6079		TEAM SPORTING GOODS INC	Yes	No	No	USD		07/02/2015	1,039.26
		63244	158969	Check	1	13674	1	THE PRINT AND WEB SHOP	Yes	No	No	USD		07/02/2015	793.00
		63237	158970	Check	1	13158	1	THE SCOPE SHOPPE INC	Yes	No	No	USD		07/02/2015	500.00
		63300	158971	Check	1	6142		TIERNEY BROS.	Yes	No	No	USD		07/02/2015	11,364.00
		63301	158972	Check	1	6156	7	TIME FOR KIDS	Yes	No	No	USD		07/02/2015	164.00
		63309	158973	Check	1	8428		TWIN CITY HARDWARE	Yes	No	No	USD		07/02/2015	65.70
		63228	158974	Check	1	11229	1	U LINE	Yes	No	No	USD		07/02/2015	281.50
		63302	158975	Check	1	6464		WATERMANAGEMENT SERVICES	Yes	No	No	USD		07/02/2015	4,851.59
		63311	158976	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD		07/02/2015	93,261.06
		63312	158977	Check	1	14800		KLUMPER DYLAN	Yes	No	No	USD		07/06/2015	1,016.73
		63317	158978	Check	1	10795	1	ACE SOLID WASTE, INC	Yes	No	No	USD		07/10/2015	2,807.04
		63318	158979	Check	1	1140	3	AMERICAN RED CROSS	Yes	No	No	USD		07/10/2015	203.00
		63319	158980	Check	1	11427	1	AT&T MOBILITY	Yes	No	No	USD		07/10/2015	140.88
		63326	158981	Check	1	14021		BEYOND SPORT MARTIAL ARTS & FI	Yes	No	No	USD		07/10/2015	211.20
		63315	158982	Check	1	10584		CARD SERVICES	Yes	No	No	USD		07/10/2015	890.90
		63331	158983	Check	1	1721		CENTRAL MCGOWAN INC.	Yes	No	No	USD		07/10/2015	21.60
		63329	158984	Check	1	14494		CENTRAL MN ART CO-OP	Yes	No	No	USD		07/10/2015	304.00
		63330	158985	Check	1	14801		KDH SAFETY, LLC	Yes	No	No	USD		07/10/2015	60.00
		63332	158986	Check	1	4007		KEMPS	Yes	No	No	USD		07/10/2015	13.60
		63333	158987	Check	1	4136		MENARDS	Yes	No	No	USD		07/10/2015	308.57
		63321	158988	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD		07/10/2015	1,092.00
		63320	158989	Check	1	11477	1	MINUTEMAN PRESS	Yes	No	No	USD		07/10/2015	29.18
		63334	158990	Check	1	4776	3	OFFICEMAX INC.	Yes	No	No	USD		07/10/2015	1,313.03
		63324	158991	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD		07/10/2015	51,732.48
		63335	158992	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD		07/10/2015	111.30
		63322	158993	Check	1	13123		SD PROMOTIONS	Yes	No	No	USD		07/10/2015	906.00
		63336	158994	Check	1	5682		SHERWIN WILLIAMS CO.	Yes	No	No	USD		07/10/2015	25.84
		63338	158995	Check	1	8531	2	STRATEGIC EQUIPMENT	Yes	No	No	USD		07/10/2015	192.01
		63328	158996	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD		07/10/2015	221.89
		63337	158997	Check	1	6231		TRIO SUPPLY COMPANY	Yes	No	No	USD		07/10/2015	1,758.20
		63327	158998	Check	1	14333		UPPER LAKES FOODS, INC.	Yes	No	No	USD		07/10/2015	1,140.20
		63325	158999	Check	1	13685		VELOCITY STREETWEAR	Yes	No	No	USD		07/10/2015	444.00
		63323	159000	Check	1	13262	1	WALMART COMMUNITY/GEGRB	Yes	No	No	USD		07/10/2015	2,197.59
		63316	159001	Check	1	10705		WILSON SPORTS	Yes	No	No	USD		07/10/2015	133.00
		63354	159002	Check	1	1457		BLUE CROSS & BLUE SHIELD /	Yes	No	No	USD		07/15/2015	229,859.50
		63355	159003	Check	1	1457		BLUE CROSS & BLUE SHIELD /	Yes	No	No	USD		07/15/2015	1,477.50
		63357	159004	Check	1	14758		DELTA DENTAL OF MINNESOTA	Yes	No	No	USD		07/15/2015	10,723.05
		63433	159005	Check	1	1031	2	ACCU/CUT	Yes	No	No	USD		07/15/2015	39.00

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

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477	001	63407	159047	Check	1	1433	UPPER LAKES FOODS, INC.	Yes	No	No	USD	07/15/2015	1,690.59
		63401	159048	Check	1	12713	VESLEDAHL ANTHONY	Yes	No	No	USD	07/15/2015	4,380.00
		63427	159049	Check	1	6464	WATERMANAGEMENT SERVICES	Yes	No	No	USD	07/15/2015	366.79
Bank Total: 001													\$885,044.55
Report Total:													\$885,044.55

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0477	001	158883	1799	E	CITY OF PRINCETON		Check	
					06 350 870 000 000 305	Conditional Use Permit for High School		\$250.00
		Voucher #:	111088	Invoice	Invoice No: 06292015c.u.p.	7/1/2015	Paid Amt:	\$250.00
							Check Amount:	\$250.00
0477	001	158884	1799	E	CITY OF PRINCETON		Check	
					06 350 870 000 000 305	Escrow for High School		\$1,000.00
		Voucher #:	111089	Invoice	Invoice No: 06292015escrow	7/1/2015	Paid Amt:	\$1,000.00
							Check Amount:	\$1,000.00
0477	001	158885	1799	E	CITY OF PRINCETON		Check	
					06 350 870 000 000 305	hs site plan review application		\$500.00
		Voucher #:	111091	Invoice	Invoice No: 07012015	7/1/2015	Paid Amt:	\$500.00
							Check Amount:	\$500.00
							Report Total:	\$1,750.00

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0477	001	159050	14814	E 06	A&H ELECTRIC INC	Electrical App-1, Bid Package 12	Check
		Voucher #:	111398	Invoice	Invoice No: Application 1	7/21/2015	Paid Amt: \$44,000.00
							Check Amount: \$44,000.00
0477	001	159051	11973	E 06	BRAUN INTERTEC CORPORATION	Primary Sch-soil observ and testing	Check
		Voucher #:	111401	Invoice	Invoice No: B031107	7/21/2015	Paid Amt: \$12,021.50
							Check Amount: \$12,021.50
0477	001	159052	11601	E 06	EBERT CONSTRUCTION	Stework - app 2 project 6721	Check
		Voucher #:	111392	Invoice	Invoice No: Application 2	7/21/2015	Paid Amt: \$86,540.25
							Check Amount: \$86,540.25
0477	001	159053	11707	E 06	EL-JAY PLUMBING & HEATING	Mechanical App-2	Check
		Voucher #:	111397	Invoice	Invoice No: Application 2	7/21/2015	Paid Amt: \$46,101.60
							Check Amount: \$46,101.60
0477	001	159054	11991	E 06	EMC INSURANCE COMPANIES	New School Builders Risk Policy premium	Check
		Voucher #:	111390	Invoice	Invoice No: C-56620187	7/21/2015	Paid Amt: \$17,050.00
							Check Amount: \$17,050.00
0477	001	159055	11238	E 06	ICS CONSULTING, INC	Progress billing-new school-project fee	Check
		Voucher #:	111391	Invoice	Invoice No: 2744	7/21/2015	Paid Amt: \$39,130.12
							Check Amount: \$70,281.91
0477	001	159056	14813	E 06	LARAMAY FINANCIAL ADVISORS	Bldg Envelope app-2, Bid Div 2, Project WGC.	Check
		Voucher #:	111394	Invoice	Invoice No: Application 2	7/21/2015	Paid Amt: \$30,645.40
							Check Amount: \$30,645.40

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

Fund Description	Total
06 Construction	\$756,996.68
Report Total	\$756,996.68

Princeton Public Schools - ISD #477

Wire Transfer Report

July 21, 2015

<u>Date:</u>	<u>Amount:</u>	<u>Description:</u>
6/15/2015	\$ 904,006.87	ACH File Transfer
6/15/2015	\$ 311,109.16	Federal Tax Wire Transfer
6/15/2015	\$ 47,779.23	State Tax Wire Transfer
6/15/2015	\$ 9,809.38	Select Account HSA
6/15/2015	\$ 518.35	MN Revenue
6/15/2015	\$ 167,700.86	TRA File Transfer
6/15/2015	\$ 29,862.20	PERA File Transfer
6/15/2015	\$ 939.00	MN Child Support File Transfer
6/15/2015	\$ 28,105.48	TSA File Transfer
6/30/2015	\$ 501,966.46	ACH File Transfer
6/30/2015	\$ 177,677.13	Federal Tax Wire Transfer
6/30/2015	\$ 27,755.31	State Tax Wire Transfer
6/30/2015	\$ 9,559.38	Select Account H S A
6/30/2015	\$ 574.74	MN Revenue
6/30/2015	\$ 90,818.34	TRA File Transfer
6/30/2015	\$ 21,068.10	PERA File Transfer
6/30/2015	\$ 625.62	MN Child Support File Transfer
6/30/2015	\$ 26,538.46	TSA File Transfer
6/30/2015	\$ 8,437.70	MSRS
7/3/2015	\$ 18,548.89	BMO Harris Bank - (Pcards)
7/2/2015	\$ 1,009.00	MN Revenue - (Sales tax)
6/1/2015	\$ 2,141.65	SelectAccount
6/4/2015	\$ 4,186.36	SelectAccount
6/12/2015	\$ 828.21	SelectAccount
6/18/2015	\$ 2,595.11	SelectAccount
6/22/2015	\$ 150.42	SelectAccount
6/29/2015	\$ 354.26	SelectAccount
TOTAL	\$ 2,394,665.67	

**PRINCETON PUBLIC SCHOOLS
TREASURER'S REPORT
MONTHLY CASH FLOW REPORT FOR JUNE 2015**

FUND	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY DISBURSEMENTS	JOURNAL ENTRIES	ENDING BALANCE
01 General	14,300,525.87	2,093,055.82	3,034,202.51	(176.69)	13,359,379.18
02 Food Service	430,113.04	95,571.77	139,654.06	939.14	386,030.75
04 Community Service	528,838.08	171,583.69	104,946.23	(2,107.80)	595,475.54
06 Building Fund	28,526,573.79	5,428.75	921,874.53	0.00	27,610,128.01
07 Debt Service	1,427,422.64	879,806.80	0.00	0.00	2,307,229.44
10 Activities	176,107.83	48,115.16	55,600.35	(1,763.45)	168,622.64
TOTAL	45,389,581.25	3,293,561.99	4,256,277.68		44,426,865.56

Bank Accounts

AP/PR Account (Bremer)	805,142.28
MSDLAF+	6,274,147.14
Investments (Fd01)	10,110,665.97
Investments (Fd06)	<u>27,610,128.01</u>
	44,800,083.40
O/S Accts Pay Checks	(300,938.66)
O/S Payroll Checks	(2,729.47)
O/S Wires	(73,491.21)
NSF Checks	<u>3,941.50</u>
TOTAL	44,426,865.56

**LEASE AGREEMENT
BETWEEN
INDEPENDENT SCHOOL DISTRICT NO. 477
AND
OAK LAND AREA LEARNING CENTER**

THIS LEASE, made and entered on July 21, 2015, by and between Independent School District No. 477, a public corporation under the laws of the State of Minnesota, whose address is 706 1st Street, Princeton, Minnesota 55371 (“Lessor”) and School Within a School whose address is

Oak Land Area Learning Center
626C Main St. N. “Lessee”:
Cambridge, Minnesota 55008

PREMISES

The Lessor hereby leases to the Lessee the following described premises:

Princeton Middle School
1100 4th Avenue North
Princeton, Minnesota 55371

SECT 27 TWP-036 RANG-25 NW of NW – W & SW OF RIVER to Princeton, Mille Lacs County, Minnesota.

The total space to be leased and occupied by the Lessee is that approximately 900 square feet (more or less) of the Princeton Middle School.

TERM

The term of this Lease shall begin July 1, 2015, and end on June 30, 2016.

Either party shall have the right to terminate this Lease upon giving not less than sixty (60) days written notice to the other party of its intention to terminate the Lease. Said Lease shall then terminate effective upon the end of the second full month following the month in which said notice is given. Such notice shall be deemed to have been properly given upon being deposited in the United States mail, properly addressed with postage prepaid. In the event of such termination, Lessee shall nevertheless be obligated for any unpaid rent accrued or accruing under Section 3 during the Lessee’s occupancy of the leased premises.

In a like manner the lessor shall be obligated to return any advance rent accrued beyond the sixty (60) day written notice should the agreement end prior to the end of the year.

RENT

The total rent under this lease is \$7.58 per square foot for 2015-16. Semi-annual lease payments are required with the first due on or before July 1, and the second due on or before January 1. Total Cost = \$6,822.00.

USE OF THE PREMISES

The premises are to be used for the purposes of educational and instructional use. Lessee shall restrict its use to such purposes, and shall not use or permit the use of premises for any other purpose without consent of Lessor or Lessor's authorized agent.

RESTRICTIONS ON USE

Lessee shall not use the premises in any manner that will increase risks covered by insurance on the premises and result in an increase in the rate of insurance or a cancellation of any insurance policy. Lessee shall not keep, or use, anything prohibited by a policy of fire insurance covering the premises, and shall comply with all requirements on the insurers applicable to the premises necessary to keep in force the fire and liability insurance.

WASTE, NUISANCE, OR UNLAWFUL ACTIVITY

Lessee shall not allow any waste or nuisance on the premises, or use or allow the premises to be used for any unlawful purpose.

DELAY IN DELIVERING POSSESSION

The Lease shall not be rendered void or voidable by the inability of Lessor to deliver possession to Lessee on the date set forth in the Terms, and the Lessor shall not be liable to Lessee for any loss or damage suffered by reason of such a delay. In the event of a delay in delivering possession, the rent for the period of such delay will be deducted from the total rent due under the Lease. No extension of the Lease shall result from a delay in delivering possession.

REPAIRS AND MAINTENANCE

Lessee to provide general cleaning of premises on same schedule and standards as in place throughout the building areas occupied by school district personnel. Any repairs beyond reasonable use and wear shall be repaired by school district personnel by their contractors and billed to the ALC.

DELIVERY, ACCEPTANCE, AND SURRENDER OF PREMISES

Lessor represents that the premises are in fit condition for use by Lessee. Acceptance of the premises by Lessee shall be construed as recognition that the premises are in a good state of repair and in sanitary condition. Lessee shall surrender the premises at the end of the Lease term, or any renewal thereof, in the same condition as when Lessee took possession, allowing for reasonable use and wear, and damage by acts of God, including fires and storms.

ENTRY ON PREMISES BY LESSOR

Lessor reserves the right to enter on the premises at reasonable times to inspect them, perform required maintenance and repairs, or make additions, alterations, or modifications to any part of the building in which the premises are located, and Lessee shall permit Lessor to do so.

NONLIABILITY OF LESSOR FOR DAMAGES

Lessor shall not be liable for liability or damage claims for injury to persons or property from any cause relating to the occupancy of the premises by Lessee, including those arising out of damages or losses occurring on sidewalks and other areas adjacent to the Lessee premises during the term of this Lease or any extension thereof. Lessee shall indemnify Lessor from all liability, loss of other damage claims or obligations resulting from any injuries or losses of this nature.

LIABILITY INSURANCE

Lessee shall procure and maintain in force at their expense during the term of this Lease and any extension thereof, public liability insurance. Such coverage shall be the same requirements that Oak Land Area Learning Center has in force for the rest of their premises. The insurance policy shall provide coverage for contingent liability of Lessor and any claims or losses. A certificate of insurance shall be delivered to Lessor for keeping. Lessee shall obtain a written obligation from the insurers to notify Lessor in writing at least 30 days prior to cancellation or refusal to renew any policy. If the insurance policies are not kept in force during the entire term of this Lease or any extension, thereof, Lessor may procure the necessary insurance and pay the premium thereof, and the premium shall be repaid to Lessor as an additional rent installment for the month following the date on which the premiums were paid by Lessor.

Lessee shall also be responsible for insuring its personal property in the leased premises.

ASSIGNMENT, SUBLEASE, OR LICENSE

Lessee may not assign this Lease, lease the property to anyone else (sublet), sell this Lease or permit any other person to use the property without the prior written consent of the Lessor. If Lessee does any of these things, Lessor may terminate the Lease. Any assignment or sublease made without Lessor’s written consent will not be effective. Lessor permission is good only for that specific assignment or sublease.

DEFAULT

Lessee’s liability to Lessor for breach of the Lease, Lessee shall be liable for all expenses of the reletting, for the alterations and repairs made, and for the difference between the rent received by Lessor under the new Lease agreement and the rent installments that are due for the same period under this Lease.

LESSORS

Chair, Oak Land Vocational Advisory Board

LESSEES – Princeton Public Schools

Chair

Clerk

Date

CELLULAR DEVICE REIMBURSEMENT CHOICES

CELLULAR DEVICE WITH NO DATA PLAN REQUIRED

\$45.00

CELLULAR DEVICE WITH DATA PLAN REQUIRED

\$90.00

Board Meeting Approved

2015-2016 EVENT WORKERS PAY

**board meeting
Approved**

LOCAL OFFICIALS

LOCAL EVENT WORKERS

VOLLEYBALL

JV	\$65.00
9TH GRADE	\$50.00
8TH GRADE	\$50.00
7TH GRADE	\$50.00

TICKET TAKERS/SELLERS	\$26.49	TEACHERS
TICKET TAKERS/SELLERS	\$9.00/HOUR	HOURLY STAFF
VARSITY ANNOUNCER ALL SPORTS	\$26.49	
V/JV/9 CLOCK OPERATOR	\$30.00	
V/JV SCOREBOOK	\$30.00	
V/JV VOLLEYBALL LINES	\$30.00	
SWIM TABLE WORKERS	\$30.00	
VARSITY FOOTBALL CHAINS	\$30.00	
TRACK EVENT WORKERS	\$40.00	
CROSS CONTRY WORKERS	\$40.00	
EVENT SUPERVISORS	\$45.00	
FOOTBALL PATROLLERS	\$45.00	
MUSIC USHERS	\$45.00	
ACTIVITIES & ATHLETIC TRAINERS	\$25.00	
STARTER-TRACK	\$150.00	

BASKETBALL

JV	\$65.00
9TH GRADE	\$50.00
8TH GRADE	\$50.00
7TH GRADE	\$50.00

BASEBALL

JV	\$65.00
9TH GRADE	\$50.00
8TH GRADE	\$50.00
7TH GRADE	\$50.00

SOFTBALL

JV	\$65.00
9TH GRADE	\$50.00
8TH GRADE	\$50.00
7TH GRADE	\$50.00

Note the section sets varsity level officials rate of pay



Upper Lakes Foods, Inc.
Your Full-Line, Full-Service Food Distributor

801 Industry Avenue
Cloquet, MN 55720

Toll Free: **1-800-879-1265**
Fax: **1-218-879-1940**



SAMPLES - NON TAXABLE

ISD 477 PRINCETON S ELEME
805 8TH AVE S
PRINCETON, MN 55371

We appreciate your business!

ORDER NO.	BILL TO ACCT #	CUST. P.O. NO.	TERMS	SHIP TO ACCT #	SALESMAN	TRUCK	STOP	DATE	INVOICE NUMBER
457145-00	Sample	DROP	NET NO DAYS	307718	998	127	6	02-02-15	457145-00

STOCK NO.	ORDERED	SHIPPED	WEIGHT	UOM	DESCRIPTION	PRICE	PRICE EXT.
					DROP at Princeton (5584)		

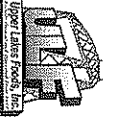
725431	1	1		CS	F - FROZEN 72/2.430Z BAGEL MINI CINN CREAMY CHEESE GENERAL MILLS FINANCE INC 18000-38399		
725433	1	1		CS	72/2.430Z BAGELS MINI STRAWB GRMCH IM GENERAL MILLS FINANCE INC 138413000 Samples for Princeton ok Steve Martel *** FROZEN SUB-TOTAL:		

Steve Martel

GROSS INVOICE	FREIGHT	* STATE TAX	RECEIVED BY	DELIVERED BY	TOTAL DUE

CUSTOMER COPY

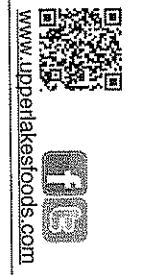
When you provide a check as payment, you authorize us to either use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. When we use information from your check to make an electronic fund transfer, funds may be withdrawn from your account as soon as the same day you make your payment, and you will not receive your check back from your financial institution.



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Steve Martel

GROSS INVOICE	FREIGHT	* STATE TAX	RECEIVED BY	DELIVERED BY	TOTAL DUE

Page 1

CUSTOMER COPY

When you provide a check as payment, you authorize us to either use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check. When we use information from your check to make an electronic fund transfer, funds may be withdrawn from your account as soon as the same day you make your payment, and you will not receive your check back from your financial institution.

Open Enrolled Students (Out/In) as of July 21, 2015

In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
In	9/8/2015	Cambridge	Princeton	10	Preferred district
in	9/8/2015	Cambridge	Princeton	K	Spanish Immersion
In	9/8/2015	Milaca	Princeton	9	Currently enrolled
In	9/8/2015	Milaca	Princeton	8	Currently enrolled
In	9/8/2015	Elk River	Princeton	K	Currently enrolled
Out	9/8/2015	Princeton	Elk River	8	Currently enrolled/Father works there
out	9/8/2015	Princeton	Elk River	10	Currently enrolled/Father works there
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	5	Moving
Out	9/8/2015	Princeton	Elk River	3	Moving
Out	9/8/2015	Princeton	Eden Prairie	7th	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Moving
Out	9/8/2015	Princeton	Houston (online)	9	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Moving
Out	9/8/2015	Princeton	Elk River	K	Daycare near school
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Currently enrolled in Preschool
Out	9/8/2015	Princeton	Elk River	K	Currently enrolled in preschool
Out	9/8/2015	Princeton	Elk River	4	Currently enrolled/Parent work there
Out	9/8/2015	Princeton	Elk River	5	Currently enrolled/parent work there
Out	9/8/2015	Princeton	Elk River	9	Currently enrolled/parent work there
Out	9/8/2015	Princeton	Elk River	K	Currently enrolled/parent work there
Out	9/8/2015	Princeton	Elk River	K	Sibling already enrolled
Out	9/8/2015	Princeton	Elk River	K	Daycare near school
Out	9/8/2015	Princeton	Elk River	K	Daycare near school
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed

Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	6	Currently Enrolled
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	K	Survey mailed
Out	9/8/2015	Princeton	Elk River	3	Currently enrolled
Out	9/8/2015	Princeton	Foley	K	Sibling already enrolled
Out	9/8/2015	Princeton	Foley	8	currently enrolled
Out	9/8/2015	Princeton	St. Fransis	K	Daycare near school

Choir Tour 2016

New York City

Approved by School Board

4/23/13

Dates Approved

Easter Week 2016

Note: *School calendar for 2015-2016 had not been set.*

Actual Dates

Easter Week = 3/20/16-3/26/16

Participating Students

98 in Grades 10-12

Special Request

To depart on a Sunday evening, 3/20/16, at 6:00 pm as opposed to departing at 12:01 am on Monday morning, 3/21/16.

Rationale

- A Sunday evening departure doesn't require bus drivers to begin their work day at 9 pm to start the trip and then drive through the night. **(Safety)**
- A Sunday evening departure doesn't require students to drive to town in the middle of the night on what likely is no sleep. **(Safety)**
- A Sunday evening departure doesn't interfere with natural sleep cycle for students and chaperones, making the transition into and out of the tour more natural and manageable. **(Health and Well Being)**
- Sunday church events are largely complete by dinner. A limited number of congregations have optional youth group activities on Sunday evenings. **(Policy)**
- A six hour head start allows for an extra performance or masterclass on tour. **(Enrichment)**
- There is a past precedence for a Sunday departure. Music tours left on Sunday in 2002, 2003, 2004, 2006, & 2007. **(Policy)**



Intervention Services: ADSIS and Title

ADSI

Alternative Delivery of Specialized Instructional Services (ADSI) is an application process for districts to apply for state special education aid. The purpose of ADSI is to provide instruction to assist students who need additional academic support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling learners.

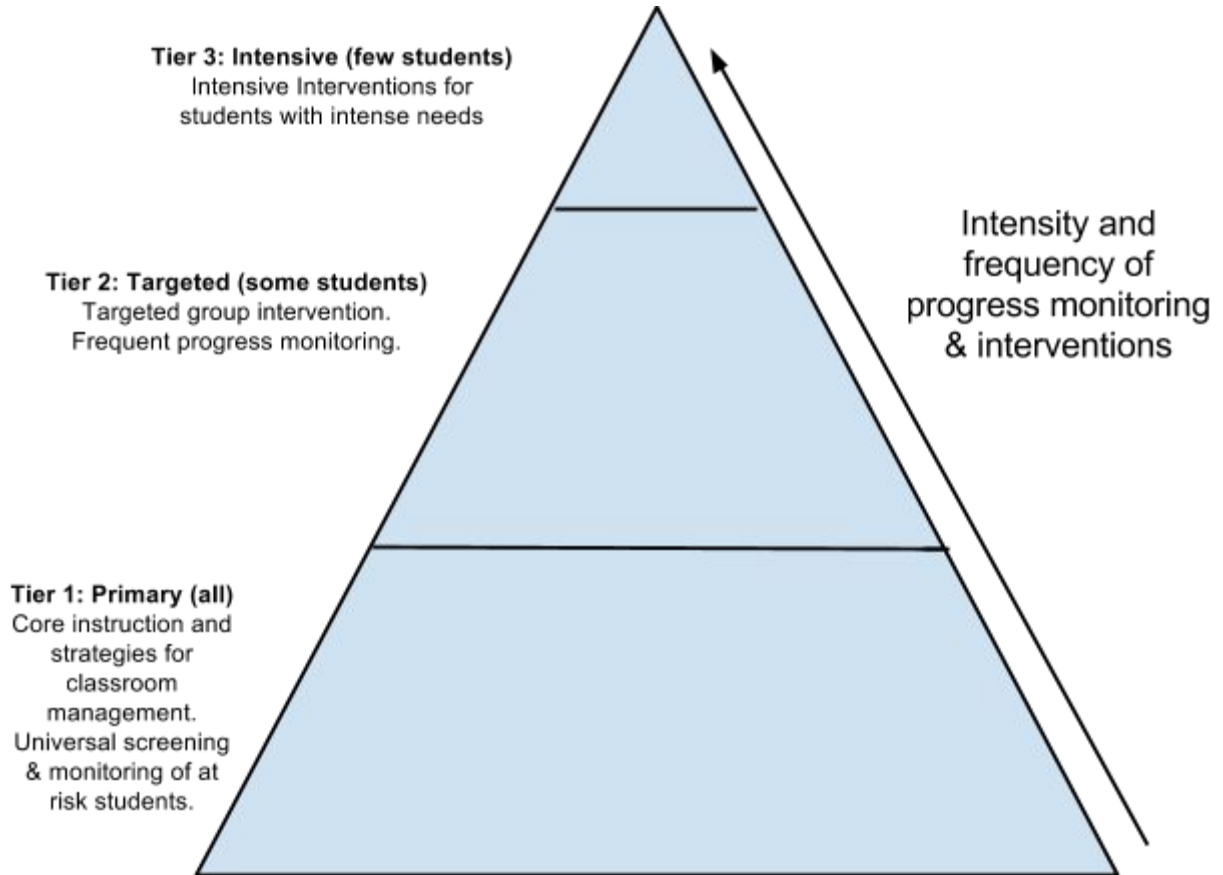
For the fiscal year 2015-2017 application cycle, 157 districts and 472 schools applied. Princeton Public Schools was one of the 144 districts that were approved. The ADSI program will provide additional intervention services K-8 and fit into each sites multi-tiered levels of support. As a district we will have 10 teachers dedicated to providing intervention services to struggling learners (3 at each elementary site and 4 at the middle school). With the additional ADSI funding, Princeton Public Schools will be able to hire 5 additional teachers (2 at each elementary site and 1 at the middle school).

Title I

Title I is a federally funded program designed to provide supplemental academic services to students who qualify. Supplemental instruction will enhance the student's ability to become proficient in their reading and math curriculum. Currently Title I services are offered at South Elementary and North Elementary. Both schools have a Title I teacher and Title paras to support the program.

Multi-Tiered Levels of Support

The combination of ADSIS and Title services will allow Princeton Public Schools to reach more struggling learners.



LONG TERM FACILITY MAINTENANCE PLAN

HEALTH & SAFETY

Finance	7/20/2015												
Board Approval													
PHYSICAL HAZARD CONTROLS (347)													
PROJECT NAME	BUILDING	2016 PROJECTED	2017 PROJECTED	2018 PROJECTED	2019 PROJECTED	2020 PROJECTED	2021 PROJECTED	2022 PROJECTED	2023 PROJECTED	2024 PROJECTED	2025 PROJECTED	2026 PROJECTED	
Food Service Inspection	District(High School)	\$1,511.50	\$1,511.50	\$1,511.50	\$1,511.50	\$1,541.73	\$1,541.73	\$1,541.73	\$1,571.96	\$1,571.96	\$1,571.96	\$1,571.96	
Food Service Inspection	Middle School	\$1,154.00	\$1,154.00	\$1,154.00	\$1,154.00	\$1,177.08	\$1,177.08	\$1,177.08	\$1,200.16	\$1,200.16	\$1,200.16	\$1,200.16	
Food Service Inspection	North Elem	\$1,154.00	\$1,154.00	\$1,154.00	\$1,154.00	\$1,177.08	\$1,177.08	\$1,177.08	\$1,200.16	\$1,200.16	\$1,200.16	\$1,200.16	
Food Service Inspection	South Elem	\$1,154.00	\$1,154.00	\$1,154.00	\$1,154.00	\$1,177.08	\$1,177.08	\$1,177.08	\$1,200.16	\$1,200.16	\$1,200.16	\$1,200.16	
Food Service Inspection	Concession	\$266.00	\$266.00	\$266.00	\$266.00	\$271.32	\$271.32	\$271.32	\$276.64	\$276.64	\$276.64	\$276.64	
Lockout/Tagout Equipment	District	\$100.00	\$100.00	\$100.00	\$100.00	\$102.00	\$102.00	\$102.00	\$104.00	\$104.00	\$104.00	\$104.00	
Replace Burned & Torn Welding Curtains	High School	\$400.00	\$400.00	\$400.00	\$400.00	\$408.00	\$408.00	\$408.00	\$416.00	\$416.00	\$416.00	\$416.00	
Hearing Conservation earmuffs/earplugs	District	\$100.00	\$100.00	\$100.00	\$100.00	\$102.00	\$102.00	\$102.00	\$104.00	\$104.00	\$104.00	\$104.00	
PPE-Classrooms gloves, glasses, aprons	District	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,530.00	\$1,530.00	\$1,530.00	\$1,560.00	\$1,560.00	\$1,560.00	\$1,560.00	
PPE-Custodians; gloves, safety glasses, face shields, aprons, respirators ect.	District	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,020.00	\$1,020.00	\$1,020.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00	
Personal Lift Inspection and trainings	Middle	\$225.00	\$225.00	\$225.00	\$225.00	\$229.50	\$229.50	\$229.50	\$234.00	\$234.00	\$234.00	\$234.00	
Personal Lift Inspection and trainings	High School	\$225.00	\$225.00	\$225.00	\$225.00	\$229.50	\$229.50	\$229.50	\$234.00	\$234.00	\$234.00	\$234.00	
Elevator Inspections (2) 12per year	District Office	\$2,300.00	\$2,300.00	\$2,300.00	\$2,300.00	\$2,346.00	\$2,346.00	\$2,346.00	\$2,392.00	\$2,392.00	\$2,392.00	\$2,392.00	
Annual Auto Lift lift Inspection	High School	\$415.00	\$415.00	\$415.00	\$415.00	\$423.30	\$423.30	\$423.30	\$431.60	\$431.60	\$431.60	\$431.60	
Playground safety surface-NO 2012.	North Elem	\$500.00	\$500.00	\$500.00	\$500.00	\$510.00	\$510.00	\$510.00	\$520.00	\$520.00	\$520.00	\$520.00	
Replace Safety Surface at playground; engineered wood fiber 2000 sq ft	South Elem	\$0.00	\$0.00	\$0.00	\$500.00	\$510.00	\$510.00	\$510.00	\$520.00	\$520.00	\$520.00	\$520.00	
Bucket Truck Lift Inspection		\$350.00	\$350.00	\$350.00	\$350.00	\$357.00	\$357.00	\$357.00	\$350.00	\$350.00	\$350.00	\$350.00	
Machine Guarding		\$0.00	\$0.00	\$500.00	\$500.00	\$510.00	\$510.00	\$510.00	\$520.00	\$520.00	\$520.00	\$520.00	
TOTAL 347		\$12,354.50	\$12,354.50	\$12,854.50	\$13,354.50	\$13,621.59	\$13,621.59	\$13,621.59	\$13,874.68	\$13,874.68	\$13,874.68	\$13,874.68	

HAZARDOUS SUBSTANCE (349)

PROJECT NAME	BUILDING	2016 PROJECTED	2017 PROJECTED	2018 PROJECTED	2019 PROJECTED	2020 PROJECTED	2021 PROJECTED	2022 PROJECTED	2023 PROJECTED	2024 PROJECTED	2025 PROJECTED	2026 PROJECTED
Backflow Preventor Inspections (12)	District	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,060.00	\$3,060.00	\$3,060.00	\$3,120.00	\$3,120.00	\$3,120.00	\$3,120.00
Tier II Fees	District	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00
Hazardous waste disposal	High School	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,590.00	\$4,590.00	\$4,590.00	\$4,680.00	\$4,680.00	\$4,680.00	\$4,680.00
Fume Hood for Auto Shop	High School	\$1,725.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5 Year Lead Testing-2020	District	Every 5 Yrs	Every 5 Yrs	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,080.00	\$0.00
5 Year Radon Testing-2020	District	Every 5 Yrs	Every 5 Yrs	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,080.00	\$0.00
TOTAL 349		\$9,300.00	\$7,575.00	\$7,575.00	\$7,575.00	\$11,725.00	\$7,725.00	\$7,725.00	\$7,875.00	\$7,875.00	\$12,035.00	\$7,875.00

HEALTH, SAFETY, & ENVIRONMENTAL MANGEMENT (352)

PROJECT NAME	BUILDING	2016 PROJECTED	2017 PROJECTED	2018 PROJECTED	2019 PROJECTED	2020 PROJECTED	2021 PROJECTED	2022 PROJECTED	2023 PROJECTED	2024 PROJECTED	2025 PROJECTED	2026 PROJECTED
AED programing and supplies	District	\$800.00	\$800.00	\$800.00	\$800.00	\$816.00	\$816.00	\$816.00	\$832.00	\$832.00	\$832.00	\$832.00
Health & Safety Assistant-Meridian	District	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,600.00	\$30,600.00	\$30,600.00	\$31,200.00	\$31,200.00	\$31,200.00	\$31,200.00
Chemical Health Officer-MGMT 200 hours approx	District	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,020.00	\$1,020.00	\$1,020.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00
Hearing Tests-training for staff	District	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,020.00	\$1,020.00	\$1,020.00	\$1,040.00	\$1,040.00	\$1,040.00	\$1,040.00
Pest MGMT. pamphlets.notices	District	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Designated BBP person-120 Hours	District	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,530.00	\$1,530.00	\$1,530.00	\$1,560.00	\$1,560.00	\$1,560.00	\$1,560.00
Designated H&S person-Bldgs Grounds 200 hours	District	\$8,320.00	\$8,320.00	\$8,486.40	\$8,652.80	\$8,819.20	\$8,985.60	\$9,152.00	\$9,318.40	\$9,484.80	\$9,651.20	\$9,817.60
Safety committee-AWAIR-& expenses- 4 meetings 13 members	District	\$500.00	\$500.00	\$500.00	\$500.00	\$510.00	\$510.00	\$510.00	\$520.00	\$520.00	\$520.00	\$520.00
Annual MOCK OSHA walk-thru, wayne warzecha	District	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Update Emergency Action Plan Procedures and Routes	District	\$1,250.00	\$1,250.00	\$1,250.00	\$1,250.00	\$1,275.00	\$1,275.00	\$1,275.00	\$1,300.00	\$1,300.00	\$1,300.00	\$1,300.00
BBP & ERTK Training all staff through Safe Schools	District	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Hepatis B Requirements	District		\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
Eye Wash Station Cartridges	District		\$300.00	\$300.00	\$300.00	\$300.00	\$306.00	\$306.00	\$306.00	\$312.00	\$312.00	\$312.00	\$312.00
First Aid, CPR, and Emergency Training and Planning	District		\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
MSDS change to SDS format	District		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL 352			\$49,070.00	\$49,070.00	\$49,236.40	\$49,402.80	\$50,296.20	\$50,462.60	\$50,629.00	\$51,522.40	\$51,688.80	\$51,855.20	\$52,021.60

ASBESTOS (358)

PROJECT NAME	BUILDING	2016 PROJECTED	2017 PROJECTED	2018 PROJECTED	2019 PROJECTED	2020 PROJECTED	2021 PROJECTED	2022 PROJECTED	2023 PROJECTED	2024 PROJECTED	2025 PROJECTED	2026 PROJECTED
Periodic Asbestos Inspections	All	\$0.00	\$1,800.00	\$1,800.00	\$1,800.00	\$1,950.00	\$1,950.00	\$1,950.00	\$2,100.00	\$2,100.00	\$2,100.00	\$2,250.00
Small Asbestos Projects	District	\$0.00	\$9,000.00	\$9,000.00	\$10,000.00	\$10,000.00	\$11,000.00	\$11,000.00	\$11,000.00	\$12,000.00	\$12,000.00	\$13,000.00
Larger Asbestos Project	District Office	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
TOTAL 358		\$0.00	\$10,800.00	\$10,800.00	\$11,800.00	\$36,950.00	\$12,950.00	\$12,950.00	\$38,100.00	\$14,100.00	\$14,100.00	\$40,250.00

Asbestos Projects for HS Industrial Tech area is currently part of the building project

FIRE SAFETY (363)

PROJECT NAME	BUILDING	2016 PROJECTED	2017 PROJECTED	2018 PROJECTED	2019 PROJECTED	2020 PROJECTED	2021 PROJECTED	2022 PROJECTED	2023 PROJECTED	2024 PROJECTED	2025 PROJECTED	2026 PROJECTED
Fire extinguisher inspections and maintenance	Districtwide	\$750.00	\$750.00	\$750.00	\$750.00	\$765.00	\$765.00	\$765.00	\$780.00	\$780.00	\$780.00	\$780.00
Annual Fire alarm Inspection	Districtwide	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,570.00	\$3,570.00	\$3,570.00	\$3,640.00	\$3,640.00	\$3,640.00	\$3,640.00
Annual Inspection sprinkler system	Districtwide	\$1,145.00	\$1,145.00	\$1,145.00	\$1,145.00	\$1,167.90	\$1,167.90	\$1,167.90	\$1,190.80	\$1,190.80	\$1,190.80	\$1,190.80
3 YR State Fire Marshal Inspection 2016	Districtwide	\$8,000.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,750.00	\$0.00	\$0.00	\$9,000.00	\$0.00
Bi-Annual Kitchen Ansul ext. inspection	Districtwide	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,632.00	\$1,632.00	\$1,632.00	\$1,664.00	\$1,664.00	\$1,664.00	\$1,664.00
Fire Safety Repairs/Fire Marshall Orders		\$0.00	\$10,000.00	\$22,000.00	\$12,000.00	\$12,000.00	\$24,000.00	\$14,000.00	\$14,000.00	\$26,000.00	\$16,000.00	\$16,000.00
Emergency Exit Lights & Signs	Districtwide	\$500.00	\$500.00	\$500.00	\$500.00	\$510.00	\$510.00	\$510.00	\$520.00	\$520.00	\$520.00	\$520.00
TOTAL 363		\$15,495.00	\$17,495.00	\$29,495.00	\$27,995.00	\$19,644.90	\$31,644.90	\$30,394.90	\$21,794.80	\$33,794.80	\$32,794.80	\$23,794.80

INDOOR AIR QUALITY (366)

Indoor Air Quality Projects	Districtwide	\$0.00	\$0.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,630.00	\$6,630.00	\$6,630.00	\$6,760.00	\$6,760.00	\$6,760.00
TOTAL 366		\$0.00	\$0.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,630.00	\$6,630.00	\$6,630.00	\$6,760.00	\$6,760.00	\$6,760.00

Overall Total for H & S		\$86,219.50	\$97,294.50	\$116,460.90	\$116,627.30	\$138,737.69	\$123,034.09	\$121,950.49	\$139,796.88	\$128,093.28	\$131,419.68	\$144,576.08
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LONG TERM FACILITY MAINTENANCE PLAN

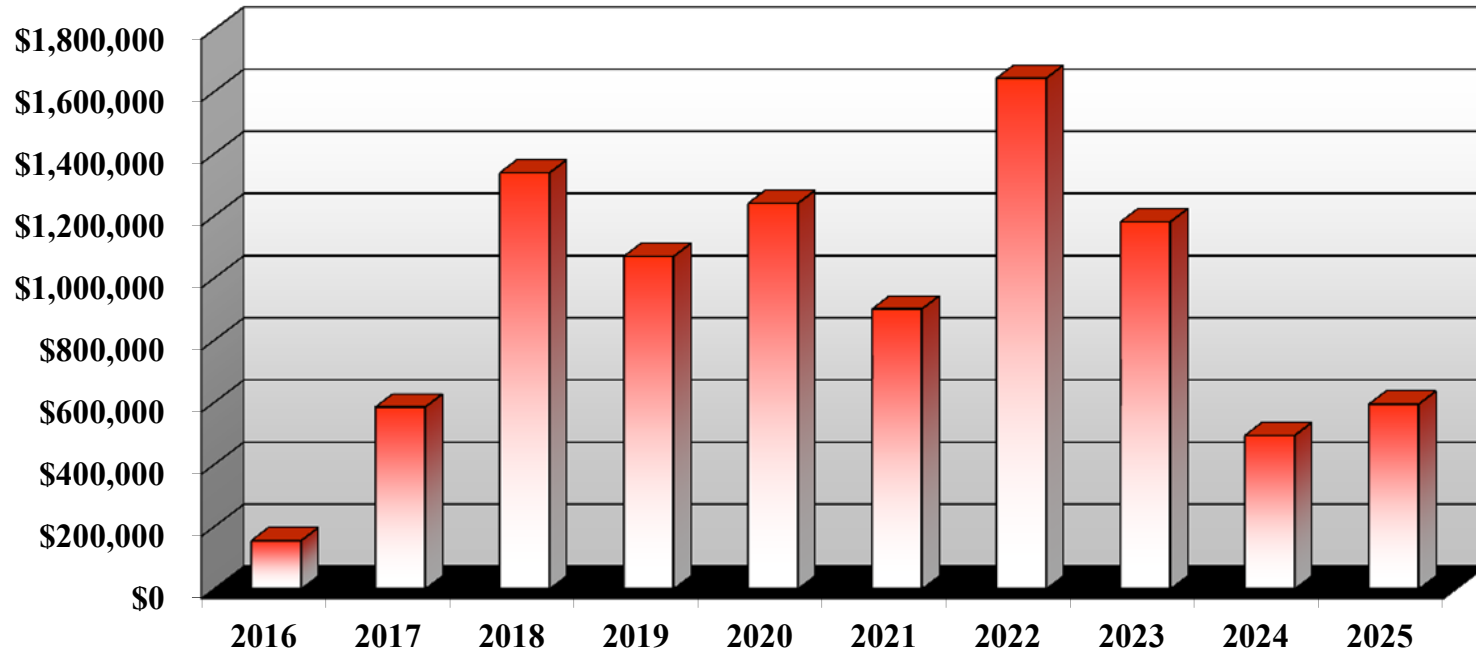
DEFERRED MAINTENANCE

FINANCE	DESCRIPTION	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
368	BUILDING ENVELOPE	\$20,000.00	\$75,000.00	\$15,000.00	\$105,000.00	\$0.00	\$35,000.00	\$50,000.00	\$45,000.00	\$140,000.00	\$0.00
369	BUILDING HARDWARE	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00
370	ELECTRICAL	\$4,500.00	\$8,000.00	\$4,500.00	\$6,000.00	\$61,000.00	\$8,000.00	\$228,000.00	\$4,500.00	\$154,500.00	\$4,500.00
379	INTERIOR SURFACES	\$28,000.00	\$170,200.00	\$104,200.00	\$44,200.00	\$121,700.00	\$19,200.00	\$99,200.00	\$66,700.00	\$238,000.00	\$78,000.00
380	MECHANICAL SYSTEMS	\$212,000.00	\$546,500.00	\$398,000.00	\$558,000.00	\$158,000.00	\$1,326,500.00	\$473,000.00	\$73,000.00	\$10,000.00	\$17,000.00
381	PLUMBING	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
382	PROFESSIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
383	ROOF SYSTEMS	\$250,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$50,000.00	\$0.00
384	SITE SURFACES	\$65,140.00	\$38,940.00	\$48,140.00	\$2,140.00	\$54,640.00	\$4,640.00	\$66,140.00	\$54,140.00	\$2,140.00	\$45,440.00
	TOTAL	\$585,140.00	\$1,338,640.00	\$1,069,840.00	\$1,240,340.00	\$900,840.00	\$1,643,340.00	\$1,181,340.00	\$493,340.00	\$594,640.00	\$144,940.00

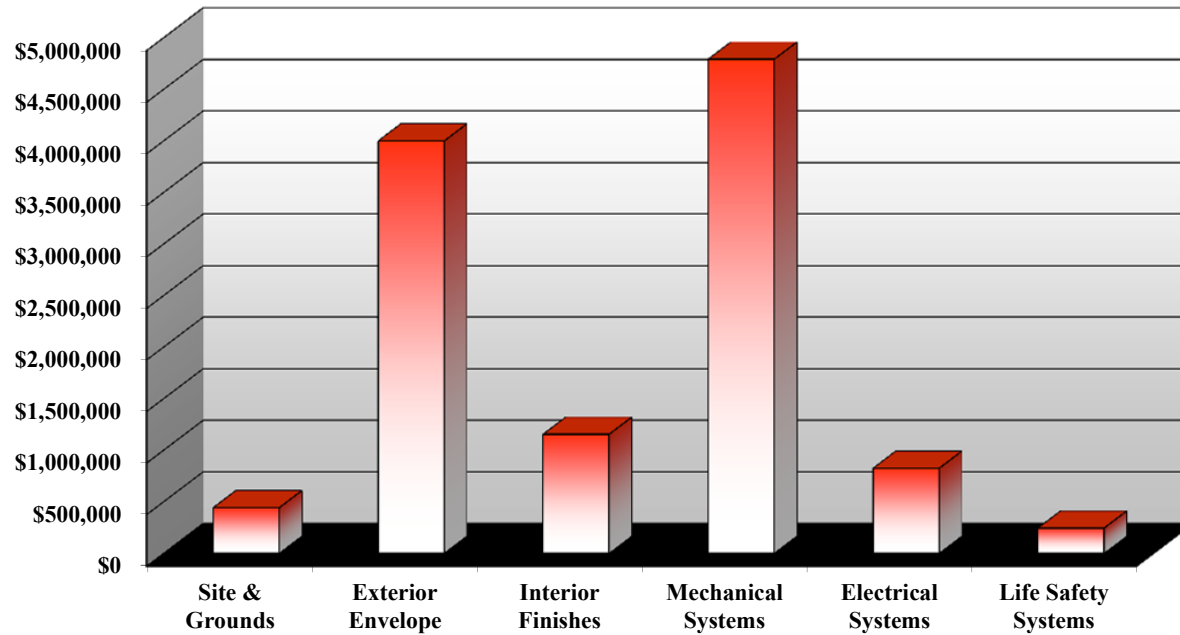
Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Site and Grounds											
1	Parking lots / Paving	\$40,000	\$46,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000	\$0
2	Drives and Walks	\$3,300	\$0	\$0	\$20,000	\$0	\$0	\$0	\$60,000	\$0	\$0
3	Curbs	\$0	\$4,000	\$0	\$25,000	\$0	\$0	\$0	\$4,000	\$0	\$0
4	Storm Sewer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Landscaping	\$0	\$1,000	\$1,000	\$1,000	\$0	\$1,000	\$1,000	\$0	\$2,000	\$0
6	Traffic / Circulation	\$2,140	\$2,140	\$36,440	\$2,140	\$2,140	\$2,140	\$2,140	\$2,140	\$2,140	\$2,140
7	Irrigation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Drainage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Waterproofing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Fencing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Site lighting	\$0	\$1,500	\$1,500	\$0	\$0	\$1,500	\$1,500	\$0	\$0	\$0
12	Signage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Playground Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Other	\$0	\$5,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Other	\$0	\$5,000	\$0	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0
16	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$45,440	\$65,140	\$38,940	\$48,140	\$2,140	\$54,640	\$4,640	\$66,140	\$54,140	\$2,140
Exterior Envelope											
17	Roofing	\$0	\$250,000	\$500,000	\$500,000	\$500,000	\$500,000	\$250,000	\$250,000	\$250,000	\$50,000
18	Flashing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Sealants	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$15,000	\$35,000	\$0
20	Brick / Block	\$0	\$0	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21	Tuck Pointing	\$0	\$0	\$0	\$0	\$75,000	\$0	\$0	\$0	\$0	\$140,000
22	EFIS / Stucco	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	Siding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Painting	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0
25	Windows	\$0	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Skylights	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0
27	Hollow Metal Doors	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	Aluminum Entrances	\$0	\$0	\$0	\$0	\$30,000	\$0	\$0	\$35,000	\$0	\$0
29	Exterior Door Hardware	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	\$15,000	\$0	\$0
30	Secondary Structure	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Other	\$0	\$0	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0
32	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$0	\$270,000	\$575,000	\$515,000	\$630,000	\$500,000	\$285,000	\$315,000	\$295,000	\$190,000
Interior Finishes											
34	Carpet	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
35	Ceramic Tile	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
36	Terrazzo	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	VCT	\$0	\$0	\$35,000	\$0	\$0	\$0	\$0	\$50,000	\$35,000	\$50,000
38	Wood Flooring	\$10,300	\$10,300	\$10,300	\$90,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300	\$10,300
39	Acoustical Ceilings	\$0	\$0	\$2,500	\$0	\$0	\$2,500	\$0	\$0	\$2,500	\$0
40	Gypsum Ceilings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	Gypsum Walls	\$0	\$5,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$5,000	\$0
42	Wall Paint	\$17,700	\$2,700	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$17,700

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
43	Wall Paper	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
44	Millwork	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45	Wood Doors	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
46	Hollow Metal Doors	\$0	\$0	\$8,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
47	Door Frames	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
48	Wood Casework	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49	Plastic Laminate Casework	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
50	Toilet partitions	\$0	\$0	\$0	\$0	\$30,000	\$50,000	\$0	\$35,000	\$0	\$0
51	Signage	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
52	Sealants	\$0	\$10,000	\$0	\$10,000	\$0	\$0	\$0	\$0	\$10,000	\$15,000
53	Lockers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
54	Hook and Rail	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
55	Accordian Partitions - Classroom	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$45,000
56	Folding Partitions - Gym	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
57	Other	\$0	\$0	\$0	\$0	\$0	\$55,000	\$0	\$0	\$0	\$0
58	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
59	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$78,000	\$28,000	\$170,200	\$104,200	\$44,200	\$121,700	\$19,200	\$99,200	\$66,700	\$238,000
Mechanical											
60	Boilers	\$0	\$0	\$0	\$0	\$0	\$0	\$1,050,000	\$0	\$15,000	\$0
61	HW pumps	\$4,000	\$9,000	\$4,000	\$9,000	\$4,000	\$4,000	\$72,500	\$4,000	\$4,000	\$2,500
62	Chillers	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
63	Condensing units	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	\$100,000	\$0	\$0
64	CHW pumps	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
65	System piping	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
66	Ventilation / Air Handling	\$10,000	\$200,000	\$400,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$0
67	Temperature Controls	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
68	Fire protection	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
69	Plumbing fixtures	\$0	\$5,500	\$0	\$0	\$0	\$5,500	\$0	\$0	\$0	\$0
70	Domestic piping	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
71	Dom. Water heating	\$0	\$0	\$0	\$50,000	\$0	\$50,000	\$0	\$30,000	\$50,000	\$0
72	Water conditioning	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
73	Sensor Flushing	\$3,000	\$3,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
74	Other	\$0	\$0	\$35,000	\$35,000	\$450,000	\$0	\$0	\$35,000	\$0	\$0
75	Other	\$0	\$0	\$3,500	\$200,000	\$0	\$0	\$0	\$200,000	\$0	\$3,500
	Subtotal	\$17,000	\$217,500	\$546,500	\$398,000	\$558,000	\$163,500	\$1,326,500	\$473,000	\$73,000	\$10,000
Electrical											
76	Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
77	Distribution / Panels	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000	\$0	\$0
78	Convenience outlets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
79	Lighting - Halls	\$3,000	\$3,000	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$103,000	\$3,000	\$3,000
80	Lighting - Classrooms	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$150,000
81	Lighting - Restrooms	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
82	Lighting - Offices	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
83	Phone system	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
84	PA system	\$0	\$0	\$0	\$0	\$0	\$30,000	\$0	\$70,000	\$0	\$0
85	Clock system	\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$20,000	\$0	\$0

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
86	Emergency Power	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
87	Generator	\$0	\$0	\$2,000	\$0	\$0	\$0	\$2,000	\$0	\$0	\$0
88	Building Lighting	\$1,500	\$1,500	\$1,500	\$0	\$1,500	\$1,500	\$1,500	\$0	\$1,500	\$1,500
89	Emergency Lighting Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
90	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
91	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$4,500	\$4,500	\$8,000	\$4,500	\$6,000	\$61,000	\$8,000	\$228,000	\$4,500	\$154,500
Life Safety											
92	Accessible entrances	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
93	ADA - Bathrooms	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
94	ADA - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
95	Fire alarm system	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
96	Security system	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
97	Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
98	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
99	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
100	Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS		\$154,940	\$585,140	\$1,338,640	\$1,069,840	\$1,240,340	\$900,840	\$1,643,340	\$1,181,340	\$493,340	\$594,640



	Site & Grounds	Exterior Envelope	Interior Finishes	Mechanical Systems	Electrical Systems	Life Safety Systems	Totals
Primary	\$51,000	\$35,000	\$23,400	\$43,000	\$12,000	\$0	\$164,400
Intermediate	\$107,900	\$235,000	\$247,000	\$850,000	\$19,500	\$5,000	\$1,464,400
Middle	\$152,300	\$2,115,000	\$330,000	\$1,107,000	\$209,000	\$5,000	\$3,918,300
High	\$70,300	\$1,190,000	\$369,000	\$1,783,000	\$243,000	\$0	\$3,655,300
ECFE / DO	\$59,500	\$423,500	\$185,000	\$1,008,500	\$341,000	\$235,000	\$2,252,500
TOTALS	\$441,000	\$3,998,500	\$1,154,400	\$4,791,500	\$824,500	\$245,000	\$11,454,900



Primary School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Site and Grounds												
1	Parking lots / Paving									\$50,000		
2	Drives and Walks											
3	Curbs											
4	Storm Sewer											
5	Landscaping						\$1,000					
6	Traffic / Circulation											
7	Irrigation											
8	Drainage											
9	Waterproofing											
10	Fencing											
11	Site lighting											
12	Signage											
13	Playground Equipment											
14	Other											
15	Other											
16	Other											
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$50,000	\$0	\$51,000
Exterior Envelope												
17	Roofing											
18	Flashing											
19	Sealants									\$25,000		
20	Brick / Block											
21	Tuck Pointing											
22	EFIS / Stucco											
23	Siding											
24	Painting									\$10,000		
25	Windows											
26	Skylights											
27	Hollow Metal Doors											
28	Aluminum Entrances											
29	Exterior Door Hardware											
30	Secondary Structure											
31	Other											
32	Other											
33	Other											
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000	\$0	\$35,000
Interior Finishes												
34	Carpet											
35	Ceramic Tile											
36	Terrazzo											
37	VCT											
38	Wood Flooring											
39	Acoustical Ceilings											
40	Gypsum Ceilings											
41	Gypsum Walls									\$5,000		
42	Wall Paint			\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200		
43	Wall Paper											
44	Millwork											
45	Wood Doors											
46	Hollow Metal Doors											
47	Door Frames											
48	Wood Casework											
49	Plastic Laminate Casework											
50	Toilet partitions											
51	Signage											
52	Sealants									\$10,000		
53	Lockers											
54	Hook and Rail											
55	Accordian Partitions - Classroom											
56	Folding Partitions - Gym											
57	Other											
58	Other											
59	Other											
	Subtotal	\$0	\$0	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$16,200	\$0	\$23,400

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Primary School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Mechanical												
60	Boilers											
61	HW pumps											
62	Chillers											
63	Condensing uints											
64	CHW pumps											
65	System piping											
66	Ventilation / Air Handling											
67	Temperature Controls											
68	Fire protection											
69	Plumbing fixtures											
70	Domestic piping											
71	Dom. Water heating											
72	Water conditioning											
73	Sensor Flushing			\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	Valves
74	Other								\$35,000			Re-Commissioning
75	Other											
	Subtotal	\$0	\$0	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$36,000	\$1,000	\$1,000	\$43,000
Electrical												
76	Service											
77	Distribution / Panels											
78	Convenience outlets											
79	Lighting - Halls			\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	Bulbs
80	Lighting - Classrooms											
81	Lighting - Restrooms											
82	Lighting - Offices											
83	Phone system											
84	PA system											
85	Clock system											
86	Emergency Power											
87	Generator											
88	Building Lighting											
89	Emergency Lighting Replacement											
90	Other											
91	Other											
	Subtotal	\$0	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$12,000
Life Safety												
92	Accessible entrances											
93	ADA - Bathrooms											
94	ADA - Other											
95	Fire alarm system											
96	Security system											
97	Hazardous Materials											
98	Other											
99	Other											
100	Other											
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS		\$0	\$0	\$3,700	\$3,700	\$3,700	\$4,700	\$3,700	\$38,700	\$103,700	\$2,500	

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Intermediate School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Site and Grounds												
1	Parking lots / Paving	\$40,000										Chip Seal/Coating
2	Drives and Walks	\$3,300			\$20,000							Playground access, & Routine Maint.
3	Curbs				\$25,000							Front Drop off area and islands
4	Storm Sewer											
5	Landscaping			\$1,000						\$1,000		
6	Traffic / Circulation	\$660	\$660	\$660	\$660	\$660	\$660	\$660	\$660	\$660	\$660	Stripping
7	Irrigation											
8	Drainage											
9	Waterproofing											
10	Fencing											
11	Site lighting		\$1,500				\$1,500					Fixture replacements with LED
12	Signage											
13	Playground Equipment											
14	Other		\$3,000									Paint Garage
15	Other		\$5,000									Replace steps at loading dock
16	Other											
	Subtotal	\$43,960	\$10,160	\$1,660	\$45,660	\$660	\$2,160	\$660	\$660	\$1,660	\$660	\$107,900
Exterior Envelope												
17	Roofing										\$50,000	
18	Flashing											
19	Sealants		\$10,000							\$10,000		
20	Brick / Block											
21	Tuck Pointing					\$75,000						
22	EFIS / Stucco											
23	Siding											
24	Painting											
25	Windows											
26	Skylights							\$35,000				Gym (Qty. 8)
27	Hollow Metal Doors											
28	Aluminum Entrances					\$30,000						
29	Exterior Door Hardware					\$25,000						
30	Secondary Structure											
31	Other											
32	Other											
33	Other											
	Subtotal	\$0	\$10,000	\$0	\$0	\$130,000	\$0	\$35,000	\$0	\$10,000	\$50,000	\$235,000
Interior Finishes												
34	Carpet											
35	Ceramic Tile											
36	Terrazzo											
37	VCT										\$50,000	
38	Wood Flooring				\$80,000							Sythentic Floor at Gym
39	Acoustical Ceilings											
40	Gypsum Ceilings											
41	Gypsum Walls		\$5,000					\$5,000				
42	Wall Paint	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
43	Wall Paper											
44	Millwork											
45	Wood Doors											
46	Hollow Metal Doors											
47	Door Frames											
48	Wood Casework											
49	Plastic Laminate Casework											
50	Toilet partitions					\$30,000						
51	Signage	\$15,000										
52	Sealants											
53	Lockers											
54	Hook and Rail											
55	Accordian Partitions - Classroom											
56	Folding Partitions - Gym										\$50,000	
57	Other											
58	Other											
59	Other											
	Subtotal	\$16,200	\$6,200	\$1,200	\$81,200	\$31,200	\$1,200	\$6,200	\$1,200	\$1,200	\$101,200	\$247,000

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Intermediate School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Mechanical												
60	Boilers							\$350,000				Hot Water Condensing Boilers
61	HW pumps	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	Pump Maintenance
62	Chillers											
63	Condensing units											
64	CHW pumps											
65	System piping											
66	Ventilation / Air Handling		\$200,000									Gym and Kitchen unit replacement/AC
67	Temperature Controls											
68	Fire protection											
69	Plumbing fixtures											
70	Domestic piping											
71	Dom. Water heating								\$30,000			
72	Water conditioning											
73	Sensor Flushing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
74	Other				\$35,000							Re-Commissioning
75	Other				\$200,000							Kitchen Equipment
	Subtotal	\$3,500	\$203,500	\$3,500	\$238,500	\$3,500	\$3,500	\$353,500	\$33,500	\$3,500	\$3,500	\$850,000
Electrical												
76	Service											
77	Distribution / Panels											
78	Convenience outlets											
79	Lighting - Halls	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
80	Lighting - Classrooms											
81	Lighting - Restrooms											
82	Lighting - Offices											
83	Phone system											
84	PA system											
85	Clock system											
86	Emergency Power											
87	Generator											
88	Building Lighting	\$1,500				\$1,500				\$1,500		
89	Emergency Lighting Replacement											
90	Other											
91	Other											
	Subtotal	\$3,000	\$1,500	\$1,500	\$1,500	\$3,000	\$1,500	\$1,500	\$1,500	\$3,000	\$1,500	\$19,500
Life Safety												
92	Accessible entrances											
93	ADA - Bathrooms											
94	ADA - Other											
95	Fire alarm system											
96	Security system	\$5,000										
97	Hazardous Materials											
98	Other											
99	Other											
100	Other											
	Subtotal	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
TOTALS		\$71,660	\$231,360	\$7,860	\$366,860	\$168,360	\$8,360	\$396,860	\$36,860	\$19,360	\$156,860	

Middle School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Site and Grounds												
1	Parking lots / Paving		\$46,000									Chip Seal/Coating
2	Drives and Walks								\$60,000			
3	Curbs											
4	Storm Sewer											
5	Landscaping		\$1,000					\$1,000				
6	Traffic / Circulation	\$700	\$700	\$35,000	\$700	\$700	\$700	\$700	\$700	\$700	\$700	
7	Irrigation											
8	Drainage											
9	Waterproofing											
10	Fencing											
11	Site lighting			\$1,500				\$1,500				
12	Signage											
13	Playground Equipment											
14	Other											
15	Other											
16	Other											
	Subtotal	\$700	\$47,700	\$36,500	\$700	\$700	\$700	\$3,200	\$60,700	\$700	\$700	\$152,300
Exterior Envelope												
17	Roofing			\$500,000	\$500,000	\$500,000	\$500,000					
18	Flashing											
19	Sealants								\$15,000			
20	Brick / Block											
21	Tuck Pointing										\$90,000	
22	EFIS / Stucco											
23	Siding											
24	Painting											
25	Windows											
26	Skylights											
27	Hollow Metal Doors											
28	Aluminum Entrances											
29	Exterior Door Hardware											
30	Secondary Structure		\$10,000									Maintenance Garage Painting/Siding Work
31	Other											
32	Other											
33	Other											
	Subtotal	\$0	\$10,000	\$500,000	\$500,000	\$500,000	\$500,000	\$0	\$15,000	\$0	\$90,000	\$2,115,000
Interior Finishes												
34	Carpet										\$50,000	
35	Ceramic Tile											
36	Terrazzo											
37	VCT			\$35,000					\$50,000			
38	Wood Flooring	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	Sand and Refinish
39	Acoustical Ceilings											
40	Gypsum Ceilings											
41	Gypsum Walls											
42	Wall Paint	\$15,000									\$15,000	
43	Wall Paper											
44	Millwork											
45	Wood Doors											
46	Hollow Metal Doors											
47	Door Frames											
48	Wood Casework											
49	Plastic Laminated Casework											
50	Toilet partitions								\$35,000			
51	Signage											
52	Sealants		\$10,000								\$10,000	
53	Lockers											
54	Hook and Rail											
55	Accordion Partitions - Classroom										\$45,000	Curtain
56	Folding Partitions - Gym											
57	Other											
58	Other											
59	Other											
	Subtotal	\$21,500	\$16,500	\$41,500	\$6,500	\$6,500	\$6,500	\$6,500	\$91,500	\$6,500	\$126,500	\$330,000

Middle School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Mechanical												
60	Boilers									\$15,000		Replace burner
61	HW pumps	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$35,000	\$1,500	\$1,500		
62	Chillers											
63	Condensing units							\$100,000	\$100,000			
64	CHW pumps											
65	System piping											
66	Ventilation / Air Handling				\$100,000	\$100,000	\$100,000	\$100,000	\$100,000			
67	Temperature Controls											
68	Fire protection											
69	Plumbing fixtures											
70	Domestic piping											
71	Dom. Water heating						\$50,000			\$50,000		
72	Water conditioning											
73	Sensor Flushing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
74	Other			\$35,000								Re-Commissioning
75	Other								\$200,000			Kitchen Equipment
	Subtotal	\$2,500	\$2,500	\$37,500	\$102,500	\$102,500	\$152,500	\$236,000	\$402,500	\$67,500	\$1,000	\$1,107,000
Electrical												
76	Service											
77	Distribution / Panels								\$35,000			
78	Convenience outlets											
79	Lighting - Halls	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$100,000			Bulbs / Fixtures
80	Lighting - Classrooms											
81	Lighting - Restrooms											
82	Lighting - Offices											
83	Phone system											
84	PA system						\$30,000					
85	Clock system						\$25,000					
86	Emergency Power											
87	Generator			\$2,000				\$2,000				Tune Ups
88	Building Lighting		\$1,500				\$1,500				\$1,500	
89	Emergency Lighting Replacement											
90	Other											
91	Other											
	Subtotal	\$1,500	\$3,000	\$3,500	\$1,500	\$1,500	\$58,000	\$3,500	\$135,000	\$0	\$1,500	\$209,000
Life Safety												
92	Accessible entrances											
93	ADA - Bathrooms											
94	ADA - Other											
95	Fire alarm system											
96	Security system	\$5,000										
97	Hazardous Materials											
98	Other											
99	Other											
100	Other											
	Subtotal	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
TOTALS		\$31,200	\$79,700	\$619,000	\$611,200	\$611,200	\$717,700	\$249,200	\$704,700	\$74,700	\$219,700	

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High School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Site and Grounds												
1	Parking lots / Paving											
2	Drives and Walks											
3	Curbs		\$4,000						\$4,000			
4	Storm Sewer											
5	Landscaping				\$1,000					\$1,000		
6	Traffic / Circulation	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$780	\$780	
7	Irrigation											
8	Drainage											
9	Waterproofing											
10	Fencing											
11	Site lighting											
12	Signage											
13	Playground Equipment											
14	Other		\$2,500									Loading Dock Surface (Concrete)
15	Other						\$50,000					Track Maintenance
16	Other											
	Subtotal	\$780	\$7,280	\$780	\$1,780	\$780	\$50,780	\$780	\$4,780	\$1,780	\$780	\$70,300
Exterior Envelope												
17	Roofing		\$250,000					\$250,000	\$250,000	\$250,000		
18	Flashing											
19	Sealants											
20	Brick / Block			\$60,000								
21	Tuck Pointing										\$50,000	Pool section repair at duct chase
22	EFIS / Stucco											
23	Siding											
24	Painting											
25	Windows			\$15,000								Repair Clearstory windows at Cafeteria
26	Skylights											
27	Hollow Metal Doors											
28	Aluminum Entrances								\$35,000			
29	Exterior Door Hardware								\$15,000			
30	Secondary Structure											
31	Other				\$15,000							Maintance garage roof
32	Other											
33	Other											
	Subtotal	\$0	\$250,000	\$75,000	\$15,000	\$0	\$0	\$250,000	\$300,000	\$250,000	\$50,000	\$1,190,000
Interior Finishes												
34	Carpet	\$30,000										
35	Ceramic Tile											
36	Terrazzo											
37	VCT									\$35,000		
38	Wood Flooring	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800	
39	Acoustical Ceilings			\$2,500			\$2,500			\$2,500		
40	Gypsum Ceilings											
41	Gypsum Walls											
42	Wall Paint	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
43	Wall Paper											
44	Millwork											
45	Wood Doors			\$10,000								
46	Hollow Metal Doors			\$8,500								
47	Door Frames											
48	Wood Casework											
49	Plastic Laminate Casework											
50	Toilet partitions						\$50,000					
51	Signage											
52	Sealants				\$10,000						\$5,000	
53	Lockers											
54	Hook and Rail											
55	Accordian Partitions - Classroom	\$5,000										Wall at PAC/Café
56	Folding Partitions - Gym			\$100,000								
57	Other						\$55,000					Pool deck and bowl crack repairs
58	Other											
59	Other											
	Subtotal	\$40,300	\$5,300	\$126,300	\$15,300	\$5,300	\$112,800	\$5,300	\$5,300	\$42,800	\$10,300	\$369,000

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High School

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Mechanical												
60	Boilers							\$700,000				
61	HW pumps		\$5,000		\$5,000			\$35,000				
62	Chillers			\$100,000								
63	Condensing units											
64	CHW pumps											
65	System piping											
66	Ventilation / Air Handling	\$10,000		\$400,000								Pool Duct / Finish ventilation to Music & Cafe
67	Temperature Controls											
68	Fire protection											
69	Plumbing fixtures		\$5,500				\$5,500					
70	Domestic piping											
71	Dom. Water heating				\$50,000							
72	Water conditioning											
73	Sensor Flushing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
74	Other					\$450,000						
75	Other			\$3,500							\$3,500	
	Subtotal	\$11,000	\$11,500	\$504,500	\$56,000	\$451,000	\$6,500	\$736,000	\$1,000	\$1,000	\$4,500	\$1,783,000
Electrical												
76	Service											
77	Distribution / Panels											
78	Convenience outlets											
79	Lighting - Halls											
80	Lighting - Classrooms										\$150,000	
81	Lighting - Restrooms											
82	Lighting - Offices											
83	Phone system											
84	PA system							\$70,000				
85	Clock system							\$20,000				
86	Emergency Power											
87	Generator											
88	Building Lighting			\$1,500				\$1,500				
89	Emergency Lighting Replacement											
90	Other											
91	Other											
	Subtotal	\$0	\$0	\$1,500	\$0	\$0	\$0	\$1,500	\$90,000	\$0	\$150,000	\$243,000
Life Safety												
92	Accessible entrances											
93	ADA - Bathrooms											
94	ADA - Other											
95	Fire alarm system											
96	Security system											
97	Hazardous Materials											
98	Other											
99	Other											
100	Other											
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS		\$52,080	\$274,080	\$708,080	\$88,080	\$457,080	\$170,080	\$993,580	\$401,080	\$295,580	\$215,580	\$0

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ECFE / DO

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Site and Grounds												
1	Parking lots / Paving										\$25,000	
2	Drives and Walks			\$20,000								
3	Curbs											
4	Storm Sewer											
5	Landscaping											
6	Traffic / Circulation	\$500	\$500	\$500	\$5,000	\$500	\$500	\$500	\$500	\$500	\$500	Stripping and Eliminate old emergency access
7	Irrigation											
8	Drainage											
9	Waterproofing											
10	Fencing											
11	Site lighting				\$1,500				\$1,500			
12	Signage	\$2,000										
13	Playground Equipment											
14	Other											
15	Other											
16	Other											
	Subtotal	\$2,500	\$500	\$20,500	\$6,500	\$500	\$500	\$500	\$2,000	\$500	\$25,500	\$59,500
Exterior Envelope												
17	Roofing	\$270,000										
18	Flashing											
19	Sealants		\$10,000								\$10,000	
20	Brick / Block											
21	Tuck Pointing	\$65,000									\$25,000	
22	EFIS / Stucco											
23	Siding											
24	Painting											
25	Windows		\$10,000									Repairs
26	Skylights											
27	Hollow Metal Doors											
28	Aluminum Entrances			\$25,000								
29	Exterior Door Hardware			\$8,500								
30	Secondary Structure											
31	Other											
32	Other											
33	Other											
	Subtotal	\$335,000	\$20,000	\$33,500	\$0	\$0	\$0	\$0	\$0	\$0	\$35,000	\$423,500
Interior Finishes												
34	Carpet										\$25,000	
35	Ceramic Tile											
36	Terrazzo											
37	VCT		\$60,000									Halls
38	Wood Flooring											
39	Acoustical Ceilings											
40	Gypsum Ceilings											
41	Gypsum Walls											
42	Wall Paint				\$10,000							
43	Wall Paper											
44	Millwork											
45	Wood Doors		\$35,000									Hardware
46	Hollow Metal Doors											
47	Door Frames											
48	Wood Casework											
49	Plastic Laminate Casework											
50	Toilet partitions								\$50,000			
51	Signage	\$5,000										
52	Sealants											
53	Lockers											
54	Hook and Rail											
55	Accordian Partitions - Classroom											
56	Folding Partitions - Gym											
57	Other											
58	Other											
59	Other											
	Subtotal	\$5,000	\$95,000	\$0	\$10,000	\$0	\$0	\$0	\$0	\$50,000	\$25,000	\$185,000

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ECFE / DO

Item #	Item Description	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Project Description
Mechanical												
60	Boilers					\$25,000						
61	HW pumps	\$1,500	\$1,500	\$1,500	\$1,500	\$20,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
62	Chillers		\$200,000									Replace both chillers
63	Condensing units										\$75,000	
64	CHW pumps		\$60,000									
65	System piping		\$100,000									
66	Ventilation / Air Handling		\$350,000									Replace AHUs
67	Temperature Controls		\$100,000									
68	Fire protection											
69	Plumbing fixtures			\$10,000				\$10,000				
70	Domestic piping											
71	Dom. Water heating				\$35,000							
72	Water conditioning											
73	Sensor Flushing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
74	Other											
75	Other											
	Subtotal	\$2,500	\$812,500	\$12,500	\$37,500	\$46,000	\$2,500	\$12,500	\$2,500	\$2,500	\$77,500	\$1,008,500
Electrical												
76	Service											
77	Distribution / Panels		\$50,000									
78	Convenience outlets		\$75,000									
79	Lighting - Halls	\$1,000	\$60,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
80	Lighting - Classrooms		\$75,000									
81	Lighting - Restrooms											
82	Lighting - Offices											
83	Phone system		\$65,000									
84	PA system											
85	Clock system											
86	Emergency Power											
87	Generator			\$2,000					\$2,000			
88	Building Lighting					\$1,500					\$1,500	
89	Emergency Lighting Replacement											
90	Other											
91	Other											
	Subtotal	\$1,000	\$325,000	\$3,000	\$1,000	\$2,500	\$1,000	\$1,000	\$3,000	\$1,000	\$2,500	\$341,000
Life Safety												
92	Accessible entrances											
93	ADA - Bathrooms											
94	ADA - Other				\$175,000							Elevator
95	Fire alarm system								\$45,000			
96	Security system								\$15,000			
97	Hazardous Materials											
98	Other											
99	Other											
100	Other											
	Subtotal	\$0	\$0	\$0	\$175,000	\$0	\$0	\$0	\$60,000	\$0	\$0	\$235,000
TOTALS		\$346,000	\$1,253,000	\$69,500	\$230,000	\$49,000	\$4,000	\$14,000	\$67,500	\$54,000	\$165,500	

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Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Andersen, Mary	Contract Renewal	Assistant Business Affairs Executive (Accounts Receivable)	At Will	N/A	2015-2016 2016-2017 2017-2018	2015-2016-\$22/HR 2016-2017-\$22.88 2017-2018-\$22.88
Ehman, Mary	Contract Renewal	District Accountant	At Will	N/A	2015-2016 2016-2017 2017-2018	2015-2016-\$ 62,795.00 2016-2017-\$65,306.00 2017-2018-\$65,306.00
Webb, Jasen	Contract Renewal	Network Administrator	At Will	N/A	2015-2016 2016-2017	2015-2016-\$47,528.00 2016-2017-\$49,429.12
Yungbauer, Tamara	Contract Renewal	School Readiness Instructor	At Will	N/A	2015-2016 2016-2017	2015-2016-\$23.10/HR 2016-2017-\$24.00/HR
Ryther, Amy	Contract Renewal	School Readiness Teacher	At Will	N/A	2015-2016 2016-2017	2015-2016-\$19.57/HR 2016-2017-\$20.35/HR
Overby, Jill	Contract Renewal	Career Specialist	At Will	N/A	2015-2016 2016-2017	2015-2016-\$21.88/HR 2016-2017-\$22.71/HR
Deglmann, Margaret	Contract Renewal	District Office Confidential Secretary	At Will	N/A	2015-2016 2016-2017 2017-2018	2015-2016-\$ 23.92/HR 2016-2017-\$24.87/HR 2017-2018-\$24.87/HR

**DISTRICT GOALS and ACTION PLAN
2014-2015**

STUDENT ACHIEVEMENT AND DEVELOPMENT

1. Set high student academic and development standards. *80% of our goals will be met.*
 - a. Participate in the Demonstration Schools Professional Development and continue to align standards in the curriculum process.

District Goals

2014-15 Goal	Outcome	Evaluation
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.	1,717/1,687 59.2%	Not met
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.	989/1,711 57.8%	Not met

High School

2014-15 Goal	Outcome	Evaluation
Reading: The percentage of those in grade 10 enrolled October 1 at Princeton High School will increase from 50.4% proficient (meets or	115/239 48%	Not met

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.	90/235 38.2%	Not met

Middle School

2014-15 Goal	Outcome	Evaluation
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.	448/785 57%	Not met
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%.	54.1%	Not met

North Elementary

2014-15 Goal	Outcome	Evaluation
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.	455/693 = 65.6%	Met goal
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.	475/693 68.5%	Met goal

South Elementary

2014-15 Goal	Outcome	Evaluation
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 (1 st) and RCBM (2 nd). 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%	518/703 73.6%	Met goal

(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 1 st Grade Fall 2014 Average: 161.8 1 st Grade 2014-2015 Average Growth Projection: 18.592 2 nd Grade Fall 2014 Average: 174.0 2 nd Grade 2014-2015 Average Growth Projection: 15.134	K $142.1 + 17.59 = 159.69$ Actual Spring Mean = 162.2 1 $161.8 + 18.592 = 180.392$ Actual Spring Mean 184 2 $174 + 15.134 = 189.134$	Met goal Met goal Met goal

50% of our targets were met. Both elementary schools met their targets. The Middle School and High School did not. We did participate in the Demonstration Schools Professional Development.

2. Maximize participation in co-curricular and extracurricular activities. *80% of our students in grades 6 through 12 will be engaged in at least one activity.*

a. Develop a plan to recruit inactive students and develop activities to promote student engagement.

We did not meet our goal. Here are our participation rates:

Middle School

7th grade: 70%

8th grade: 73%

Princeton HS Activities Participants Unduplicated Count 2014-2015

<i>GRADE</i>	<i>In Activities / Number in Class</i>	<i>BY GENDER</i>	
<i>9th</i>	<i>171/259 = 66%</i>	<i>Males: 85/123 = 69%</i>	<i>Females: 86/136 = 63%</i>
<i>10th</i>	<i>151/246 = 61%</i>	<i>Males: 71/124 = 57%</i>	<i>Females: 80/122 = 65%</i>
<i>11th</i>	<i>147/243 = 60%</i>	<i>Males: 86/122 = 70%</i>	<i>Females: 61/121 = 50%</i>
<i>12th</i>	<i>129/247 = 52%</i>	<i>Males: 65/119 = 54%</i>	<i>Females: 64/128 = 50%</i>
<i>TOTAL</i>	<i>598/995 = 60%</i>	<i>Males: 307/488 = 62%</i>	<i>Females: 291/507 = 57%</i>

The High School did a survey to assess how to involve more students. Results will be available in the fall of 2015.

3. Continue to provide a safe learning environment and promote a positive school climate. *Reduce bullying by 10%. Reduction in Disciplinary Incident Report: from 185 incidents district-wide in 2013-2014 to 51 in 2014-2015. 66% reduction.*

School/District	2013-2014	2014-2015
South	8	1
North	14	6
Middle	18	21
High	145	24
District	185	52

a. Implement the new bullying policy and procedures.

We adopted the new bullying policy, communicated it within schools, developed forms, implemented.

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. *80% of teachers will successfully achieve their technology goal.*

74% of teachers successfully achieved their technology goal.

a. Offer job embedded technology coaching and sessions needed to implement technology goals.

This was implemented.

b. Implement Demonstration Schools Professional Development and Instructional Rounds.

We implemented Demonstration schools Professional Development and Instructional Rounds district-wide.

2. Students will be prepared to enter the 21st Century world of work and post-secondary education. 80% of our students in grades 6 through 12 will know their own career pathway and take one action to further their career and college readiness.

Classroom presentations

Grade 6: Career Exploration Unit

Grade 7: Personal Decisioning Making Unit

Grade 8: Explore Test Review/Interest Inventory/Career Planning Unit

Grades 9 and 10: Completed the career cluster inventory and explored an occupation

Grade 11: Students completed a course in Career and College Ready Skills

a. Counselors will create Career and College Portfolios for use with students and families.

At the Middle School, file folders were started as a portfolio, however the high school is using the Minnesota Career Information System to create a digital portfolio. The middle school will have access to this site starting July 1, 2015 and next year our 8th grade students will start their portfolio on the MCIS website.

At the High School, Counselors and Career Staff went into 9th grade classrooms trimester 2 and 3 to help them begin creating their Personal Learning Plan, using the software from Minnesota Career Information Systems.:

- 1. Created their MCIS account,***
- 2. Completed the career cluster inventory,***
- 3. Explored an occupation,***
- 4. Began to create a four-year plan, and***
- 5. Begin learning about the SMART goal setting process, and***
- 6. Set a college/career goal.***

10TH GRADE

Sophomores have also been met with and have completed steps 1-6.

BUDGET AND FINANCE

1. Maintain the financial health of the district without compromising our mission. *Achieve better retention than the demographics study projects.*

Estimated student count is -2 from projections.

- a. Implement 7 strategies to retain enrollment.
- **Strategic Plan**
 - **Applying for grants and being successful in retaining them.**
 - **Looking at our current structure and determining the best education strategies for now and into the future.**
 - **Tigers in Training,**
 - **Providing options for bus transportation for open enrolled students,**
 - **Development of District Initiatives for implementation 2015-2016: Spanish Immersion, Princeton Online Learning/Alternative Services Program, STEAM, improving Gifted and Talented Program, Marketing.**
 - **Improved Building Facilities: Primary School, Early Childhood, High School, new fields**
 - **District strategies for Teaching & Learning instead of 4/5 building foci.**
2. Maintain a minimum of 10% as an unreserved general fund balance.
The District has maintained 15 % in the unreserved general fund balance.

- a. Create a collaborative plan to maintain a minimum of 10% over the next two years.
The District underwent budget adjustments to maintain a minimum of 10% over the next years. Minimized reductions by looking at previous years' percentage spent and percentage received. Parameters were worked through and agreed to, enrollment, formula increase, salary increases. Agreed to a slow spend down of fund balance over the next two years.

COLLABORATION AND FUTURE PLANNING

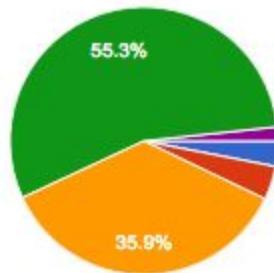
1. Promote family involvement in the student learning process. *Improve the questions on our families survey by 5%. Last year's participation was 455. This year's was 563.*
- a. Develop 7 strategies to promote family involvement in the learning process.
- **North Elementary has an annual family night. Part of the night involves connecting families to technology resources like IXL and AR to encourage students to practice math and reading skills.**
 - **The Middle School worked on improving social media for communicating with parents - posting on twitter page for school which is linked to district facebook. They also provide training on skyward for parents during conferences and on individual basis in the office.**
 - **North Elementary teachers also use our Friday Folders to connect parents with things they can do at home with academic standards - whether is be Pearson materials or things like IXL.**

- *The Community Needs Assessment done at the EC fair. Data Summary: [Community Needs Assessment Summary](#).*
- *The Tigers in Training Program. Three Events were planned inviting parents with children birth to 5 years old. Participants have now received 2 postcard invitations to events (Choo Bob concert/Early Childhood Fair and the upcoming performance of Lion King Jr.) Students also received - [Letter from Superintendent](#):*

2. Create a safe and healthy work environment, which respects professionalism of all employees. *Increase the question on the employees survey by 5%.*

From 2013-2014: Number of participants 295

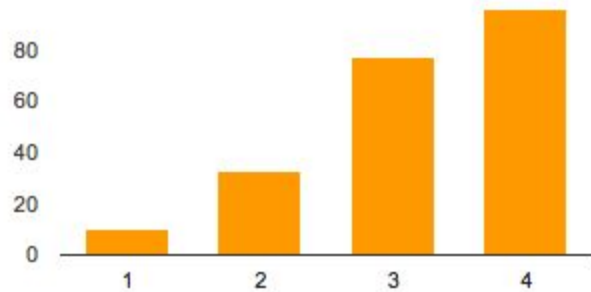
I feel welcomed and respected at this school.



Strongly Disagree	9	3.1%
Disagree	12	4.1%
Agree	106	35.9%
Strongly Agree	163	55.3%
Not enough information to respond	5	1.7%

From 2014-2015: Number of Participants 216

I feel welcomed and respected at this school.



Strongly Disagree: 1	10	4.6%
2	33	15.3%
3	77	35.6%
Strongly Agree: 4	96	44.4%

- a. Develop 7 strategies to promote a safe and healthy work environment.
- **Water bottle fillers at the District Offices, Middle School, and North Elementary, South Elementary and the High School. This will increase the amount of water both students and staff are consuming.**
 - **The District Wellness Coordinator participated in an American Heart Association webinar around beginning the implementation healthy practices in the workplace.**
 - **VitaLife, employee assistance program available for staff. Counselors were called in to assist with the death of a student.**
 - **New Orientation Programs to onboard new staff.**
 - **Healthy Lifestyle/weight loss opportunity through our health insurance.**
 - **The Wellness committee hosted 3 staff events including:**
 - **A Wellness Poker Walk**
 - **Breakfast on the go for the March 30th Staff Development day where 566 staff members received a healthy breakfast.**
 - **Employees participated in a Spring Bingo event for the month of March where employees tracked their healthy activities.**
3. Engage stakeholders in creating a Collaborative Strategic Plan for the next three years. **Present the Collaborative Strategic Plan to the Board by August, 2015.**
- a. Implement action plan to complete the Collaborative Strategic Plan.
Plan to the Board by August, 2015

4. Create marketing and public relations plans to create a clear image for our District. *Present a marketing and public relations Plan to the Board by August, 2015*
5. Review school policies and create procedures to align organizational operations with our strategic plans. *Develop 80 procedures by July 1, 2015.*
We have 114 procedures developed at the District level. We have 20 procedures developed at the school level.

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. *Keep process on time and within budget.*
We are currently under budget and on time.
 - a. Use the Project Oversight Committee and Board Updates to meet goals.
We have Board Updates once per month and pertinent information is in the Superintendent's Weekly Update.
2. Study and develop other school facilities needs to improve district facilities. *Develop a plan to present to the Board by July 1, 2015.*
 - a. Involve the Administrators to create a plan.
This will be done after completion of current projects.

3.31.15 revised

7.15.15 updated

Adopted: _____

MSBA/MASA Model Policy 420

Orig. 1995

Revised: _____

Rev. 2007 2008

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

It is the policy of the school board that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the

school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration

any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually

transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law.

Legal References: Minn. Stat. § 121A.23 (Health-Related Programs)
Minn. Stat. § 144.441-442 (Tuberculosis)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
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)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 421

Orig. 1995

Revised: _____

Rev. 2014

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. ~~It is the~~ The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any employee ~~to~~ solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any employee ~~to~~ solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is “insignificant.”
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or

forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

Adopted: _____

MSBA/MASA Model Policy 422

Orig. 1995

Revised: _____

Rev. ~~2007~~ 2012

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 610	Field Trips
Model Policy 710	Extracurricular Transportation
<u>Model Policy 711</u>	<u>Video Recording on School Buses</u>
<u>Model Policy 712</u>	<u>Video Surveillance Other Than on Buses</u>
Model Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted: _____

MSBA/MASA Model Policy 423

Orig. 1999

Revised: _____

Rev. 2009

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent

such access from occurring.

- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Board of Teaching or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)

Minn. Stat. § 122A.20, Subd 2 (Mandatory Reporting to Minnesota Board of Teaching)

Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)

Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Minn. Rules Part 8700.7500 (Code of Ethics for Minnesota Teachers)

- Cross References:***
- MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
 - MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
 - MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
 - 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 421 (Gifts to Employees [and School Board Members](#))
 - MSBA/MASA Model Policy 507 (Corporal Punishment)

Adopted: _____

MSBA/MASA Model Policy 424

Orig. 1999

Revised: _____

Rev. 2003

424 LICENSE STATUS

[Note: The provisions of this policy substantially reflect legal requirements.]

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Department of Education website that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and

will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Highly Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District ~~Recording~~ Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References:

PRINCETON PUBLIC SCHOOLS

RESPECTFUL WORKPLACE

I. PURPOSE

The purpose of this policy is to establish and maintain a professional, respectful working environment for all employees. The school district recognizes each employee's right to individual respect and dignity and is committed to fostering a positive, productive work environment. As a result, school personnel are prohibited from engaging in behavior that substantially interferes with a professional, productive, respectful working environment, including behavior that is disrespectful, obscene, inappropriate, or offensive.

It is the responsibility of the administration of the school district to implement this policy and support it through positive leadership and positive example. Further, it is the responsibility of the administration to contribute to the maintenance of a work environment that is consistent with this policy.

II. DEFINITIONS

A. School Personnel – School Board members, school employees, agents, volunteers, and contractors subject to the supervision and control of the school district.

III. PROCEDURES

A. School personnel may report concerns or complaints pursuant to the school district. While written reports are encouraged, a complaint may be made verbally. For school personnel other than School Board members, the complaint should be made to a supervisor, administrator, or human resources representative. Any school personnel receiving a complaint shall advise the immediate supervisor, the district's human resources representative, or the Superintendent of the complaint.

B. In the case of a concern or complaint against a School Board member, the oral or written report should be made to the School Board Chairperson, either by the complaining party, or if the complaint is made to a supervisor or administrator, the School Board Chairperson shall be advised of the complaint.

C. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall be promptly referred to the Superintendent who shall determine what type of investigation shall be conducted. The Superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall

- ascertain details concerning the complaint and respond promptly to the administrator concerning the status or outcome of the matter.
- D. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation, including any appropriate action or corrective measures taken. The Superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes 13 or other law.
 - E. Complaints which fall under School District Policy No. 413: Harassment and Violence, should be filed pursuant to that policy.
 - F. The school district will take appropriate action with any school personnel who retaliates against any person who makes a good faith report pursuant to this policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

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

Cross References: Policy 413 (Princeton Public Schools
Harassment & Violence Policy)

Adopted: June 8, 2010
Reviewed: June 16, 2015

PRINCETON PUBLIC SCHOOLS

**DISTRICT POLICIES AND PROCEDURES DURING A
STRIKE**

Independent School District No. 477 is committed to sound collective bargaining principles and practices which will serve to resolve differences through negotiations and to avert, to the extent possible, labor actions such as strikes, and the District realizes that a strike is the ultimate exercise of bargaining power which a union may employ in the event a satisfactory resolution of bargaining demands cannot be reached, and the District must take reasonable precautions to provide protection to the personnel and property of the District during a strike and must take certain other actions to provide for the continuation of services deemed necessary by the school board.

1. The superintendent and the other members of the administration and the various principals operating under the superintendent's direction and subject to the oversight of the full school board are directed to make such preparations and to take such actions as may be necessary to meet whatever conditions may occur prior to, during and after any strike by school district employees. The superintendent will have the authority and responsibility to establish and equip a strike headquarters at the district office during the period of the strike. The superintendent is authorized to require that any district property held by district employees be immediately delivered to him or his designated representative.
2. The superintendent may take such actions and contract for such services as may be necessary to provide for a continuation of operations, and for the protection of students, of nonstriking employees, of school district property and of the persons and property of members of the school board. The administration shall have specific authority to contract for such communication, security, legal, consultant, emergency, custodial, clerical, food service, and repair services as may be necessary and to purchase, rent or lease such supplies and other materials as are required to provide for the efficient operation of strike headquarters and any facilities of the district during the strike. The administration shall have authority to establish such procedures as may be necessary to provide for alternative delivery or pickup of supplies and materials from contract vendors if necessary and to negotiate the suspension or termination of any vendor contracts during the period of the strike.
3. The administration shall have authority subject to specific school board approval to hire such additional, temporary or substitute employees and to temporarily reassign such regular or part-time employees as may be deemed necessary during the duration of the strike. The administration may expend such funds as necessary to procure required licenses for individuals employed by the district during the period of the strike. Substitute employees will be paid at the rates established by the school board. The

administration shall take such actions as may be practicable to give training and supervision to employees working in new areas or in unfamiliar positions. The superintendent shall have authority to notify nonstriking employees of layoff subject to the needs of the school district.

4. The superintendent or designee are authorized to speak publicly on behalf of the district in regard to labor disputes and shall be the sole persons authorized to speak publicly on behalf of the district during any period of strike action. The members of the board agree to communicate through said spokespersons and to maintain a unified public position in support of the negotiating team during the strike. The administration shall keep the members of the board, the staff, students and their parents, and the public informed of the position of the school district during the period of the strike and shall take such actions and expend such funds as may be required to accomplish this purpose.
5. Unless otherwise provided by law or an applicable continuing collective bargaining agreement, the following principles will be consistently applied to all employees who engage or participate in a strike action:
 - a. Any school employee who is absent from any portion of the assigned work day without permission on the date or dates when a strike occurs will be presumed to have engaged in a strike on that date or those dates.
 - b. No wages, salary, benefits, or compensation of any sort will be paid to any employee engaged in a strike against the school district, effectively immediately upon his or her participation in the strike.
 - c. Any paycheck due a striking employee for work performed prior to the strike will be mailed, upon the processing of the payroll, to the employee's home address according to applicable wage regulations. It is the responsibility of the employee to have the correct address on file in the district.
 - d. The school district will not continue contributions to any individual or family group insurance coverage or any other fringe benefits for any period during which an employee is on strike. The district will provide notice to striking employees to how they may continue to maintain group insurance coverage at their own expense.
 - e. No sick leave or disability leave shall be granted to a striking employee while on strike.
 - f. An employee in the striking unit who is on sick leave or disability leave prior to the effective date of the strike may continue to be carried on such leave during the strike only if appropriate acceptable medical evidence of the illness or injury is provided upon request.

- g. An employee in the striking unit who reports for work and later claims to have become sick will be considered eligible for sick leave or disability leave only if acceptable medical evidence clearly substantiates the illness claimed.
 - h. An employee in the striking unit who does not report to work after the start of the strike and who later claims to have been sick or injured will not be granted sick or disability leave during the duration of the strike.
 - i. No other leaves of absence, with or without pay, will be granted to striking employees during a strike.
 - j. An employee in the striking unit who is on a leave of absence prior to the effective date of the strike may have his or her leave continued at the discretion of the school board.
 - k. An employee in the striking unit who reports to work during the strike may have a leave of absence granted at the discretion of the board.
 - l. There shall be no credit or service credit granted for any benefit or fringe benefit accrual purposes during the period of a strike to any employee participating in a strike action.
 - m. Any school district employee who takes part in a strike shall return all district equipment prior to his or her going on strike. The district will discipline employees who fail to return such materials.
 - n. Any employee organization or group of employees involved in a strike against the district will not be permitted to use school facilities.
6. Unless otherwise provided by law or an applicable continuing collective bargaining agreement, the following principles will be consistently applied to all nonstriking employees during a period when a strike is taking place:
- a. All paid leaves of absence previously granted or underway at the time of the strike may be continued at the discretion of the school district. Future granting of paid leaves of absence during a strike will be decided on a case by case basis by the board in accordance with the needs of the district during the strike. Satisfactory evidence of entitlement for the leave may be required.
 - b. An employee who is on an unpaid leave of absence prior to the effective date of the strike may have his or her leave continued at the discretion of the board. Future requests for unpaid leave will be decided on a case by case basis by the board in accordance with the needs of the district during the strike. Satisfactory evidence of entitlement for the leave may be required.

- c. Sick and disability leave may be granted during the strike; however, the nonstriking employee will be required to furnish acceptable medical evidence substantiating the illness or injury.
 - d. The superintendent, members of the administration and the various principals may assign nonstriking employees to perform other than their usual duties during the period of a strike. Any employee assigned to perform work appropriate to a higher class shall be paid for such work performed at the compensation rate for that higher class.
 - e. The administration may require nonstriking employees to work in excess of the normal work week as a result of any strike action. Overtime will be paid in accordance with the applicable collective bargaining agreement or to the individuals designated in and pursuant to school board policy.
 - f. Unless a nonstriking worker is on an authorized leave, is laid off or is ordered to the contrary, that worker shall be required to report to work on each duty day during the period of a strike.
 - g. All vacation leaves currently underway or previously granted may be cancelled at the discretion of the school board during the duration of a strike. The board will base its decisions on the staffing needs of the district and on the underlying facts and extenuating circumstances in each individual situation.
 - h. If a nonstriking employee is laid off during the period of a strike, the district will continue contributions to any individual or family group insurance coverage or any other fringe benefits except as otherwise required by law or contract. The district will provide notice to employees who are laid off on how this provision may apply to them and reserves the right to discontinue insurance contributions in the event of a prolonged layoff or strike.
7. An employee participating in a legal strike shall be allowed to take part in any extra-curricular or co-curricular duty assignments during the duration of the strike whether on a part-time, fully paid or volunteer basis. All community education programs and services shall continue.
8. A nonstriking employee, an agent of the school board employed to provide professional services, or a member of the school board who incurs property damage which is casually related to strike activities shall be reimbursed by the school district, provided that the damage, at the time of the alleged incident, is not otherwise covered by insurance and the employee, agent or board member has taken reasonable precautions under the circumstances to prevent such damage.
9. The administration shall take such actions as it may deem necessary to inform all employees of the district of the provisions of this policy.

10. The board shall not schedule any additional time or days of school to make up any time lost during the strike by the school district employees.

Cross References: 400A Teacher Strike Plan

Adopted: January 12, 2010
Renumbered: January 26, 2010
Reviewed: June 15, 2016

PRINCETON PUBLIC SCHOOLS

TEACHER STRIKE PLAN

GENERAL GUIDELINES

A. Employee Rights and Obligations

1. The legal right of teacher bargaining unit personnel to strike will be respected.
2. The legal right of teacher bargaining unit personnel to report to work during a strike will also be respected and supported.
3. All other employees except teachers in the bargaining unit have the legal obligation to report to work during a strike. The district will expect and enforce the report-to-work obligation of all employees. Schedules may be modified at any time during the strike.

B. Operating District Programs During a Teacher Strike

1. Under the conditions of a teacher strike, the district will not open K-12 schools for regular classes. The decision to keep schools closed will continue to be reviewed and assessed throughout the term of the strike.
2. Under conditions of a teacher strike, extra-curricular activities may be allowed to continue.
 - a. The district will offer to allow striking and nonstriking teachers the option of continuing to supervise extra-curricular activities.
 - b. Activities will be discontinued if a qualified head coach / supervisor is not available.
3. Operational decisions relative to such other programs as Community Education will be at the option of the appropriate director.

C. Emergency Authority of the Superintendent

1. It is recognized that under threat of strike or under actual strike conditions, emergency decisions may need to be made on behalf of the district. The school board, by official action, will grant to the superintendent emergency authority to act on behalf of the board.
2. The authority action will include the stipulation that to the extent possible, the superintendent will confer with the board president prior to emergency action

which is in the purview of the board. All action will be communicated to the board and also appropriate post-confirmation will be requested.

D. Schedule of Make-Up for Loss of Time Due to a Strike

1. There will be no make-up for loss of time due to the strike.
2. The district will review the possibility of providing support programs to be made available to students during a strike.
3. The administrators will also prepare plans for modifying the instructional program to maximize academic instruction within an abbreviated school year.
4. The Director of Teaching and Learning will coordinate with the Minnesota Personnel Licensing and Placement Department to assist substitutes in attaining proper licensure when necessary.

E. Wages and Benefits During a Strike

1. Benefits and wages will continue for all reporting teachers.
2. Striking personnel will forfeit all wages and benefits for each day of the strike, effective the first day of the strike.
3. Striking personnel will be provided the option of purchasing continued insurance coverage subject to payment of the total insurance premium costs paid on the date as prescribed by the district. Payments will continue to be due on a monthly basis.
4. Annual sick leave and other benefits will be reduced on a pro-rate basis as determined by the total days of nonreporting of each striking teacher.

F. Status of Other Employees During a Teacher Strike

1. All other employees except teachers under the bargaining unit will be expected to report to work. Any employee who does not report will be subject to the full penalty of the law.
2. Wages and benefits will continue for nonstriking employees who are required to work.
3. Administrators should plan for functions to be performed by nonstriking employees during the strike, including work assignments, inservice, etc.

G. Conduct of Striking Employees

1. Striking employees will not be permitted on school property or in school facilities with the following exceptions:
 - a. Any official or agent of the union who needs to enter any school premises to conduct official business must have the prior approval of the superintendent or designee. The terms of entrance will be established on each individual case.
 - b. Individual striking teachers who have public business at a public function held in school facilities will have access. This will be closely monitored. If problems develop, a limitation on conducting public functions may need to be considered.
2. Striking Teachers Have a Right to Picket
 - a. Picketing will be orderly and limited to general public areas exclusive of school property.
 - b. Picketers may not block access to the buildings.
 - c. Any act which threatens the safety of those crossing lines will be subject to police and district action.
3. Legal Responsibility When Driving Through a Picket Line
 - a. A moving vehicle entering a driveway with picketers moving must come to a complete stop and exercise caution before proceeding through the driveway.

H. After Notice of Intent to Strike and Prior to the First Possible Date of Strike

1. A meeting will be held with representation of all nonstriking unions and nonstriking employee groups. The representatives will be informed of the district's expectations of all employees during a strike.
2. A meeting will be held with representation of the striking union to outline the district's expectation relative to conduct of the union and striking employees during a strike; position of the district relative to make-up time; position of the district relative to insurance and benefits; and to express the intent of the district to respect the right of employees within the striking bargaining unit to engage in strike as well as a right of bargaining unit employees to report during a strike.
3. Public statements at board meetings and news media releases will be utilized to the fullest extent for factual reporting of the district's position.

- I. Recognizing that working parents of elementary age children may have special problems of supervision created by a prolonged school closing due to a strike, the district may expand the community S.A.C.C. Tiger Club program for elementary aged children.

OPERATIONAL GUIDELINES

- A. The operations network will serve to coordinate communication and facilitate actions as necessary under strike conditions.
 1. Compiling strike reports from buildings twice daily.
 2. Serving as “hotline” for items needing awareness / action
 3. Monitoring all daily strike activities.
 4. Gathering and analyzing special data as needed.
 5. Serving as “rumor control.”
 6. Provide daily public and media releases.
- B. Operations
 1. Superintendent – 389-6190
 2. Director of Business Services – 389-6183
 3. Human Resources Coordinator – 389-6181
 4. Director of Teaching and Learning – 389-7278
 5. Schools
 - a. PHS Principal – 389-6010
 - b. PMS Principal – 389-6750
 - c. North Principal - 389-6802
 - d. South Principal – 389-6902
 - e. Community Education Director – 389-6199
 6. Building Plans

- a. Serve as primary building information source and manager of programs regarding:
 - 1. General Communications
 - 2. Routine Daily Reports
 - 3. Critical Issues as Necessary

- b. If the district has advance notice of the strike, procedures will be followed to assess the strike with employees but without involving students. Parents and students will be informed that schools are closed during the strike during regular school hours.

- c. In the event that a strike occurs without a sufficient advance notice, principals will need to prepare a building plan for dealing with students without teacher supervision.
 - 1. If students are to be returned home, transportation will need to be alerted.
 - 2. If students are to remain in school, supervised activities will need to be planned.

C. Daily Operations

- 1. Daily Strike Report
 - a. Principals will be responsible for telephoning the Building Contact Person daily for strike report information. Target time: 8:15 a.m. and 1:45 p.m. daily.
 - b. Principals will complete daily strike reports for each location and forward to the district office.
 - c. The Superintendent's Secretary will compile daily fact sheets and deliver to the superintendent for appropriate distribution.

2. Public Releases

The Superintendent's Office will write public release statements, using appropriate information. These will be made available to the public in the Superintendent's Office.

3. Director of Business Services

The Director of Business Services shall receive the daily strike report and:

1. Provide for proper wage and benefits for reporting teachers.
 2. Follow-up on absences of nonstriking employees.
 3. Provide for temporary help as needed.
4. Security
- Discretionary judgment should be used by building administration in security matter problems.
- a. Routine Security Incidents: take appropriate action and report to the superintendent.
 - b. Security Alert: Human Resources Coordinator at 389-6181.
 - c. Emergency Alert: Contact appropriate support body directly (police, fire). Telephone report to Human Resources Coordinator at 389-6181.
5. Strike and Negotiations Information
- Information on negotiations and strike proceedings for board and administration will be available in the Office of the Superintendent.

Cross Reference: 400 District Policies and Procedures During a Strike

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Adopted: _____

MSBA/MASA Model Policy 509

Orig. 1995

Revised: _____

Rev. ~~2013~~ 2014

509 ENROLLMENT OF NONRESIDENT STUDENTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or
 4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. previous academic achievement of a student;
 2. athletic or extracurricular ability of a student;
 3. disabling conditions of a student;
 4. a student's proficiency in the English language;
 5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
 6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section E F. of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).
- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. Siblings of currently enrolled students and applications related to an approved integration and achievement plan must receive priority in the lottery. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F.G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

[Note: Effective with the 2014-15 school year, the school district may terminate the enrollment of a nonresident student over 17 years of age pursuant to this section.]

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

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

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

PRINCETON PUBLIC SCHOOLS

INTERSCHOLASTIC ELIGIBILITY

Extra-curricular is defined as those events and organizations that are in no way tied to the grade a student would receive for any class.

Following is a summary of the basic regulations governing a student's eligibility to participate in all high school extra-curricular activities. These regulations are in compliance with official Minnesota State High School League regulations. Regulations outlined are in the Minnesota State High School League Handbook. Copies of the handbook are available at the high school.

- A. ANNUAL ATTENDANCE - All participants are required to attend a pre-season eligibility meeting. Parents are strongly encouraged to attend these meetings regarding rules and policies for students involved in MSHSL activities.
- B. ACADEMIC REQUIREMENTS

Students must be making satisfactory progress toward school district requirements for graduation (see policy 613 Graduation Requirements). Any participant competing at the ~~9th grade, 10th grade,~~ Junior Varsity and/or Varsity Levels receiving an "F", beginning with the 4th-week trimester grade check, will be ineligible to compete one school day after notification to the student. Participants can become instantly eligible to compete upon receiving verification from all teachers that no "F's" exist. Participants will be able to practice. Participants with an "F" will not be permitted to leave school early for practices, events or contests. The scholastic average will be 2.0 for ~~grades 9—12.~~ **Any students participating in Junior Varsity and/or Varsity Levels.** Students not meeting this requirement at the 4/6/9 grade check periods will have 2 weeks to remain eligible (this period will be called ~~"probation"~~ "Suspension"): ~~If a 2.0 is not attained during the 2-week probation, a 2-week suspension results (this period will be called "suspension").~~ If a 2.0 is not attained after 2 weeks of academic suspension, the student is removed from the team roster. Fall participants will be placed on academic ~~probation~~ suspension if a 2.0 GPA is not attained during the 3rd trimester of the previous school year.

~~7th & 8th grade~~ Middle School students, 9th grade and B Squad Level students participating in athletics and/or fine art activities are expected to be passing all of their classes. Grade checks will take place at the beginning of each season and/or as needed. Students not achieving a 2.0 GPA and/or if they have one or more "N's" and/or "F's" will be placed on academic probation. During this time, students will have two weeks to remain eligible by attaining a 2.0 GPA and/or receiving zero "N's." and/or "F's". If students remain academically ineligible, they will be placed on academic suspension. If a 2.0 and/or zero "N's" "F's" is not attained after two weeks of academic suspension, the student is removed from the roster. Fall participants will be placed on academic probation if a 2.0 GPA is not attained during the 3rd trimester of the previous year.

Note: Coaches/Advisors have the ability to raise the 2.0 academic standard for their participants as long as the expectation is made clear at the beginning of the season.

The administration may review individual cases and has discretion regarding waiving eligibility requirements.

C. ALCOHOL / DRUGS / TOBACCO - VANDALISM / THEFT OF PROPERTY

A student shall not use, have in possession, buy, sell or give a beverage containing alcohol (regardless of quantity) during the entire year, including the summer months.

1. A student shall not have in possession or use tobacco during the entire year, including the summer months. Students who violate this rule shall be suspended from participation in all high school extra-curricular activities for the time specified herein.
2. A student shall not have in possession or consume any substance defined by law as a drug, unless specifically prescribed by their doctor for the student's own use. Further, they shall not buy, sell or give away such a substance during the entire year, including the summer months. The term "possession" includes having on your person, in your locker, or in your vehicle. Students involved in vandalism or theft of school property, student property, or property of school personnel shall be subject to the same disciplinary action specified for alcohol/drugs.
3. Students who violate any of these rules shall be suspended from participation in all school district extra-curricular activities for the time specified herein.
4. Chemical Violations

Rule: Attendance

Attendance at parties, events, or gatherings, for whatever length of time, where alcoholic beverages and/or illegal drugs as defined by State Law are illegally present and/or illegally used is prohibited.

5. Cooperation and Honesty

If at any time a student participant is found uncooperative and dishonest regarding their statement(s) concerning testimony as it relates to stated violations of this policy, the following suspensions(s) will be administered:

- a. First offense: the individual will be suspended from the squad five (5) school days and/or one (1) contest, whichever is greater. This

suspension will be above and beyond any suspension that will be and/or has been administered.

- b. Second offense: the individual will be suspended from the squad for the next ten (10) school days and/or two (2) contests, whichever is greater. This suspension will be above and beyond any suspension that will be and/or has been administered.

D. PENALTIES AND RECOMMENDATIONS FOR VIOLATIONS: *Administration will notify parents of any/all violations listed below:*

1. First Violation

- a. Penalty: After confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic events or two weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
- b. Recommendations:
 - 1. It is recommended that the school develop a local education program through which the student would receive information about the effects of misuse or abuse of mood-altering chemicals.
 - 2. It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for assessment of potential chemical abuse or misuse.

2. Second Violation

- a. Penalty: After confirmation of the second violation, the student shall lose eligibility for the next six consecutive interscholastic events or three weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
- b. Recommendations:
 - 1. It is recommended that before being readmitted to activities following suspension for the second violation, the student shall show evidence in writing that they have received counseling from a community agency or professional individual such as a school counselor, drug counselor, medical doctor, psychiatrist, or psychologist.

2. It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for assessment of potential chemical abuse or misuse.
3. Third Violation
- a. Penalty:
 1. After confirmation of the third or subsequent violations, the student shall lose eligibility for the next 12 consecutive interscholastic events or 4 weeks of a season in which the student is a participant, whichever is greater.
 2. If after the third or subsequent violations, the student on their own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six weeks. Such certification must be issued by the director or a counselor or a chemical dependency treatment center.
 - b. Recommendation:

It is recommended that the student be referred for assessment of potential chemical abuse, misuse or dependency by a community agency or a professional individual outside the school.
4. Penalties shall be accumulative beginning with and throughout the student's participation on a varsity, junior varsity, sophomore or freshman team or activity.
5. Denial Disqualification: A student shall be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.
- E. In addition to Section C, where students are found to have violated eligibility rules, situations of suspected student chemical use need to be addressed before serious problems or reported violations occur.
1. In instances where growing indications of chemical use appear, a personal conference with the student shall be conducted by a concerned staff person to discuss concerns about the student and their chemical health.
 2. In instances where the indications of chemical use still appear, following the

student conference and a grace period, a conference will be held with parents to discuss the staff's concern for the student's chemical health.

3. In instances where the indications of chemical use still appear, following the parent conference and grace period, the student may be suspended from "play" by the coach until there are positive improvements in chemical health.
4. Racial/Religious/Sexual Harassment/Violence and Hazing

NOTE:(See current Minnesota State High School League Athletic Eligibility General Rules on file at the high school.)

- F. **SUSPENSIONS** - In unique situations, the initiation of the suspension may be aired by the administration. (Example: Individual goes out for one activity, violates a rule, the suspension would begin at the start of this event even if the youth decides to go out for an additional activity.)
- G. **ENROLLMENT, ATTENDANCE AND REQUIRED SUBJECT LOAD** - A student must be registered, attending classes regularly and be enrolled in the required number of credits.
- H. **TRIMESTERS IN HIGH SCHOOL** - A student shall not participate in a high school extra-curricular activity after their 12 trimesters in grades 9 - 12 inclusive. All 12 trimesters shall be consecutive. The attendance of 15 days or more in one trimester will count as a trimester in administering this standard.
- I. **SEASONS OF PARTICIPATION** - No student may participate in more than four seasons in any sport while enrolled in grades 9-12, trimesters 1-12 inclusive.
- J. **AWARDS RULES** - Awards other than medals, ribbons, letters, trophies, plaques, athletic insignias, cups, etc., shall not be awarded for participation in high school extra-curricular activities. Cost may not exceed \$100.00.
- K. **GRADUATE** - A graduate of a high school is ineligible for participation in any high school extra-curricular activities. Early graduation will be governed by Minnesota State High School League regulations.
- L. **AGE** - A student may not participate in high school athletics who is twenty years of age on the date of the contest. A student who has started a season will be permitted to complete that season after reaching their twentieth birthday. Adapted athletes are eligible to participate until their 22nd birthday, provided they meet all other eligibility requirements.
- M. **AMATEURISM** - A student must be an amateur in the sport for which they are candidates. Golf is governed by the United States Golf Association Amateur Rule.

- N. ALL-STAR TEAMS AND GAMES - Students who participate on all-star teams or in all-star games, after having participated in activities as a representative of a Minnesota State High School League member school, are ineligible in that sport in which the violation occurred for a period of one year from the date of the last violation. In the case of a senior, they will forfeit remaining eligibility in all athletic activities for their senior year.
- O. ATHLETIC CAMPS AND CLINICS
1. School Year: Students may attend athletic camps and clinics which have been approved by their high school principal.
 2. Summer Vacation Period: Nonschool specialized athletic camps and clinics do not require approval.
 - a. The nonschool sponsored camp or clinic fee must be provided by the student or the student's parent(s) or guardian, unless other arrangements are approved by the Board of Directors.
 - b. A student may attend a camp or clinic where a member of the school's coaching staff (sophomore, B-squad, junior varsity or varsity) in that sport owns, administers, directs, organizes, or serves as an instructor or is a staff member during the student's attendance.
 3. Penalty:
 - a. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two consecutive interscholastic contests or two weeks of that season, whichever is greater. If there are fewer than two events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two games in the next sport season in which the student participates.
 - b. Second Violation: After confirmation of the second violation, the student shall lose eligibility in that sport for the next six consecutive interscholastic contests or three weeks, whichever is greater.
 - c. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next 12 consecutive interscholastic contests or 4 weeks, whichever is greater.
 - d. Accumulative Penalties: Penalties shall be accumulative beginning with the student's first participation in a League activity and continuing through

the student's high school career.

P. **PHYSICAL EXAMINATION AND PARENT'S PERMIT** - Any student who intends to participate in high school interscholastic activities and cheerleading activities must have on file in the high school a record of a physical examination performed by a physician within the previous three years. A health questionnaire shall be completed annually and could indicate the need for physical examination prior to participation. The signature of the parent or guardian approving participation is required annually.

Q. **TRANSFER RULE** - as per MSHSL transfer policy, bylaw 111.00 (contact Activities Director for more specific information in this area):

1. A change of residence is the actual physical relocation by the parents or guardians of a student with the intent to reside indefinitely at a new residence and terminate all occupancy of a previous residence. The change in residence must be bona fide, include other minor siblings and involve transfer from one school district attendance area to another school district attendance area.

For purposes of eligibility determinations, the residence of a student shall be the bona fide location of the residence and must include occupancy by the students' parents or guardians in the public school attendance area. Both parents, except as otherwise provide herein, must physically reside at the residence on a regular basis for the duration of the student's enrollment.

If married, residence is determined by the bona fide residence where the student and the student's spouse actually reside.

In determining whether a change in residence is bona fide, a member school and the League may consider:

- a. New mailing address of the parents or guardians
 - b. Voting registration of parents or guardians that coincides with the new residence
 - c. Driver's license registration that coincides with the new residence
 - d. Purchase or rental agreements
 - e. Any other reliable evidence of residency
2. **Residence:** For purposes of eligibility, a student may only have one residence. To determine residence for eligibility purposes, the public school district attendance area in which the home last occupied by both parents is located shall be considered as the family's residence.

3. Emancipated Student: If emancipated, a student's residence is determined by the bona fide residence where the student actually resides. An emancipated student is one who:
 - a. has been a resident of the state of Minnesota for at least one full calendar year immediately preceding the date in question, and
 - b. is totally self-supporting. Criteria to determine if a student is self-supporting may include, but is not limited to:
 1. a notarized statement from the parent(s) or guardian(s) that they provide none of the student's support;
 2. verification of employment or other means of financial support from the student's employer or supporting agency;
 3. verification of rent payment by the student
 4. verification from a school that the student is accepted to attend as a resident student on the grounds of being emancipated.
 5. any other documentation requested by the Minnesota State High School League or member school.
4. Good Standing: For purposes of this bylaw, the term "good standing" shall mean that on the official date of withdrawal from the last school attended the student was fully eligible at that school under all of the conditions and all of the eligibility requirements of that school as well as the eligibility requirements of the state activity association of which that school is a member.
5. Guardianship: For purposes of this bylaw, guardianship shall not be accepted for the purpose of establishing the residence of a student except when the guardianship has been established pursuant to a child protection order placement in a foster home or a juvenile court disposition order.
6. High School: A high school shall include grades 9 through 12.
7. Parents: For purposes of this bylaw, parents shall mean both parents of the student. In the event of divorce, parent shall be the parent with legal and physical custody of the student. In the case of a child protection order, parent shall mean the facility assigned by a court pursuant to a child protection order, foster home placement or juvenile court disposition order.

8. **Public School District Attendance Area:** The term “public school district attendance area” shall be understood to refer to the area assigned to a specific high school by a Board of Education and shall not refer to a school district except in cases in which only one high school exists in a school district.
9. **Transfer Student:** A transfer student is one who discontinues enrollment and attendance in any high school, public or non-public, located in a public school district attendance area and enrolls and attends classes in any other high school in Minnesota.

Domestic Students

- a. A transfer student is eligible for varsity competition provided the student was in good standing on the date of withdrawal from the last school the student attended and one (1) of the provisions in Section 2 (below) is met.
- b. A transfer student is eligible for varsity competition if:
 1. **9th Grade Option:** the student is enrolling in 9th grade for the first time;
 2. **Family Residence Change:** the student transfers from one public school district attendance area to another public school district attendance area at any time during the calendar year in which there is a change of residence and occupancy in Minnesota by the student’s parents. If the student’s parents move from one public school district attendance area to another public school district attendance area, the student will be eligible in the new public school attendance area or a non-public school if the student transfers at the same time the student’s parents move.

If the parents move from one public school district attendance area to another, the student shall continue to be fully eligible if the student continues enrollment in the prior school for the balance of the current marking period or for the balance of the academic school year. If the student elects either of the current enrollment options above, the student will be fully eligible upon transfer to the new school.

A student who elects not to transfer upon a parent’s change in residence shall continue to be eligible at the school in which the student is currently enrolled.

3. **Court Ordered Residence Change for Child Protection:** the student’s residence is changed pursuant to a child protection order placement in a foster home, or a juvenile court disposition order.

4. **Custody of Student:** A student of divorced parents who have joint physical custody of the student may move from one custodial parent to the other custodial parent and be fully eligible at the time of the move. The student may utilize this provision only one time during grades 9-12 inclusive.
5. **Move From Out of State:** If a student's parents move to Minnesota from a state or country outside of Minnesota and if the student moves at the same time the parent establishes a residence in a Minnesota public school district attendance area, the student shall be eligible at the first school the student attends in Minnesota.
6. **Enrollment Options Program:** A student who utilizes Minnesota Statute 124D.03 Enrollment Options Program, and transfers without a corresponding change of residence by the student's parents shall elect one of the following:
 - a. retain full eligibility for varsity competition for one (1) calendar year at the school where the student was enrolled prior to the transfer after which time the student shall become fully eligible at the school to which the student has open enrolled; or
 - b. be eligible only at the non-varsity level in the school to which the student has open enrolled for one (1) calendar year.
 - c. If none of the provisions in Section 2 (above) are met, the student is ineligible for varsity competition for a period of one calendar year beginning with the first day of attendance in the new school.
 1. Students are immediately eligible for competition at the non-varsity level.
 2. A student may not obtain eligibility as a result of a transfer. If at the time of transfer the student was not fully eligible in the previous school, the student shall be ineligible in the new school. A student who was not in good standing at the time of transfer shall be ineligible until the penalty from the previous school has been served.
 3. Each time a student transfers and the conditions of the transfer do not meet any of the provisions of Bylaw 111.2.A., the student will be ineligible for varsity

competition for a period of one (1) calendar year beginning with the first day of attendance at the new school. For example, if a student, while serving a one-year transfer suspension, transfers to another school and none of the provisions of Bylaw 111.2.A. are met, an additional one-year suspension will be applied. The student will begin serving the additional one-year suspension immediately following the completion of the previous one-year suspension.

The Minnesota State High School League (MSHSL) Board of Directors has established a due process procedure for a student or parent who believes the bylaws of the MSHSL have been misinterpreted by the student's school administrator(s) who are charged by the school to determine the student's eligibility. A student who represents the student's school in competition between member schools at the varsity, junior varsity or sophomore B-squad level must be fully eligible to do so, and the student or the student's parents who wish to contest a school's failure to certify the eligibility of a student may do so as identified in the Fair Hearing Procedure identified at the beginning of the 300 series of bylaws in the most current MSHSL Official Handbook.

Rationale:

The member schools of the Minnesota State High School League believe that the development, interpretation, application and administration of eligibility rules and regulations are essential components of a school's membership in the MSHSL because they:

Uphold the integrity of the mission of the MSHSL.

To the extent possible, provide fair and equitable competition for students, schools and school communities throughout the state and serve as a deterrent to students and others who may seek to attend a particular school for the purpose of building athletic strength.

Support students in local school communities from being displaced by others who reside in different attendance areas.

Protect school programs from losing students who have established an identity as an athlete or fine arts participant and, as such, are contributors to the overall support of the school community.

Further, the member schools believe the universal and consistent application of eligibility rules.

Support the founding purposes of the MSHSL to “. . . provide and administer a program of activities . . . on a competitive basis . . . to establish uniform and equitable rules . . . to elevate standards of sportsmanship and to encourage the growth of responsible citizenship among the students, member schools and their personnel.”

Limit the varsity eligibility of students who move from their district of residence to another school without a full and complete move by the student's parents.

Advise students about limitations they may face if they don't immediately qualify for varsity competition.

Affirm that athletic and fine arts eligibility to represent a school is a privilege and not a right, and they support the educational philosophy that athletics must not be permitted to assume a dominant position in a student's or school's program.

Clarify the difference between a student's opportunity to transfer from school to school or to become involved in PSEO and similar academic programs and a student's athletic and fine arts eligibility when a transfer occurs.

Support the school community relationship. The pride a community takes in its school's teams can't be matched. To undermine the integrity of a community-school alliance to benefit the athletic pursuits of an individual or a small group of athletes is, at best, a questionable practice.

Speak directly to the summertime athletic program influences. The Minnesota State High School League was created, "to establish uniform and equitable rules for youth in inter-school activities" and "to protect youth, member schools and their personnel from exploitation by special interest groups."

Underline the belief that ethical behavior, fair play, honorable competition, dignity and respect are non-negotiable.

R. NONSCHOOL COMPETITION AND TRAINING FOR TEAM AND INDIVIDUAL SPORTS

1. During the High School Season: A student may not participate as a member of a nonschool team, in the same sport. **SEASON DEFINED:** The high school season shall run from the first date that practice may begin until the team is eliminated in MSHSL tournament competition. Baseball, softball, and skiing are exceptions to this rule.

Exception: Summer Vacation Period - Students may participate on a nonschool team in the same sport as they currently play at the high school level during the summer vacation period. **SUMMER VACATION DEFINED:** Summer vacation shall start on the Saturday following the fourth Friday in May and ending on Labor Day.

Summer Coaching Waiver: If a student participates on a team coached by a member of the high school coaching staff, coaching contact shall end on July 31 unless an extension to the summer waiver is granted by the school's Activities

Director.

2. During the School Year, Prior To and Following the High School Sports Season: A student may participate in contests, meets or tournaments as an individual competitor or as a member of a nonschool team provided that these activities are voluntary and not influenced or directed for a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff.
 - a. A student may not use any type of high school uniform.
 - b. A student may not receive coaching or training from a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport. Power skating and indoor soccer are included in this limitation.
 - c. A student may receive training through private lessons from a person who is not a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport.
 - c. A student's fee for nonschool coaching or training must be provided by the student or the student's parent(s) or guardian(s) unless approved by the Board of Directors.

3. Summer Vacation Period:
 - a. A student may compete as an individual or as a member of a nonschool team even though competing on a high school team in the same sport. SUMMER DEFINED: The day following the fourth Friday in May through Labor Day. (Exception Summer Coaching Waiver).
 - b. Students may receive a summer waiver to be coached by their high school coach. Students must contact their high school Activities Director.

4. Penalty:
 - a. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two consecutive interscholastic contests or two weeks of that season, whichever is greater. If there are fewer than two events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two games in the next sport season in which the student participates.
 - b. Second Violation: After confirmation of the second violation, the student

shall lose eligibility in that sport for the next six consecutive interscholastic contests or three weeks, whichever is greater.

- c. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next 12 consecutive interscholastic contests or 4 weeks, whichever is greater.
- d. Accumulative Penalties: Penalties shall be accumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.

5. Special Considerations:

- a. National Teams and Olympic Development Programs - The MSHSL may permit participation by high school students on bona fide national teams or in Olympic development programs if:
 - 1. The program is approved and supported by the national governing body of the sport or if there is an Olympic Development Program of training and competition.
 - 2. Directly funded by a national governing body on a national level.
 - 3. Authorized by a national governing body for athletes having potential for future national team participation. Students who are invited to participate on National Teams or in Olympic Development Programs must contact their high school principal to obtain an application form. This must be completed at least 30 days prior to participation.
- b. During the school year, students who participate for their school in a sport may participate through training, try-out or competition on a National Team or in a United States Olympic Development Program provided the student receives an individual invitation from the United States Olympic Committee or the United States National Governing Body on the national level for that sport.
- c. Students who have completed their eligibility in a sport are exempt from the nonschool competition and training rules in that sport. All-Star rules shall apply.

S. DUE PROCESS - Before a student is suspended from an extra-curricular activity, the appropriate minimum due process components will be followed. They include:

- 1. Regulations governing the eligibility for participation in extra-curricular activities

- and consequences of violations of these rules will be provided to all participants.
2. **Suspension:** A student may, at any time, be suspended from participation in an activity if the advisor feels that their actions or behavior are in violation of activity rules or a disruption to the functioning of the activity. The advisor need not discuss rationale for the suspension until after the completion of the day's activity.
 3. Students will be removed from participation in extra-curricular activities only after a fair and objective investigation of the alleged violation.
 4. Any student alleged to have violated the regulations will be provided an opportunity for a conference with the school administration to discuss the infraction, the evidence and the decision.
 5. In unique situations, the initiation of the suspension may be varied by the administrator.
 6. **Fair Hearing Procedure:** The League Constitution provides a Fair Hearing Procedure for the student or parent contesting a school's failure to certify the eligibility of a student. The student has 10 calendar days in which to appeal the school's decision. The appeals process includes an appeal before a hearing panel at the school and the right, if desired, to appeal that decision to the League's Board of Directors. An independent hearing examiner will hear the appeal and make written findings of fact, conclusions and a recommendation for the Board of Directors following the hearing. The Board's decision shall be final. A complete listing of the Fair Hearing Procedure may be obtained from the Activities Director or Principal of the high school.

Cross References: Princeton Policy 613 Graduation Requirements
MSHSL Policy Manual

Adopted: August 23, 1983
 Revised: June 12, 1990
 Revised: April 13, 1999
 Revised: June 8, 1999
 Revised: May 24, 2005
 Revised: August 23, 2005
 Revised: July 17, 2007
 Revised: October 13, 2009
 Revised: January 12, 2010
 Revised: August 9, 2011
 Revised: June 16, 2015

PRINCETON PUBLIC SCHOOLS

STUDENT ACTIVITIES FEE SCHEDULE

HIGH SCHOOL ACTIVITY FEES: SPECIAL FEES

A season fee of ~~\$150~~ 175 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~~ \$275 for Trapshooting.

HIGH SCHOOL ATHLETIC ACTIVITY FEES

A season fee of ~~\$125~~ 150 will be assessed each student participating in any one high school athletic activity not listed above, ~~\$100~~ 125 for any second high school athletic activity and ~~\$75~~ 100 for each additional high school activity.

HIGH SCHOOL FINE ARTS ACTIVITY FEES

A season fee of ~~\$100~~ \$125 will be assessed each student participating in any one high school fine arts activity not listed above, ~~\$75~~ \$100 for any second fine arts activity and ~~\$50~~ \$75 for each additional fine arts activity.

MIDDLE SCHOOL ATHLETIC ~~AND FINE ARTS~~ FEES

A season fee of ~~\$100~~ \$125 will be assessed each student participating in any middle school athletic ~~or fine arts~~ activity, ~~\$75~~ 100 for any second athletic ~~or fine arts~~ activity and ~~\$50~~ 75 for each additional middle school athletic ~~or fine arts~~ activity,

MIDDLE SCHOOL FINE ARTS ACTIVITY FEES

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

Middle School students participating at the high school level of Varsity or Junior Varsity for the entire ~~athletic or fine arts~~ 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 ~~an athletic or fine arts~~ Junior Varsity or Varsity level will be assessed the difference between middle school and high school fees at the corresponding fee level.

ELEMENTARY

~~NO season fee will be assessed to any elementary.~~ Elementary students involved in activities will be assessed a \$25 fee per activity.

Family Maximum Out-Of-Picket \$750.00

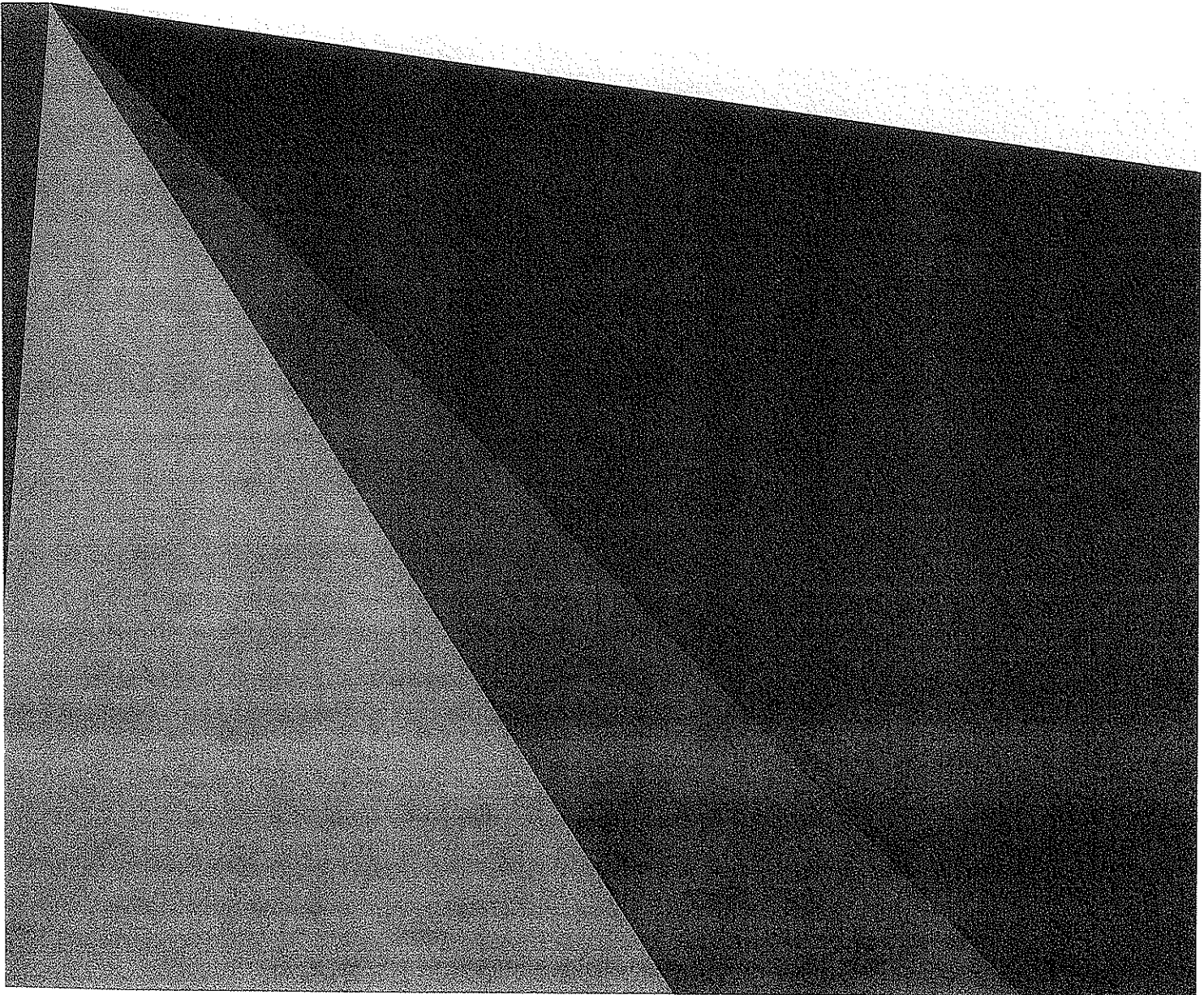
**Commercial Insurance Proposal for
PRINCETON PUBLIC SCHOOLS #477**

Presented By: Tom Gallagher

Presented On: May 29, 2015

Policy Term: 07/01/15 to 07/01/16

Proposal Expires On: 07/01/15



Location Schedule

MAILING ADDRESS: 706 - 1st Street
Princeton, MN 55371

LOCATION #	ADDRESS
1-1	706 - 1st Street, Princeton, MN 55371

Workers' Compensation

EMPLOYER'S LIABILITY:

Bodily Injury by Accident:	Each Accident	\$500,000
Bodily Injury by Disease:	Per Policy	\$500,000
Bodily Injury by Disease:	Each Employee	\$500,000

STATES:

MN

SCHEDULE OF OPERATIONS:

STATE	CODE	CLASSIFICATION	14-15 PAYROLL	15-16 PAYROLL	14-15 RATE	15-16 RATE	PREMIUM
MN	8868	Professional EE's	\$15,740,287	17,965,000	0.73	0.73	\$131,145
MN	9101	All other EE's	\$1,653,755	1,412,607	5.89	5.67	\$80,095
MN	7380	Drivers, Chauffeurs	0	\$22,393		7.84	\$1,756
Manual Premium							\$212,996
Increased Limit Factor							1,704
Experience Mod (1.04)							8,588
Schedule Mod (.93)							-15,630
Premium Discount							-20,810
Expense Constant							205
Terrorism							3,880
Estimated Annual Premium							\$190,933
MN Special Compensation Fund Assessment							8,212
*Total Estimated Cost:							\$199,145

* This Workers' Compensation policy is subject to an annual audit. The final premium is determined after the audit has been completed.

**Quote without driver class code: \$210,559

Workers' Compensation (Continued)

EXPERIENCE MODIFICATION FACTOR:

POLICY TERM	EXPERIENCE MOD.
2014-2015	0.83
2013-2014	1.17
2012-2013	1.24
2011-2012	1.52
2010-2011	1.43

1.04 - 2015 -
2016

- The Minnesota Department of Commerce approved the 2013 Minnesota Ratemaking Report **effective April 1, 2014**. Formula increases in the minimum and maximum individual weekly remuneration for executive officers, partners, sole proprietors and members/owners of limited liability companies will be phased in over the next three years. The intent is to gradually align MWCIA and Minnesota ratings with NCCI ratings in other states.
 - **Effective January 1st, 2015 or April 1st, 2015 for assigned risk carriers** the maximum annual remuneration for executive officers, partners, sole proprietors and members/owners of limited liability companies increases from \$196,560 to **\$199,888**. Minimum annual remuneration will also increase from \$40,976 to **\$49,972**.

Workers' Compensation (Continued)

NOTATIONS:

- Workers' Compensation quotation contemplates exposures in the states listed above. Some carriers are not licensed in all states. Therefore, you must notify us if you have any operations or plan to hire any employees to work in states other than those listed above.
- If a closely held corporation with less than 22,880 total payroll hours (equivalent to 11 full-time employees), coverage is excluded and the owners must elect coverage.
- Beginning January 1, 2003, the information page on your Workers' Compensation policy will show a surcharge for Minnesota's Special Compensation Fund assessments. Until now, the amount of the assessment has been built into your rates and included in the total estimated annual premium amount. New state law does not consider the SCF assessment as premium and requires insurers to take the assessment out of their rate and identify it separately.
 - This new "SCF assessment" line item on your policy information page does not represent a new charge to you.
 - The SCF assessment used to be built into your insurance rate. Now it will be displayed separately.
 - The separately displayed amount should be comparable to what you paid last year, assuming the factors that go into figuring your estimated premium are also comparable.
 - The SCF, administered by the Minnesota Department of Labor and Industry, pays benefits to injured workers of uninsured employers and supplemental benefits to certain low-wage workers. It also pays the cost of operating the state's worker's compensation system, including the Office of Administration Hearings, the Workers' Compensation Court of Appeals and certain department divisions including MN OSHA.
- You may be required under the Workers' Compensation law of your state to include liability for compensation to employees of contractors (or subcontractors) as well as to contractors (or subcontractors) without employees performing work for you. However, this does not apply if the contractor (or subcontractor) has furnished you with a Certificate of Insurance indicating he has Workers' Compensation coverage.

Premium Summary & Comparison

COVERAGE	2014 - 2015 (SFM) ANNUALIZED EXPIRING PREMIUMS	2015 - 2016 (SFM) PROPOSED RENEWAL PREMIUMS
Workers' Compensation	184,837	199,145
Voluntary Accident - HSR	350	350
Terrorism	Included	Included
Total Estimated Annual Premium:	\$185,187	\$199,495

PAYMENT TERMS & PLAN(S):

- Direct Bill - Semi Annually

↑ 14,000

PARKING FEES

Current Parking Fees: \$45.00 and \$60.00

Increase by \$25.00

Sell approximately 400 passes per year.

Estimated Revenue Gain of \$8,000-\$10,000

North Elementary



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Dear Students and Parents:

Welcome to the North Elementary Family! North Elementary serves approximately 700 students in grade 3 – 5. The school was built in 1969, but was extensively remodeled in 2011. We have created an optimally safe and positive learning environment for each and every child and adult at North. Our playground continues to be a hit and engages students in safe and healthy play during recess.

Our school is committed to providing a strong educational program for our children. We are devoted to creating a nurturing, safe and welcoming school climate for our families and students. We encourage family involvement and want to work as partners with parents to provide the best educational experience for our children.

This handbook was created to help you learn about our policies, procedures and expectations as a member of the North community. As with most printed material, unforeseen circumstances may warrant some changes as we go through the school year. However, we have made an attempt to give you clear and accurate information that will be valuable as we go through the school year. It is not possible to include policies and procedures that will encompass every situation that comes up during a school year. When unique situations arise, North staff will do their best to make positive decisions based on the information at hand.

We want all students to be happy at school and to learn all that they possibly can. Student success is very important. To make sure students are successful we have a program called **Tiger Pride**:

I will Respect.....Myself.....Others.....Property.....Community

Tiger Pride addresses the entire school; classroom, hallway, bus, cafeteria and lunchroom. Our goal is to work as a team to learn more, support each other and have fun in the process. Last school year we continued to see a reduction of nearly 60% in major office referrals since we began using Tiger Pride in 2005.

Please contact us if you have questions, comments or concerns about what is found within these pages. Additional information can be found on our district web page at www.princeton.k12.mn.us.

We look forward to another fantastic school year!

Sincerely,
John Beach
Principal

Parent/Student Handbook Form North Elementary School

We have reviewed the Princeton North Elementary Parent/Student Handbook and are aware of the information/rules at North Elementary School as listed in the handbook.

Please sign and leave in the assignment log.

Parent/Guardian’s Signature

Student Signature

Date

North Elementary Goals

At North, we update our goals every August. We will continue to focus on helping each child grow academically and socially.

Our goals focus is on student and school-wide success in math and reading.

We give extra reading and math support to students based on their needs.

North Elementary is a model Positive Behavior Supports and Interventions (PBIS) school for the state. We just call it Tiger Pride. With this ~~program~~ **framework**, we continue to create a safe and positive environment for our parents, students, and staff. **We have been using Tiger Pride for 10 years!**

We are committed to maintaining our positive school culture!

Hours

Our school day is 8:22 am – 2:55 pm.
Our office is open from 7:30 am - 4:00 pm

Principal

John Beach

Secretary

Kim Myers

Assistant Secretary

Laura Pipenhagen

School Board Members

Deb Ulm	856-4017	Jeremy Miller	612-940-6838
Chuck Nagle	651-483-3982	Eric Minks	763-238-1571
Craig Johnson	763-634-2550	Chad Young	856-5314
		Howard Vaillancourt	389-3627

Administration

Dr. Julia Espe	Superintendent of Schools	389-6190
Michelle Czech	Director of Business Services	389-6183
Barb Muckenhirn	High School Principal	389-6010
Dan Voce	Middle School Principal	389-6750
Greg Finck	South Elementary Principal	389-6902
Erin Dohrman	Special Education Coordinator	389-6191
Deanna Cooley	Food Service Director	389-6162
Gwen Anderson	Director of Community Ed.	389-6199
Julie Williams	Dir. Of Teaching & Learning	389-7278
Stacie Vos	Human Resources Coordinator	389-6181

SCHOOL TELEPHONE NUMBERS

High School.....	389-4101
Middle School.....	389-6705
North Elementary School.....	389-6801
South Elementary School.....	389-6901
Community Education Office.....	389-6198
Swimming Pool.....	389-6057
Palmer Bus Company.....	631-5315

E-MAIL DESCRIPTION

To e-mail a staff member use the following format:

first name.last name@isd477.org

Example: John Beach

john.beach@isd477.org

NORTH ELEMENTARY
2015-2016 SCHOOL CALENDAR

September 8	First day of school
September 22	Late start
September 28	Fundraiser kick off
September 30-Oct. 8	Book fair
October 1-31	Fall Conferences
October 1	Tiger Pride Family Night 5:30-7:30
October 6	Fall pictures
October 8	All School Conference Night 3-7 pm
October 12	Fundraiser ends
October 15 & 16	NO SCHOOL – MEA
November 3	Picture Retakes
November 5	Targeted Services begins
November 12	Late start, Fundraiser delivery 3-6:30 pm
November 26 & 27	Thanksgiving
December 3	End of trimester 1, Tiger Bingo and all day reading
December 8	4 th & 5 th Grade Choir Concert 7pm @ PAC
December 24-January 4	NO SCHOOL – Winter Break
January 18	NO SCHOOL MLK– Staff Development
February 2	Late start
February 15	NO SCHOOL – President’s Day
Feb. 16-March 31	Spring conferences
February 24	Spring & class pictures
March 9	End of trimester 2, Tiger Bingo & all day reading
March 10-11	NO SCHOOL – Staff Development
March 17	All School Conference Night 3-7, Art Show
March 23	Targeted Services ends
March 25	Spring Break
April 1	Late start
May 3-9	Book fair
May 5	3 rd Grade musical
May 6	Grandparent’s Lunch, Silent auction
May 13	Field Day
May 20	Carnival
May 25	End of year assembly
May 27	Last day of school

ACADEMIC

Assessment and Evaluation

The students at North will be given two different major assessments. The MAP test (Measures of Academic Progress) is given in the fall and spring to all of the students at North in reading and math.

We give a reading fluency measure (from FastBridge Learning) in the fall, winter, and spring.

We use aReading (Adaptive Reading), which is a simple, efficient computer adaptive measure of broad reading that is individualized for each student, and is delivered in a group format in about 15-30 minutes.

We also use aMath (Adaptive Math), which is a simple, efficient computer adaptive measure of broad math that is individualized per student, and is group administered in about 20-30 minutes.

Both tests are described in greater detail in the following.

MCAs

What are the Minnesota Comprehensive Assessments (MCAs)?

The MCA (Minnesota Comprehensive Assessments) is given all students in reading, math, and 5th grade science. The MCAs are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).

These tests are part of the educational accountability system in Minnesota. Accountability calls for a results oriented education system that focuses on continuous improvement, community involvement, and public reporting of results. These tests chart the progress of schools and districts over time, generate information for school improvement and school accountability and allow for comparison of schools and districts in Minnesota. Schools use these results to make curricular and instructional decisions for all students.

Some ways to help students:

- Be sure students get a good night's sleep and a nutritious breakfast before test taking
- Encourage students to answer all the questions that they are sure of and to put a small mark by those that give them trouble. The test is not timed, so they can go back to the questions they marked
- Work with schools to provide experiences that increase achievement
- Read to and with your child
- Encourage students to use math every day. Some math activities they can do include: create a grocery budget, explain charts and graphs from newspaper and magazine articles, divide food portions, use rulers to measure objects, measure a recipe, add prices on a shopping trip, etc.

MAP

This computerized test measures academic growth from year to year in the areas of reading and math. The test automatically adjusts to the level of the student question by question. The tests are aligned with the district and state curriculum. Student's results are reported in RIT scores. The RIT score is an equal interval

~~scale, like feet and inches, which makes growth in learning easy to measure. This system is a powerful tool for monitoring growth over time.~~

Parent-Teacher Conferences

Students, parents, and teachers will jointly establish academic and social goals for the school year during conferences. Students will be involved and it will be necessary for them to attend this goal setting conference and all other conferences held throughout the year.

Our first goal setting conference will occur in the fall. There is a window of time that teachers will schedule conferences. Some conferences are scheduled during our all-school conference night, but not all of them.

The winter review conference will be by teacher and/or parent request only.

At the spring conference, all students, parents and teachers will review the goals previously set. As with the fall conferences, there is an all-school night set aside.

Again, it is very important that parents and students jointly attend the fall conference to plan together.

***Note: Conferences can occur anytime throughout the year, whenever the need is apparent by the parent and/or teacher.*

School and Home Partnership

Students should:

- Listen to all instruction
- Attempt all assignments
- Complete each given assignment to the best of his/her ability

Parents should:

- See that their child gets to school on time each day
- Meet and speak with their child's teacher as needed
- Reply to communications from the school
- Make sure that their child has some quiet time for homework
- Speak with their child every day about what was learned

The School should:

- Clearly inform the student as to what the assignment is and when it is due
- Provide help for students having difficulty completing assignments
- Notify parents if a problem exists--after repeated late assignments or behavioral concerns

Standards-Based Learning

We have worked very hard these last two years to keep our focus on what student's need to know and be able to do. We make sure each child is aware of their learning – where they are and where they are going. We use a variety of materials to meet the needs of our students so that they can be successful applying the standards they have learned.

Everyday Mathematics

~~We are excited about our math program. Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in~~

providing children with rich and meaningful mathematical experiences. You will be hearing more about this program as we go through the year.

Reading/ Language Arts

North, along with South Elementary, uses the Treasures program from Macmillan/McGraw Hill. This is an outstanding program that will engage students.

Specialists

At North, students have the opportunity to participate in art, music, physical education, and technology. Students have the opportunity to explore these areas throughout the school year.

Homework and Student Daily Work

The amount of homework varies with the age of the child and the requirements of each teacher. Please contact your child's teacher if you have concerns about homework.

Vacation Homework

If you are going on a vacation during the school year, your child's work will be given to them after they return. They will have an equal number of days to complete the work as school days missed.

SCHOOL BEHAVIOR EXPECTATIONS

Behavior and Discipline Policy

I. Behavior Guidelines

A. Philosophy

Discipline is learned and should be taught in the home, school and community. As students mature, they should be given increased responsibility consistent with their developmental level and social maturity. The goal of this policy is to develop in our students an understanding of appropriate behavior, so that little external enforcement is required. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

Although the approach toward discipline at school will emphasize the positive, the focus of this policy is on changing or **redirecting controlling** inappropriate behavior, rather than on punishment. **The goal of this process is to re-teach and reinforce the expected behavior and encourage the student to make more positive choice in a similar situation in the future.** All students will be made aware of the consequences of any misbehavior with fair, firm and consistent application of the policy. Careful consideration is given to individual situations, so that the school's response to the student is appropriate. These rules and regulations reflect a balance between the responsibilities and rights of the individual and those of the group. We expect that they will help promote mutual respect and cooperation between all members of our school community.

Guidelines have been established for expected school behavior. Students must respect themselves, others, and property at all times and to use the rules of common courtesy when interacting with others. Teachers and other staff spend

time throughout the year talking about Tiger Pride. We have a matrix for what Tiger Pride looks like in each area of the school. We also show videos promoting Tiger Pride frequently. Parents are asked to go over these guidelines with their children at home as well and to reinforce the school's behavior expectations and discipline policy.

It may also be helpful to refer to district policies 501 – Weapons, and 506 – Student Discipline, and 706 – Transportation if you want to learn more about this our expectations. topic.

Some basic rules and regulations need to be established to assist the school in setting up and maintaining appropriate learning settings for children. Our focus is on **TIGER PRIDE** –

**RESPECT FOR
MYSELF
OTHERS
PROPERTY
AND COMMUNITY**

B. Expectations

In GENERAL, students are expected to:

- Follow school rules - show Tiger Pride
- Follow staff's first request
- Use polite tone and words when speaking
- Keep hands, feet and objects to ourselves
- Care for personal belongings and school property
- Carry a pass from a staff member when student is not with his/her class
- When buses arrive students are to report to breakfast or their classroom
- Use appropriate inside and outside voice

And to **NOT**:

- Chew gum on the school premises
- Wear hats or bandanas in the school building
- Bring toys to school
- Throw objects such as rocks, sticks, mulch, snow/ice, food, or other inappropriate objects at the bus stop, on the bus, or on school premises

In the HALLS, students are expected to:

- Walk, without talking, in a single file
- Walk facing front on the right side
- Have a pass from their teacher if they are not with their class

In the RESTROOMS, students are expected to:

- Use inside voices
- Respect rights of others in the bathroom

- Not write or draw on walls
- Put paper towels and other trash in trash cans
- Return to class as quickly as possible

In the CAFETERIA, students are expected to:

- Wait calmly in the serving line, keeping hands and feet to self
- Remain seated in assigned area
- Raise their hands, if they need help or are ready to be dismissed
- Not throw food or trash
- Keep all food inside the cafeteria
- Use inside voices only
- Put all trash in proper cans
- Have everything they need to go outdoors (in their locker) before coming to the cafeteria
- Exit for recess unless their teacher picks them up or they have a note from a teacher indicating a change

On the PLAYGROUND, students are expected to:

- Stay within the boundaries of the playground
- Stay away from areas that have been marked with cones as unsafe or off-limits
- Stay away from all classrooms and windows so that other students are not disturbed
- Children must not be climbing on fences
- Remain on the playground at all times – do not go back in the building without a pass
- Line up as soon as the signal is given
- Use climbing equipment safely (only go down the slides feet first)
- No fighting (play wrestling and fighting will be considered real), kicking, hitting, biting, pushing, spitting or pulling hair
- Football must be one-hand touch – no tackling or pushing down
- Play only those games that allow everyone to enjoy recess safely
- Not play chasing or tag games on playground equipment or woodchip area
- Not pick up or throw rocks, sticks, mulch, dirt, snow/ice, etc
- Report all accidents, injuries, and other concerns to one of the adults on duty immediately
- Use respectful and non-threatening language and actions
- Be respectful of other children’s clothing, hoods, coats – do not pull on them
- Only chase other students when all students in the game want to be chased. Once a child says STOP, then that child should no longer be chased.
- Wear appropriate clothing suited for the weather – snow pants and boots need to be worn to play in snowy areas. Closed toe shoes are strongly recommended.
- Keep food off the playground (classrooms may have snack breaks on the playground, but should work to keep the playground litter-free)
- No personal electronics
- Be inclusive and fair

- Keep away from construction area

Students are **NOT Allowed** to BRING TO SCHOOL:

- Weapons, intoxicants, or tobacco products
- Any object that looks like a weapon or could be used as a weapon, including toy guns or knives, water guns, etc (if a weapon is brought accidentally to school and the student turns it in immediately to a staff member, the office will hold it for parental pick-it without any further consequences).
- Shoes with wheels
- Cosmetics
- Any items that may cause a nuisance as determined by school staff
- Locks of any type
- Hardballs, softballs and baseball bats

Students and parents should use common sense and discretion when selecting items suitable to bring to school. Please call the school office if there is a question about the suitability of an item. Items that are brought into the classroom and become a distraction may be given to the office for parental pick-up.

The school is not responsible for any lost or stolen items.

Consequences

At North Elementary we use a variety of consequences that are progressive and are logical for the situation. Depending on the situation and the number of incidents, one or more of the following list may be used. In more serious situations, a warning or students conference may not be the appropriate response.

- Warning
- Conference with Student
- Parent Contact
- Lunch/ Recess Detention
- Stop and Think Room
- Detention
- In-School Suspension
- Out-of-School Suspension
- Referral to School Social Worker
- Referral to a Police Officer

We have a year-end carnival at North to celebrate Tiger Pride. We make sure that all students are able to participate in this event. However, students may miss a small part of this event due to major behaviors that have occurred during the school year.

After School Detention

~~After school detention is a consequence used for students who have demonstrated severe or consistent disregard for classroom or school rules. Any student~~

~~required to serve after school detention will have an AFTER SCHOOL DETENTION SLIP sent home prior to the detention to inform parents and allow parents the chance to make alternative transportation plans. It is the responsibility of the parent to pick up the student at 3:30 pm in the office after the detention is completed.~~

Stop and Think Room

We have a room at North for students that need to review and be re-taught school behavior expectations. This room is used after classroom interventions have not worked or the behavior is serious enough to begin with. Students have the opportunity to problem solve and figure out other ways to handle similar situations in the future. The program is also used for in-school suspension and lunch detention. After the student has completed the problem solving process, they work on their schoolwork.

City of Princeton – Title 6 Nuisances and Offenses

635.01 Unlawful Actions

(A) It shall be unlawful for any person to remain in a public or private school building or upon the grounds and office after being requested to leave the premises by the school principal or other person lawfully responsible for the control of the premises.

(B) It shall be unlawful for any person, whether on or off school premises, willfully to annoy, disturb, interfere with or obstruct any classroom instruction teaching program or other school organization or assembly being conducted upon the premises of any public or private school.

(C) It shall be unlawful for any person, whether on school property or on property contiguous to school property, to interfere with school bus loading and unloading or to obstruct school buses in their safe operation.

635.99 Penalty

Any person violating any provisions of this chapter shall be guilty of a petty misdemeanor.

Severe Behaviors

Behavior that is severely inappropriate or dangerous to the student or others will result in the student's removal. Restraint may be utilized, as a last resort, to remove the child from an area if they are in danger of hurting themselves or others. Parents will be contacted if their child needs to be removed from the school. The police liaison officer will be called if necessary.

Minnesota State Statutes have been revised to allow the use of reasonable force by a teacher, school employee, bus driver, or other agent of the school district when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. This does not authorize corporal punishment, which is prohibited by M.S. 121A.58, nor aversive and deprivation procedures, which are prohibited by M.S. 121A.67.

Each situation is different and processed with care. The decisions made are based on all information available to us. Any parent that questions a consequence given their child is welcome to call or visit with the child's teacher and/or the principal.

Apparel

Students are expected to present an appearance that does not disrupt the educational process or interfere with the maintenance of a positive

teaching/learning climate. Dress and/or grooming which are not in accord with reasonable standards of health, safety, modesty, and decency will be considered inappropriate.

1. Footwear must be worn at all times
2. Clothing of a revealing and/or distracting nature such as short pants, tops, and dresses, exposed underwear, bra straps, wallet chains or low riding pants may not be worn to school. Students may monitor the length of their shorts or skirt. When standing, if they place their arms straight down at their side, they should touch the material of their shorts or skirt. If they touch skin they're too short and they cannot be worn. When monitoring length, the garment should rest freely. Straps need to be the width of at least two fingers.
3. Clothing or items of dress showing drawings of or reference to any illegal drug, tobacco, alcoholic beverage, or other substance is prohibited. Obscene writing, drawings, t-shirt transfers indicating inappropriate messages, or depicting weapons or violence may not be on clothing worn to school. Articles of clothing representing or suggesting gang membership or displaying gang insignia will not be accepted (i.e. displayed bandanas, etc.).
4. No items such as hats, scarves on heads, backpacks, sunglasses, chains hanging from pockets or outerwear including jackets, coats, etc. should be worn during the school day without specific permission from an administrator or teacher.

When an infraction of the dress guidelines occurs, a staff member may ask the student to change into clothing that he or she may have, go to the office for a change of clothing, and/or parent contact.

In all cases the ultimate authority on clothing issues is retained by school administration.

Bullying

Minnesota has passed the Safe and Supportive Schools Act. The school district will be updating our policies in accordance with this new act. General definitions that we will be following include:

- a. Bullying is intimidating, threatening, abusive or hurtful conduct
- b. It is objectively offensive, *and*
- c. The conduct involves an imbalance of power and is repeated, *or*
- d. The conduct materially and substantially interferes with a student's education or ability to participate in school activities.

Behavior that occurs at school, on buses or school events is included. Electronic/ "online" behavior that occurs off school premises but "substantially and materially disrupts" the school or "learning" can be included as bullying as well.

Parents may tell their children to strike back at bullies. Usually, that creates more problems than it solves. But if you're being bullied, you *aren't* helpless. You can do some things that may stop the bullying. Here are some things you might try:

- **Tell a friend.** Ask your friend to help you - it's tougher to pick on a person who has someone there for support.
- **Walk away.** It's harder to bully someone who won't stand still to listen.
- **Chill out.** Bullies seem to target kids who respond to their taunts - children who cry easily or children who have a tendency to fly off the

handle. So try hard not to show any emotion. Practice by looking in a mirror if you have to. It's no fun to bully someone who doesn't seem to care.

- **Try not to be alone** in places where the bully picks on you. This may mean you need to sit in a different place on the bus or take a different way to school.
- **Don't fight back.** Usually, bullies are bigger and stronger than you are. If you try to fight, you could get hurt. You could make the situation worse. Or you could even get blamed for starting the fight.
- **Write it down.** Keep track of what happens, dates, times, places. Write down exactly what the bully says

Whether you are at school, on the school bus, or walking to and from school - it is always okay to tell a teacher or adult at school. Telling an adult about a situation where someone is getting hurt verbally or physically is not tattling. Ask for help when you need it.

It is very important not to wait to tell a trusted adult about a bullying situation. The sooner we know what is happening, the sooner we can help and prevent it from happening again.

Stop, Walk and Talk

Ask your child about Stop, Walk and Talk. Practice some situations when it may be good to use.

The following information is what we use at school to teach students what Tiger Pride is all about. The matrix is on this page followed by some of the posters we use around the school

TIGER PRIDE MATRIX						
	LOCKER AREA	RESTROOMS	HALLWAY	CAFETERIA	BUS	PLAYGROUND
RESPECT SELF	* Keeping my locker neat at all times. * Keeping food out of my locker over night. * Leaving valuables at home.	* Washing my hands after each bathroom visit. * Returning directly to class.	* Walking in the hallways. * Taking the most direct route.	* Taking only needed items. * Eating my own lunch slowly. * Staying seated at assigned table. * Raise hand for help.	* Facing forward. * Keeping my feet out of the aisle. * Keeping my whole self inside the bus. * Stay seated.	* Playing within the boundaries. * Using climbing and all equipment safely. * Lining up when the signal is given.
RESPECT OTHERS	* Only opening my own locker. * Using a quiet voice. * Walking in the locker area.	* Using a quiet voice. * Flushing the toilet. * Remain in my own stall. * Giving other students their privacy.	* Walking in a single-file on the right side. * Turning my voice off. * Keeping my hands and feet to myself.	* Using expected line and table manners. * Using an inside voice. * Holding my tray toward the server and saying thank you.	* Talking quietly. * Using kind words and actions. * Listening and following the driver's directions. * Keeping my hands, feet, and belongings to myself.	* Avoiding running or tag on the equipment or in the woodchip area. * Following playground staff directions. * Including others in games and activities. * In all recess games use school rules and rock, paper, scissors to solve disagreements. * Using kind words and actions.
RESPECT PROPERTY	* Picking up litter. * Returning lost items to the "lost and found area" * Asking an adult for help in my locker is stuck.	* Keeping the walls and floors clean. * Putting paper towels in trash containers. * Use the cafeteria bathroom during lunch.	* Keeping my hands and feet away from walls. * Picking up litter. * Wiping my feet on the rug when I enter the building.	* Keeping food on my tray. * Cleaning up around my tray and table area. * Throwing garbage away neatly. * Stacking trays properly.	* Leaving other people's belongings alone. * Keeping my feet on the floor during the bus ride.	* All play away from the building. * Picking up litter and putting it in trash containers. * Returning balls and equipment to container.

TIGER PRIDE MATRIX

	Technology	MEDIA / COMPUTER LAB	GYM	OFFICE	ASSEMBLY	EVERYWHERE
RESPECT SELF	<ul style="list-style-type: none"> * By protecting my personal information. * By following directions from the teacher. * By being safe and appropriate online. 	<ul style="list-style-type: none"> * Doing your best at all times. * Staying on task. * Listening attentively and follow directions. 	<ul style="list-style-type: none"> * Acting in a safe manner. * Being prepared by wearing appropriately clothing and shoes. * Doing your best at all times. * Listening attentively and follow directions. 	<ul style="list-style-type: none"> * Bringing a book to read while you wait in the office. * Letting a secretary know why you are there. 	<ul style="list-style-type: none"> * Entering / leaving the assembly quietly and in a single-file line with your class. * Remaining in one spot during the assembly. * Listening attentively to the speaker. 	<ul style="list-style-type: none"> * Keeping personal items at home. * Keeping harmful items at home. * Dressing appropriately for the weather. * Labeling my clothing.
RESPECT OTHERS	<ul style="list-style-type: none"> * By standing up for cyberbullying. * By reporting inappropriate use. * By following all copyright laws. * By posting only respectful things online. 	<ul style="list-style-type: none"> * Using a quiet voice. * Returning books on time. * Keeping hands, feet, and other objects to yourself. 	<ul style="list-style-type: none"> * Being positive. * Cooperating in activities and with groups. * Helping and encouraging others. 	<ul style="list-style-type: none"> * Waiting quietly and patiently. * Remaining seated. * Avoiding interrupting conversations. 	<ul style="list-style-type: none"> * Listening and watching without disturbing those around you. * Remaining seated in a position that allows the students behind you to see also. * Applauding appropriately. 	<ul style="list-style-type: none"> * Using a polite tone of voice and kind words. * Keeping your hands, feet, and other objects to yourself at all times.
RESPECT PROPERTY	<ul style="list-style-type: none"> * By treating technology with care. * By using devices for educational and school purposes only. 	<ul style="list-style-type: none"> * Pushing your chair in when you are done using it. * Using the computer as instructed. * Treating computers and books with care. * Printing only with adult permission. 	<ul style="list-style-type: none"> * Using all Phy. Ed. equipment properly. * Returning equipment when done using it. 	<ul style="list-style-type: none"> * Leaving other people's belongings alone. * Keeping hands, feet, and other objects to yourself. 	<ul style="list-style-type: none"> * Leaving paper, pencils, etc. in the classroom. 	<ul style="list-style-type: none"> * Leaving chewing gum at home. * Cleaning up after yourself. * Treating school materials and property appropriately.

Tiger Pride Locker Area

I will RESPECT myself by

- * Keeping my locker neat at all times.
- * Keeping food out of my locker overnight.
- * Leaving valuables at home.

I will RESPECT others by

- * Only opening my own locker.
- * Using a quiet voice.
- * Walking in the locker area.

I will RESPECT property by

- * Picking up litter.
- * Returning lost items to the "lost and found area"
- * Asking an adult for help in my locker



I will RESPECT myself by

- * Taking only needed items.
- * Eating my own lunch slowly.
- * Staying seated at assigned table.
- * Raise hand for help.
- * Walk at all times.

I will RESPECT others by

- * Using expected line and table manners.
- * Using an inside voice.
- * Holding my tray toward the server and saying thank you.

I will RESPECT property by

- * Keeping food on my tray.
- * Cleaning up around my tray and table area.
- * Throwing garbage away neatly.
- * Stacking trays properly.
- * Picking up litter.

Tiger Pride Cafeteria



I will RESPECT myself by

- * Washing my hands after each bathroom visit.
- * Returning directly to class.

I will RESPECT others by

- * Using a quiet voice.
- * Flushing the toilet.
- * Remain in my own stall.
- * Giving other students their privacy.

I will RESPECT property by

- * Keeping the walls and floors clean.
- * Putting paper towels in trash containers.
- * Use the cafeteria bathroom during lunch.

Tiger Pride Restrooms



I will RESPECT myself by

- * Facing forward.
- * Keeping my feet out of the aisle.
- * Keeping my whole self inside the bus.
- * Stay seated.

I will RESPECT others by

- * Talking quietly.
- * Using kind words and actions.
- * Listening and following the driver's directions.
- * Keeping my hands, feet, and belongings to myself.

I will RESPECT property by

- * Leaving other people's belongings alone.
- * Keeping my feet on the floor during the bus ride.

Tiger Pride Bus



I will RESPECT myself by

- * Playing within the boundaries.
- * Using climbing and all equipment safely.
- * Lining up when the signal is given.

I will RESPECT others by

- * Avoiding running or tag on the equipment or in the woodchip area.
- * Following playground staff directions.
- * Including others in games and activities.
- * In all recess games use school rules and using rock, paper, scissors to solve disagreements.
- * Using kind words and actions.

I will RESPECT property by

- * All play away from the building.
- * Picking up litter and putting it in trash containers.

Tiger Pride Playground



I will RESPECT myself by

- * Walking in the hallways.
- * Taking the most direct route.

I will RESPECT others by

- * Walking in a single-file on the right side.
- * Turning my voice off.
- * Keeping my hands and feet to myself.

I will RESPECT property by

- * Keeping my hands and feet away from walls.
- * Picking up litter.
- * Wiping my feet on the rug when I enter the building.

Tiger Pride Hallways



I will RESPECT myself by

- * By protecting my personal information.
- * By following directions from the teacher.
- * By being safe and appropriate online.

I will RESPECT others by

- * By standing up for cyberbullying.
- * By reporting inappropriate use.
- * By following all copyright laws.
- * By posting only respectful things online.

I will RESPECT property by

- * By treating technology with care.
- * By using devices for educational and school purposes only.

Tiger Pride Technology



COMMUNICATIONS

Communication between home and school is vital! We encourage you to call or email your child's teacher whenever you have a concern.

Most notices about school and community events will be sent home on Friday in a special folder called the *Friday Folder*. Please check your child's backpack for these items. Many teachers also send home folders containing homework and student work. Watch for these too, and contact the teacher with any questions.

The *North Notes* is our school's monthly newsletter. It is full of articles about helping children learn, notices about exciting events at North and in the community, and student writing. We encourage you to read this newsletter with your child, and to have a spot in your home where this and other school notices can be kept for easy review.

Who To Call

Frequently, parents find it beneficial/necessary to communicate regarding concerns about their child. Your child's teacher should always be the first one to be called regarding questions or concerns about his/her progress, work to be completed, peer relationships, etc. North's secretary or office assistant might best answer questions and/or concerns more general in nature. The number to call is 389-6801.

Telephone

The office and classroom telephones are for school business only! Students are permitted to use the telephone for emergencies only. Please do not call expecting to talk to a teacher while they are teaching.

Photos/ Video in School/ District Publications/ Media Sites

Throughout the year, photographs and video are taken in classrooms, around the school, and at school activities. Some of these may be published in local newspapers, North Elementary, District 477 publications, broadcasted on Tiger Pride News, or shared with other schools in the state or even nationally. North Elementary gets a lot of attention because of Tiger pride. North uses YouTube, TeacherTube, and Vimeo to share of efforts with Tiger Pride. Parents may request that their children's photographs and/or video and identifying names not be published or shared. Please make your written request to the principal. (This does not apply to pictures of school events taken by the news media. They are responsible for negotiating their own process for obtaining permission from parents or legal guardians to publish movies or photographs.)

Transportation

Bus transportation for the school district is handled through Palmer School Bus 763-631-5315.

FOOD SERVICE PROGRAM

Lunch Account Payments:

Lunch account refers to an account that is used for breakfast, lunch, milk and Snack Shop. It is a prepaid, computerized program. When students bring in money, it is credited to his/her account. It is important to have the child's first name, last name, lunch account number and grade on the check and envelope. It is best to send a check. Cash can get lost and never be recovered. If you do send cash, please place it in an envelope with the child's name, lunch account number, grade and teacher's name on the envelope.

Money may be sent by the week, month or more. Lunch payments are collected every morning in the cafeteria from 8:00-8:25 AM. Be sure to ask your child if she/he handed the money in the day you gave it to them.

Lunch Account Policy:

Accounts that have a negative balance of -\$5.00 or more will receive a sandwich and a milk for lunch until his/her account is paid.

All account balances must be positive by **May 15th** in order to continue charging meals to that account. No account should be negative at the end of the year. Any balances left in accounts will rollover to the next school year.

Lunch Account Balances:

You may check your child’s lunch account balance at any time using the Parent Access link on the school website. You will need to have your login name and password. This will also allow you to make online lunch payments to your child’s account. This is the easiest and preferred method. The minimum on-line payment is \$25.00.

If you wish to receive low lunch account balance emails; simply go to the Parent Access link. On the left side of the screen is the “Email Notifications” screen. Under “Food Service” simply check the box.

Free or Reduced Lunches:

Free or reduced lunch/breakfasts are available for students of families meeting the criteria. Forms must be filled out each year. Forms are handed out on Orientation night or when a new student registers. Parents are encouraged to complete and submit the forms to see if you qualify. If your financial situation changes during the school year, forms can be picked up and filled out at any time. They are available at all schools and the District Office. Please turn all forms into the building administrative staff. Qualifying for free/reduced does not negate any current negative balances. Students are still accountable for those charges and will be expected to be paid in full as soon as possible.

Prices (subject to change) :

Lunch	\$2.10	Reduced lunch	\$.00
Breakfast	\$1.40	Reduced breakfast	\$.00
Extra lunch milk – everyone	\$.40	Adult lunch	\$3.60

Student Lunch Menus:

Lunch is served at North Elementary each day. Menus are published in the Princeton Union-Eagle newspaper, the monthly North Elementary Newsletter and on the Princeton Public School website www.princeton.k12.mn.us

Student Cold Lunches:

Parents are encouraged to send well-balanced lunches if the child is bringing cold lunch. If your child brings an item with nuts, they will be asked to sit at the “peanut” table in the lunchroom to ensure the safety of all students. Students or parents may not call in orders to have meals delivered to school.

Breakfast Program:

A school breakfast gives children the opportunity to start the day energized and the chance to get a head start on learning for the day. School breakfast is offered every school day from 8:00-8:25. It is available to all students. Those who qualify for free or reduced lunches are also eligible for free breakfast.

Morning Snack Shop Program:

Your child can purchase snacks needed for the day during classroom snack time. All they need to do is come to the lunch room during breakfast service. They will be allowed to go through a separate line dedicated to Snack Shop items. They should take those items back to their lockers or classrooms for later in the day. Students must have a positive lunch account balance to purchase items on their lunch number. This program is **NOT** a part of the free/reduced meal plan. Choices offered daily may vary, but all snack items meet the whole grain, reduced sugar, healthy and peanut safe requirements!

Expected Behavior:

Our goal is to make the lunchroom a pleasant place where children can visit with friends and enjoy their lunch. We promote good manners and responsibility. Children are encouraged to sample the variety of foods served. There are many fruits and vegetables to choose from. Discuss with your child the importance of taking only what they will eat and trying everything they take.

Children are expected to be in the lunchroom for at least 10 minutes before going out to play. All children will be expected to take a turn washing tables and supervising trash disposal.

GENERAL INFORMATION/ PROCEDURES

AM Arrivals

Children should not report to school before 8:05 a.m., as we have no adult supervision available, unless your child is enrolled in Tiger Club. Tiger Club runs a group at both the North Elementary (grades 3-6), and South Elementary (grades K-2), locations. Tiger Club hours are 6:00 a.m. to 6:00 p.m. Call Gayle Harshman at 389-6197, to inquire about rates and to enroll your child.

Arrival & Departure at North by Car!

Buses arrive between 8:00-8:15 a.m., and leave approximately 3:05 p.m., in the back (east side) of the building each day. We ask that when you bring your students to school, you use the **Front** of the school -- the west side, to drop your child off, or to pick them up. Please pull as far forward as you can when dropping off and picking up your child. **Following this procedure saves a great deal of time for those waiting behind you.**

Safety and Security – please be aware that only the main doors in front of the school we be open after school has started for the day. All other doors will be locked.

We ask that parents stay in a single file line when entering the front drop-off (west side).

North Elementary Attendance Procedure

It has been proven that good school attendance contributes to success later in life. We at North Elementary would like to see your child in school.

According to MN Statute # 260A.02, sub.3, truant is defined as absence without lawful excuse from attendance in school when required to attend. This law requires schools to report truancy to county agencies when concerns are not addressed. If a student is under the age of 12, truancy is referred to as educational neglect and is defined as the failure by a person responsible for a child’s care to take steps to ensure that a child is educated in accordance with state law. Parents/guardians are responsible for children under 12 years of age to attend school.

This definition allows social services to intervene on the basis of educational neglect.

Attendance becomes a concern when the child's academic progress is affected, or when a pattern of disregard for the importance of schooling begins to develop. The school day at North is from 8:27 am to 3:00 pm.

If your child will be absent we ask that you contact us at 389-6801 before school begins. If you are unable to call the school be sure to send a note with your child when they return to school. Your child's absence will be considered unexcused until a verbal or written notification has been provided to the school. This notification needs to be given within two days of the absence.

What absences are considered excused?

- Illness, injury, medical conditions, death in the family
- Appointments, family trips or activities, (we ask that you keep these to a minimum)
- Other reasons on approval of administration

What absences are considered unexcused?

- Missed bus, oversleeping, bus suspension
- No phone call, verbal or written communication **within two days** explaining the absence
- No doctor note after 15 absences when note is required for illness

What happens when attendance becomes a problem?

The School Social Worker and the Administration monitor attendance concerns.

3 unexcused absences: The school social worker will notify the child's parents or legal guardian according to MN Statute 260A. A referral will be made to Family Ties.

7 unexcused absences: The Social Worker will file a report of educational neglect with the county of residence.

7 tardies per quarter: The Social Worker will contact the parents or guardians stressing the importance of timeliness. If the tardies do not improve, a letter will be sent home asking for help in getting the child to school on time.

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

We want to work with you to help solve attendance concerns before they become problems. Please call us so we can begin working together as soon as possible. The Support Staff at North Elementary thanks you!

Bicycles

Bike racks have been provided for the orderly storage of bikes while students are in school. All bicycles must be parked in those racks. We recommend that

students secure bicycles with a lock, since *the school is not responsible for their safety*. Only ride bikes before or after school.

Emergency Forms

Parents are reminded to update emergency/health forms each year via attachment to an early parent newsletter. The school needs emergency information immediately even if your student attended North Elementary during the year just completed. We bring the information up to date for each current school year.

This is also true for the annual health information. ***Whenever you have a change of address or telephone number, call the school office at 389-6801 and tell the Secretary. If an emergency form is not on file we will make the decision to take your child for treatment if a parent cannot be reached.***

Field Trips

All students must ride on the bus to the field trip destination. Students may return home with their parent only. All alternative transportation plans must be in place prior to any trip. Each classroom teacher will determine the details in regard to who will be chaperoning and the number of chaperones. In most cases chaperones are the parent or guardian of the child. Exceptions to this guideline are approved by the principal. Each field trip is a little different, but there are standards that apply for all chaperones. Every chaperone is a role model and a supervisor of the children assigned to them. We ask that all chaperones refrain from smoking and being under the influence of drugs or alcohol.

If you are acting as a chaperone, siblings or other children should not be brought along on field trips. The building principal will make final decisions on field trip issues/concerns/requests.

Criminal History Background Checks

The school district has adopted a background check policy (Employment Background Checks, policy #404), the purpose of which is to maintain a safe and healthful environment for its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district requires criminal history background checks for volunteers and may elect to require them for independent contractors, and student employees.

Permission Slips

Throughout the year, students leave the building and community for enrichment activities or for special rewards. A permission slip, signed by a parent/guardian is required. Slips are not required when traveling within the school district. (For example; other buildings, local merchants, Sherburne National Wildlife Refuge).

A master permission slip for the school year may be used by your child's teacher. You will still be made aware of upcoming field trips, but a child will not be denied going on a field trip if they have a signed permission slip for field trips for the school year.

Fire, Emergency and Weather Drills

It is required that we hold a certain number of fire drills during the school year. When the fire alarm sounds, each class will follow the direction of the teacher

who is following a building plan. The purpose of the drills is to learn how to evacuate the building in a quick but orderly fashion. All pupils and staff leave the building during these drills. There are also specific procedures to be followed for weather (tornado) drills and other emergencies.

Classroom Lock Down Expectations

Every lock down should be treated as if there was an actual threat. Students are expected to:

1. Go to the area in the classroom directed by the teacher
2. Sit quietly and stay calm
3. Keep hands, feet and belongings to yourself
4. Follow directions of staff without questioning

Lockers

All students will be assigned an individual locker (as enrollment allows). Valuables should never be left in your locker. If you must bring money or valuables to school, carry them with you or check them in the office. The school is not responsible for personal property losses. Any loss, however, should be reported immediately to administration. Law permits the inspection of student lockers since the lockers are school property. Student privacy will be respected in light of this understanding. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct an inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant.

Lost and Found

Each year mittens, sweaters, caps, boots and other kinds of clothing are turned into the Lost and Found and are never claimed. We'd urge that parents carry out a labeling system...whether indelible ink or tape sewed on, in order to limit items lost. Parents and/or children should check the lost and found area in the locker area whenever things have been lost or misplaced.

Lost, Damaged or Destroyed

Under the authority from the School Board, North elementary will charge fees for textbooks, workbooks, and library books lost, damaged or destroyed by students (Minnesota Statute 123B.37, Subd. 1(b)).

Party Treats

All treats served at school must be *commercially prepared and packaged*. The Minnesota State Health Department recommends the serving of homemade treats be prohibited. They must also be peanut or peanut butter free.

Pledge of Allegiance

The Pledge of Allegiance is recited daily at North Elementary. Students may choose not to participate.

Release of Child During School Hours

When you wish to have your child dismissed early, it is necessary for the parent to come directly to the office and check the child out. The child will then be called to the office. This will keep classroom disruptions to a minimum! No child will be released other than through this procedure.

Selling in School

Students need to get permission from the principal to sell any non-school sponsored items on the school grounds.

Snack Breaks

Some grade levels at North allow a snack break sometime during the day. Please send only a nutritious snack--not candy, chips or sweets. *No red juice, peanut products or peanut butter* are allowed at North Elementary.

Student Planner

Students will receive a professional planner at the start of the school year. Students are expected to have their planner with them.

The planners will be used to record classroom assignments and homework. The planner should be shared with parents each day. **Replacement cost for a lost or damaged planner is \$5.00.**

Visiting School

Parents are always welcome to visit North Elementary. As a courtesy to the teacher, it would be helpful to know in advance by calling the office.

We would like all visitors, upon their arrival, to report to the office so that we may assist and call the teacher. You must sign in and wear identification. This is a safety issue for your child. Do not go directly to the classroom. The office will assist you.

School Visitation by Children

Students are not permitted to bring other children with them to school as visitors unless the school principal grants special permission no less than one day in advance. Maximum visitation is one full day.

Emergency Closings

In the event it is necessary to close school because of inclement weather, an announcement will be made over WCCO (830), WQPM (1300), KBEK, KSTP radio or KARE 11 TV. Do not call our school for this information as it ties up the telephone lines. You may also look on the Princeton Public Schools web site at www.princeton.k12.mn.us. The school district Instant Alert System will make parents and staff aware of any emergency closings as well.

Weather Procedures - Cold

During the cold weather months, make a special effort to check your child before sending him/her off to school. Please make the right decision about what to wear, especially if they are responsible for getting themselves ready. Check to see that the clothing worn is appropriate; winter coat, hat/mittens, boots, etc. Just remember, you'll never be able to predict a bus emergency despite all the weather warnings.

Each day we evaluate up-to-date weather information, which helps us to decide on whether noon recess is to be outside or inside. We do make adjustments when a below zero temperature or below zero wind chill factor exists. However, a child with a valid written medical excuse will be allowed to stay in the building. Basically, we expect everyone to be outside for fifteen to twenty minutes for recess.

Weather Procedures - Warm

As spring approaches and we have a warm day or two, students often wear warm weather clothes without any back-up clothes. For sudden shifts in temperature, *PLEASE BE SURE TO CHECK YOUR CHILD'S CHOICES.*

HEALTH SERVICES

The District School Nurse and Health Services Assistant welcome any communication or questions related to student health. Parents/guardians who have a child with health concerns will make the district school nurse and health services assistant aware of the concern, provide the school with doctor recommendations/medications that must be taken at school. Work with the District School Nurse to develop an *Individual Health Plan* for their child, sign a *Data Release Form* that allows communication between care providers and the District School Nurse and keep emergency numbers current. Health information should also be shared with the bus company by the parent to ensure the safety of students while riding the bus.

District School Nurse

Dawn Sievert Rolf (763) 389-6195 fax 763-389-9142

Email for district nurse: dawn.sievertrolf@isd477.org

Health Services Assistants:

High School	763-389-6019	fax 763-389-5816
Middle School	763-389-6723	fax 763-389-6723
North Elementary	763-389-6803	fax 763-389-6850
South Elementary	763-389-6904	fax 763-389-6920

Health Services Website: www.princeton@isd477.org, (click on Departments, Health Services) for information about immunizations, illness, medication, diseases, and downloadable forms

Use of Health Services

A student may utilize the health office for a medical concern, injury, or for information/referral for a specific health problem. Except in emergency situations, students requesting permission to use the health office are required to receive a pass from the teacher. In emergency situations (sudden illness or injury in school or on school grounds) the student should report immediately to the health office or the supervisor on duty. Students that are ill or injured should report to the health office so the health office assistant can contact their parent/guardian if necessary.

Emergency Forms

An emergency form will be mailed out to students with teacher placement announcements each summer. **The emergency form needs to be updated and a parent/guardian signature is required each year for emergency medical treatment.** Please return the form to the office ASAP to assist health services in caring for your child. It is the parent/guardian responsibility and extremely important to update all medical information, phone and address changes, and alternate emergency contact persons phone numbers as they occur during the school year. **If a current emergency form is not on file in the health office or we are unable to reach a parent or emergency contact, the school staff will make a determination about care/treatment for the child in an emergency.**

Medications

Princeton School District #477 recognizes that some students may require prescribed or over-the-counter medication during the school day. Medications must only be given by the licensed school nurse or designated school staff (who have been trained/approve by the licensed school nurse). **Students are not**

allowed to carry their own medication during school hours except in special circumstances. In such cases, parent/guardian and health care provider signatures are required. Parents/guardians of students requesting medication to be administered by health service assistant during school hours are required to provide:

1. A written order for the medication from the physician or health care provider for all prescription medications given for any length of time and for any over-the-counter medication given longer than two weeks.
2. A signed Data Release Form. (Forms can be obtained from the school health office or the school health website.)
3. The medication supplied in the original labeled bottle in which it was purchased. **NO** baggies or other containers will be accepted. You may ask your pharmacist to divide prescription into two bottles with complete labels; one for school and one for home.
4. The medication sent to school in proper dosage for administration. Tablets already cut if partial tablets are required to provide the correct dosage.
5. Any medication not picked up by parent/guardian and left at school at the end of the school year will be disposed of.

To assure safety, parent/guardian should **bring** medication to the school health office.

Illness

Students who become ill during the school day **must report to the health office.** The health services assistant will determine whether or not the student is able to continue with the school day and call parent/guardian as appropriate. **It is not acceptable for students to leave school because of illness without reporting to the health office.** Also, students may not leave the building to receive medical care without permission and verification by parent/guardian to inform them of the illness and to request that the student be picked up from school. If the parent/guardian cannot be reached, emergency contacts designated by the parent/guardian on the emergency sheet will be notified.

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

- Fever of 100 degrees or more
- Vomiting
- Diarrhea
- Red eyes/eyelids with pus type drainage
- Rash that is (or may be) contagious

Before returning to school:

- Student must be fever free for **24 hours**
- No vomiting or diarrhea for **24 hours**
- If the student has a rash of unknown origin (it may be contagious), they must have a note from the health care provider stating that the student may return to school
- For any activity restrictions (in class or Physical Education) or other special accommodations (water bottle, snacks, etc.), a note from the health care provider is required.

Injuries

The health services assistant will determine whether or not the student is able to continue with the school day and call parent/guardian (first) and emergency contacts (second) as appropriate. If we are unable to notify parent/guardian or emergency contacts, or if a life threatening medical situation exists, 911 will be called and the student will be transported to Fairview Northland Regional

Hospital by ambulance. **Please update all changes** in home, work, and cell phone numbers as they may occur so contacts can be made as necessary.

Child With a Health Concern

Make your child's health concerns known to the District School Nurse or Health Service Assistant. Bring current signed Health Care Provider's orders and medication that will be needed each school year and with any changes that occur during the school year. Work with the District School Nurse to develop and *Individual Health Plan* for your child at school each school year and with any changes that occur during the school year. Provide permission for the school district nurse to communicate with your child's healthcare provider by signing a *Data Release Form, Individual Health Plan, and/or Action Plan* for your child at school each school year and with any changes that occur during the school year. These forms can be found on the Health Services website: www.princeton@isd477.org click on District Information, Department, Health Services, Parent Medical Forms. Provide parent/guardian and emergency contact phone numbers each school year and with any changes that occur during the school year. If the school health staff are aware that your child has a medical concern, each year two attempts will be made to obtain current health information and/or medication. Health information about your child will be shared with school staff (and transportation staff) on a "need to know" basis only. If your child rides the bus or other school transportation, it is the parent/guardian responsibility to share with transportation staff any health concerns, health information, and emergency medication to ensure the safety of your child while being transported.

Allergy Aware Schools

Parent/guardian of students who have allergies are responsible to submit an *Allergy Action Plan* with health provider and parent/guardian signature, *Medication Administration Form* with health care provider and parent/guardian signature, and all necessary medications to the health office. The school health staff will review the information, and share health information with appropriate school personnel as needed. The parent/guardian is responsible to also submit health information and emergency medications to the bus company if needed.

Peanuts/nuts – be aware that many people have allergies to foods (especially to peanuts and other nuts). Some of the school buildings allow peanuts and peanut products in classrooms. Some of the school buildings lunchrooms serve peanut products. Some of the school lunchrooms have areas where students are allowed or not allowed to eat peanuts and peanut products. Check for the specific procedures in your child's school building.

Latex – due to an increasing incidence of latex (rubber) allergies, non-latex balloons, gloves, and band aids will be used during the school day and for school events in all buildings. These items are a significant concern because they allow latex particles to be dispersed into the air. Mylar, vinyl and other non-latex products are safe alternatives.

Scents – many people have allergies to scents. Please avoid using any products with strong scents. This includes perfumes, colognes and heavily scented deodorants and essential oils. No perfumes or perfume spray type products are allowed in school buildings.

Immunizations

The State of Minnesota mandates that all students show evidence of required immunizations in order to attend public school unless they have a legal or medical exemption. Make sure your child's immunizations are current. Call the health office or school district nurse with any questions or concerns.

Immunization information and forms can be found on the Health Services website: www.princeton@isd477.org, click on District Office, Department, Health Services, Immunization information and resources or on the Minnesota Department of Health website: www.health.state.mn.us/immunize.

Screenings:

Vision, hearing and scoliosis screenings are done at particular grade levels as advised by the Minnesota Department of Health. If there is a concern about your child's vision, hearing or possible scoliosis at any time, please notify the district school nurse.

Staying in from Recess/Excused from Physical Education Class

The recess period at lunch is considered part of each child's daily physical education program. Therefore, children are expected to be going outside for a short period of time each day. If you feel your child is too sick to go outside, we will allow your child to stay in from recess for one day if he/she has a written note from you. We will allow one additional day with a physician's note. The guideline for not participating in P.E. will be the same: your child can sit out for one day with a written note from you and one additional day with a physician's note.

Student Health Insurance

Student health and accident insurance is no longer provided. Parents are urged to check their personal policies to make sure their children are covered.

NORTH'S VOLUNTEER PROGRAM

The general purpose of North's Volunteer Program is to enrich and enhance our students' curriculum and to strengthen school/community relations.

We encourage and welcome all volunteers to our school. Whether you are a parent, guardian, grandparent, relative or a friend, your time spent at North, as a volunteer, is an important contribution to a child's educational experience.

Volunteer Handbooks, to further explain the volunteer program, are available at North. If you would like to be a part of North's Volunteer Team, and/or receive a Volunteer Handbook, please contact North's Volunteer Coordinator;

Danielle Opay, 389-7260.

The staff and students at North invite you to become active and involved with our volunteer program. We look forward to meeting each and every one of you!

SPECIAL PROGRAMS

Other

Students have the opportunity to be involved in the yearly student talent show. Students are involved in field trips throughout the year. The National Sherburne Wildlife Refuge, Children's Theater, Fort Snelling and other locations are visited each year.

Release Time

North Elementary School is obligated to dismiss students interested in religious release time on Thursdays at 1:30 p.m. about twice a month. Students will be returned to North by 2:50 p.m. Students must be registered to attend by October 12, 2012. Students take a bus to a local church for activities. This activity is not

a school-sponsored activity. Students are responsible to make up any missed work.

Safety Patrol

Fifth graders are encouraged to join the patrol.

Student Council

Students at North Elementary have an opportunity to assist in meeting the needs of all students. Our student council members gain some experience in student government and assist in school-wide events. It allows students to have a voice in the total operation of the school. It also allows students to funnel concerns to the student council itself.

Students are selected by their teacher and classmates to be a representative on the council, which meets once or twice each month. The council spearheads service projects and student body activities.

SPECIAL SERVICES

Speech and Language Services

Educational speech-language pathologists work with children who meet Minnesota criteria for speech and language intervention services in the areas of correct sound and voice production, stuttering, oral language skills, and listening comprehension. Services are also provided to support literacy skills

Guidance and Counseling

A social worker is available for student situations that require attention. The social worker addresses individual student needs, crisis situations, student groups and classrooms.

School Psychologist

The services of a school psychologist are available for testing and consultation only after recommendations have been made from our Problem Solving Team. Services are then arranged through the Rum River Special Education Cooperative.

Title I

Supplemental help is provided for children who need help in math or reading and qualify under Title I guidelines.

Emotional and Behavioral Disorders (E/BD)

Licensed E/BD teachers and paraprofessionals provide services for students with emotional and behavioral disabilities. The E/BD resource team provides the following services: social skills groups, academic support, and behavior modification plans. The program incorporates the Boys Town model and Jim Fay's Love and Logic model.

Learning Disabilities (LD)

Licensed LD teachers and paraprofessionals will provide services for students with learning disabilities.

Developmental and Cognitive Delays (DCD)

A licensed DCD teacher and paraprofessionals provide services for students with developmental cognitive delays.

Low Incidence Impairments

Services for students with other disabilities are provided by licensed special education staff through consultation with specialists from the Rum River Special Education Cooperative. Some examples are: students with visual or hearing impairments, students with physical disabilities, and students with Pervasive Developmental Delays (PDD).

APPENDIX

DISTRICT-WIDE POLICIES AND PROCEDURES

Princeton Public School policies may be viewed on the web site www.princeton.k12.mn.us.

Directory Information

Student directory data by law are available to the general public, unless the district receives written notice from the parent or guardian restricting such student's directory data. This includes student name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent educational agency or institution attended by the student. Parents and guardians who wish to restrict this data from the general public should send a request to the building principal.

Harassment and Violence

School district policy 413 states:

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

The complete policy is accessible at www.princeton.k12.mn.us or by contacting the district office.

Prohibition of Weapons

School district policy 501 states:

It is the policy of Independent School District No. 477 that the safety and well-being of each student/staff member is of paramount concern. Students or non-students, including adults and visitors, are not to be in possession of weapons while on school property or at any school activity unless approved in advance by the superintendent or designee.

Any student in possession of a weapon other than a firearm may result in **(1)** confiscation of the weapon; **(2)** an initial suspension for up to five (5) days; **(3)** notification to the police, and **(4)** a recommendation to the superintendent that the student be expelled. "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

Possession of a firearm will result in expulsion of not less than one year per the Gun-Free Schools Act of March 31, 1994. The school board may modify the expulsion on a case-by-case basis.

"Weapon" means any firearm (whether loaded or unloaded), any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are: guns (including pellet guns, look-alike guns and non-functioning guns that could be used to threaten others), knives, clubs, metal knuckles, numchucks, throwing stars, explosives, stun guns, ammunition, and mace/pepper spray*. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

Parents of a student may make special arrangements with the building principal if a student needs to carry mace/pepper spray for defensive purposes outside the school setting. These substances must be checked into the office.

The complete policy is accessible at www.princeton.k12.mn.us or by contacting the district office.

The complete update policy is accessible at www.princeton.k12.mn.us or by contacting the district office.

Student Transportation Safety

School district policy 709 states:

The complete updated policy is accessible at www.princeton.k12.mn.us or by contacting the district office.

II. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop misconduct will be reported to and imposed by the Building Principal or the Principal's designee. Serious misconduct will be reported to local law enforcement.

A. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior. The bus

company manager will forward the misconduct report to the appropriate Building Principal or Principal's designee.

B. Rules at the Bus Stop

1. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
6. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
7. After getting off the bus, move away from the bus.
 - 8.No fighting, harassment, intimidation or horseplay.
 9. No use or possession of alcohol, tobacco, drugs, or paraphernalia.

Rules on the Bus

The following rules will be posted on each school bus:

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. Eating or drinking are allowed at the discretion of the driver.
7. No fighting, harassment, intimidation or horseplay.*
8. Do not throw any object.*
9. No use or possession of alcohol, tobacco, drugs, or paraphernalia.*
10. Do not bring any weapon or dangerous objects on the school bus.*
11. Do not damage the school bus.*
12. Pets or animals of any type of size will not be transported on the bus.
13. Skateboards, scooters, sleds, sporting equipment, fishing rods, and related items cannot be brought on the bus.

When students need to bring a pet to/from school, or need sleds, skis, etc., for a school activity, parents should make arrangements to get them to/from school.

*These offenses may result in immediate suspension from riding the bus.

*Students who misbehave severely may be returned to the school immediately and report to the Building Principal, law enforcement, and bus company manager.

Consequences (Bus Driver has the authority to assign seats at any time)

Consequences for school bus/bus stop misconduct will apply to all field trips, activities and regular and late routes. Decision regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges and are responsible for the student's transportation during the suspension.

1. Elementary (K - 6)

1st offense -- written warning

2nd offense -- 3 school day suspension from riding the bus

3rd offense -- 5 school day suspension from riding the bus

4th offense -- 10 school day suspension from riding the bus/meeting with parent

Further offenses - individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

Student Use and Distribution of Controlled Substances

School district policy 417 states:

It is the policy of Independent School District No. 477 to create a positive, healthful learning environment for all students. The district believes that student use of chemicals-- tobacco, alcohol and other drugs -- leads to an unproductive and unhealthy environment. Therefore, the following consequences will be assessed to students for violations which occur at any time in school buildings, on school grounds, on school buses, and at school events that take place away from school (e.g., field trips, athletic events, etc.). The consequences described in each section of the policy are defined as minimums, and principals/designees have discretionary authority for further consequences, recognizing the individual circumstances for each student. Students found in violation of this policy shall be subject to the following:

Chemical Use and Abuse

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for the society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention. The use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to Free Workplace/Drug-Free School.

Definitions

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.
- C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. "School Location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

The complete updated policy is accessible at www.princeton.k12.mn.us or by contacting the district office.

Technology Use
School district policy 524 states:

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications. (i.e.; personal laptops, hand-held computers, cell phones or other electronic devices).

USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Use of the Internet is recognized as a useful educational tool in support of education and research when consistent with the educational goals of the Princeton School District. Access to the Internet, under supervision of staff, is a **privilege**, not a right.

INTERNET GUIDELINES

1. Acceptable Use - The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Princeton Public Schools. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement is also prohibited.

2. Rights and Privileges - Princeton School District students have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use and exchange information and ideas on the Internet. School officials must apply the same criterion of educational suitability used for other educational resources to attempts at removing or restricting access to specific databases or other Internet information sources. These criterion and procedures are spelled out in the Princeton School District's materials selection policy (see *P.E.R. Policy AFE* and *Selection and Evaluation of Textbooks, Other Curricular and Recreational Materials Policy IIA*). Inappropriate use may result in a loss of Internet privileges. The building administrators and staff will deem what is inappropriate use and may close an account at any time as required. Students may appeal administrative decisions to the Princeton School District Board of Education, whose decision is final.

See updated and complete policy at Princeton.k12.mn.us.

Internet Use Agreement:

If your student IS NOT to have Internet access, please send a written request to the building principal and we will honor your request to NOT have internet access at school.

PRINCETON HIGH SCHOOL OFFICE HOURS

MISSION

An Innovative leader in instruction, developing in EVERY learner the ability to succeed in an ever-changing world.

VISION

Equip every student to be career and college ready through personalized instruction, community partnerships, and collaboration.

EQUAL EDUCATIONAL OPPORTUNITY POLICY

Princeton Schools will Provide equal educational opportunity to all students served by the school district regardless of race, color, creed, sex, national origin, religion, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

Action will be taken by the district to achieve compliance with this policy.

Should any person(s) claim that there has been a violation of this policy, they should discuss the matter with the assistant principal that services them. If the matter is not solved at this level, the complainant may discuss grievance procedure with the principal. If the issue is not then resolved at this level, the complaint is filed with the superintendent. (For complete policy, see District Policy 102.)

DIRECTORY INFORMATION REGARDING STUDENTS

Student directory data by law are available to the general public, unless the district receives written notice from the parent or guardian restricting such student's directory data. This includes student name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent educational agency or institution attended by the student. Parents and guardians who wish to restrict this data from the general public should send a request to the building principal. A form is available at the end of the handbook section of this planner. (From Policy 515, available in its entirety on the District Website.)

Dear Students & Parents/Guardians:

This handbook serves as a reference guide for students and parents. Although it does not address all questions that arise, it clarifies many of the school's expectations, procedures and guidelines. When you have a question or concern, please do not hesitate to contact someone in the school who can provide assistance.

The high school reserves the right to modify building policies and/or procedures when the administration determines the changes are in the best interests of the school community. Such changes will be communicated to students, parents and staff in a timely and appropriate fashion.

The high school years are exciting times for students. At the same time, they are extremely important years in terms of social, academic and personal development. We encourage students to explore new programs and activities at the high school. Princeton High School is committed to providing stimulating and challenging experiences for all students.

We hope you have an exciting, enjoyable and productive school year.

Sincerely,

Barb Muckenhirn
Principal

CRIMINAL HISTORY BACKGROUND CHECKS

The school district has adopted a background check policy, the purpose of which is to maintain a safe and healthy environment for students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history checks for individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history backgrounds for other volunteers, independent contractors, and student employees.

EMERGENCY SCHOOL CLOSING

In the event of fire, severe weather, etc., school will be closed by an announcement from the Superintendent of Schools. The decision to close schools will be made by 6:00 a.m. Please check the following radio and television stations and web sites for information related to school closings and late starts:

- WCCO 830 AM
 - WQPM 1300 AM/KLCI 106.1 FM
 - KBEK 95.5 FM
 - KCLD 104.7 FM/KNSI 1450 AM/KZPK 98.9FM/KCML 99.9 FM
 - WWJO 98.1 FM/WJON 1240 AM
- WCCO-4
 - KSTP-5/KSTC-45
 - KMSP/FOX-9
 - KARE-11
-
-
-

BOARD OF EDUCATION

Deb Ulm, Chair	763-856-4017
Craig Johnson	763-634-2550
Jeremy Miller	612-940-6838
Eric Minks	763-238-1571
Chuck Nagle	651-483-3982
Howard Vaillancourt	763-389-3627

Chad Young

763-856-5314

SUPERINTENDENT OF SCHOOLS

Julia Espe

763-389-6184

District Office
706 First Street
Princeton, MN 55371

HIGH SCHOOL ADMINISTRATION

Barb Muckenhirn	-	Principal	389-6011
Emorie Colby	-	Assistant Principal	389-6001
Tricia Ford	-	Counselor/Dean	389-6016
Tami Duke, A-K	-	Counselor	389-6017
Sarah Moffat, L-Z	-	Counselor	389-6021

ACTIVITIES DIRECTOR

Darin Laabs 389-6002

SCHOOL BELL SCHEDULE

2-HOUR LATE START SCHEDULE

HIGH SCHOOL CALENDAR 2015-2016

This calendar follows the district calendar available on the website

September 2	PHS Open House/Orientation - 4:00-6:30 p.m.
September 8	School Begins for Freshmen
September 9	School Begins for Grades 10-12
September 9	PHS Student Pictures/Senior Class Photo
September 22	2-Hour Late Start/Staff Development
September 28	Homecoming Coronation
October 2	Homecoming w/Big Lake - 7:00 p.m.
October 12	Picture Retakes
October 8	Mid-Term Grading
October 12	H.S. Parent Conferences 3:30-6:00 p.m.
October 15-16	No School - MEA Prof. Convention
November 12	2-Hour Late Start/Staff Development
November 26-27	No School - Thanksgiving Break
December 3	End of 1st Trimester/Incentive Day
December 4	No School - Staff Development
Dec. 24-Jan. 1	No School - Winter Break
January 4, 2016	School Resumes
January 18	No School - Staff Development
January 22	Mid-Term Grading
January 27	H.S. Parent Conferences 3:30-6:00 p.m.

February 2	2-Hour Late Start/Staff Development
February 15	Presidents' Holiday - No School
March 9	End of 2nd Trimester/Incentive Day
March 10-11	No School - Staff Development
March 25	No School - Spring Break
April 1	2-Hour Late Start/Staff Development
April 8	Mid-Term Grading
April 13	H.S. Parent Conferences 3:30-6:00 p.m.
May 7	Prom
May 11	School Board Scholar Banquet - 6:30 p.m.
May 18	Senior Awards Night - 7:30 p.m.
May 27	End of 3rd Trimester/Last Day of School/Incentive Day
May 27	Commencement - 7:00 p.m.
May 30	Memorial Day
May 31	Staff Work Day

PRINCETON HIGH SCHOOL

ATTENDANCE PLAN

(ISD 477 Policy 503: Additional information about this policy can be found in the policy section of this handbook.)

The Princeton High School staff believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this plan is to encourage regular school attendance.

Class attendance is a joint responsibility to be shared by the student, parent/guardian, teacher and administrators. These procedures promote student attendance.

It is the student's right and responsibility to be in school. It is also the student's responsibility to attend all assigned classes, study halls, and directed study periods every day that school is in session and to be aware of and follow the correct procedures when absent from school. Finally, it is the student's responsibility to request any missed assignments or tests due to an absence.

It is the responsibility of the student's parent/guardian to ensure regular school attendance and to inform the school in the event of a student absence within 2 school days. Student absences can be reported by calling 763-389-6014 and leaving a message stating your student's name, date of absence, and reason for the absence. Messages can be left at this number 24 hours a day.

It is the responsibility of the teacher to accurately record daily attendance. It is also the teacher's responsibility to provide each student with information regarding his/her attendance during directed study on Friday of each week.

It is the school's responsibility to encourage students to attend all classes, study halls, and directed study periods. It is also the school's responsibility to inform the student's parent/guardian of the student's attendance and to work cooperatively with the parent/guardian and the student to encourage regular school attendance.(Policy 503 can be found in it's entirety on the district website)

LEGAL STATUTES REGARDING ATTENDANCE

Minnesota State Law governs the attendance of pupils and obligates schools to ensure regular attendance. Minnesota Law (MN 120A.22 Subd. 5) provides that every child between seven and seventeen years of age shall attend a public school or private school for not less than nine months during any school year. Students between the age of seventeen and eighteen must be eligible under MN 120A.22 Subd. 8 to withdraw from instruction.

Minn. Stat. 260A.02 provides that a continuing truant is a student who is subject to compulsory instruction requirements and is absent from instruction without valid excuse within a single school year for 3 or more class periods on 3 days.

Minn. Stat. 260C.007 Subd. 19 provides that a habitual truant is a student who is subject to compulsory instruction requirements and is absent from instruction without valid excuse within a single school year for seven or more class periods on seven days. In cases of recurring absences the administration may request the County Attorney file a petition with the Juvenile Court pursuant to the above statute.

1. After 3 unexcused absences a letter will be sent to parent/guardian to inform of continuing truancy, and a referral to the Family TIES social worker may occur.
2. After 7 unexcused absences a second letter of habitual truancy will be sent to parent/guardian and a Truancy Petition may be sent to the county attorney and/or a referral to a county program intended to improve attendance will be made if not done previously.
3. In addition to the above consequences, students who are truant may be assigned after school detention or may receive in school or out of school suspension.

Parents who wish to withdraw their seventeen year old student from instruction are required by law to meet with school personnel. The process for withdrawal from instruction is as follows:

1. Parent/guardian and student arrange a meeting with counselor or assistant principal to discuss the educational opportunities available to the student.
2. All school-owned books and materials must be returned. Fines and fees must be paid.
3. An internal withdrawal form must be signed by the parent, a school administrator, the student and the student's teachers indicating that materials have been returned and fees paid, and noting grades-to-date.

To achieve independent student status at PHS a student must first recognize that this status is not attained by reaching the age of 18. A student may achieve independent status by having parents sign an affidavit indicating that the student in question does not live at home and that parents are no longer executing their parental rights over this student. Independent student status forms are available in the main office. All school correspondence, grade reports, attendance record, and behavioral record shall be directed to a student's parents/legal guardians unless the school has on file a written statement by the parents/legal guardians stating the specific student is no longer under their care or supervision. The document or letter must be cleared with the principal. An independent student may only write his/her own notes regarding absences, requests for medical appointments, etc., if one of the aforementioned documents has been approved by the principal.

The aim of this district is for the academic and personal success of every student, and to that end we offer a variety of options for the many types of learners, and attempt to meet the needs of every student. At times it becomes clear that a particular student is not making adequate progress in the high school setting while creating a negative impact on others. For this reason district officials reserve the right to refer a student to our Alternative Learning Center per MN 120A.36, which states, "Attendance at a particular public school is a privilege not a right for a pupil".

Students who have three, and no more, absences in any given class, including study halls and TAs, will earn an exemption from final tests. For the purposes of incentive day, . Thus, a student who has three absences and a tardy (or additional absences) in any single class period is not eligible for the incentive. All absences except school activities will count against the incentive. The attendance incentive is about of absences, not about the for a student's absence. An appeal form

is available in the office for those students who miss meeting the limited number of absences (ie their additional absences total less than one full day). Students may elect to take exams if they earn the incentive; in this case their exam scores can only their grade. Students who earn the incentive and do not wish to take exams should have a note from a parent excusing them for the day and should not attend that day.

ABSENCES

A student will be considered absent when the student is missing from school for any day or part of a day. ALL absences, excused and unexcused, count against the Incentive.

Excused Absence - Verified by both the parent/guardian and the school.

The following are examples of excused absences:

1. Illness
2. Doctor/Dentist appointment
3. Funeral of family member or close friend
4. Pre-arranged absences: Absences for family trips requested by parent or guardian and approved by the principal will be excused. Arrangements of this type should be made in advance and work should be made up before the absence occurs, if possible.

Note: After 10 cumulative excused absences a doctor's note or other verification may be required.

Unexcused absence - Those absences which cannot be classified in the above categories and/or are not approved by the school.

The following are examples of unexcused absences regardless of parent/guardian approval:

1. Failure to verify an absence within time allotted
2. Leaving school at any time without proper prior notification
3. **Caring for a younger family member**

Attendance Procedures

each day their son or daughter is absent. Parents/Guardians may call the Attendance line 24 hours a day and leave a message. . If no prior contact has been made, a signed note is required stating his/her name (including middle initial), grade, date(s) of absence, and reason for absence. A note verifying an absence will be allowed up to following the return of the absent student to school. State regulations require that a student who is absent without excuse for fifteen (15) consecutive days of school must be dropped and formally readmitted to return.

If a student becomes ill during the day, or if a student must leave school for any reason, he/she must receive permission from the office. Students wishing to see the health assistant must have a pass from their teacher, except in cases of emergency, or to follow a medication schedule. Teachers are not required to grade work if the absence is not coded "excused". Excused absences will not result in reduction in grades, but failure to complete work usually will affect grades. Assignments and homework can be collected in the office after a student is absent three or more days. Teachers are responsible for providing assignments after the student or parent/guardian request assignments from the office or directly. Student and/or parent/guardian are responsible for requesting make-up work for each day's absence. The responsibility for completing this work rests with the student. It must also be understood that a large part of what happens in the classroom cannot be replicated and is lost whether the absence is excused or not. Students will be allowed two school days' make-up work time after returning from an excused absence. Long-term assignments or tests may still be due the day of the student's return to school. Testing and due dates may be extended at the discretion of the teacher.

Parents/guardians may be notified daily by automated telephone if their student is absent from any class. In addition, student attendance is enclosed when grades are sent home, and parents can monitor attendance and grades online through the Parent Access portal on the website.

Tardies will be handled by the individual classroom teacher. Students may be considered tardy if they are not through the threshold of the classroom door by the time the bell has stopped sounding. Students will be considered if 15 minutes tardy, if they are out of class for 15 minutes or more without explicit permission to be gone that long, or if they miss Directed Study. Two tardies equal one absence in counting for the incentive day.

The following are intended to help maintain attendance of all PHS students during tournament play. Tournament attendance procedures are as follows:

1. When a PHS team or an individual(s) is in the Sectional/State Tournament, Varsity/Junior Varsity team participants are marked as a "Student Activity" to attend a tournament. Participants need to have a prior authorization with the Attendance Secretary to have it not count against their incentive and ride school-provided transportation
2. When participants of an activity wish to spectate at a State Tournament (with no PHS team competing), the participants can attend with their attendance being marked "Excused" and will count against their incentive. Participants need to return to the Attendance Secretary their ticket stub.

ACADEMIC INFORMATION

ADMISSION PROCEDURES

Students currently enrolled in another school district can transfer to Princeton High School at any time. Students who transfer to or from Princeton are strongly encouraged to transfer at a date which coincides with the beginning of the next trimester. Credits earned through non-accredited schools will be transferred as Pass/Fail grades only. Students may be required to demonstrate competency of credit transferred from non-accredited schools.

Students not currently enrolled in any school and who wish to be admitted or readmitted to Princeton High School are strongly urged to enroll 2-3 weeks prior to the beginning of a trimester. . The student will be required to wait until the beginning of the next trimester. Students transferring from an Area Learning Center may be referred to our affiliated ALC, Oakland ALC.

POLICY FOR ACADEMIC HONESTY

Princeton High School students are expected to achieve success with integrity. Academic dishonesty is a serious violation of scholarship standards, and any act that misrepresents a student's schoolwork or that diminishes the rights of other students to fair competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, assisting another student in cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation, ie using, without attribution, another person's ideas, concepts or words), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned.

Any staff member may make written reports of academic dishonesty. A substantiated report of academic dishonesty will result in one of the following consequences:

No credit given for the assignment/ test/activity/project on which academic dishonesty occurred. A retake (of tests), a rewrite (of papers), and another chance on projects will be allowed, and must be scheduled within seven calendar days with the teacher.

No credit given for the assignment/test/activity/project on which academic dishonesty occurred. Further education about what constitutes academic dishonesty will occur. ISS will be assigned.

No credit given for the assignment/test/activity on which the academic dishonesty occurred. ISS will be assigned. After three offenses, consideration will be given to withdrawing the

student from the course in which the academic dishonesty occurred and assigning a final grade of “F” in the course.

Note: National Honor Society students who engage in academic dishonesty jeopardize their status as a member of NHS.

All written, substantiated reports of academic dishonesty shall become a part of the student’s disciplinary file and will be reported to the Activities Director if appropriate. Incidents of academic dishonesty shall be cumulative across and including all classes, all trimesters, and all years of enrollment at Princeton High School. Parents will be informed of each incident by the teacher, and consequences will be assigned by an administrator.

FINES

State law requires schools to notify students that “the school will charge appropriate replacement fees for textbooks, workbooks, or library books lost or destroyed by students.”

If, in the instructor’s opinion, no undue wear has occurred, there is no assessment for the use of the textbooks. If there has been undue wear or vandalism, or the text is not returned, students will be assessed for the damage to or the replacement of the item. Book covers are strongly recommended.

Use of lockers, school property, etc., is also without expense to the student if the student uses this equipment properly. Students will be charged for damage incurred to lockers and other damaged or lost school property, such as phy. ed locks and equipment, art equipment, books, science or art equipment, etc. Defective equipment should be brought to the attention of the teacher or office immediately.

MEDIA CENTER PROCEDURES

The media center aspires to be a collaborative learning space, and welcomes classrooms, and students who have a pass from their teacher. Expectations for behavior include respect for other students and for the space. Students are asked to not be excessively loud, and to not eat in the media center.

Books are checked out for four weeks at a time. They may be renewed for an additional four weeks as long as no one else has requested them. Students may stop into the Media Center any time to renew books, even if the book(s) are at home. When a book is lost, the student will need to pay the cost of the replacement for that book.

SCHEDULE ADJUSTMENTS

All students are required to carry a minimum of four credits, and are encouraged to carry five, each trimester while they are registered at Princeton High School. Students should make an appointment in the guidance office to meet with their counselor to change their schedule. Logistics prevent us from being able to fulfill specific teacher, hour or lunch requests.

No classes may be added after the first five days of each trimester. Students carrying five credits a trimester may drop one class without penalty through the first six weeks of each trimester. After this time, classes dropped will earn a grade of “F” and will affect the student’s G.P.A. Should the student fall below four classes, the class(es) being dropped will reflect an “F” for the final grade.

GRADING

Teachers will establish the guidelines for determining letter grades. Students will be informed of these guidelines at the beginning of each course. Reporting periods are at six- and twelve-weeks; grades are available on Skyward throughout the trimester. The final grade at the end of each trimester will be recorded on the student’s permanent record. Interpretation of grades are listed below:

A - excellent	I - incomplete
B - very good	P/F - pass/fail
C - satisfactory	W - withdrawal from course with no penalty
D - lowest passing mark	
F - failure	

A mark of incomplete will be given to those students who, due to absence, will need additional time. An incomplete grade for the six weeks means that the student has not completed the work for that grading period. Since the six week grade is a part of the final grade for the course, this incomplete will block the granting of a final grade until the required work is completed. A deadline for handing in the required work will be established by the teacher. If the incomplete work is not completed within two (2) weeks of the duration of the course, the incomplete final grade for the trimester course will automatically be changed to an "F". The two-week deadline may be extended in mitigating circumstances.

This option is available to juniors and seniors only. One (1) elective credit can be taken on a pass/fail basis. Students must earn the equivalent of a "C" grade to pass the class. Students wishing to take a class on a pass/fail grading basis or to obtain a credit for the class may do so any time during the first four weeks. A request to register for a class on a pass/fail basis must be submitted to a counselor. This grading option is intended for use by juniors and seniors willing to take difficult academic work.

Students wishing to audit a class (take a class for no credit) may do so any time during the first four weeks. A request to audit a class must be submitted to a counselor.

Audits, special credit, and grading situations will be reviewed and decided upon by the principal.

If a student enrolls full-time with an approved online learning provider, that student is no longer enrolled in Princeton High School. A student may enroll with an online learning provider for up to 50% of a trimester's courses (2 courses per trimester). See your Guidance Counselor for additional information on timelines and other requirements for enrolling in online learning.

MARKING AND GRADING PERIODS

Mid-Term	October 8
End of Trimester	December 3
Mid-Term	January 22
End of Trimester	March 9
Mid--Term	April 8
End of Trimester	May 27

WITHDRAWAL PROCESS

Parents who wish to withdraw their 17 year old student from the public school system are required by law to meet with school personnel.

1. Parent/guardian and student arrange a meeting with counselor or assistant principal to discuss the educational opportunities available to the student.
2. All books and materials must be returned.
3. A withdrawal form must be signed by parent/guardian, teachers and counselor or assistant principal.
4. A copy of withdrawal form is given to student to present at his/her new school.

A similar process exists for those students who are dropping from Princeton High School in order to enroll in another school. Please see the guidance secretary to start this process.

EARLY GRADUATION

The early graduate must understand that he or she:

1. may not participate in sports or activities sponsored by the school after leaving school.
2. may attend school sponsored functions such as dances.
3. may attend prom, class party night.
4. must attend graduation rehearsal.
5. are not allowed in the school building or on school property without permission (during the school day) in that they are no longer registered for classes.
6. cannot participate in P.S.E.O.

GRADUATION REQUIREMENTS

All students must take/pass tests as required by the State of Minnesota for purposes of graduation. In addition to successful completion of these requirements, students must earn 54 credits, including those listed below. Information about required courses and further clarification of requirements are identified in the Princeton High School Registration Guide.

English	8 credits
Social Studies	7 credits
Mathematics	6 credits
Science	6 credits
Physical Education	2 credits
Health	1 credit
College and Careers	1 credit
Arts*	2 credit
Electives	21 credits

COMMENCEMENT

Any senior wishing to participate in graduation ceremonies must complete all graduation requirements prior to commencement, according to a timeline established by the principal, and must be a student in good standing. All school property (books, equipment, misc.) must be returned and all fines/fees must be paid prior to Commencement. The Commencement ceremony is a formal event and students are expected to dress appropriately.

HONOR ROLL

The Honor Roll will be posted at the end of each trimester. This will be published three times a year. If you have an incomplete that is made up later in the trimester, this will not be published. In order for you to be on the "A" Honor Roll, you must have a 3.500 to 4.000 grade point average (G.P.A.) for the trimester with no failures in any subject. In order for you to be on the "B" Honor Roll, you must have a 3.000 to 3.499 grade point average for that trimester with no failures in any subject. To be included in honor roll, students must be enrolled in a minimum of four (4) credits. The points for each marking grade are as follows:

A	4.000	C+	2.333
A-	3.667	C	2.000
B+	3.333	C-	1.667
B	3.000	D+	1.333
B-	2.667	D	1.000

NATIONAL HONOR SOCIETY

Selection into the Honor Society is an honor. Eligible students are invited to make an application for membership. A screening committee must endorse the request for membership. Selection is based on outstanding scholarship, character, leadership and service to school and community.

:

1. Must have a minimum 3.5 cumulative GPA.
2. Must be in 11th or 12th grade.
3. Must be actively committed to school and/or community activities.

ACADEMIC RECOGNITION PROGRAMS

It is the policy and practice of the school board to promote academic excellence. Furthermore, the board wishes to recognize those students who have demonstrated outstanding academic achievement. A recognition program of "School Board Scholars" has been created to award students who meet the following standards:

1. Students, after completion of eleven (11) trimesters of high school, whose Grade Point Average ranks them in the top 5% of their 12th grade class and have earned a minimum of twenty-four (24) credits while fully enrolled at Princeton High School, will be designated as School Board Scholars. The recipient and their parents will be recognized at a reception sponsored by the school board.
2. A senior, after completion of eleven (11) trimesters of high school or the equivalent and whose cumulative Grade Point Average is 3.000 or greater, has earned a minimum of eight (8) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of the school year for which the award will be acknowledged, will earn the recognition of "Honors".
3. A senior, after completion of eleven (11) trimesters or the equivalent of high school whose cumulative Grade Point Average is 3.500 or greater, has earned a minimum of eight (8) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of the school year for which the award will be acknowledged, will earn the recognition of "Special Honors".
4. Seniors, after completion of eleven (11) trimesters of high school or the equivalent, whose Grade Point Average ranks number one (1) or number two (2), has earned a minimum of twenty (20) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of the junior year, will be declared the Valedictorian and Salutatorian, respectively.

For the purpose of this policy, "fully enrolled" shall mean attendance during the approved school calendar and for all assigned classes and study halls in the Princeton Public Schools. This does include those enrolled in Post-Secondary Enrollment Options (PSEO), after the minimum amount of credits, as stated, have been earned in the Princeton High School building.

SIGNS, POSTERS, LITERATURE

Any sign or poster that is to be displayed in the school building requires the prior approval of the principal or assistant principal. An approval signature must be visible on lower right hand corner of the poster. Posters cannot be displayed on sheetrock walls or in bathrooms and stairways; bulletin boards are provided to display posters. Limited bulletin board space requires poster size to be no larger than 11" x 17".

SERVICES

HEALTH SERVICES

The District School Nurse and Health Services Assistant welcome any communication or question related to student health. Parents/guardians who have a student with health concerns should make the District Nurse and Health Service Assistant aware of the concern, provide the school with doctor recommendations/medications that must be taken at school, work with the District School Nurse to develop an *Individual Health Plan* for their child, and sign a *Data Release Form* that allows communication between care providers and the District School Nurse, and keep emergency numbers current. Health information should also be shared with the bus company by the parent to ensure the safety of students while riding the bus.

Health Services Assistant 763-389-6019

District School Nurse 763-389-6195

Health Services website: www.princeton@isd477.org (click on Departments, Health Services) for information about immunizations, illness, medication, diseases, and downloadable forms.

USE OF HEALTH SERVICES

A student may utilize the Health Office for a medical concern, injury, or for information/referral for a specific health care. Except in emergency situations, students requesting permission to use the Health Office are required to receive a pass from the teacher. In emergency situations (sudden illness or injury in school/on school grounds) the student should report immediately to the Health Office or the supervisor on duty. Students that are ill or injured should report to the Health Office so the Health Office Assistant can assist them to contact their parent/guardian or leave the building for medical care.

EMERGENCY SHEET

An emergency sheet will be mailed or sent home with the student. **The emergency sheet needs to be updated each year and a parent/guardian signature is required for emergency treatment.** Please return the sheet as soon as possible to assist health services in caring for the student. It is extremely important to update all medical information, phone and address changes, and alternate emergency contact persons as they occur during the school year. **If a current emergency form is not on file in the Health Office and we are unable to reach a parent or guardian, the school will make a determination about care/treatment for the child in an emergency.**

MEDICATIONS

Princeton schools recognize that some students may require prescribed or over-the-counter medication during the school day. Medications must only be given by a Licensed School Nurse or designated school staff (who have been trained/approved by the Licensed School Nurse). **Students are not allowed to carry their own medication during school hours** except in special medical circumstances. In such cases, parent/guardian and Health Care Provider signatures are required. Parents/guardians of students requesting medications to be administered by Health Service Assistant during school hours are required to provide:

1. A written order for the medication from the Health Care Provider for all prescription medications given and for any over-the-counter medication given longer than two

weeks.

2. A signed *Data Release Form*. (Forms can be obtained from the Health Office or on the School Health Website).
3. The medication must be supplied in the **original labeled bottle** in which it was purchased (no baggies or other containers will be accepted). You may ask your pharmacist to divide prescription medication into two bottles with complete labels; one for school and one for home.
4. The medication brought to school in proper dosage for administration. Tablets already cut if partial tablets are required to provide the correct dosage.
5. Any medication not picked-up at the end of the school year will be disposed of.

To assure safety, parent should bring medication to the school health office. If you are unable to bring the medication in person (and your child is in Middle School or High School), please **call** the Health Service Office with the following information: Parent/guardian name, parent/guardian phone number, student name, name of medication and amount of medication being sent to school.

ILLNESS

Students who become ill during the school day **must report to the Health Office**. The Health Service Assistant will determine whether or not the student is able to continue with the school day. **It is not acceptable for students to leave school because of illness without reporting to the Health Office**. Also, students may not leave the building to receive medical care without permission and verification by parent/guardian and school personnel. If a student becomes ill during school and is unable to return to class, the Health Service Assistant will contact the parent/guardian to inform them of the illness and to request that the student be picked up from school (or be allowed to walk/drive home). If the parent cannot be reached, those persons designated by the parent/guardian as Emergency Contacts will be notified.

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

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

Before returning to school:

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

INJURIES

The Health Service Assistant will determine whether or not the student is able to continue with the school day and call parent/guardian (first) and emergency contacts (second) as appropriate. If we are unable to reach parent/guardian or emergency contacts, or if a life threatening medical situation exists, 911 will be called and the student will be transported to Fairview Northland Regional Hospital by ambulance. **Please update all changes** in home, work, and cell phone numbers as they may occur so contacts can be made as necessary.

CHILD WITH A HEALTH CONCERN

Make your child's health concerns known to the District School Nurse or Health Service Assistant. Bring current signed Health Care Provider's orders and medication that will be needed each school year and with any changes that occur during the school year. Work with the District School Nurse to develop an *Individual Health Plan* for your child at school each school year and with any changes that occur during the school year. Provide permission for the school district nurse to communicate with your child's healthcare provider by signing a *Data Release Form*, *Individual Health Plan*, and/or *Action Plan* for your child at school each school year and with any changes that occur during the school year. These forms can be found on the Health Services website: www.princeton@isd477.org click on Departments, Health Services, Parent Medical Forms. Provide parent/guardian and emergency contact phone numbers each school year and with any changes that occur during the school year. If the school health staff are aware that your child has a medical concern, each year two attempts will be made to obtain current health information and/or medication. Health information about your child will be shared with school staff (and transportation staff) on a "need to know" basis only. If your child rides the bus or other school transportation, it is the parent/guardian responsibility to share with transportation staff any health concerns, health information, and emergency medication to ensure the safety of your child while being transported.

ALLERGY AWARE SCHOOLS

Parent/guardian of students who have allergies are responsible to submit an *Allergy Action Plan* with the Health Care Provider and parent/guardian signature, *Medication Administration Form* with the health care provider and parent/guardian signature, and all necessary medications to the health office. The school health staff will review the information, and share health information/plans with appropriate school personnel as needed. Parent/guardian is responsible to submit health information and emergency medications to the bus company if needed.

Peanuts/Nuts - be aware that many people have allergies to foods (especially to peanuts and other nuts). Some of the school buildings allow peanuts and nut products in classrooms. Some of the school lunchrooms have areas where students are allowed or not allowed to eat peanuts and nuts. Some school lunchrooms serve peanuts/peanut products. Check for the specific procedures in your child's school building.

Latex - due to an increasing incidence of latex (rubber) allergies, non-latex balloons will be used during the school day and for school events in all buildings. These items are a significant concern because they allow latex particles to be dispersed into the air. Mylar, vinyl and other non-latex products are safe alternatives. Latex-free gloves and bandages are used in the school Health Offices.

Scents - many people have allergies to scents. Avoid using any products with strong

scents: this includes perfumes, colognes, heavily scented deodorants and Essential Oils. No perfumes or scented spray type products are allowed in the school buildings.

IMMUNIZATIONS

The State of Minnesota mandates that all students show evidence of required immunizations in order to attend public school unless they have a legal or medical exemption. Make sure your child's immunizations are current. Call the Health Office or School District Nurse with any questions or concerns. Immunization information and forms can be found on the Health Services website: www.princeton@isd477.org, click on Departments, Health Services, Immunization information and resources or on the Minnesota Department of Health website: www.health.state.mn.us/immunize.

SCREENINGS

Vision, hearing and scoliosis screenings are done at particular grade levels as advised by the Minnesota Department of Health. If there is a concern with your child's vision, hearing or possible scoliosis, please notify the District School Nurse.

THEFT REPORTS

Theft reports should be filled out in the assistant principal's office. The school resource officer should also be made aware of the theft. Every effort will be made to recover the stolen item(s).

INTERVIEWS WITH STUDENTS BY OUTSIDE AGENCIES

The school district has legal custody of students during the school day. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interviews by non-school officials.

The interviewing of students by anyone other than school district personnel may be conducted only after permission to conduct such interviews has been granted by the building principal or designee. For the purpose of this policy, transportation supervisors shall be considered school district personnel.

A principal will not, without parental or guardian consent, grant permission to conduct an interview with a minor student when, in the judgment of the principal, the results of such an interview could lead to criminal prosecution of the student. Exceptions to this restriction include:

1. When a court order is presented by a recognized official which grants permission for an interview to take place.
2. When the principal believes that unless an interview takes place immediately, clear and imminent danger could exist for the student or others.
3. When investigating school related incidents; the school resource officer would be considered a "school official".

An attempt will be made to contact parents to inform them of the request. Parental notification or consent is not required when a recognized official, in carrying out his or her responsibilities to investigate a possible case of child abuse, requests permission to interview a suspected child abuse victim or when a court order precludes or eliminates the need for parental notification.

CONTACTING A STUDENT DURING THE SCHOOL DAY

If you need to leave a message for a student during the school day please call 389-6001. Students are called to the office to receive messages between classes throughout the day. Urgent messages will be given priority, although the school cannot guarantee that messages will reach the student by any particular time. **LUNCH INFORMATION AND EXPECTATIONS**

Princeton High School is a closed campus. Students are not allowed to leave campus at any time without permission from the office. The only circumstances under which a student may leave for lunch is if the parent/guardian picks up their student at school, takes them to lunch, and returns them to school. Students leaving campus or failing to follow proper procedure for leaving for lunch are subject to the consequences of the attendance/discipline policies. **Students are not allowed to have lunch delivered to the school by restaurants or other food establishments.**

Lunch Account Payments: 'Lunch Account' refers to the account that is used for breakfast, lunch, milk and Snack Shop purchases. It is a prepaid, computerized program. Cash or checks deposited into a student's account must include the student's full name and account number, and should be placed in a sealed envelope addressed to Food Service. Deposits are accepted in the cafeteria every morning before 9:00 and may be for any amount. Deposits may also be made online through the Parent Access portal on the school website. The minimum deposit online is \$25.00.

Lunch Account Policy: Students who have a negative balance of \$5.00 or more in their account will not be allowed to charge on that account. All account balances must be positive by May 15th in order to continue charging meals to that account, and negative balances should be righted. Any balances left in accounts at the end of the year will rollover to the next school year. Students should memorize their account number and keep it confidential.

Free or Reduced Lunches: Breakfasts and lunches are available for students whose family meets the federal criteria. We encourage all families to complete and submit the forms available in the office, on line and at Orientation Night to see if you qualify for assistance. , and can be filled out at any time during the school year.

Please access the Food Services department on the district website for current meal prices.

Menus are published on the Princeton Public School website. Students are encouraged to sample new menu items and to enjoy the wide variety of whole grain and fresh food offerings. Students who bring their own lunches are encouraged to bring well-balanced lunches, and to include a cold-pack if needed. Students and parents may not have lunches delivered to the school from restaurants.

Additional Programs:

Breakfast is offered every school day from 7:45-8:05 in the cafeteria. Students who are eligible for free or reduced lunch are also eligible for free breakfast. The after school Snack Shop is available from 2:50-3:15 in the cafeteria. Payment for breakfast and Snack Shop is deducted from your lunch account; a positive balance in your account is required!

Students are to observe the following expectations when in the cafeteria:

1. Stand in line. Be patient and courteous.
2. Pay for what you take.
3. Clean up after yourself.

KEEP FOOD IN THE CAFETERIA: No food or drink should be consumed in carpeted areas. This includes classrooms, music rooms, the media center and the carpeted area of the cafeteria. Hot beverages and ice cream need to be , and not taken to lockers, class or the media center.

VISITORS

Any person other than Princeton High School students, staff or school board personnel are regarded as visitors and must report to the office for clearance before going anywhere in the building. PHS accepts only those visitors who have legitimate business at the school. Former students are expected to wait until 2:50 to visit with staff members in order to reduce disruption and increase the safety and security of the students enrolled at Princeton High School. Visitors wishing to see PHS students are asked to do so off school property.

Students who have a legitimate educational reason to visit our school must have their parent/guardian contact the high school office to explain the situation. Visitors may be allowed if they are seriously considering transferring to Princeton at some time in the near future.

DANCES

Dances are held throughout the school year for a variety of occasions, and are open to PHS students grades 9-12. Middle school students are not allowed at high school dances. All school rules apply during these events. Guests of PHS students must be approved by administration by the Wednesday prior to the dance, must be under the age of 21 at the time of the dance, and must be in possession of a photo ID to gain admittance. Guest forms are available in the main office. Students may host one guest each. Administration reserves the right to deny admittance to any student or guest, and to remove students and/or guests at our discretion. Attendees will not be readmitted once they have left the dance.

Prom is a formal event designated for Juniors and Seniors enrolled in PHS (and our ALC students) and their guest. Freshmen and Sophomores may attend only as guests of a Junior or Senior. "Morp" is a semi-formal event designated exclusively for 9th and 10th grade PHS students; no guests are admitted for Morp. Morp is not held every year.

SPRING FLING

Spring Fling is a Princeton High School event that is not open to visitors or alumni. Princeton students who are in good standing at the ALC may attend with prior approval from a Princeton administrator.

FIRE DRILLS

According to the Minnesota State Law, schools must hold at least five fire drills per year. It is therefore important that students follow the fire drill guidelines each time the alarm goes off. The guidelines are:

1. Leave your area immediately according to the directions posted in the area.
2. Once out of the building, remain from the building until the "all clear" signal is given.
3. If the alarm rings during lunch time, leave the cafeteria immediately, leave the trays on the table. When you return to the cafeteria, finish your lunch and bus your tray.

LOCK DOWN DRILLS

Minnesota state law requires schools to periodically practice their lock down procedures in order to prepare for emergency situations that may arise. Student safety is of primary concern during lock downs, therefore, students are expected to respond immediately to staff direction during drills. Drills are typically conducted with little disruption to the school day.

TORNADO WARNING AND DRILLS

To ensure that students and staff are prepared for possible tornado events, Princeton High School conducts at least one Tornado Drill a year as if there is a Tornado Warning in effect. A tornado

warning is when a tornado has been sighted and may be approaching the school or the immediate area. These procedures will be followed:

1. An announcement will be made over the intercom.
2. Teacher and students should remain calm and take prescribed route to the assigned shelter area. Walk in an orderly manner. Students and teachers are to sit on the floor in proper tuck position.
3. Teachers will account for students who were in their classroom at the time the alarm sounded by taking roll. Maintain order and discipline in the shelter areas.
4. The "all clear" will sound by a steady ringing of the school bell. If electrical power has been lost, a messenger will bring the all clear message.

MANDATED REPORTING

Recognizing the relationship that exists between successful school experiences and good physical, mental and emotional health of students, it is the policy of the School District to comply with state mandates by requiring teachers and staff to report suspected neglect and physical or sexual abuse of children. (MN. Statute Section 262. 556, Sub. 3. Policy 414.)

LOCKERS

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without prior notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities will provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Students are allowed use of the lockers at no cost. Students are expected to maintain their lockers in a neat and clean manner. If the student experiences difficulties with a locker, this should be reported to the office and a custodian will see to it as soon as possible. Do not kick, punch or pry lockers; do not write on the lockers. If damage occurs to a locker, the student who is assigned the locker or who is known to have damaged the locker will be responsible for repair costs. .

Lockers are intended to keep school materials and personal articles safe. Lockers should be kept LOCKED at all times, and combinations should be kept confidential by the student. Lockers should not be shared with other students as this often results in lost or stolen articles for which the school assumes no responsibility. Combinations may be changed by the office if necessary.

PARKING REGULATIONS

Students are permitted to park in a school district location as a matter of privilege, not a right, per ISD 477 Policy 547. The school district does not carry insurance to cover damage to auto vehicles parked on school property. . Any damage sustained while parked on school property is the responsibility of the auto owner and/or their insurance agency. We encourage students to utilize the bus system for transportation to and from school. Students who drive to school shall follow the following expectations: (Reference specific rules listed on the parking registration form for further information.)

1. All students are required to park in the student lots unless specifically directed otherwise.
2. Parking permits will be required to park in the student lot. Fees for parking permits are as follows:

All year	\$85	\$70
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2 trimesters	\$73	\$58
3rd trimester only	\$58	\$43

- Students may buy daily parking passes for \$3.00 in the high school office.
- A replacement fee of \$3.00 will be charged if students lose their permit.
- All transfers of parking permits (i.e., car to car, person to person) must be approved by the parking lot supervisor. Failure to do so prior to the transfer will result in a parking ticket.
- Parking lots are "off limits" during the school day. Permission to go to a car or leave the student lot (during school hours) must be obtained from an assistant principal and shown to the attendant upon leaving.
- The speed limit at all times in the high school parking lots should not exceed 10 m.p.h. Any student exceeding the limit, driving in a reckless manner, refusing to yield to pedestrians and/or buses may have their permit revoked for a specified time.
- Students who use their vehicle to endanger the safety of others will lose their parking privileges and face other possible school and legal system consequences.
- Permit holders who take other students or themselves off campus without a pass from the office will lose their parking privileges and will be unable to park on school property during the school day.

1st violation: 10 school days

2nd violation: Remainder of school year

- Parking in the wrong lot or without the proper permit will result in a ticket (\$10.00). Parking tags must be displayed at all times.
- There are a limited number of spaces available for student parking. When those spaces designated for students have been allotted, no further parking permits will be issued. Students who anticipate needing a permit later in the school year are encouraged to buy a permit early in order to ensure getting a space.
- Vehicles may be towed, at owner's expense, for failure to pay fine(s) or repeated violations.

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official. (For more information, see Policy 524 at)

STUDENT RECORDS

Student records are maintained for each student for the purpose of aiding the student in the educational process and to fulfill the requirements of state law. Students and parents may request copies of their permanent records (transcripts) from the high school. The office staff may need advanced notice. Health records are kept in the health office. Special education personnel sometimes have additional records on students with whom they are working. Rights of parents/guardians extend to this information as well as those maintained in the student's cumulative file. (For more information see Policy 515 at)

DISCIPLINE PHILOSOPHY

Princeton High School encourages students to choose behaviors that promote respect and responsibility for themselves, others, and private and public property. The Code of Conduct states

the expectation that students will use appropriate and positive language, be considerate, follow rules and directions, and take care of the school and community.

Each teacher has the authority to establish a classroom management plan that defines classroom rules, expectations and procedures that promote a safe and orderly classroom environment, and that is consistent with building and district policies. Students are expected to comply with these rules, expectations and procedures. The teacher also has the authority to define and deliver consequences appropriate to violations of the classroom management plan. (ISD 477 Policy 506, Student Discipline)

Princeton High School students are responsible for their own actions and behavior. Students are expected to demonstrate respect and responsibility and to follow school rules. Disruptive and destructive behaviors are not acceptable at PHS or PHS events. The administration of Princeton High School recognizes that it is impossible to list all behaviors that are unacceptable in a learning community such as ours. By necessity, the administration must reserve the right to disallow any behaviors or dress that, in our best judgment, are distracting, destructive, inappropriate or in conflict with our mission as an educational institution. Students who violate this code of conduct are subject to school disciplinary action, including suspension and/or expulsion, as well as referral to local authorities for possible criminal prosecution. Students who repeatedly violate the code of conduct may be referred to an alternative setting.

It is expected that Princeton High School students will act respectfully toward others, and treat the property of the school and others in a responsible manner. Students are expected to resolve individual differences in a non-violent manner, and refrain from verbal and physical confrontations. Bullying and harassment will not be tolerated, and may lead to suspension, expulsion or referral to an alternative setting. (See District Policy 413,)

“Insubordination” is refusing to comply with a reasonable request or directive of a staff member. Consequences may include a conference with the staff member and assistant principal, parent notification, suspension, or other disciplinary action.

Students are expected to follow the same conduct and dress guidelines while engaged in school-sponsored events as those practiced in school. Students who are asked to leave a school-sponsored event will be suspended until a plan for returning to school is worked out with his/her parent/guardian. An administrator (or staff member in charge) will try to reach a parent/guardian the same afternoon or evening should a student be asked to leave an event. In addition to the suspension, students may be prohibited from attending activities for a time as part of the school consequence. Athletes who are removed while attending as fans will also be subject to the Code of Conduct portion of the Minnesota State High School League rules.

The possession or use of articles that are nuisance, illegal, or that may cause harm to persons or property is prohibited at school and school sponsored activities. When the administration or staff has reasonable cause to suspect that a dangerous or illegal article is present in the school building, on school grounds, at a school activity, or in the possession of a student, he/she shall investigate and take necessary action to safeguard persons and property or restore focus to the classroom. Electronic devices, personal music players, rollerblades and skateboards are among the many items that are considered nuisance articles.

Students are advised to not bring valuable items or large amounts of money to school in order to avoid loss or theft of said items.

Personal electronic devices, particularly i-pods/mp3 players and cell phones have become an extreme distraction from learning at school, and are targets for theft. We encourage students to refrain from bringing iPods/mp3 players to school and, if brought, to lock them securely in a locker during the school day. Electronic devices that disrupt or distract from the learning environment will be confiscated.

Students may not use music players during class without permission from the teacher.

The only exception to this rule is that teachers may direct students in utilizing their electronic devices for legitimate classroom purposes. Cell phones and iPods employed to text will be

confiscated from students who use them during class. After turning off the device, the student must relinquish the device with sim card and battery intact. Parents of a student who has his/her cell phone confiscated repeatedly will be contacted and may be required to pick up the phone at school. There is a significant risk that electronic devices will be lost or stolen at school. If a phone or music player is confiscated during the day and the item is stolen or lost, the student bears the burden of loss. Phones are available in the office for student use in an emergency. Parents can leave urgent messages for students with the secretary at 389-6001 and their child will be called to the office to retrieve the message.

Students are expected to present an appearance that does not disrupt the educational process or interfere with the maintenance of a positive teaching/learning climate. Students are expected to wear clothing that adequately covers their body; strapless tops are prohibited, as is excessively tight clothing. Dress and/or grooming which is not in accord with reasonable standards of health, safety, modesty, and decency will be considered inappropriate. Students whose dress and/or grooming is considered to be inappropriate will be asked to change and may be sent home from school. Students must remove hats and caps at the beginning of the school day and until the end of the school day. Hoods must be worn down.

In addition, any clothing with language or pictures conveying explicit or implied obscenities or sexual vulgarities, promoting the use of drugs, alcohol, tobacco/tobacco products, inciting violence, gang activity, or other illegal acts, or of a nature that is offensive to a group or class of people will not be allowed.

When a student wishes to move from one area to another during class periods, the student must carry a pass permitting them to do so. Students must be prepared to present their passes to staff upon request. **Students who wish to go to another teacher's room must have permission from both teachers (their current teacher and the other teacher). Students must have a pass from their teacher to go to/work in the media center.**

Students leaving campus or in an off limits area without permission from the student services office are subject to the consequences of the attendance/discipline policies. Students must receive permission from an assistant principal to go to the parking lot during school hours. Students outside of the building in non-designated areas may be considered off limits and are subject to discipline policies.

Princeton High School defines terroristic threats as actions, spoken or written words, or symbols that communicate the potential for action that could endanger the safety and well-being of individuals or groups of individuals. Such acts create a hostile, disruptive and unproductive work and learning environment for students and staff. Bomb threats fall into the category of terroristic threats, as do statements intended to incite fear in an individual or group.

Princeton Public Schools holds the safety and welfare of students and staff as its highest priority. All threats to the safety of Princeton School students and staff will be taken seriously and result in immediate action to maximize student and staff safety, and at the same time minimize disruption of the educational program. (Reference policy 501 for more specific information.)

Students marking or damaging school equipment, lockers or property in any way will be required to clean the article and/or to pay for damage done. The school will charge an appropriate replacement fee for textbooks, workbooks or library books lost or destroyed by students. Students who damage lockers as a result of hitting or kicking them will be assessed a fee.

Minnesota State Statutes allow the use of reasonable force by a teacher, school employee, bus driver, or other agent of the school district when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Excessive display of affection between students in a public setting such as schools is inappropriate behavior, and persons displaying such behavior will be asked to stop. Students who persist in this type of behavior may earn disciplinary action.

STUDENT GRIEVANCE PROCEDURE

Attendance issues will not be covered by the grievance procedure. Students have the opportunity to grieve decisions by members of the administration and faculty that affect them as individuals or groups. Grievance procedure follows:

- 1) Direct Involvement: Student will attempt reconciliation with the individual staff member involved.
- 2) Assistant Principal Involvement: Student will attempt reconciliation by involving his or her Assistant Principal.
- 3) Administrative Appeal: The student has the opportunity to have his or her concern reviewed by the building principal.

SUSPENSION, EXPULSION

A. SUSPENSION

1. : "Suspension" means an action taken by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. This definition does not apply to dismissal from school for one school day or less. Each suspension action shall include a readmission plan. The readmission plan shall include where appropriate, a provision for alternative programs to be implemented upon readmission. Suspension may not be consecutively imposed against the same pupil for the same course of conduct or incident of misconduct, except where the pupil will create an immediate and substantial danger to persons or property around him. In no event shall suspension exceed 15 school days, provided that an alternative program shall be implemented to the extent that suspension exceeds ten days.
2. The administration has the prerogative of suspending a student in school or out of school for serious infractions of school rules. Suspension from school may be for a period up to and including ten days. Students who are suspended out of school must remain off the school grounds during the entire time of suspension, including evening activities. A letter will be sent to parents/guardian and the student detailing the reasons for the suspension, the plan for readmission, and a copy of the Minnesota Fair Dismissal Act.

B. EXPULSION

- : "Expulsion" means an action taken by the school board to prohibit an enrolled pupil from further attendance for a period that shall not exceed one calendar year.
- : A student may be expelled from school for behavior or actions that would place themselves or other students in an unsafe condition.
- : When an expulsion is appropriate, the School District may expel the student for an amount of time no greater than one school year from the date the pupil is expelled. The length of expulsion is within the School District's discretion.
- : The length and date of the expulsion will become part of the student's permanent record. If a student withdraws or transfers after expulsion proceedings for a weapons violation are started, the school may disclose this to another school district in connection with the possible admission of the student to school.

BUS RULES

Transportation to and from school is a privilege, not a right. Students are expected to follow the rules set out by the transportation company. Violations typically result in suspension from riding the bus; consequences escalate for students who have multiple incidents. Due to their age and experience on the bus, high school students are expected to follow the rules to a higher standard than younger students, and will receive suspensions for 5-days, 10-days, then are removed from

the bus for the remainder of the school year. The high school/bus company will review bus expectations yearly.

Class I Offenses

- Spitting
- Excessive noise
- Horseplay/mischief, distracting behavior
- Eating/drinking/littering on bus
- Leaving seat/standing while in motion
- Profanity, verbal abuse, obscene gestures
- Possession/use of nuisance items
- Refusing to honestly identify self to bus authority
- Riding unassigned bus/using wrong bus stop
- Non-compliant to driver/monitor/bus patrol
- explosives Opening window past safety line
- Riding or attempting to ride any bus during bus suspension

school

Class II Offenses

- Arms, legs, head out of window
- Throwing, shooting of any object
- Bullying/physical aggression
- Profanity/threats toward driver or monitor
- Possession/use tobacco, drugs, alcohol
- 'Danger Zone' infringements
- Lighting matches, lighters, flammable items
- Tampering with or using emergency exits without authorization
- Possession or threat of weapons/ or flammables
- Possession/use of laser pointer
- Any offense committed on any bus outside of regular transportation to and from (field trips, activities, etc.)

Other offenses as reported by driver or principal may fall into either of these categories.

DISTRICT POLICIES

HARASSMENT AND VIOLENCE

(ISD 477 Policy 413)

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

“Assault” is an act done with intent to cause fear in another of immediate bodily harm or death, and/or the intentional infliction of or attempt to inflict bodily harm upon another, and/or the threat to do bodily harm to another person with present ability to carry out the threat.

“Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

- 1) has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
- 2) has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance, or
- 3) otherwise adversely affects an individual’s employment or academic opportunities.

Students who believe they have been subjected to conduct that is harassing or violent should report this conduct to a school official (ie school counselor, assistant principal, etc.)

Princeton district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy. (Policy 413 can be found in its entirety on the district website at .)

STUDENT ATTENDANCE

(ISD 477 Policy 503)

The school board believes that regular attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose to this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators.

To be considered a valid excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

The following reasons shall be sufficient to constitute excused absences:

- 1) Illness.
- 2) Serious illness in the student's immediate family.
- 3) A death or funeral in the student's immediate family or of a close friend or relative.
- 4) Medical, dental, or orthodontic treatment, or a counseling appointment.
- 5) Court appearances occasioned by family or personal action.
- 6) Religious instruction not to exceed three hours in any week.
- 7) Physical emergency conditions such as fire, flood, storm, etc.
- 8) Official school field trip or other school-sponsored outing.
- 9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to make up work.
- 10) Family emergencies.
- 11) Active duty in any military branch of the United States.
- 12) A student's condition that requires ongoing treatment for a mental health diagnosis.
- 13) Other reasons approved by the building administrators.

The following are examples of absences which will not be excused:

- 1) Truancy.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Any other absence not included under the attendance procedures set out in this policy other than those approved by building administrator.

Tardiness: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Valid excuses for tardiness include those reasons above numbered 1-7 under excused absences.

Participation in extracurricular activities and school -sponsored on-the-job-training programs hinges on adherence to the attendance policy and procedures.

"Continuing Truant" is a legal term for a high school aged student under the age of 17 who is absent from attendance without valid excuse for three or more class periods on three or more days in a school year.

“Habitual Truant” is a legal term for a high school aged student under the age of 17 who is absent from attendance without lawful excuse for seven or more class periods on any seven days in a school year.

Schools are required by law to notify the parent or legal guardian of the student’s unexcused absence from school, and inform them that alternative educational programs and services may be available in the district, that the parent or guardian has the right to meet with school personnel to discuss solutions to the child’s truancy, and that if the child continues to be truant the parent and child may be subject to juvenile court proceedings under Minn Statute Ch. 260. (Policy 503 can be found in it’s entirety on the district website)

BULLYING PROHIBITION

(ISD 477 Policy 514)

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying is conduct that interferes with students’ ability to learn and teachers’ ability to educate students in a safe environment. The school recognizes that it cannot monitor the activities of students at all times, nor prevent all incidents of bullying between students, particularly when student are not under direct supervision of school personnel. However, the school district will act to investigate all complaints of bullying and will discipline or take appropriate action against anyone who is found to have violated this policy. Consequences for students who commit acts of bullying may include, but are not limited to, education about the effects of bullying, suspension, expulsion, or referral to an alternative educational setting. (Policy 514 can be found in its entirety on the district website at .)

CHEMICAL USE AND ABUSE POLICY

(ISD 477 Policy 417)

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. They believe that the public school has a role in the education, intervention, and prevention of chemical use and abuse.

Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School. In the event that a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals the employee will notify an administrator. The administrator will address the suspicion as is warranted, including conducting an investigation that may include a search of the student’s person, effects, locker, vehicle, or areas within the student’s control. Searches by school officials shall be in accordance with school board policy regarding search and seizure. Any minor may give effective consent for medical, mental and other health services to determine the presence of alcohol or other drugs.

Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended and proposed for expulsion.

(Policy 417 can be found in its entirety on the district website at .)

DRUG-FREE WORKPLACE, DRUG-FREE SCHOOL POLICY

(ISD 477 Policy 418)

Use or possession of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited. It shall be a violation of this policy for any student, teacher, administrator, other school district personnel, or member of the public to use or possess alcohol, toxic substances, or controlled substances in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against

any student, teacher, administrator, school personnel, or member of the public who violates this policy.

“Alcohol” includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.

“Controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

“Toxic substances” includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

“Use” includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

“Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.

“School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Students who have a prescription from a physician for medical treatment with a controlled substance must comply with the school district’s student medication policy, which requires that students keep all medications in the nurse’s office. Inhalers are the exception to this rule and may be in the possession of the student for whom they are prescribed.

A student who violates the terms of this policy shall be subject to discipline in accordance with the school district’s discipline policy. Such discipline may include suspension or expulsion from school. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort. (Policy 418 can be found in it’s entirety on the district website at .)

TOBACCO-FREE ENVIRONMENT POLICY

(ISD 477 Policy 419)

It is a violation of the Tobacco-Free Workplace for any student, teacher, administrator, other school personnel or person to smoke or use tobacco or tobacco-related devices, including electronic cigarettes, in a public school. It is also a violation of this policy for any student to possess any type of tobacco or tobacco-related device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off-campus events sponsored by the school district. (Policy 419 can be found in it’s entirety on the district website at .)

PROHIBITION OF WEAPONS

(ISD 477 Policy 501)

The safety and well being of students and staff members is of paramount concern to the Princeton School District. No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in the weapons policy. The school district will act to enforce this policy and to discipline or take appropriate action against any

student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

The school district takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include: confiscation of the weapon; immediate out-of-school suspension; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year.

Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

While the school district takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline. (Policy 501 can be found in its entirety on the district's website at.)

SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

(ISD 477 Policy 502)

: Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide

notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

School officials may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

: School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

: The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex.

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition. (Policy 502 can be found in it's entirety on the district's website at.)

PROTECTION AND PRIVACY OF PUPIL RECORDS

(ISD 477 Policy 515)

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. Individual educational data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order and certain state or federal statutes authorizing access. .

Parents and eligible students have the following rights under this policy:

- a) The right to inspect and review the student's education records;
- b) The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
- d) The right to refuse release of secondary students' names, addresses, and home telephone numbers to military recruiting officers;
- e) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
- f) The right to be informed about rights under the federal law; and
- g) The right to obtain a copy of this policy. Policy 515 can be found in it's entirety at the Princeton District Office or on the District's website .

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address and telephone number of the

student's parent(s). Directory information does not include personally identifiable data which references religion, race, color, social position or nationality.

A form to restrict public access to your child's directory information is included in this section of the handbook.

HAZING PROHIBITION

(ISD 477 Policy 526)

Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. This also includes but is not limited to, any activity that intimidates or threatens a student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school. Persons who engage in hazing in any way will be subject to disciplinary action, including but not limited to sanctions outlined by the Minnesota State High School League. (The policy in its entirety can be found on the district website at .)

INTERNET ACCEPTABLE USE POLICY

(ISD 477 Policy 524)

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

Users should expect only limited privacy in the contents of personal files on the school district system. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time, or to refuse access for their child to the Internet. A form to refuse access to the Internet for a student is included in this section of the handbook.

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, or exclusion, and/or civil or criminal liability under other applicable laws.

It is considered unacceptable to use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:

- a) pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
- b) obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

- c) materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
- d) information or materials that could cause damage or danger of disruption to the educational process;
- e) materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users. All provisions of the acceptable use policy are subordinate to local, state and federal laws.

Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person. Users will not use the school district system to post private information about another person or to post, transmit or distribute personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement.

With respect to any of its computers with Internet access, the School District will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized are designed to block or filter Internet access to any visual depictions that are obscene, pornographic, or otherwise deemed harmful to minors. These filters are not guaranteed to deny access to all unacceptable material available on the Internet.

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school

programs but may not release information to military recruiters or 'Who's Who in American High Schools'."):

Parent/Guardian Name (printed)

Parent/Guardian Signature

Date

PRINCETON PUBLIC SCHOOLS ACTIVITIES PROGRAM

- 1. Online Meeting & Registration completed
- 2. Current physical (within the last 3 years) on file in the Activities Office.
- 3. Fee paid prior to the first contest (coaches/advisors may choose to have fees paid earlier).

CO-CURRICULAR ACTIVITY PHILOSOPHY

The activities program at Princeton High School is considered an integral part of the total educational process. The purpose of the program is to provide educational experiences which complement that process and help students attain the goals of the Princeton Public Schools. The activities program is an effective means of providing young people with the opportunity to develop socially, emotionally, intellectually, and physically which contributes to their becoming effective members of society. The emphasis shall be on teaching these attributes at a level necessary to be competitive inter-scholastically.

The goal of the program is to benefit students (grades 7-12) who participate directly, and to benefit students and community members not directly involved. Striving to win is important. The aim is to provide a positive experience for all participants. Individual improvement and the achievement of personal and team goals are determinants of success.

Implementation of the following components is necessary in order to be competitive:

- 1. Quality coaching/advising, equipment, and necessary facilities.
- 2. In Freshman programs, all participants shall have an opportunity to practice and compete. While preparation for successful competition is an emphasis, participation for the greatest number of students possible shall be the focus. All athletes will have the opportunity to compete, but playing time may not be equal.
- 3. In Sophomore programs all participants shall have an opportunity to practice and compete. The emphasis will be on preparation for successful competition with a greater emphasis on

winning than at lower levels. All athletes will have the opportunity to compete, but playing time may not be equal.

4. In Junior Varsity programs participants shall be chosen from the most highly-skilled of those who do not make the Varsity team. The ability to compete on an equal basis with opponents shall be the focus.
5. Varsity programs are for the most highly-skilled participants. Careful attention should be paid to the quality of the experience and to ensure the greatest possible opportunity for success against all opponents. "Playing time" shall go to the athlete most able to make a positive contribution.
6. Coaches/advisors must maintain communication with athletes, parents, and the community.
7. The athletic program should promote, teach, and exemplify proper conduct for participants, parents, coaches/advisors, and spectators. All of those directly or indirectly involved in the program should represent our school and community with pride, class, and a commitment to excellence.

The following policies and procedures will guide activities eligibility, participation, and conduct at Princeton High School (complete policies can be found on the websites listed below):

Minnesota State High School League (www.mshsl.org)

District 477 Policies #510 & 597 (www.isd477.org)

NCAA (www.ncaa.org)

Princeton High School Activities Department policies (www.isd477.org)

Rehearsals and practices will be scheduled to run no later than 10:00 p.m. on school nights for high school students and no later than 9:00 p.m. for middle school students. When rehearsals are scheduled for extended periods of time, coaches/advisors/staff will find ways to allow students to study during periods of time when they are not directly involved.

Every effort will be made to leave Wednesday evenings open so that students may participate in non-school activities. There will be no practices, rehearsals, or activities after 6:00 p.m. on Wednesdays.

ACTIVITIES 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:

Coach/Advisor directly involved with the student

Head Coach/Advisor

Activities Director

Principal

Superintendent

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.
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.
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.

GENERAL PARTICIPATION RULES

1. School Day
 - a. Members of activity groups will be allowed to practice or participate on any given day only if they are present in school attendance for the **entire** school day. Exceptions to this rule include school-sponsored activities, family emergencies, or doctor/dental appointments during the school day. Exceptions must be cleared with the activities office 389-6002 or 389-6047 (or principal if the activities office is not available) before the school day begins. If a student is not in school the last scheduled day before break, including weekends, the student may participate if it is an excused absence. Excused absences include, illness; serious illness in the student's immediate family; death in the student's family, or close friend; medical or dental appointments; court appearances; physical emergency such as fire, flood, severe weather, etc.; official school field trip or other school related outing as determined by the Principal or Activities Director; or family emergency. A parent/legal guardian note is required for these absences.
 - b. Members of activity groups will be withheld from practice or participation on any given day if they are without a principal's excusal from any class period (including periods where

credit is not granted). This attendance rule applies to students who are absent from class for in-school or out-of-school suspension.

- c. Students who are withheld from practice or participation because of school attendance cannot participate or be in attendance at practice, school-sponsored games, or performances.
2. In Activities
 - a. Each advisor/coach shall establish attendance requirements for the activity he/she directs. Attendance rules need not necessarily differentiate between “excused” or “unexcused” absences for practices or games/events. Students who don’t meet activity attendance requirements may be released from any further participation in that activity.
 - b. If a student is involved in two or more activities which create attendance conflicts, the student is responsible to notify all advisors/coaches involved as soon as the student is aware of the conflict. The student shall attend the activities as agreed upon by the advisors/coaches involved when a conflict exists. If the student chooses to attend in a manner not agreed upon by the advisors/coaches, this will be considered a violation of attendance requirements and the student may be released from further participation in one or more of the activities.
 3. Sectional/State Tournament Attendance
 - a. When a PHS team or an individual(s) are in the Sectional/State Tournament, Varsity/Junior Varsity team participants are marked as a “Student Activity” to attend a tournament. Participants need to have a prior authorization with the Attendance Secretary to have it not count against their incentive and ride school-provided transportation.
 - b. When participants of an activity wish to attend a State Tournament (with no PHS team competing), the participants can attend with their attendance being marked “Excused” and will count against their incentive. Participants need to return to the Attendance Secretary their ticket stub.

EQUIPMENT, UNIFORMS, AND COSTUMES

1. All items must be checked out to them by their advisor/coach. Students are responsible for all equipment, uniforms and costumes that have been issued to them by school officials. This responsibility includes proper care, cleaning, and simple repairs.
 - a. If an item is not returned to the advisor on the date and time scheduled by the advisors, the student will be put on a fines list and required to pay an amount to Princeton Schools equal to the cost of replacement (including administrative fees, shipping, etc.) and activities participation/privileges will be suspended.
 - b. Students may not return equipment to the principal's or activities director's offices. Arrangements must be made with their particular advisor

LOCKER ROOMS

1. All lockers are property of Princeton Schools. Lockers are subject to search by school officials at the school's discretion.
2. Lockers are issued by an advisor. Students may only use the locker issued to them. Padlocks will also be issued by the school. Only school padlocks may be attached to lockers. Any other padlock will be cut off without reimbursement.
3. At the conclusion of each season, participants in activities must immediately vacate lockers so that they can be available for the next season. Students who do not comply will have their locks removed, contents disposed and a fine will be applied.

4. It is strongly encouraged that cell phones, cameras, PDA's with camera capability and similar devices not be permitted in locker rooms for any MSHSL-sponsored competition. Because of the technology advance and the availability of "picture phones" that allow individuals to take photos and transmit them via the internet, the MSHSL is taking this proactive step to ensure the privacy of all individuals during the time they occupy locker room facilities at MSHSL-sponsored events.

TRANSPORTATION AND ACTIVITIES AWAY FROM PHS

1. Advisors/coaches will establish and enforce rules for conduct on trips which they supervise. All students on trips will be required to abide by the wishes of the advisor. In addition, this set of rules always applies:
 - a. All activity participants must ride to, and return from all away contests or events with their fellow students on school-provided transportation. Students may never drive their own vehicles - NO EXCEPTIONS (work included)! When non-participant team members, in school related activities, provide their own transportation, they also assume liability. Proper sign-out procedures with a parent/legal guardian signing out the student with the coach/advisor following the conclusion of the event must be done.
 - b. Students may be released from school transportation to ride with parents/guardians only.
 - c. Violation of transportation rules are considered serious. Other consequences may be applied. Students who violate transportation rules will be immediately suspended and may be removed from participation in that activity. Other consequences may be applied.
 - d. Practice Transportation Release forms must be signed by parent/guardian(s) of activities participants who will be driving/riding to off-site locations for practices. Forms must be turned into the activities office before students are allowed to drive/ride to the off-site locations before practices and/or games begin.
2. Any damage to vehicles used for transportation by students will be repaired at the cost to the student(s) involved. This includes students who caused the damage and those who made the destruction possible in any way.
3. ALL PRINCETON SCHOOL RULES APPLY TO STUDENTS WHILE THEY ARE ON TRIPS!
This includes transportation both ways and the entire time at the location of the visit.

COLLEGE ATHLETIC PARTICIPATION

Students considering participating in college athletics must be aware of increasing eligibility requirements developed by the National Collegiate Athletic Association (NCAA). We strongly urge students who score less than the minimum requirements to retake the ACT and/or the SAT tests! For specific requirements for the college of your choice, please check with your counselor or contact the NCAA at 1-913-339-1906 or www.ncaa.org. It is strongly recommended that you college-plan your junior year so to understand the requirements and regulations surrounding collegiate participation.

FEES AND COSTS

1. A fee has been established by the Princeton school board for participation in all athletic sports and for some Fine Arts activities. That fee will be fully refunded if a student quits participation on or before the last day of the second week of the official season. Beginning with the first day of the third week of any season, no refund will be given unless the student is released from the program for reason of skill level.
2. No student shall receive a refund after she/he is released from a program for reason of attendance, misbehavior, or violation of MSHSL or Princeton policies.

3. Each participant may be expected to pay the costs of personal clothing or equipment (i.e. suits, practice apparel, orthopedic devices, mouthguards, etc.). If you are unsure of costs, contact the advisor before the season begins.

1st Sport	\$150	1st Activity	\$125
2nd Sport	\$125	2nd Activity	\$100
Additional Sports	\$100	3rd & Additional Activities	\$75

****HS SPECIAL FEES (flat fee regardless of what number activity):**

\$175: Football, B/G Hockey, Fall Musical

\$275: Clay Target League

NOTE: 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%.

SEASON PASSES: HS & MS activity participants will receive a free season pass once their current school year ID's have been received and their activity fee is paid in full. If a student ends up not going out for the paid activity, the activity fee will be refunded minus the \$25 for a student season pass.

Family Passes: \$175.00

Individual Pass: \$100.00

Student Pass: \$25.00

INSURANCE

The MSHSL has historically provided catastrophic insurance for all student athletes and fine arts participants in grades 7-12 during the time they practice for and compete in League-sponsored activities at the Varsity, JV, B-squad/Sophomore level. Cheerleading is the exception. For more information, go to www.mshsl.org

Additional coverage for student athletes can be purchased from Student Assurance Services, Inc. Contact the Activities Office for an application and more information.

INJURIES

1. All injuries must be reported by the participant to the advisor/coach immediately when they happen.
2. Advisors/coaches are expected to administer first-aid to the level which they are competent. Advisors/coaches will fill out an accident report.
3. Parents of all PHS students are expected to provide the school with both home and emergency phone numbers. When a student is injured, the advisor/coach can then contact the parent/guardian.
4. For any medical treatment from a healthcare facility, the injured person's family insurance carrier should receive the claim.
5. After major surgery or serious illness/injury, the attending physician must certify in writing the student's readiness for participation and be filed with the Activities Office.
6. Princeton Schools DO NOT provide supports like knee or ankle braces. Such items must be purchased by the student. Family insurance can often be used.

SUSPENSIONS AND REMOVALS FROM PARTICIPATION

Participation in activities is a privilege. Therefore, students will be expected to display the highest amount of respect for the position of advisor or coach.

1. A student may, at any time, be suspended/removed from participation in an activity if the advisor/coach feels the student's actions, behaviors, or comments are disruptive to the successful functioning of the activity, and the advisor interprets no improvement by the student after previous discussions. A student may also be suspended/removed if his/her actions,

behaviors, or comments are considered extremely offensive or disruptive by the advisor. If a student is suspended, but shows disregard for the instructions given by the advisor for improvement, the suspension may be increased to a removal.

- a. The advisor/coach need not discuss rationale for the suspension/removal of a student until after the completion of that day's activity.
- b. The advisor/coach should later explain the rationale for a decision to suspend/remove. Instructions should be given to the student on how to modify actions, behaviors, and comments to make them acceptable to the advisor. However, if the student involved is unwilling to listen to the advisor, or the student is offensive to the advisor while the advisor tries to explain rationale, the advisor need not explain.
- c. If a student feels that the suspension/removal is contrary to the previously stated policies of the advisor or activities department, he/she may appeal the suspension to the activities director.
- d. Suspension/Removal from an activity is season-long or school-year long.
- e. Suspension / removal from any activity may be considered by an advisor when a student applies for participation in any other school activity.

ATHLETIC SQUADS

1. **PROMOTION:** The following guidelines will apply to the promotion of athletes to squads not generally designed for students at their grade level.
 - a. In activities which have no middle school squads of any kind, any student in grades 7-8 a promotion form will be required for those students competing at the varsity level. The coach, along with school administration, parents and the activities director will determine if the student is appropriate for promotion. However, because of the physical nature of hockey, very little consideration will be given to allow students from grades 7-8 on the V/JV boys hockey teams.
 - b. Grades 7 & 8 Promotion: The activities director will seek input from the coach/advisory, the parents/guardians, middle school administrator and counselor before making a decision. It is the tendency of the activities director to disapprove requests for grade 7 & 8 promotion for possible reasons to include social development, academic development, and/or physical development.
 - c. Discretion of the advisor/coach will be used to assign players in grades 9-12 to either varsity or junior varsity squads.
2. **PROCEDURE FOR LIMITING SQUAD OR CAST SIZE:** In grades 9-12, it is our activity guideline that casts or squads may be limited. Obviously, time, space, facilities, equipment, tournament squad or cast limitations, as well as other factors, will place limitations on the most effective team size for any particular activity.

Limiting Guidelines:

1. **Responsibility**
 - a. Choosing the member of the squad or cast is the sole responsibility of the coaches or advisors of those activities.
 - b. Lower level coaches/advisors shall take into consideration the procedures as established by the head coach/advisor in a particular program when selecting the final squad or cast.
 - c. Prior to trying out, the advisor/coach shall provide the following information to all candidates:
 - 1) extent of the tryout period
 - 2) criteria used to select squad or cast members

- 3) practice / time commitment needed if the student is selected
 - 4) competition commitments
 - 5) there will be no appeal of the advisor/coaches decision
2. Procedure
- a. When squad or cast limitation becomes a necessity, the process will include these important elements:
 - 1) completion of a minimum of three practice sessions or a set audition period;
 - 2) each candidate will be personally informed of the cut by the coach/advisor and the reasons for the action;
 - 3) teams are encouraged to have at least one intra-squad scrimmage or game prior to the limitation (spring sports may need to adapt to this recommendation).
 - b. Squad lists will not be posted.
 - c. Advisors/coaches will discuss alternative possibilities for participation in a sport or in other activities programs.
 - d. If an advisor/coach foresees difficulties arising as a result to squad or cast limitation they should discuss the situation with the activities director.

FOREIGN EXCHANGE PARTICIPANTS

Foreign Exchange students and their host family must meet with the activities director prior to practice beginning. The Minnesota State High School League requires prior clearance before competition begins. Items that must be brought with to the meeting include: Official school transcripts (translated to English), Visa, student health insurance card, and current physical. A questionnaire needs to be filled out at the meeting. Also students must have completed high school registration papers with the guidance office. Please call either the activities director (389-6047) or the guidance office (389-6018) with questions.

ACTIVITY ELIGIBILITY

The following eligibility requirements are provided by the Minnesota State High School League (MSHSL) and the Mississippi 8 Conference, of which Princeton Schools are a part of, and by Princeton School Board action.

1

STUDENT CODE OF RESPONSIBILITIES (MSHSL Bylaw 206)

The member schools of the MSHSL believe that participation in interscholastic activities is a privilege which is accompanied by responsibility.

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights & beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the rights and property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.
- Assault on any person will not be condoned by the MSHSL and will be dealt with by the school administration and the local authorities.

NOTE: Any allegation of sexual, racial or religious harassment or violence may also constitute a violation of the Student Code of Responsibilities.

PENALTY: A student who is dismissed or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the school principal, acting on authority of the local board of education. The MSHSL specifically recognizes by this policy that certain conduct requires penalties that may exceed those penalties typically imposed for first violations.

2

HAZING (MSHSL Bylaw 209.00, see complete policy at www.mshsl.org)

A student shall not engage in the sexual, racial, or religious harassment or sexual, racial, religious violence or hazing during the school year or any portion of an activity season which occurs prior to the start of the school year or after the close of the school year.

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

No student, teacher, administrator, coach, volunteer, official or employee of a school shall plan, direct, encourage, aid or engage in hazing.

No teacher, administrator, coach, volunteer, official, or employee of a school shall permit, condone, or tolerate hazing.

Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

This policy applies to behavior that occurs on or off school property and during and after school hours.

A person who engages in an act that violates League policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

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

3

INTERSCHOLASTIC ELIGIBILITY

Extracurricular is defined as those events and organizations that are in no way tied to the grade a student would receive for any class. Following is a summary of the basic regulations governing a student’s eligibility to participate in all high school extracurricular activities. These regulations are in compliance with official Minnesota State High School League regulations (www.mshsl.org)

- A. All participants are required to complete the online activities registration and eligibility meeting, regarding rules and policies for students involved in activities.
- B. The scholastic average for Varsity/Junior Varsity participants will be 2.0 GPA (current). Participants not on V/JV squads must be making satisfactory progress toward school district requirements for graduation. Any participant, beginning with the 4th week trimester grade check receiving an “F” will be ineligible to compete one school day after notification to the student. Participants can become instantly eligible to compete upon receiving verification from all teachers that no “F”s exist. Participants will be able to practice. Participants with an “F” will not be permitted to leave school early for events or contests. Students not meeting this requirement at the 4/6/9 grade check periods will have two weeks to remain eligible (this period will be called “probation”). If a 2.0 is not attained during the 2 week probation, a 2 week suspension results (this period will be called “suspension”). If a 2.0 is not attained after 2 weeks of academic suspension, the student is removed from the team roster. Fall participants will be placed on academic probation if a 2.0 current GPA is not attained during the 3rd trimester of the previous school year.

NOTE: Coaches/Advisors have the ability to raise the 2.0 academic standard for their participants as long as the expectation is made clear at the beginning of the season.

The administration may review individual cases and has discretion regarding waiving eligibility requirements.

4

AGE: A student representing Princeton High School in league activities shall be under 20 years of age on the date of the contest. If however, a student has started a season, the student will be permitted to complete that season after reaching the student's 20th birthday. Adaptive athletes may compete until they have attained their 22nd birthday provided they meet all other eligibility requirements.

5

AMATEUR: A student must be an amateur in that sport. Awards and prizes for non-school participation may not exceed a \$100 value. A student does not lose their amateur status for officiating, instructing/teaching, or coaching a sport.

6

ATHLETIC CAMPS & CLINICS: Students may not attend athletic camps or clinics during the school year unless they have been sanctioned by the MSHSL Board of Directors and approved by the activities director 30-calendar days prior to participation.

Camps/Clinics held during the summer are to be non-school sponsored summer specialized camps or clinics and do not require approval. Student athletes must adhere to the following guidelines established by the Board of Directors:

1. Camp or clinic participation fees must be provided by the student or the student's parents/guardians, unless other arrangements are approved by the Board of Directors.
2. The non-school camp or clinic program shall not include any type of competition with teams from another camp or clinic.
3. Schools may not issue uniforms or equipment to students for their personal use in non-school sponsored camps and clinics.
4. Schools may not rent or lease their facilities to non-school sponsors of camps and clinics.

7

AWARDS/RULES: Acceptable awards to students in recognition or participation in high school activities include: medals, ribbons, letters, trophies, plaques, and other items of little or no intrinsic value (\$100 or less). Violation will render a student ineligible for all further high school competition.

8

LETTERING: Lettering criteria is at the discretion of each head coach/advisor. Please check with the coach/advisor regarding their criteria. Criteria should be included in the sport/activity-specific handbook at the beginning of each season.

9

COLLEGE/UNIVERSITY TEAMS: Individuals who have participated with a college or university team are ineligible in any high school competition.

10

DUE PROCESS: The MSHSL Constitution provides a Due Process Procedure contesting a school's failure to certify the eligibility of a student. The process includes an appeal before a hearing panel at the school and the right, if desired, to appeal that decision to the MSHSL's Board of Directors. A complete listing for the Due Process Procedure can be obtained from the activities director.

11

GRADUATE: A student shall not be a graduate of a four (4) year high school or secondary school.

12

NON-SCHOOL COMPETITION AND TRAINING

1. **During the High School Season:** While a student is a member of a high school athletic squad, the student may not participate as a member of a non-school team or compete as an individual competitor in the same sport. Baseball, softball, and skiing are exceptions to this rule.
2. **During the School Year, Prior To/Following the High School Sports Season:** A student may participate in contests, meets, or tournaments as an individual competitor or as a member of a non-school team provided that these activities are voluntary and not influenced/directed by a salaried or non-salaried member of the student's sophomore, B-squad, junior varsity, or varsity coaching staff and approved by the activities director 30-calendar days prior to participation.

13

TRANSFER RULE: MSHSL Bylaw 111 (Transfers & Residence)

A transfer student is one who discontinues enrollment and attendance in any high school, public or non-public, located in a public school district attendance area and enrolls and attends classes in any other high school in Minnesota. For purposes of eligibility determinations, the residence of a student shall be the bona fide location of the residence and must include occupancy by the students' parents or guardians in the public school attendance area. Both parents, except as otherwise provide herein, must physically reside at the residence on a regular basis for the duration of the student's enrollment.

1. A transfer student is eligible for varsity competition provided the student was in good standing on the date of withdrawal from the last school the student attended and one (1) of the provisions in Section 2 (below) is met.
2. A transfer student is eligible for varsity competition if:
 - A. 9th Grade Option: the student is enrolling in 9th grade for the first time;
 - B. Family Residence Change: the student transfers from one public school district attendance area to another public
 - C. Court Ordered Residence Change for Child Protection: the student's residence is changed pursuant to a child protection order placement in a foster home, or a juvenile court disposition order.
 - D. Custody of Student:
 - E. Move From Out of State.
 - F. Enrollment Options Program
3. If none of the provisions above are met, the student is ineligible for varsity competition for a period of one calendar year beginning with the first day of attendance in the new school.
 - A. Students are immediately eligible for competition at the non-varsity level.
 - B. A student may not obtain eligibility as a result of a transfer. If at the time of transfer the student was not fully eligible in the previous school, the student shall be ineligible in the new school. A student who was not in good standing at the time of transfer shall be ineligible until the penalty from the previous school has been served.
 - C. Each time a student transfers and the conditions of the transfer do not meet any of the provisions of Bylaw 111.2.A., the student will be ineligible for varsity competition for a period of one (1) calendar year beginning with the first day of attendance at the new school. For example, if a student, while serving a one-year transfer suspension, transfers to another school and none of the provisions of Bylaw 111.2.A. are met, an additional one-year suspension will be applied. The student will begin serving the additional

one-year suspension immediately following the completion of the previous one-year suspension.

14

MOOD-ALTERING CHEMICALS (MSHSL Bylaw 205)

A student shall not at any time, regardless of the quantity:

1. use or consume, have in possession a beverage containing alcohol;
2. use or consume, have in possession tobacco; or,
3. use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
4. use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
5. use or consume, have in possession, buy sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law.

Penalties for Category I Activities Definition - Category I Activities: Those League-sponsored activities in which a member school has a schedule of interscholastic contests, exclusive of League-sponsored tournaments.

● Athletic Activities

● Fine Arts Activities

1) Debate

2) Speech Activities including One Act Play - when a school schedules a season of interscholastic contests.

A. First Violation Penalty The student shall lose eligibility for the next two consecutive interscholastic contests or two weeks, 14 calendar days, whichever is greater, of a season in which the student is a participant.

B. Second Violation Penalty The student shall lose eligibility for the next six consecutive interscholastic contests or three weeks, 21 calendar days, whichever is greater, in which the student is a participant.

C. Third or Subsequent Violation Penalty

1. The student shall lose eligibility for the next 12 consecutive interscholastic contests or four weeks, 28 calendar days, whichever is greater, in which the student is a participant.
2. A student who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:
 - a) The student is assessed as chemically dependent,
 - b) enters treatment voluntarily, and
 - c) the director of the treatment center certifies that the student has successfully completed the treatment program.
 - d) The treatment option cannot be used for the first or second violation. Successful completion of a chemical dependency treatment program will satisfy only the most

recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

D. Applying the Penalty

1. Penalties shall be progressive beginning with the student's first violation and continuing throughout the student's high school career. Penalties shall be served consecutively.
2. Violation Confirmation Definition: The violation shall be confirmed when the administrator responsible for the athletics/activities program has informed the student that the student has violated a bylaw and is now under the penalty. The notification shall be verbal and also in writing.
3. Counting Weeks:
 - a. The weeks shall begin on the date that the violation is confirmed by the school administrator and extend for the required number of calendar days.
 - b. For the purpose of this bylaw, a week is seven calendar days. The week starts the date the violation is confirmed and the student/student's parents or guardians are notified.
 - c. At the beginning of the season, practice and conditioning weeks are counted.
 - d. The student must participate in and complete the entire season in which the penalty has been applied for the penalty to count. As examples: a student cannot begin participation in a program at the start of the season, serve the penalty and then quit after the suspension has been served; nor can a student join a program after the season has begun, and serve the penalty.
4. A student who is under penalty for a violation of a League bylaw may not join a second sport in the same season in order to fulfill a penalty.
5. Practices, jamborees, inter-school scrimmages and previews are not interscholastic contests and may not be counted, however, the student is eligible to participate.
6. A student who participates in both Category I and Category II activities shall serve the penalty prescribed for that violation in both Category I and Category II activities in which the student participates.
7. Denial Disqualification: A student shall be disqualified from all inter-scholastic athletics for nine additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

Penalties for Category II Activities Definition - Category II Activities: Those League-sponsored activities in which a member school does not have a schedule of interscholastic contests, exclusive of League-sponsored tournaments. Fine Arts Activities

1. Speech activities including One Act Play when a school schedules no interscholastic contests and participates only in the League-sponsored tournament series.
2. Music Activities.
3. Visual Arts Activities.

Each member school shall develop penalties which it will apply to the participants in these activities. A copy of the member school's policy shall be filed in the principal's office.

15

SOCIAL WEBSITES / PUBLIC DOMAIN

Any public behaviors, pictures or otherwise, observed on social websites (ie, MySpace, Facebook, InstaGram, SnapChat, Twitter, Tumblr, etc.) will be screened for conduct becoming that of a Princeton Activities participant. Substantial evidence will be the level of proof needed to issue eligibility consequences.



*English Learner Education
Program Guidelines*

FUNDING

August 2011

FUNDING

Frequently Asked Questions

1. Do we have to stop serving English learners (ELs) after 5 years?

NO. State LEP funding status is not to be used in determining service of ELs. Districts may not deny services to a student on the basis of state funding status. Service is to be determined through the program definition. Although a student may not be eligible for state funding, appropriate services still need to be provided.

2. Is state LEP revenue the only source of district funding for quality EL programming?

NO. Primary responsibility in meeting the needs of ELs lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, transition revenue, Title I funding and others described in this chapter.

3. Do our students have to take the state language proficiency assessment in order to generate state funding?

YES. LEP identified students in grades 4-12 enrolled in a Minnesota public school during the dates in the previous school year when the TEAE was administered will not be counted as LEP for funding purposes unless the student scored below the state cutoff score on the TEAE during the previous year. Beginning in school year 2011-2012, ACCESS for ELLs will replace the TEAE/MN-SOLOM as the state language proficiency assessment.

4. Do new students generate state LEP funding?

YES. Students new to Minnesota schools will count toward Average Daily Membership (ADM) figures. They must be assessed as requiring EL services, LEP identified in MARSS, and be served in a program to generate state funding.

5. Do open enrolled students generate state LEP funds?

YES. LEP funding eligibility applies to open enrolled students. *Please note: if the student is LEP and generated 5 or more ADM or has been identified as ineligible for state LEP funding prior to open enrolling, the student would not generate state LEP funding in the open enrolled district.*

6. Do non-public students generate LEP dollars?

YES. Minnesota state law allows districts to serve non-public LEP students provided that service is offered on the same terms as for public school LEP students. If a district serves non-public LEP students, the students are treated as shared time students for state funding purposes. The students are included in the district's LEP count and generate state LEP

dollars. Additionally, non-public students generate federal Title III dollars which the non-public can access upon annual consultation with the public school.

7. Can ELL generate more than 1.0 ADM per year?

YES. For the purpose of state LEP funding, beginning with FY 2004, regular and LEP ADM is limited to 1.0 for each student. However, students served more than full-time in a learning year program generate additional ADM, not to exceed 0.2 ADM per student, which is used only for the calculation of extended time revenue. Extended time revenue may be used for extended day, extended week, summer school, or other programming authorized under learning year program. LEP students enrolled for less than the full school year will generate less than 1.0 ADM.

8. Do we receive LEP or other general education funding for students age 21 or over?

NO. Students age 21 or over generate ABE funding if they are enrolled in Adult Basic Education Program. They are ineligible to generate general education revenue. Students who are age 20 when they enroll during a school year but who turn 21 during the school year are eligible to complete the year and generate general education revenue, including LEP funding. It is the district's decision whether or not to serve students 21 or over in K-12 setting programs.

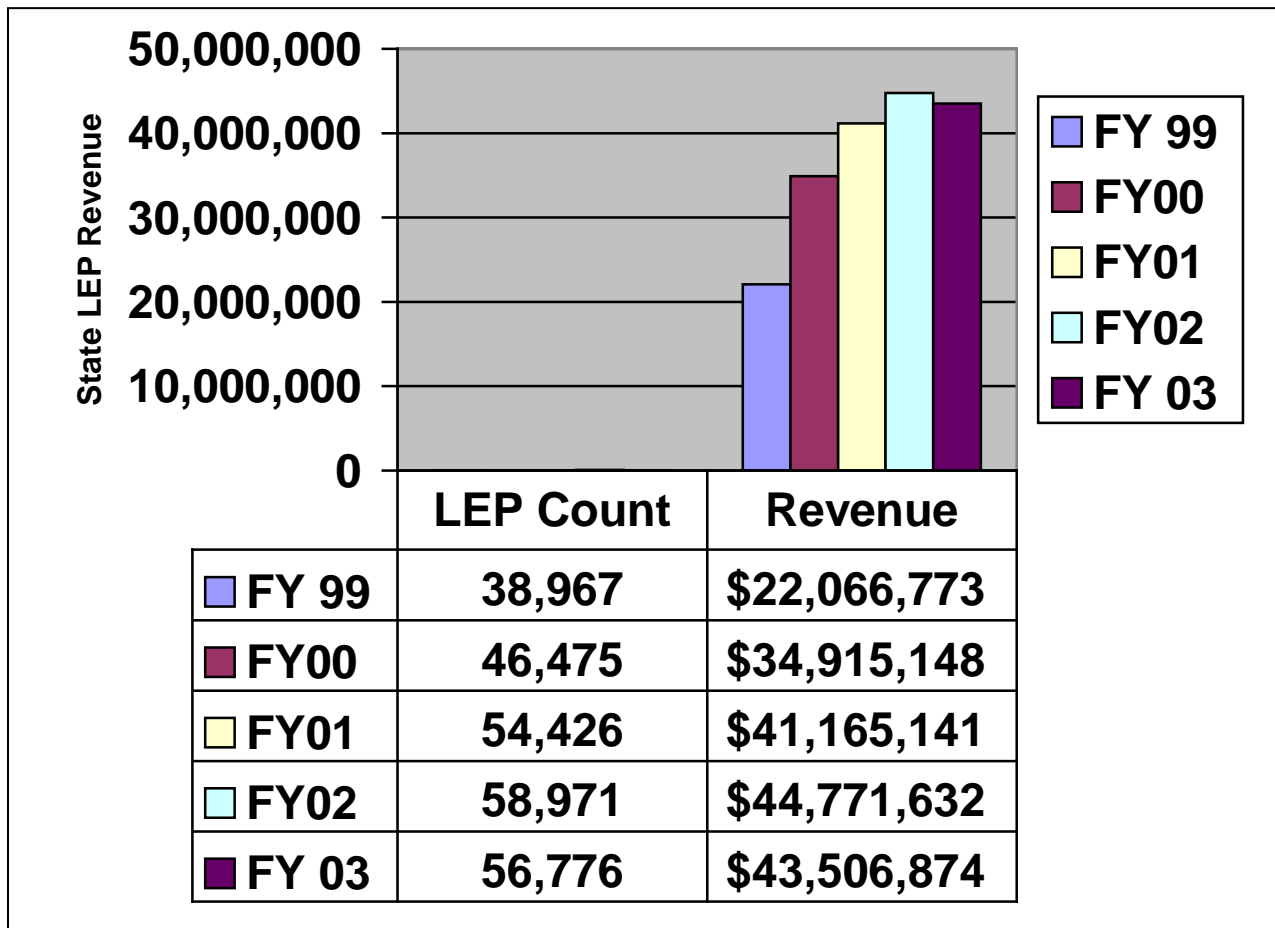
Overview of Chapter

The State of Minnesota and the Federal government recognize that it costs money for districts to support quality programming and services for ELs. This chapter outlines relevant laws, policies and procedures related to state and federal LEP funding.

Over the years, the annual amount of funding from both the state and from the federal government for ESL programs has increased. So too have the number of ELs. The increase in funds parallels the increase in students. Recent increases in federal funds outpace the increases in the number of ELs nationwide. For example, in 2002-2003, the federal funds specifically earmarked for ELs under Title III totaled 665 million dollars, sharply up from the 220 million the year before the enactment of Title III.

Chart 1 below shows how Minnesota state LEP funding has increased proportionally to number of students identified:

Chart 1: MN State LEP Revenue



In 2003, the legislature determined that ELs who have been in Minnesota schools for 5 years (actually 5 years of average daily membership) shall no longer generate state level LEP funds. At the same time, however, the 2003 legislature increased the amount of funds that other ELs generate by approximately 20 percent.

State LEP Funding Change

The 2003 Minnesota Legislature made significant changes to pupil accounting for state LEP funding.

Beginning in FY 2004, LEP funding is limited to students who:

1. Have generated fewer than 5 years average daily membership (ADM) between July 1, 1996 and the beginning of the current school year in Minnesota public schools.
2. Are served in a program for LEP students during the current fiscal year.
3. In grades 4-12 were enrolled in a Minnesota public school during the dates in the previous school year when the Test of Emerging Academic English (TEAE) was administered and scored below the state cutoff score on the TEAE during the previous year.

The method of counting LEP students changed from a simple headcount to average daily membership (ADM). Eligible LEP students enrolled in the district for less than the full school year will be counted based on the ADM they generate while enrolled in the district (not to exceed 1.0 ADM for a full year).

In addition, the FY 2003 legislature clarified that students in grades 4-12 who were enrolled in a Minnesota public school during the dates in the previous school year when the Test of Emerging Academic English (TEAE) was administered must not be counted as an LEP student for funding purposes unless the student scored below the state cutoff score on the TEAE during the previous year. Beginning school year 2011-2012 ACCESS for ELLs will be administered, and replace the TEAE for funding purposes.

State LEP funding status is not to be used in determining service of LEP students.

Many ESL teachers and school administrators have expressed concern that the funding formula assumes that ELs do not need ESL or bilingual education services after their first five years in school. The funding formula does not, in fact, make any statements regarding length of programming whatsoever. The funding formula exists simply to distribute the state funds available for ELs in an equitable manner across all the districts in the state.

Service is to be determined through the program definition. Districts may not deny services to a student on the basis of state funding status. Although a student may not be eligible for state funding, appropriate services still must be provided. State LEP funding is supplemental funding meant to offset costs of quality programming. Other funds available to districts in meeting the requirements of programming for EL students include other state compensatory dollars, local revenue, federal Title III dollars and federal Title I dollars.

Table 1 below shows major funding sources to be used for EL programming. Other funding sources may apply as well. Administrators, parents, and EL professionals are key in ensuring that funds are allocated toward EL programming.

Table 1: Major funding sources to be used for EL programming

	Type of Funding	Amount	Parameters
STATE FUNDS	Basic State LEP Revenue	\$700 per LEP ADM served	Each student can only generate 5 ADM.
	LEP Concentration Revenue	Up to \$250 per LEP ADM served	Each student can only generate 5 ADM.
	State Compensatory Revenue	Up to \$2,512 per pupil	Depends on poverty concentration at the site level.
	Transition Revenue	varies	Ends 2008 or beyond in some cases.
	Basic General Education Revenue	\$4,601 times grade level weight per pupil	Amount per pupil determined annually by legislature.
	Other General Funds	varies	Based on demographics, building characteristics, teacher characteristics and many other factors.
FEDERAL FUNDS	Title III	Approximately \$100 per LEP student identified.	District must generate at least \$10,000 to be eligible. Amounts per pupil vary from year to year depending on federal allocation and other factors.
	Title I	Up to \$1,200 per identified pupil.	Per pupil amount can vary greatly depending on district poverty statistics and other factors.
	Other Federal Sources	varies	Many grants are awarded on a competitive basis.

Use of Funds

Primary responsibility in meeting needs of ELs lies with the local school district. School districts must use local resources to provide quality programs to LEP students in order to comply with legal requirements. State and federal LEP funds are intended to *supplement not supplant* local resources in meeting the needs of ELs.

A. State Funds

State level funding comes in a variety of formula programs. Districts must consider each funding source when allocating resources toward educating ELs. The most relevant of these programs is described below, but districts can consider a wider variety of options as well.

1. Basic State LEP Revenue

Basic State LEP Revenue is combined with Compensatory Education Revenue to form the Basic Skills component of General Education Revenue. LEP Revenue is generated for your district by the number of LEP students (Basic State LEP Revenue) and the concentration of your district's LEP population (LEP Concentration Revenue).

Essentially, the amount of funding generated depends on the number of ELs. A district with more ELs will generate more funds.

Basic State LEP Revenue =

\$700.00 X Adjusted Marginal Cost (AMC) of eligible LEP average daily membership (ADM) served

- Students who have generated 5 or more ADM in Minnesota schools before the start of the current school year are not eligible to be counted for state LEP revenue calculations.
- Students in grades 4-12 who were enrolled in a Minnesota public school when the Test of Emerging Academic English (TEAE) was administered during the prior year are not eligible unless they scored below the state cutoff score on the TEAE.
- AMC LEP ADM served = the greater of current year eligible LEP ADM served or the sum of 77% of current year plus 23% of prior year.

Either

\$700 X current year eligible LEP ADM

Or

\$700 X .77 X current year eligible LEP ADM

+ \$700 X .23 X previous year eligible LEP ADM

Total State LEP Basic Revenue for current fiscal year

The formula that generates the greater amount of money for the district will automatically be used! If the EL population is increasing in the district, the first formula will be used. If the EL population is decreasing, the second formula will be more advantageous to the district.

- If AMC LEP ADM served is greater than 0 but less than 20, 20 is used in the calculations. Therefore the minimum amount of state basic LEP revenue possible is \$14,000. If the current year count is zero, the district does not qualify for revenue. Regular minimum LEP funding (\$14,000) will not be prorated for FY04 or later years when the district serves less than 1.0 ADM. In other words, a district that served an eligible LEP student for as little as one day (0.01 ADM) will still generate \$14,000.

LEP Concentration Revenue=

LEP enrollment X \$250.00 X LEP concentration factor

- The LEP concentration factor equals the lesser of 1 or the ratio of district's LEP concentration percent to 11.5%. In other words, if a district has 11.5% LEP students or greater, that district will receive \$250 in LEP Concentration Revenue for each qualified LEP student. If a district has less than 11.5% LEP students, that district will receive a proportionally lower amount than \$250 per student.

MARSS Reporting of LEP Students for State LEP Funding

Districts will receive state LEP revenue if LEP students are reported in the Minnesota Automated Reporting Student System (MARSS). For MARSS reporting, districts should report a student with a Limited English Proficient flag of “Y” if they meet the LEP program definition of the district. This determination is to be made independently of whether or not a specific student generates funding. The program definition is:

Pupil of limited English proficiency means a pupil in kindergarten through grade 12 who meets the following requirements:

- (1) The pupil as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English as determined by the Home Primary Language Questionnaire.
- (2) The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

Therefore, there will be some students identified as LEP on MARSS, but who will not generate funding. When LEP ADM for state level funding is computed, students identified on MARSS as LEP but who are ineligible for funding will be excluded.

Table 2 below shows the three data elements in MARSS which trigger LEP funding.

Table 2: MARSS Data Elements

DATA ELEMENT	INPUT TYPE
Home Language Code	Enter a numerical code indicating Home Primary Language.
LEP Identified	Enter a Y for YES or an N for NO indicating identification based on developmentally appropriate measures.
LEP Start date	Enter the date that the student begins EL service each school year. <i>If the parent refuses service, do not enter a start date. If an LEP identified student does not receive EL service, do not enter a start date.</i>

It is imperative that MARSS Coordinators and EL Coordinators work closely together to correctly identify and report LEP students. MARSS Coordinators and EL Coordinators should report changes in LEP enrollment during the year to the Business Manager.

2. State Compensatory Revenue

Compensatory Education Revenue must be used to meet the educational needs of pupils (including ELs) who enroll under-prepared to learn and whose progress toward meeting state or local content or achievement standards is below the level that is appropriate for learners of their age. Districts must consider the concentration of children from low-income families, children with limited English proficiency and children with disabilities in each school building when allocating targeted needs revenue.

Compensatory revenue is based on free and reduced lunch counts. The amount of compensatory revenue generated by a free lunch student varies from school to school. A free lunch student in a wealthy school generates very little compensatory revenue. A free lunch student in a high-poverty school can generate more than \$2,500. Reduced lunch students generate half as much as free lunch students.

3. Transition Revenue

Due to the magnitude of changes funding changes as a result of the 2003 legislative session, a transition or hold harmless provision was written in order to mitigate the short-term financial impact on districts. Transition revenue guarantees that a district's FY 2004 general education revenue per old formula, excluding referendum revenue and alternative attendance adjustments, will not be less than the lesser of:

- The district's FY 2003 general education revenue per AMCPU, excluding referendum revenue and alternative attendance adjustments, or
- The amount that the district would have received per AMCPU for FY 2004 under the laws in effect before the changes enacted in 2003.

EL coordinators and others must advocate for the allocation of transition revenue (as well as other revenue) toward quality EL programming.

4. General Education Revenue

The general education allowance provides school districts with a majority of their revenue. For example, the general education revenue for the 2003-2004 school year was \$4,601 per pupil unit. A district's formula revenue is made up of a local property tax levy share and a state aid share.

B. Federal Funds

1. Title III Funds

Title III, a component of the No Child Left Behind Act of 2001, is a program of language instruction for limited English proficient and immigrant students. The federal government allots grants to states based their respective LEP and immigrant student enrollments, and the states, in turn, distribute the funds to local districts based on their LEP counts. Title III requires that a school district generate a minimum of \$10,000 in order to be eligible to access the funds. Districts that do not meet the threshold may form a consortium to reach the \$10,000 requirement in order to apply for funding. In the last two years Minnesota districts had to have approximately 115 LEP students to be eligible for Title III funds.

Title III requires that the funds be used to:

- a) Increase the English proficiency of LEP students by providing high-quality language instruction educational programs
- b) Provide high-quality professional development to LEP and non-LEP staff, that are effective based on scientific research. Authorized activities under this program include the following:
 - Upgrading program objectives and effective instruction strategies.

- Improving the instruction program for LEP students by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures
- Providing tutorials and academic or vocational education and intensified instruction.
- Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English proficiency and academic achievement of LEP students.
- Providing community participation programs, family literacy services, and parent outreach and training activities to LEP students and their families to improve the English language skills of LEP students, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of LEP students by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program.

2. Title I Funds

ELs are eligible on the same basis as all students to receive Title I services. Thus, districts serving ELs must carefully consider the allocation of Title I funds in meeting the needs of all students.

Key questions for consideration:

- *How many students* with limited English proficiency are being served through targeted and schoolwide title I programs?
- *How* are students with limited English proficiency being served through targeted and schoolwide title I programs?
- *How many title I teachers* in schools serving students with limited English proficiency are bilingual or have other specialized training in teaching these students?

3. Other Federal Funds

Districts must consider how monies received through Title II (High Quality Staff) and Title V (Innovative Programs) are being allocated to benefit all children.

Minnesota Department of Education Contacts

Questions may be directed to:

	MARSS Reporting	MARSS@state.mn.us
Bob Porter	LEP funding and projections	651-582-8851 bob.porter@state.mn.us

Leigh Schleicher	English Learner Education Supervisor	651-582-8326 leigh.schleicher@state.mn.us
Anh Tran	English Learner Education Specialist	651-582-8508 anh.tran@state.mn.us
Ruslana Westerlund	English Learner Education Specialist	651-582-8574 ruslana.westerlund@state.mn.us

Related State and Federal Law

Minnesota Law

Statute 124D.59 Definitions - <https://www.revisor.leg.state.mn.us/statutes/?id=124D.59>
See Subd. 2 - Pupil of limited English proficiency,

Statute 124D.65 Limited English Proficiency (LEP) Programs Aid -
<https://www.revisor.mn.gov/statutes/?id=124D.65&year=2010>

Statute 126C.15 Basic Skills Revenue; Compensatory Education Revenue -
<https://www.revisor.mn.gov/statutes/?id=126C.15&year=2010>
See Subdivision 1, (8).

Statute 126C.05 Definition of Pupil Units -
<https://www.revisor.mn.gov/statutes/?id=126C.05&year=2010>
See Subd. 3 Compensation revenue pupil units, Subd. 8 Average daily membership, Subd. 17 LEP pupil units.

Federal Law

Title III – Language Instruction for Limited English Proficient and Immigrant Children, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act:

Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement - <http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html>

- Sec. 3114. Within-State Allocations - <http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html#sec3114>
- Sec. 3115. Subgrants to Eligible Entities - <http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html#sec3115>
- Sec. 3116. Local Plans - <http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html#sec3116>

**Title III – Language Instruction for Limited English Proficient and Immigrant Children,
Part B – Improving Language Instruction Educational Programs:**

Subpart 1 – Program Development and Enhancement -

<http://www2.ed.gov/policy/elsec/leg/esea02/pg46.html>

- Sec. 3212. Program Enhancement Activities -
<http://www2.ed.gov/policy/elsec/leg/esea02/pg46.html#sec3212>

Subpart 4 – Emergency Immigrant Education Program -

<http://www2.ed.gov/policy/elsec/leg/esea02/pg49.html>

- Sec. 3247. Uses of Funds -
<http://www2.ed.gov/policy/elsec/leg/esea02/pg49.html#sec3247>

Princeton Public Schools ELL Program District Handbook



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Princeton Public Schools ELL Program Quick Guide
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ELL Program Contacts

Teacher	TBD
Erin Heine-Engness, Assessment & Special Programs Coordinator (763) 389-7271	
Julie Williams, Director of Teaching & Learning (763) 389-7278	

Procedure for Interpreters

For interpreters contact the ELL teacher in the building. Interpreters for Special Education students must be coordinated with Erin Dohrmann at the district office.

ELL Program Placement

ELL teachers use the WIDA English language proficiency tests to determine students’ English language development (ELD) levels for grades K-12. The WIDA tests are aligned with the WIDA ELD standards, which were adopted by Minnesota in June 2011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw data.

WIDA English Language Development (ELD) levels for grades K-12

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6

(Refer to the WIDA Performance Definitions document pg. 45, for more information)

**Princeton Public Schools
ELL Program
Interpreters**

For interpreters contact the ELL teacher in the building. Interpreters for Special Education students must be coordinated with Erin Dohrmann at the district office (should be arranged 24-48 hours in advance). Interpreters for building wide functions, i.e. open house, must be approved by Erin Engness, Assessment & Special Programs Coordinator.

GBR Interpreting

19874 Ulysses St., Elk River, MN 55330

Phone: 763-241-0002

scheduling@gbrinterpreting.com

For Spanish (and sometimes Russian and Hmong) go through A-Z Friendly Languages

Phone: (763) 566-4312

Fax: (763) 503-3977

AZFL@FriendlyLanguages.net

For Hmong, Universal Languages, John Ny Vang

Phone: (651) 587-4887

ulplt@hotmail.com

For Russian, Yury Skripnikov

Phone: (651) 452-1422

yskripnikov@yahoo.com

Gennady Bronshgeyn

Phone: (763) 241-0002

gennady@gbrinterpreting.com

<p>Princeton Public Schools ELL Program Important Dates for Elementary ELL Staff</p>

Months	Important Dates for Elementary ELL Staff
August	Meet with principal to discuss ELL program for the school year
September	WAPT- Test eligible students
September	Parent Notification Letters sent
September	Create/update ELL folders (Student Profile form: New MCA and ACCESS scores) and complete LEP Enrollment/Change form for new students
September-October	AMAO letter sent (if necessary)
November	Complete ELL Progress Reports and Monitor Reports (end of trimester 1)
February/March	ACCESS Testing
Spring	MCA Testing
March	Complete ELL Progress Reports and Monitor Reports (end of trimester 2)
May	Complete ELL Progress Reports and Monitor Reports (end of trimester 3)
May	Update ELL folders and MCA scores (if available) and complete LEP Enrollment/Change form
May	Update/Clean student ELL Folders (send to next year's teacher if applicable)

<p>Princeton Public Schools ELL Program Important Dates for Secondary ELL Staff</p>
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Months	Important Dates for Secondary ELL Staff
August	Meet with principal to discuss ELL program for the school year
September	WAPT- Test eligible students
September	Parent Notification Letters sent
September	Create/update ELL folders (Student Profile form: New MCA and ACCESS scores) and complete LEP Enrollment/Change form for new students
September-October	AMAO letter sent (if necessary)
November	Complete ELL Progress Reports and Monitor Reports (end of trimester 1)
February/March	ACCESS Testing
Spring	MCA Testing
March	Complete ELL Progress Reports and Monitor Reports (end of trimester 2)
May	Complete ELL Progress Reports and Monitor Reports (end of trimester 3)
May	Update ELL folders and complete LEP Enrollment/Change form
May	Update/Clean student ELL Folders (send to next year's teacher if applicable)

Princeton Public Schools
ELL Program
Identification, Placement, Exit and Monitor Procedures

Identification Criteria

An English Language Learner (EL) is defined in Minnesota as a student

- A. Who, as declared by his/her parent or guardian, (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; **and**
- B. Who is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

Step 1 of EL Identification:

Princeton Public Schools uses the *Home Language Survey* (pg.17) to determine a student’s home language(s). A Home Language Survey is given to all families when they register for school in Princeton Public Schools.

Step 2 of EL Identification:

If the student’s primary language is not English, the student is administered a language proficiency test to determine English learner identification. The WIDA MODEL and W-APT tests are used for this purpose. Both tests are valid and reliable, and assess social and instructional; as well as academic English proficiency in the four domains of reading, writing, speaking and listening.

English Learner Identification

Grades	Test(s)	Scores Required for EL Identification and ESL Program Placement
Kindergarten	WIDA Model/W-APT	Composite score of 0-28
1 st – 5 th	WIDA Model/W-APT	Composite score of 1.0-4.9 for direct ELL services <hr/> Composite score of 5.0-5.9 for monitor status (along with other measures if composite score is low)
6 th – 12 th	WIDA Model/W-APT	Composite score of 1.0 – 5.3 for direct ELL services <hr/> Composite score of 5.4 – 5.7 for monitor status

Additional Criteria for Identification:

ESL teachers may consider additional criteria for EL identification such as: Observations, running records, teacher judgment, parent recommendations, and other developmentally appropriate assessment instruments (i.e. Dibels testing, WIDA ACCESS scores).

Parental Notification and EL Information File:

If it is determined that the student is an English Learner (EL), the student qualifies for ESL services. Parental notification and consent are required to enroll the student in the ELL program. An EL information file is created for the student that includes:

- *EL Folder Checklist (appendix C)*
- *Student Profile Form (appendix D)*

ELL Program Placement

ELL teachers use the WIDA English language proficiency tests to determine students’ English language development (ELD) levels for grades K-12. The WIDA tests are aligned with the WIDA ELD standards, which were adopted by Minnesota in June 2011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw data.

WIDA English Language Development (ELD) levels for grades K-12

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6

(Refer to the WIDA Performance Definitions document, pg.45 for more information)

Placement: Progression through ELL Program

ELL teachers use multiple criteria to make informed decisions regarding Els’ progression through the ELL program in terms of the five ELD levels. Less proficient Els’ will receive more hours of ELL instruction than those who are more proficient in English.

Recommended Minutes of Direct Instruction Service	ELD Level 1	ELD Level 2	ELD Level 3	ELD Level 4	ELD Level 5
Elementary School	<i>K: up to 2.5 hours per week Grades: 1-5: 30-60 mins/day</i>	<i>K up to 2.5 hours per week Grade:s 1-5: 30-45 mins/day</i>	<i>K: up to 2.5 hours per week Grades: 1-5: 30-45 mins/day, 2-5 days a week</i>	<i>K: up to 2.5 hours per week Grades: 1-5: 30-45 mins/day, 2-5 days a week</i>	<i>K: up to 2.5 hours per week Grades: 1-5: 30-45 mins/day, 2-5 days a week</i>
Middle School	30 mins/day Plus additional time as determined by needs	30 mins/day Plus additional time as determined by needs	30 mins/day	30 mins/day	30 mins/day
High School	68 mins/day Plus 25 mins 2x/week	68 mins/day Plus 25 mins 2x/week	68 mins/day	68 mins/day	68 mins/day

Instruction

Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- ELL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing.
- ELL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs.

ELL teachers align their curriculum and program with the district's curriculum and standards, WIDA national standards, and Minnesota state content standards. Princeton Public Schools offers a variety of ELL program models (i.e. pull out instruction and collaborative teaching models).

Monitor Criteria

The ELL department monitors students after direct ELL service. The year of monitor is indicated by "M____ (year #)." ELL teachers ensure that students who were exited are making progress and meeting grade level standards, as determined by the monitor status criteria.

Monitoring Protocol

1. ELL teacher completes the *Monitor Status Form (appendix J)* twice a year, November/December and May/June, to determine if each student on monitor status is meeting grade level standards.
2. ELL teachers:
 - a. Send two copies of ELL Program Transition to Monitor Status Letter Parent/Guardian Notification sheet (*appendix F*) home for parents to sign, one copy should be brought back to ELL teacher and placed in ESL room file and cum file.
 - b. Complete the tasks on the *Monitor Status Form (appendix J)*.
 - c. Document their monitoring efforts and mark completed tasks on the *Monitor Status Form (appendix J)*.
 - d. Each teacher turns in one spreadsheet with the total EL population with the updated service levels marked M____ to the ELL Program Supervisor.
 - e. Each teacher signs and dates the spreadsheet verifying every EL on the EL spreadsheet has been identified with the correct service level.
 - f. If a student is eligible to transition to monitor status, the ELL teacher changes the students' status from "RS" for receiving service to "M____" for monitor status using the *LEP Enrollment/Change Form (appendix E)* and submits the form to Sonia Stricklund, district office. The ELL teacher places a copy on the student's EL Cumulative file.
3. The Assessment & Special Programs Coordinator verifies completion of the monitored status forms in order to ensure best practices in monitoring students as well as compliance with the MN State and Federal Title III requirements.

Grades 1-2	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.0 or higher • Agreement between ELL and classroom teachers based on grade level performance. • Parent/guardian perspective.
Grades 3-5	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.0 or higher • Agreement between ELL and classroom teachers based on grade level performance and MCA scores. • Parent/guardian perspective.
Grades 6-12	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.3 or higher • Agreement between ELL and classroom teachers based on grade level performance. • Parent/guardian perspective.

Exit Criteria

Students remain in the ELL program until they reach proficiency in academic English. On average, it takes about five to seven years for English Learners (Els) in the district to be exited from the program, depending on individual circumstances. Parents may remove their child from the program at any time by sending a written request to the school.

The decision to exit a student from the ELL program is based on a compilation of the below data. Student must score proficient on the WIDA ACCESS test to be considered for exit, and show they are able to achieve at grade level without direct ELL support.

Grades 1-2	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.6 or higher • Reads at/above grade level according to comprehensive reading assessment • Agreement between ELL and classroom teachers based on grade level performance. • Parent/guardian perspective.
Grades 3-5	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.5 or higher • Exceed/Meet grade level standards on State Standardized Tests • Agreement between ELL and classroom teachers based on grade level performance. • Parent/guardian perspective.
Grades 6-12	<ul style="list-style-type: none"> • ACCESS composite PL score of 5.7 or higher • Exceed/Meet grade level standards on State Standardized Tests • Agreement between ELL and classroom teachers based on grade level performance. • Parent/guardian perspective.

LEP Enrollment/Change Form:

If a student is eligible for ELL program exit, the ELL teacher changes the students' status from "Monitor Status" to "Exited" using the *LEP Enrollment/Change Form (appendix E)* and submits the form to Sonia Stricklund, Central Services Center. The ELL teacher places a copy on the student's EL Cumulative file.

ELL Program Exit Letter:

If a student is eligible for ELL program exit (determined by the *Exit from ELL Flowchart, Appendix L*), the ELL teacher will fill out two copies of the *ELL Program Exit Letter (appendix H)* and send both to the parents/guardians, one must be returned signed.

Updating EL Spreadsheets

The ELL department receives a spreadsheet listing all ELLs (receiving services, on monitor or parent refusals) five times a year: the second week in September, October, December, January and May. Each building needs to ensure the accuracy of the spreadsheet every time it is sent out. All changes must be made using the *LEP Enrollment/Change form (appendix E)*. Many issues depend on the accuracy of the spreadsheet reporting, such as: funding, staffing and student projections and state testing.

Parent Refusal of ELL Service

If a student qualifies as EL according to a district's criteria, then they are "EL PR." If a parent refuses services, then there is no EL start date, but the student is still marked LEP. The student is EL as long as the student meets the district criteria. All ELLs take the state-mandated English language proficiency tests. A parent can refuse services by submitting a written request with a signature and date or by filling out letter D, *request for withdrawal* on the Notification of ESL Bilingual Services sheet (pg.18). The ELL teacher places a copy of the parent refusal in the student's EL Cumulative file, and uses the *LEP Enrollment/Change form (appendix E)* to identify the student as "EL PR," meaning the student is identified as an EL with a parent refusal, and sends the form to the Teaching & Learning Secretary at the district office.

Princeton Public Schools
ELL Program
Protocol for Parent Notification
Letters

Protocol for Parent Notification Letters

The following must be sent to the parents of Els:

Information	For Who	When it must be delivered	Details of requirement
MDE ELL Notification of ELL Services (the letter with the “withdraw from ELL services” box.) (pg.18)	All Els	Within ten calendar days upon entering the program	State requirement: The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format and in a primary language of the pupil.
ESL/Bilingual Education Program Description (pg.27)	All Els	Within ten calendar days upon entering the program	State requirement: The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format and in a primary language of the pupil.
Princeton Public Schools ELL Program Letter (i.e. Title III letter, principal signature, WAPT and or Access Test Results (pg.23)	All Els: new and returning	Within 30 days upon entering the program, if the child enrolled at the beginning of the school year	Federal (Title III) requirement: The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format and in a primary language of the pupils.
AMAO Description for Parents and Staff (pg.37)	All Els	The district must notify parents of Els within 30 days of notification from the state.	We send this only if we <i>don’t</i> make AMAO.
AMAO Parent Letter (pg.41)	All Els	The district must notify parents of Els within 30 days of notification from the state.	We send this only if we <i>don’t</i> make AMAO.
ELL Program Qualification Letter Parent/Guardian Notification (<i>appendix B</i>)	New Els to district only	Within ten calendar days upon entering the program	District sheet

Princeton Public Schools ELL Program Progress Guidelines

Student progress is based on multiple criteria. Teacher observations, classroom assessments, district and state-mandated assessments, and other evaluation systems offer a comprehensive view. Parents and guardians receive this information via report cards, trimester reports, and through ongoing home-school communications.

Instruction

Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- ELL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing.
- ELL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs.

ELL teachers align their curriculum and program with the district's curriculum and standards, WIDA national standards, and Minnesota state content standards. Princeton Public Schools offers a variety of ELL program models (i.e. pull out instruction and collaborative teaching models).

Progress Reports

The classroom teacher and the ELL teacher collaborate to determine progress being made by students in content areas, which is reflected in progress reports, report cards, and communications with families.

Each trimester, the ELL teacher will complete the *ELL Progress Report (appendix M)*. The progress report will be sent home to parents. In addition, a copy of the report will be placed in the student's EL file and their cumulative school file.

This Applies to direct service students only and who follow the push-in model (Where the ELL teacher is not teaching an EL class).

Princeton Public Schools ELL Program Program Models and Curriculum

ELL Program Placement

The ELL program is designed to support students in achieving English language proficiency. Students receive support in the classroom and in small group instruction, depending on their proficiency level. Students remain in the ELL program until they reach proficiency in academic English. The length of time required to achieve English language proficiency is dependent on many factors, such as, initial proficiency in English, educational experiences, and rate of progress.

ELL teachers use the WIDA English language proficiency tests to determine students’ English language development (ELD) levels for grades K-12. The WIDA tests are aligned with the WIDA ELD standards, which were adopted by Minnesota in June 22011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw data.

WIDA English Language Development (ELD) levels for grades K-12

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6

(Refer to the WIDA Performance Definitions document, Appendix J, for more information)

Placement: Progression through ELL Program

ELL teachers use multiple criteria to make informed decisions regarding ELs’ progression through the ELL program in terms of the five ELD levels. Less proficient ELs’ will receive more hours of ELL instruction than those who are more proficient in English.

Recommended Minutes of Direct Instruction Service	ELD Level 1	ELD Level 2	ELD Level 3	ELD Level 4	ELD Level 5
Elementary School	<i>K</i> : up to 2.5 hours per week <i>Grades: 1-5</i> : 30-60 mins/day	<i>K</i> up to 2.5 hours per week <i>Grade:s 1-5</i> : 30-45 mins/day	<i>K</i> : up to 2.5 hours per week <i>Grades: 1-5</i> : 30-45 mins/day, 2-5 days a week	<i>K</i> : up to 2.5 hours per week <i>Grades: 1-5</i> : 30-45 mins/day, 2-5 days a week	<i>K</i> : up to 2.5 hours per week <i>Grades: 1-5</i> : 30-45 mins/day, 2-5 days a week
Middle School	30 mins/day Plus additional time as determined by needs	30 mins/day Plus additional time as determined by needs	30 mins/day	30 mins/day	30 mins/day
High School	68 mins/day Plus 25 mins 2x/week	68 mins/day Plus 25 mins 2x/week	68 mins/day	68 mins/day	68 mins/day

Instruction

Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- ELL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing.
- ELL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs.

ELL teachers align their curriculum and program with the district's curriculum and standards, WIDA national standards, and Minnesota state content standards. Princeton Public Schools offers a variety of ELL program models (i.e. pull out instruction and collaborative teaching models).

Many EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with ELL teachers, pullout by ELL teachers and sheltered classes are some of the instructional approaches that support the learning of EL students.

ELL teachers focus instruction on language acquisition in the four domains (speaking, listening, reading and writing). Pullout models allow for EL beginners to practice using English in situation where they are comfortable. Classroom and ELL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream.

Responsibilities of the ELL teacher extend beyond direct instruction, consultation and scheduling. Additional responsibilities include:

- **TESTING:** Administration and evaluation of the entrance and exit criteria testing, and administration of all state and federal mandated tests.
- **PROGRESS REPORTS/CONFERENCES:** Attendance at parent conferences.
- **COMMUNICATION:** Communication with staff and families on a regular basis. Often act as a liaison between family and school. Consultation with teaching staff on schedules, accommodations, monitor progress, materials, etc.

Curriculum

Princeton Public Schools is working on aligning Minnesota state content standards and WIDA national standards in our instructional design for English Learners. See Appendix J and K for WIDA standards and Can-Do Descriptors.

Staffing Guidelines

1. Funding for ELL teachers are allocated from district resources.
2. Using the end-of-year number of LEP students reported in MARSS, the district annually projects the number of EL students who will need ELL services the following year.
3. The goal of staffing is to deliver equitable ELL service across the school district.

All ELL teachers in the district have gone through rigorous training and hold current Minnesota teaching licenses. Ongoing professional development is required of all ELL teachers.

Minnesota Department of
Education

Notification of ESL/Bilingual Services

ED-02246-02E

Section A and B are to be completed by School District Personnel before sending to student's home

A. STUDENT IDENTIFICATION INFORMATION		
Student's Full Name		
Date Of Birth	Age	Grade Level
This student is scheduled to be admitted into a(n) (check one):		
<input type="checkbox"/> English as a Second Language Program <input type="checkbox"/> Bilingual Education Program		

B. DISTRICT INFORMATION	
School name	District number

Dear Parents and Guardians:

Your child has been enrolled in an English as a Second Language (ESL) or Bilingual Education Program.

An **English as a Second Language (ESL)** program is an education program for the instruction of pupils of limited English proficiency in the following skills: speaking, listening, reading and writing. A **Bilingual Education** program is an education program in which instructions is given in both English and the primary language of pupils of limited English proficiency. The goal of both programs is to teach your child English in a manner that will ensure that your child will be able to fully participate in all classes and subjects taught in school.

C. PARENT(S)/GUARDIAN(S) RIGHTS
It is important for you to be aware of the following information regarding your child's enrollment in the above-mentioned program(s).
<ul style="list-style-type: none"> • you have the right to visit the English as a Second Language or Bilingual Education classes in which your child is enrolled; • you will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child; • you have the right to withdraw your child from the English as a Second Language or Bilingual Education Program.

D. REQUEST FOR WITHDRAWAL		
If you would prefer that your child not participate in this program, please fill out this section and return it to your child's school. If you sign this form and return it to the school, your child will not receive specific instruction in English language development.		
<i>I would like to withdraw my child, Name of Child from the English as a Second Language or Bilingual Education program in which he or she is enrolled.</i>		
<table style="width: 100%;"> <tr> <td style="width: 60%; text-align: center;">Signature -- Parent/Guardian</td> <td style="width: 40%; text-align: center;">Date</td> </tr> </table>	Signature -- Parent/Guardian	Date
Signature -- Parent/Guardian	Date	

MINNESOTA DEPARTMENT OF Children Families Learning	Learner Options 1500 Highway 36 West Roseville, MN 55113-4266	TSAB NTAWV CEEB TOOM TXOG KEV KHIAB HAUJ LWM RAU COV NEEG UAS LUS ASMISKAS YOG YAM LUS THIB OB/UAS HAIS OB YAM LUS NOTIFICATION OF ESL/BILINGUAL SERVICES	ED-02246-01 Hmong
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**TSHOOJ A THIA B YUAV TSUM YOG IB TUG NEEG UA HAUJ LWM RAU TSEV KAWM
NTAWV UA KOM TIAV UA NTEJ MUAB XA MUS RAU TUS MENYUAM KAWM NTAWV LUB TSEV**

A. LUS QHIA TXOG TUS MENYUAM KAWM NTAWV		
Tus Menyuum Kawm Ntawv Lub Npe (Npe, Npe Nruab Nrab, Xeem).		
Hnub Yug	Hnub Nyoog	Kawm Ntawv Xyoo Dab Tsi
Tus menyuum kawm ntawv no yeej teem sij hawm tau tuaj mus nkag rau txoj kev kawm ntawv (kos ib qho): <input type="checkbox"/> Txoj Kev Kawm Lus Asmiskas Uas Yog Yam Lus Thib Ob <input type="checkbox"/> Txoj Kev Kawm Ntawv Siv Ob Yam Lus		

B. LUS QHIA TXOG KOOG TSEV KAWM NTAWV	
Tsev Kawm Ntawv Lub Npe	Koog Tsev Kawm Ntawv Tus Leb


Hawm Txog Cov Ua Niam Ua Txiv thiab Cov Saib Xyuas Tus Menyuum:

Koj tus menyuum tau cuv npe nkag rau Txoj Kev Kawm Lus Asmiskas uas yog Yam Lus Thib Ob (ESL) los yog Txoj Kev Kawm Ntawv Siv Ob Yam Lus.

Txoj Kev Kawm Lus Asmiskas uas yog Yam Lus Thib Ob (ESL) yog ib txoj kev kawm ntawv qhia cov menyuum kawm ntawv uas hais lus Asmiskas tsis tau zoo txaus txog tej kev txawj ntse nram no: hais lus, mloog lus, nyeem ntawv, thiab sau ntawv. Txoj Kev Kawm Ntawv Siv Ob Yam Lus yog ib txoj kev kawm ntawv uas siv lus Asmiskas thiab siv yam lus uas tus menyuum kawm ntawv tsis paub lus Asmiskas txaus ntawd los qhia ntawv. Lub pob maim ntawm ob txoj kev kawm ntawv no mas yog yuav siv ib txoj kev qhia lus Asmiskas rau koj tus menyuum kom nws thiab li koom tes tau rau txhua hoob thiab txhua yam uas luag qhia hauv tsev kawm ntawv.

C. TEJ CAI UAS COV UA NIAM UA TXIV THIA B COV SAIB XYUAS MENYUAM MUAJ
Yog ib qho tseem ceeb heev uas koj yuav tsum paub txog cov lus nram qab no uas hais txog koj tus menyuum txoj kev cuv npe nkag rau ob txog kev kawm ntawv tau hais rau saum toj no. <ul style="list-style-type: none"> • koj muaj cai tuaj mus saib cov hoob qhia ntawv uas koj tus menyuum kawm nyob rau hauv txoj Kev Kawm Lus Asmiskas ua yog Yam Lus Thib Ob los yog txoj Kev Kawm Ntawv Siv Ob Yam Lus; • mam li qhia rau koj paub txog lub sij hawm thiab txoj kev yuav thov li cas thiab li tau lub caij sib ntsib nrog nais khu kom piav qhia seb txoj kev kawm ntawv lub pob maim yog li cas, txoj kev kawm ntawv qhia dab tsi, thiab koj tus menyuum seb kawm ntawv zoo li cas; • koj muaj cai muab koj tus menyuum rho tawm ntawm txoj Kev Kawm Lus Asmiskas uas yog Yam Lus Thib Ob los yog txoj Kev Kawm Ntawv Siv Ob Yam Lus.

D. THOV MUAB RHO TAWM	
Yog koj nyiam kom koj tus menyuum <u>txhob</u> nkag rau txoj kev kawm ntawv no, thov koj ua tshooj ntawv no kom tiav es xa mus rau koj tus menyuum lub tsev kawm ntawv. Yog tias koj xee npe rau hauv daim ntawv no thiab muab xa mus rau lub tsev kawm ntawv, ces koj tus menyuum yuav <u>tsis</u> tau txais kev qhia txog kev kawm lus Asmiskas.	
Kuv xav muab kuv tus menyuum rho tawm, _____, ntawm Txoj Kev Kawm Lus Asmiskas Ua Yog Tus Menyuum Lub Npe Yam Lus Thib Ob los yog txoj Kev Kawm Ntawv Siv Ob Yam Lus uas nws muaj npe nkag tam sim no lawm.	
_____ Tes Ntawv Kos Npe	_____ Hnub

	Learner Options 1500 Highway 36 West Roseville, MN 55113-4266	ИЗВЕЩЕНИЕ ОБ ESL/ДВУЯЗЫЧНОМ ОБУЧЕНИИ NOTIFICATION OF ESL/BILINGUAL SERVICES	ED-02246-01 Russian
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РАЗДЕЛЫ А И В ДОЛЖНЫ БЫТЬ ЗАПОЛНЕНЫ ПЕРСОНАЛОМ РАЙОННОЙ ШКОЛЫ ДО ТОГО, КАК ИЗВЕЩЕНИЕ БУДЕТ ПОСЛАНО УЧЕНИКУ/ЦЕ НА ДОМ

А. ИН ФОР МА Ц И Я , У Д О С Т О В Е Р Я Ю Щ А Я Л И Ч Н О С Т Ъ У Ч Е Н И К А		
Имя ученика (Имя, отчество, фамилия)		
Дата рождения	Возраст	Класс
Этот ученик/ца зачислен/а в программу (отметьте одну): <input type="checkbox"/> Английский как второй язык <input type="checkbox"/> Двужычное обучение		

В. И Д Е Н Т И Ф И К А Ц И Я Р А Й О Н А	
Название школы	Номер района


Уважаемые родители и опекуны:

Ваш ребёнок зачислен в программу английский как второй язык (ESL) или в программу по двужычному обучению.

Английский как второй язык (ESL) - это образовательная программа для учеников, которые ограничены во владении английским языком в разговорной речи, при восприятии на слух, чтении и письме. **Двужычная образовательная программа** - это программа, при которой обучение идёт на двух языках -английском и родном- для учеников, не владеющих свободно английским. Цель обеих программ - научить Вашего ребёнка английскому языку в такой степени, чтобы он/она могла полностью участвовать во всех классах и изучать предметы, которым обучают в школе.

С. П РА В А Р О Д И Т Е Л Я / Е Й И О П Е К У Н А / О В
<p>Очень важно, чтобы Вы приняли во внимание информацию, касающуюся зачисления Вашего ребёнка в выше указанную/ые программу/ы.</p> <ul style="list-style-type: none"> • Вы имеете право посещать занятия по программе английский как второй язык или двужычное обучение, в которую зачислен Ваш ребёнок; • Вы будете информированы о времени и порядке, как затребовать и получить конференцию, на которой будут объяснены характер и цели программы и прогресс Вашего ребёнка; • Вы имеете право забрать Вашего ребёнка из программы английский как второй язык или из программы по двужычному обучению.

Д. Т Р Е Б О В А Н И Е О Б О Т Ч И С Л Е Н И И
<p>Если Вы <u>не</u> хотите, чтобы Ваш ребёнок обучался в такой программе, заполните, пожалуйста, этот раздел и верните в школу. Если Вы подпишите эту форму и вернёте её в школу, Ваш ребёнок <u>не</u> будет получать специальное обучение для развития его английского языка.</p> <p>Я хочу забрать моего ребёнка _____, из программы английский как второй язык или из программы по двужычному обучению, в которую он или она была зачислен/а.</p> <p align="center">Имя, фамилия ребёнка</p> <p>_____</p> <p align="center">Подпись</p> <p>_____</p> <p align="center">Дата</p>

	Learner Options 1500 Highway 36 West Roseville, MN 55113-4266	OGEEYSIIN ESL/ ADEEGA LABADA LUQADOOD NOTIFICATION OF ESL/BILINGUAL SERVICES	ED-02246-01 Somali
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QEYBTA A IYO B INTAAN GURIGA LOO DIRIN WAXAA SOO BUUXINAYOO SHAQAALAHA DUGSIGA DEGMADA.

A. WARGELINTA AQOONSIGA ARDEYGA		
Magaca Ardeyga (Kobaad, Labaad, U Dambeyya)		
Taariikhda Dhalashada	Da'da	Darajada
Ardeygaan wuxuu ka mid yahay jadwalka ogoaansho inuu (mid calaamee):		
<input type="checkbox"/> Barnaamij Ingiriis oo Luqadda Labaad <input type="checkbox"/> Barnaamij Waxbarashada Labada Luqadood		

B. WARGELINTA AQOONSIGA DEGMADA	
Magaca Dugsiga	Tirada Degmada

Gacaliyeyaal Waalidiin iyo Ilaaliyeyaal:

Cunugaada waxaa loo ogoaadey inuu ka qeybqaato Barnaamij Ingiriis oo Luqadda Labaad ama Barnaamij Labada Luqadood.

Ingiriis oo Luqadda Labaad (ESL) waa barnamij waxbarasho oo loogu talagaley dugsileyda aqoon yar u leh luqadda Ingiriisiga si eey u fahmaan xirfadaha soo socda: ku hadalka, aqrinta, iyo qorista. **Waxbarashada Labada Luqadood** waa barnaamij waxbarasho oo dugsileyda lagu siinaayo tababar lamaaneysan oo ah Ingiriis iyo luqadda uu dugsileyda u dhashey. Muraadka barnaamijkaan waa in cunugaada la baro Ingiriis si loo habsado inuu cunugaada yeesho aqoon buuxda uu kaga qeybqaato fasallada oo dhan iyo maadooyinka laga bixiyo dugsiga.

C. XUQUUQDA WAALIDKA/ILAALIYAHA
<p>Waxaa muhiim ah inaad ogaatid wargelintaan soo socota oo ku saabsan ka qeybgalka uu cunugaada ka mid yahay barnaamijyada kor ku qoran.</p> <ul style="list-style-type: none"> waxaad xaq u leedahay inaad soo booqatid fasallada Ingiriis oo Luqadda Labaad ama Waxbarashada Labada Luqadood uu cunugaada dhigto; waxaa lagu sheegaya waqtiga iyo sida codsiga loo aqbalo in shir laguugu fasiraayo micnaha barnaamijka iyo horumarka cunugaada; waxaad xaq u leedahay inaad cunugaada ka saartid Ingiriis oo Luqadda Labaad ama Barnaamijka Waxbarashada Labada Luqadood.

D. CODSI KA-SAAD
<p>Hadaad rabto inuu cunugaada ka qeybqaadan barnaamijkaan, faqlan soo buuxi qeybtaan una soo celi dugsiga cunugaada. Hadaad waraaqdaan saxiixdid una soo celisid dugsiga, cunugaada <u>lana</u> siinayo tababar khaas uu ku hormaraayo luqadda Ingiriisiga.</p> <p>Aniga waxaan rabaa inaan cunugeeyga, _____, ka saaro Ingiriis oo Luqadda _____ Magaca Ardeyga</p> <p>Labaad ama barnaamijka Waxbarashada Labada Luqadood oo uu asaga ayada ka mid yihiin.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Saxiixa Taariikhda</p>

Date:

Dear Parent/Legal Guardian of _____:

Minnesota Law and the federal No Child Left Behind Act (NCLB) require that we identify whether students in our school district are English Learners (ELs). Both these laws require a language instruction educational program for ELs with limited English proficiency. In addition, NCLB requires that we provide you with information regarding your child's identification process, instructional services and other information, as outlined in the No Child Left Behind Fact Sheet.

The identification process and placement of your child in a language instruction educational program is based on a combination of home language questionnaire, teacher judgment, English test results and other measures. Your child's English proficiency test scores are shown below.

Your Child's English Test Results

Skills Tested	Name of Test	Date of Testing	Student's Score	English Proficiency Level
Speaking and Listening				
Reading				
Writing				

Your child has been identified as an EL. Your child will be placed in the ESL/Bilingual Education program, as outlined in the attached document. We believe that this program will help meet your child's educational needs and enhance his or her academic success in school.

You may withdraw your child from the program at any time by sending a letter to the school, indicating your desire to withdraw your child from the ESL/Bilingual Education program. Your child will then be placed in the regular instruction programs for students who are fluent in English. Please seriously consider the consequences of your decision on your child's long-term educational success.

We invite you to visit the school and meet with our staff to learn more about the benefit of the program and other services available at the school. If you have questions, please call _____
at

Sincerely,

School Administrator

Извещение родителям
(Parent Notification Letter – Russian)

Дата:

Уважаемый родитель или опекун _____
(Имя ученика)

В соответствии с законом Миннесоты и федеральным законом "Ни одного отстающего ребенка" (*No Child Left Behind Act - NCLB*) мы обязаны определить, есть ли среди учащихся школ нашего округа «изучающие английский» (English Language Learners - ELLs). Оба эти закона требуют наличия программы обучения языку для ELLs, недостаточно владеющих английским. Кроме того, закон NCLB требует, чтобы мы предоставили вам информацию о процессе проверки вашего ребенка на владение языком и об имеющихся программах обучения, а также другие сведения, перечисленные в *информационном бюллетене о законе "No Child Left Behind"*. Решение о направлении вашего ребенка в программу изучения языка принимается с учетом ряда факторов: ответов на вопросник по языку; мнения учителя; результатов тестирования по английскому языку и других показателей. Ниже приведены результаты тестирования вашего ребенка на владение английским.

Результаты проверки владения английским вашего ребенка

Проверяемые навыки	Название теста	Дата теста	Результат ученика	Уровень владения английским
Речь и понимание речи				
Чтение				
Письмо				

Было сделано заключение, что ваш ребенок – «изучающий английский язык» (ELL). Ваш ребенок будет зачислен в программу ESL/двуязычного обучения, описанную в приложенном документе. Мы считаем, что эта программа поможет вашему ребенку достичь нужных результатов в учебе и повысить его успеваемость в школе.

Вы можете забрать ребенка из программы ESL/двуязычного обучения в любое время, пошав в школу письмо, сообщающее о таком вашем желании. После этого ваш ребенок будет переведен в обычную программу обучения для учащихся, свободно владеющих английским. Пожалуйста, серьезно обдумайте последствия вашего решения для долгосрочных перспектив успешного обучения вашего ребенка.

Мы приглашаем вас посетить школу и встретиться с нашими сотрудниками, чтобы больше узнать о преимуществах этой программы и других программ, предлагаемых школой. Если у вас есть вопросы, позвоните, пожалуйста в школу по телефону _____

С искренним уважением,

Сотрудник администрации школы

Tsab Ntawv Ceeb Toom Niam Txiv
(Parent Notification Letter – Hmong)

Hnub Tim:

Hawm txog Niam Txiv/Neeg Saib Xyuas raws cai ntawm _____:
(Npe menyuam kawm ntawv)

Minnesota Law (Miinesota Tus Cai) thiab tsoom fwm tus cai *No Child Left Behind Act* (NCLB) (*Txoj Cai Tsis Cia Ib Tug Menyuum Twg Poob Qab*) kom peb qhia kom tau seb cov menyuam kawm ntawv nyob rau peb koog tsev kawm ntawv puas yog English Language Learners (ELLs) (Neeg Kawm Lus Askiv). Ob txoj cai no kom yuav tsum muaj ib hom kev qhia ntawv rau cov ELLs uas paub lus Askiv tsis zoo. Ua ke no, NCLB kom peb qhia koj paub seb peb xaiv koj tus menyuam tau los kawm li cas, tej kev pab kev qhia thiab lwm yam, raws li tau sau qhia nyob rau daim *No Child Left Behind Fact Sheet*. Kev xaiv thiab kev muab koj tus menyuam mus kawm nyob rau ib hom kev siv los qhia no yog xyuas ua ke los ntawm daim ntawv soj ntsuam nug txog haiv lus siv hauv tsev, lus teev pom los ntawm tus xib fwb, cov qhabnias xeem Askiv thiab lwm yam kev siv los luj ntsuas. Koj tus menyuam cov qhabnias xeem seb paub Askiv zoo li cas muaj qhia nyob hauv qab no.

Koj Tus Menyuum Cov Qhabnias Xeem Askiv

Hom Xeem Kev Txawj	Npe Daim Ntawv Xeem	Hnub Xeem	Menyuam Kawm Ntawv Tus Qhabnias	Qib Txawj Lus Askiv
Hais/Tham thiab Mloog				
Nyeem				
Sau				

Koj tus menyuam tau poob ua ib tug ELL. Koj tus menyuam yuav raug tso kawm nyob rau hom ESL/Bilingual Education (ESL/Kev Kawm Ntawv Siv Ob Haiv Lus), raws li tau qhia nyob daim ntawv uas muaj nrog no. Peb nteeg tias hom no yuav pab koj tus menyuam kev kawm ntawv thiab txhawb kom nws kawm ntawv tau zoo nyob rau tsev kawm ntawv.

Koj muaj cai rho koj tus menyuam tawm ntawm hom kev qhia no thaum twg los tau yog koj sau ib tsab ntawv mus rau lub tsev kawm ntawv, qhia tias koj xav rho koj tus menyuam tawm ntawm qhov ESL/Bilingual Education. Koj tus menyuam mam yuav raug tso kawm nyob rau tej hom qhia kawm rau menyuam kawm ntawv feem coob uas paub lus askiv zoo. Thov luj xyuas kom zoo txog koj qhov kev txiav txim rau koj tus menyuam kev kawm txawj ntse mus ntev lawm tom ntej.

Peb caw koj tuaj xyuas lub tsev kawm ntawv thiab ntsib peb cov neeg ua haujlwm kom ho paub ntau ntiv txog qhov zoo ntawm hom kev qhia no thiab lwm yam kev pab uas muaj nyob rau lub tsev kawm ntawv. Yog koj muaj lus nug, thov hu rau lub tsev kawm ntawv ntawm _____

Sau npe.

Tus Tswj Tsev Kawm Ntawv

Carta de Notificación para los Padres
(Parent Notification Letter – Spanish)

Fecha:

Estimado Padre/Tutor Legal de _____
(Nombre del alumno)

La ley del Estado de Minnesota y la ley federal que dicta que no se deje atrás a ningún niño, "No Child Left Behind Act" (NCLB, por sus siglas en inglés), requieren que identifiquemos si los alumnos de nuestro distrito escolar son Alumnos Principiantes de Inglés (ELLs – English Language Learners). Ambas leyes requieren un programa educativo de enseñanza del idioma para los alumnos ELLs que tienen conocimiento limitado del inglés. Además, la ley NCLB requiere que le proporcionemos a usted información referente al proceso de identificación de su hijo, servicios de enseñanza y otra información, como se define en la *Hoja de Información de la Ley que Dicta que No se Deje Atrás a Ningún Niño "No Child Left Behind Act"*. El proceso de identificación y la colocación de su hijo en un programa educativo de enseñanza del idioma están basados en una combinación de un cuestionario del idioma que se llena en casa, el criterio del maestro, los resultados de las pruebas de inglés y otras medidas. Los resultados de las pruebas de conocimiento del inglés de su hijo se muestran a continuación.

Resultados de las Pruebas de Inglés de su Hijo

Habilidades Evaluadas	Nombre de la Prueba	Fecha de la Prueba	Calificación del Alumno	Nivel de Conocimiento del Inglés
Conversación y Comprensión				
Lectura				
Escritura				

Su hijo ha sido identificado como un Alumno Principiante de Inglés (ELL). Su hijo será colocado en el programa de Inglés como Segundo Idioma (ESL – English as a Second Language)/Educación Bilingüe, como se describe en el documento adjunto. Creemos que este programa ayudará a cubrir las necesidades educativas de su hijo e incrementar su éxito académico en la escuela.

Usted puede retirar a su hijo del programa en cualquier momento enviando una carta a la escuela en la que se indique su deseo de retirar a su hijo del programa de ESL/Educación Bilingüe. De ser así, a su hijo se le colocará en los programas regulares de enseñanza para alumnos que conocen bien el idioma inglés. Por favor considere seriamente las consecuencias de su decisión con respecto al éxito educativo a largo plazo de su hijo.

Lo invitamos a visitar la escuela y a reunirse con nuestro personal para aprender más acerca de los beneficios del programa y de otros servicios disponibles en la escuela. Si tiene alguna pregunta, por favor llame a la escuela al _____

Atentamente,

Administrador de la Escuela



ESL/Bilingual Education Program Description

Name of Student	School Year
-----------------	-------------

Description

The ESL/Bilingual Education program is designed for non-native English speakers who have difficulty with written or spoken English. The program provides an appropriate language instruction educational program to help students succeed in academic subjects and learn English.

Instructional Goals of ESL/Bilingual Education: To meet academic achievement standards for grade promotion and to become proficient in English.

Program Components

Your child will receive instruction in the areas marked with an "X":
Bilingual Education classes or tutoring in your child's native language in:

- Reading and writing American History
- Mathematics Consumer Education
- Science Health
- Social studies Driver's Education
- Civics
- (Other, please specify) _____

ESL classes or tutoring in English in:

- English as a Second Language American History
- Reading and writing Consumer Education
- Mathematics Health
- Science Driver's Education
- Social studies Civics
- (Other, please specify) _____

Exit Procedures

Students remain in the ESL/Bilingual Education program until they reach proficiency in academic English. On average, it takes about 5-7 years for English Learners (ELs) in the district to be exited from the program, depending on individual circumstances. Parents may remove their child from the program at any time by sending a written request to the school. The graduation rate of ELs in the district from high school is N/A.

Special Education

Special Education services: For students with disabilities requiring a language instruction educational program, ESL/Bilingual Education must be included in the student's Individualized Education Program (IEP).

Regular Instruction Programs

Regular instruction programs for students fluent in English: In regular instruction programs, instruction is in English at all times; native language is not used; and no English as a Second Language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

Descripción del Programa de Inglés como Segundo Idioma/Educación Bilingüe

(ESL/Bilingual Education Program Description – Spanish)

(Nombre del Alumno)

(Año Escolar)

Descripción

El programa de Inglés como Segundo Idioma (ESL - English as a Second Language)/Educación Bilingüe está diseñado para los alumnos cuya lengua materna no es el inglés y quienes tienen dificultad con el inglés escrito o hablado. El programa proporciona una enseñanza educativa del idioma apropiada para ayudar a los alumnos a tener éxito en las materias académicas y a aprender el inglés.

Metas del Programa de ESL/Educación Bilingüe: alcanzar los niveles de desempeño académico para pasar de grado y obtener dominio del idioma inglés.

Componentes del Programa

Su hijo recibirá enseñanza en las áreas indicadas con una "X":

Clases de Educación Bilingüe o lecciones individuales en la lengua materna de su hijo en:

- | | |
|--|---|
| <input type="checkbox"/> Lectura y escritura | <input type="checkbox"/> Historia de los Estados Unidos |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Educación para el Consumidor |
| <input type="checkbox"/> Ciencias | <input type="checkbox"/> Salud |
| <input type="checkbox"/> Ciencias Sociales | <input type="checkbox"/> Educación para Conducir |
| <input type="checkbox"/> Civismo | |
| <input type="checkbox"/> (Otro, por favor especifique) _____ | |

Clases de ESL o lecciones individuales en inglés en:

- | | |
|---|---|
| <input type="checkbox"/> Inglés como Segundo Idioma | <input type="checkbox"/> Historia de los Estados Unidos |
| <input type="checkbox"/> Lectura y escritura | <input type="checkbox"/> Educación para el Consumidor |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Salud |
| <input type="checkbox"/> Ciencias | <input type="checkbox"/> Educación para Conducir |
| <input type="checkbox"/> Ciencias Sociales | <input type="checkbox"/> Civismo |
| <input type="checkbox"/> (Otro, por favor especifique) _____ | |

Procedimiento para Salir del Programa

Los alumnos permanecen en el programa de ESL/Educación Bilingüe hasta que hayan obtenido el conocimiento del inglés académico. En promedio, a los Alumnos Principiantes de Inglés (ELLs – English Language Learners) del distrito les toma como _____ años para salir del programa, dependiendo de las circunstancias individuales. Los padres pueden retirar a sus hijos del programa en cualquier momento enviando a la escuela una solicitud por escrito. El porcentaje de alumnos ELLs que se gradúan de la escuela secundaria (preparatoria - highschool) en el distrito es del _____.

Educación Especial

Servicios de Educación Especial: para los alumnos con discapacidades que requieran un programa educativo de enseñanza del idioma, ESL/Educación Bilingüe debe incluirse en el Programa de Educación Individualizada (IEP – Individualized Education Program) del alumno.

Programas de Enseñanza Regular

Programas de enseñanza regular para los alumnos con conocimiento del idioma inglés: en los programas de enseñanza regular, la enseñanza es en inglés todo el tiempo; no se usa la lengua materna; y no se ofrece enseñanza del Inglés como Segundo Idioma. La meta de enseñanza es alcanzar los niveles de desempeño académico apropiados para pasar de grado y graduarse.

ОПИСАНИЕ ПРОГРАММЫ ESL*ДВУЯЗЫЧНОГО ОБУЧЕНИЯ
(ESL/Bilingual Education Program Description – Russian)

(Имя ученика)

(Класс)

Описание

Программа ESL/двуязычного обучения предназначена для учащихся, для которых английский – не родной язык, имеющих трудности с письменным или устным английским. Программа обеспечивает языковое обучение, чтобы помочь учащимся освоить учебные предметы и выучить английский.

Цели обучения по программе ESL/двуязычного обучения: Добиться усвоения учебного материала для перехода в следующие классы и в совершенстве овладеть английским.

Составные части программы

Ваш ребенок получит обучение по предметам, отмеченным крестиком («X»):

Двуязычное обучение или занятия на родном языке ребенка по следующим предметам:

<input type="checkbox"/> Чтение и письмо	<input type="checkbox"/> Американская история
<input type="checkbox"/> Математика	<input type="checkbox"/> Потребительские знания
<input type="checkbox"/> Естественные науки	<input type="checkbox"/> Здоровье
<input type="checkbox"/> Обществоведение	<input type="checkbox"/> Водительское обучение
<input type="checkbox"/> Основы гражданственности	
<input type="checkbox"/> (Другой, укажите, пожалуйста, какой) _____	

Уроки ESL или дополнительные занятия на английском по следующим предметам:

<input type="checkbox"/> Английский как второй язык	<input type="checkbox"/> Американская история
<input type="checkbox"/> Чтение и письмо	<input type="checkbox"/> Потребительские знания
<input type="checkbox"/> Математика	<input type="checkbox"/> Здоровье
<input type="checkbox"/> Естественные науки	<input type="checkbox"/> Водительское обучение
<input type="checkbox"/> Обществоведение	<input type="checkbox"/> Основы гражданственности
<input type="checkbox"/> (Другой, укажите, пожалуйста, какой) _____	

Порядок выхода из программы

Учащиеся остаются в программе ESL/двуязычного обучения, пока полностью не освоят “учебный” английский. В нашем округе изучающие английский (ELLs) заканчивают программу в среднем в течение _____ лет, в зависимости от индивидуальных обстоятельств. Родители могут забрать ребенка из программы в любое время, направив в школу письменное заявление. Процент оканчивающих среднюю школу среди учащихся программы составляет _____.

Специальное обучение

Для учащихся групп специального обучения, нуждающихся в обучении языку, программа ESL/двуязычного обучения должна быть включена в их программы индивидуального обучения (IEP - Individualized Education Program).

Обычные программы обучения

Обычные программы для учащихся, свободно владеющих английским: в обычных программах уроки ведутся все время на английском; родной язык не используется, и обучение по программе ESL не предоставляется. Цель обучения – освоить учебные предметы на уровне, достаточном для перехода в следующие классы и для окончания школы.

* ESL (English as a Second Language) – Английский как второй язык

Lus Piav Qhia txog ESL/Bilingual Education Program (ESL/Kev Kawm Ntawv Siv-Ob Haiv-Lus)
(ESL/Bilingual Education Program Description – Hmong)

(Npe Menyuum Kawm Ntawv)

(Xyoo Kawm Ntawv)

Lus Piav Qhia

Qhov ESL/Bilingual Education yog tsim muaj los rau cov neeg tham lus Askiv uas tsis yug nyob teb chaws no uas sau los yog tham lus Askiv tsis tau zoo. Qhov no muaj ib hom qhia ntawv uas siv lus kom dhos los-pab kom cov menyuum kawm tau ntawv zoo nyob rau tej yam kawm tseem ceeb thiab kawm lus Askiv

Hom Phiaj Kev Qhia ntawm ESL/Bilingual Education: Kawm kom ncav raws li tau teev tseg kom nce tau mus rau qib tom ntej thiab kom txawj lus Askiv.

Tej Feem Txuam ntawm Hom Kev Qhia

Koj tus menyuum yuav tau txais kev qhia nyob rau cov uas tau raug kos ib tug-"X":

Cov chav Bilingual Education (Kev Kawm Ntawv Siv Ob Haiv Lus) los yog muaj tus qhia pab ntxiv rau nws uas siv koj haiv lus nyob rau:

<input type="checkbox"/> Kev nyeem thiab sau	<input type="checkbox"/> Teb Chaws Asmeslivkas Lub Neej Tas
<input type="checkbox"/> Lej	<input type="checkbox"/> Los
<input type="checkbox"/> Ntiaj Teb Txuj Ci Kev Txawj	<input type="checkbox"/> Kev Kawm Kom Txawj Ua Tus Siv
<input type="checkbox"/> Kev Kawm Txog Teb Txog Chaw	<input type="checkbox"/> Kev Noj Qab Haus Huv
<input type="checkbox"/> Kej Kawm Ua Pej Xeem Zoo	<input type="checkbox"/> Kev Kawm Tsav Tsheb
<input type="checkbox"/> (Lwm yam, thov qhia kom meej)	

Cov chav ESL los yog muaj tus siv lus Askiv qhia pab rau nws nyob rau:

<input type="checkbox"/> Askiv ua Haiv Lus Thib Ob	<input type="checkbox"/> Teb Chaws Asmeslivkas Lub Neej Tas
<input type="checkbox"/> Kev nyeem thiab sau	<input type="checkbox"/> Los
<input type="checkbox"/> Lej	<input type="checkbox"/> Kev Kawm Kom Txawj Ua Tus Siv
<input type="checkbox"/> Ntiaj Teb Txuj Ci Kev Txawj	<input type="checkbox"/> Kev Noj Qab Haus Huv
<input type="checkbox"/> Kev Kawm Txog Teb Txog Chaw	<input type="checkbox"/> Kev Kawm Tsav Tsheb
<input type="checkbox"/> (Lwm yam, thov qhia kom meej)	<input type="checkbox"/> Kev Kawm Ua Pej Xeem Zoo

Cov kaum ruam tawm tau mus

Cov menyuum kawm ntawv nyob rau qhov ESL/Bilingual Education mus txog thaum lawv tau lus Askiv zoo lawm. Xam los mus, nws siv sijhawm thaj tsam _____ xyoos ua ntej cov English Language Learners (ELLs) nyob rau koog tsev kawm ntawv thiaj li tawm tau ntawm hom kev qhia no mus, nyob ntawm ib leeg rau ib leeg. Niam txiv muaj cai rho lawv cov menyuum tawm ntawm hom kev qhia no thaum twg los tau yog lawv sau ntawv thov mus rau lub tsev kawm ntawv. Cov ELLs nyob rau koog tsev kawm ntawv uas kawm tiav qib nrab xam ua feem pua yog _____.

Kev Kawm Ntawv Tshwj Xeeb

Kev Kawm Ntawv Tshwj Xeeb yog rau: Cov menyuum kawm ntawv uas lub cev muaj qhov tsis taus uas yuav tsum muaj ib hom kev qhia ntawv rau, yuav tsum muaj ESL/Bilingual Education nyob nrog rau hauv tus menyuum daim Individualized Education Program (IEP) (Ntawv Teev Tswv Yim Kev Kawm).

Cov Kev Qhia Ntawv rau Menyuum Feem Coob

Cov kev qhia ntawv rau menyuum feem coob uas twb tau lus Askiv zoo: nyob rau hom qhia ntawv rau menyuum feem coob, yuav siv lus Askiv qhia txhua lub sijhawm; tsis siv lwm haiv lus; thiab tsis muaj qhia ua Askiv ua ib Haiv Lus Thib Ob. Lub hom phiaj kev qhia no yog kom ncav raws qib kawm thiab tau raws li teev cia kom nce mus tau rau qib kawm tom ntej thiab kom kawm tiav.

Sharaxaada Barnaamijka Tacliinta Labada Luqadood ee ESL

(ESL/Bilingual Education Program Description - Somali)

(Magaca Ardayga)

(Dugsi Sannadeeka)

Sharaaada

Barnaamijka Tacliinta Labada Luqadood ee loo yaqaan ESL waxaa loo hindisay dadka aan ku dhalanin ku hadalka Ingirisiga ee dhibaato ku qaba qoraalka iyo ku hadalka luqada Ingirisiga. Barnaamijka wuxuu bixiyaa barnaamijka barashada tacliinta luqada ku haboon si ardayda loogu kaalmeyo in ay ku guuleeystaan maadooyinka wax barashada iyo in ay bartaan luqada Ingirisiga.

Ujeedooyinka Barashada Tacliinta Labada Luqadood ee ESL: Si loo gaaro heerarka wax barashada saleysan ee ka gadubka fasaalka iyo in la yeesho aqoon sare ee luqada Ingirisiga.

Xibnaha Barnaamijka

Ubadkaada waxaa wax barasho lagu siin doona meelaha ku calameysan "X":

Fasalada Tacliinta Labada Luqadood ama tababarka afka hooyo ee ubadkaada:

- | | |
|--|---|
| <input type="checkbox"/> Aqrin iyo qoraal | <input type="checkbox"/> Taariiqda Maraykanka |
| <input type="checkbox"/> Xisabaatka | <input type="checkbox"/> Tacliinta Macamiisha |
| <input type="checkbox"/> Saynis | <input type="checkbox"/> Caafimaadka |
| <input type="checkbox"/> Barashada Bulshada | <input type="checkbox"/> Tacliinta Darawlka |
| <input type="checkbox"/> Cilmiga Bulshada | |
| <input type="checkbox"/> (Wax kale, fadlan cadday) | |

Fasalada ESL ama tababarka luqada Ingirisiga:

- | | |
|--|---|
| <input type="checkbox"/> Ingirisiga sida Luqada Labaad | <input type="checkbox"/> Taariiqda Maraykanka |
| <input type="checkbox"/> Aqrin iyo qoraal | <input type="checkbox"/> Tacliinta Macamiisha |
| <input type="checkbox"/> Xisabaatka | <input type="checkbox"/> Caafimaadka |
| <input type="checkbox"/> Cilmiga | <input type="checkbox"/> Tacliinta Darawlka |
| <input type="checkbox"/> Barashada Bulshada | <input type="checkbox"/> Tacliinta Bulshada |
| <input type="checkbox"/> (Wax kale, fadlan cadday) | |

Nidaamka Kagudubka

Ardayda waxay ku jiraan barnaamijka Tacliinta Labada Luqadood ee ESL ilaa aqoontooda barashada luqada Ingirisiga sare u kacdo. Isku celcelis, waxay dadka barta Luqada Ingirisiga (English Language Learners) (ELL) ee dagan degmada ku qaadata ku dhawaad _____ sannadood si looga saaro barnaamijka, taasoo ku xeran xaaladaha shaqsiga. Waxaa dhici karto in waalidka ubadkooda ka saaraan barnaamijka waqti kasta iyagoo codsi qoran u diraya dugsi. Saamiga qalin-jabinta ee ELLada degmada waa _____.

Tacliinta Qaaska ah

Adeegyada Tacliinta Qaaska ah: Ardayda itaalka-daran ee u baahan barnaamijka tacliinta barashada luqada, waa in Tacliinta Labada Luqadood ee ESL lagu soo daraa Barnaamijka Tacliinta Shaqsiyeed ee ardayga (IEP).

Barnaamijka Barashada Caadiga ah

Barnaamijyada barashada caadiga ah ee ardayda sida wanaagsan oogu hadlo luqada Ingirisiga: Barnaamijyada barashada caadiga ah, luqada Ingirisiga ayaa lagu barta mar kasta; lama isticmaalo luqada hooyo; barashada Ingirisiga looma bixiyo sidii Luqada Labaad. Ujeedada barashada waa in la gaaro heerarka barashada haboon barashada fasalka ee ka gudubka fasalka iyo qalin-jabinta.

**NO CHILD LEFT BEHIND (NCLB) FACT SHEET:
WHAT PARENTS OF ENGLISH LANGUAGE LEARNERS NEED TO KNOW**

Title III of the No Child Left Behind Act requires your child's school to inform you about your child's education as an English Language Learner (ELL). The school must inform you in an understandable manner and, to the extent practicable, in your native language.

You must be informed not later than 30 days after the beginning of the school year regarding your child's identification for placement in a language instruction educational program. Or, if your child is enrolled in the middle of the school year, not later than 2 weeks after your child's placement in such a program. You must be informed about the following:

- The reasons for your child's identification and eligibility for the program in which your child is being placed.
- Your child's level of English proficiency in listening, speaking, reading, and writing.
- The methods of instruction used by the school's staff with your child.
- How the program will meet your child's educational and academic needs.
- How the program will help your child learn English and meet age and grade level expectations.
- The specific student exit requirements from the program.
- If your child has disabilities, how the program will meet your child's educational needs.
- The expected transition rate from the program into the regular instruction programs.
- The expected graduation rate at the high school in which your child is enrolled.
- Your right to remove your child from the program.
- The availability of assistance provided to you by the school in explaining and selecting among the various programs and methods of instruction offered by the school.
- How you as a parent can be actively involved in the education of your child, including helping your child to a) learn English, b) achieve at high levels in core academic subjects, and c) meet the same challenging State academic content and academic standards expected of all students.
- If your child has failed to make progress in meeting annual measurable achievement objectives for any fiscal year, not later than 30 days after such failure occurs.

ИНФОРМАЦИОННЫЙ БЮЛЛЕТЕНЬ О ЗАКОНЕ «NO CHILD LEFT BEHIND» (NCLB)*: ЧТО НУЖНО ЗНАТЬ РОДИТЕЛЯМ УЧАЩИХСЯ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ

(No Child Left Behind Fact Sheet – Russian)

Раздел III закона «No Child Left Behind Act» требует, чтобы школа, в которой учится ваш ребенок, информировала вас об обучении вашего ребенка как «изучающего английский» (English Language Learner - ELL). Школа обязана информировать вас в понятной форме и, насколько возможно, на вашем родном языке.

Мы должны проинформировать вас о зачислении вашего ребенка в программу обучения английскому не позднее, чем через 30 дней с начала учебного года или, если ваш ребенок был включен в программу в середине учебного года, не позднее, чем через 2 недели после поступления ребенка в такую программу. Вам должна быть предоставлена следующая информация:

- О причинах определения вашего ребенка как нуждающегося в программе, в которую его включают.
- Об уровне, на котором ваш ребенок владеет английским языком, в частности говорит, понимает речь, читает и пишет.
- О методах обучения вашего ребенка, применяемых школой.
- О том, насколько эта программа отвечает потребностям вашего ребенка в обучении.
- Как эта программа поможет вашему ребенку выучить английский на соответствующем возрасту и посещаемому классу уровне.
- О конкретных требованиях, которые нужно выполнить, чтобы учащийся мог покинуть программу.
- О том, как эта программа может отвечать потребностям вашего ребенка, если у него есть серьезные нарушения здоровья.
- Об ожидаемых показателях перехода из этой программы в обычные программы обучения.
- Об ожидаемом проценте выпуска в школе, где учится ваш ребенок.
- О вашем праве забрать ребенка из этой программы.
- О доступной вам в школе помощи для понимания сути различных предлагаемых школой программ и методов обучения и выбора среди них.
- Каким образом вы как родитель можете активно участвовать в обучении вашего ребенка, в том числе помогать вашему ребенку изучить английский, хорошо усвоить основные учебные дисциплины и отвечать высоким стандартам уровня освоения учебного материала, которым должны соответствовать все учащиеся штата.
- В случае, если ваш ребенок не смог успешно пройти ежегодную проверку знаний в каком-либо финансовом году – об этом факте (не позднее чем через 30 дней после проверки).

* No Child Left Behind (название законодательного акта) - «Ни одного отстающего ребенка».

**HOJA DE INFORMACIÓN DE LA LEY QUE DICTA QUE NO SE DEJE ATRÁS A
NINGÚN NIÑO, “NO CHILD LEFT BEHIND ACT”:
LO QUE LOS PADRES DE ALUMNOS PRINCIPIANTES DE INGLÉS
DEBEN SABER**

(No Child Left Behind Fact Sheet – Spanish)

El Título III de la ley que dicta que no se deje atrás a ningún niño, “No Child Left Behind Act” (NCLB, por sus siglas en inglés), requiere que la escuela de su hijo le informe acerca de la educación de su hijo como Alumno Principiante de Inglés (ELL, English Language Learner). La escuela debe informarle de manera comprensible y, hasta lo posible, en su lengua materna.

A usted se le debe informar, a más tardar a los 30 días de haber comenzado el año escolar, acerca de la identificación de su hijo para ser colocado en un programa educativo de enseñanza del idioma. O, si su hijo es colocado a mediados del año escolar, a más tardar a las 2 semanas de haber colocado a su hijo en dicho programa. A usted se le debe informar acerca lo siguiente:

- Los motivos por los cuales su hijo ha sido identificado y es elegible para el programa en el cual ha sido colocado.
- El nivel de conocimiento del idioma inglés de su hijo en cuanto a comprensión, conversación, lectura y escritura.
- Los métodos de enseñanza usados por el personal de la escuela con su hijo.
- De qué manera el programa cubrirá las necesidades educativas y académicas de su hijo.
- De qué manera el programa ayudará a su hijo a aprender inglés y a alcanzar el nivel exigido para su edad y grado escolar.
- Los requisitos específicos para que su hijo salga del programa.
- Si su hijo tiene discapacidades, de qué manera el programa cubrirá las necesidades educativas de su hijo.
- El tiempo de transición esperado que toma para pasar del programa especial al programa del curso normal.
- El porcentaje de alumnos graduados esperado en la escuela secundaria (preparatoria – high school) en la que su hijo está inscrito.
- Su derecho de retirar a su hijo del programa.
- La disponibilidad de asistencia que le proporciona la escuela para explicarle y seleccionar entre los varios programas y métodos de enseñanza ofrecidos por la escuela.
- De qué manera puede usted, como padre, participar activamente en la educación de su hijo, incluso ayudándolo a: a) aprender inglés, b) alcanzar niveles altos en materias académicas esenciales, y c) alcanzar el mismo nivel desafiante de contenido académico y normas académicas del Estado exigido a todos los alumnos.
- Si su hijo no ha hecho progreso para alcanzar los objetivos de desempeño mensurables del año para cualquier año fiscal, a más tardar a los 30 días de haber ocurrido dicha falla.

**TXOJ CAI NO CHILD LEFT BEHIND (NCLB) (TSIS CIA IB TUG MENYUAM TWG
POOB QAB) DAIM NTAWV QHIA NTSIAB LUS:
TEJ UAS NIAM TXIV NTAWM COV MENYUAM KAWM LUS ASKIV YUAV TSUM
TAU PAUB**

(No Child Left Behind Fact Sheet – Hmong)

Title III (Nqe III) ntawm txoj cai No Child Left Behind Act hais cia kom koj tus menyuam lub tsev kawm ntawv qhia koj paub txog koj tus menyuam kev kawm ntawv tam li ib tug English Language Learner (ELL) (Neeg Kawm Lus Askiv). Lub tsev kawm ntawv yuav tsum qhia koj kom to taub thiab, raws li ua tau, qhia ua koj haiv lus.

Yuav tsum qhia koj paub tsis pub dhau 30 hnuv tom qab pib xyoo kawm ntawv txog kev muab koj tus menyuam mus tso nyob rau ib hom qhia ntawv twg. Los yog, yog koj tus menyuam ho nkag los kawm thaum twb txog nrab xyoo lawm, tsis pub dhau 2 lim tiam tom qab uas koj tus menyuam raug tso kawm li hais. Yuav tsum qhia koj paub txog cov nram no:

- Seb yog vim li cas koj tus menyuam thiaj raug xaiv thiab muaj npe kawm nyob rau hom kev qhia ntawv uas nws tau raug tso kawm ntawd.
- Seb koj tus menyuam txawj lus Askiv zoo npaum li cas nyob rau kev mloog, kev tham, kev nyeem, thiab kev sau.
- Cov hom kev qhia uas lub tsev kawm ntawv tej neeg ua haujlwm siv los qhia rau koj tus menyuam.
- Seb hom kev siv los qhia ntawd yuav pab rau koj tus menyuam kev kawm ntawv txawj ntse mus tau li cas.
- Seb hom kev siv los qhia ntawd yuav pab koj tus menyuam kawm Askiv thiab kawm ncav tau raws hnuv nyoog thiab qib kawm tau li cas.
- Tej yam uas yuav tsum tau kawm kom tiav ua ntej yuav tawm hom kev qhia pab no mus.
- Yog koj tus menyuam lub cev muaj qhov tsis taus, seb hom kev qhia ntawd yuav pab nws kev kawm ntawv tau li cas.
- Seb tau npaj siab cia tias cov menyuam kawm ntawv hov coob nyob rau hom no thiaj yuav tiav thiab nkag tau mus rau tej hom kev qhia rau menyuam feem coob sab nraud.
- Seb tau npaj siab cia tias cov menyuam kawm ntawv hov coob nyob rau lub tsev kawm ntawv qib nrab uas koj tus menyuam muaj npe kawm thiaj li yuav kawm tiav.
- Koj txoj cai los rho koj tus menyuam tawm ntawm hom kev qhia ntawd.
- Lub tsev kawm ntawv kev muaj pab los qhia koj paub thiab pab xaiv kawm nyob rau tej hom kev siv los qhia uas muaj nyob rau lub tsev kawm ntawv.
- Seb koj ua niam ua txiv muaj kev raus tes li cas nyob rau koj tus menyuam kev kawm ntawv, txog rau a) kawm lus Askiv, b) kawm kom tau zoo nyob rau tej yam kawm uas tseem ceeb, thiab c) kawm kom ncav lub Xeev tej uas muaj qhia kawm thiab tej qib uas kom kawm tau uas tau teev tseg rau txhua leej menyuam kawm ntawv.
- Yog koj tus menyuam kawm tsis tau zoo uas yog tsis ncav tau rau tej hom phiaj uas tau teev tseg rau ib xyoo twg, ces tsis pub dhau 30 hnuv tom qab tau kawm poob li hais.

**WARQADA UBADNA DIB LOOMA REEBAYO
(NO CHILD LEFT BEHIND) (NCLB) FACT SHEET:
WAXYAABAHA WAALIDKA KUWA BARTO LUQADA INGIRISIGA U
BAAHAN YAHIN IN AY OGAADAAN**
(No Child Left Behind Fact Sheet – Somali)

Qeybta III ee Sharciga Ubadna Dib Looma Reebayo (No Child Left Behind Act) wuxuu dalbanaya in dugsiga ubadkaada ku ogeysiyo waxyaabaha ku saabsan tacliinta ubadkaada isaga ama iyada oo ah Bartaha Luqada Ingirisiga (English Language Learner) (ELL). Dugsiga waa in u si la fahmi karo ku soo ogeysiyo, iyadoo sida suurtogalka ah, la isticmaalayo luqadaada hooyo.

Waa in 30 maalin ka yar lagu soo ogeysiyo kaddib marka u bilaawdo sannad dugsiiyeedka arrinta ku saabsan aqoonsiga ubadkaada lagu meeleynaayo barnaamijka tacliinta barashada luqada. Ama, haddii ubadkaada ku qoran yahay bartanka saannad dugsiiyeedka, waa in labo todobaad ka yar lagugu soo ogeysiyo kaddib marka ubadkaada lagu meeleyo barnaamijka noocas ah. Waa in lagu soo ogeysiyo waxyaabaha soo socdo.

- Sababaha loo tilmaamay ubadkaada iyo ogolaashada barnaamijka ubadkaada lagu meeleyay.
- Heerka aqoonta Ingirisiga ubadkaada ee dhageysiga, ku hadalka, aqriska, iyo qoraalka.
- Hababka barashada ay shaqaalaha dugsiga la isticmaalan ubadkaada.
- Sida barnaamijka u buuxinaayo baahida barashada iyo tacliinta ubadkaada.
- Sida barnaamijka u kaalmeyn doono ubadkaada in u barto Ingirisiga iyo u buuxin doono inta laga filaayo xagga heerka fasalka iyo da'da.
- Sharuudaha ka-bixtaanka barnaamijka ee ardayga qaaska ah.
- Haddii ubadkaada leeyahay itaal-darri, sida barnaamijka u buuxinaayo baahida tacliinta ubadkaada.
- Saamiga la filaayo mudaada dhexe inta u dhexeyso barnaamijka iyo inta laga gaarayo barnaamijyada barashada caadiga ah.
- Saamiga qalin-jabinta laga filaayo dugsiga sare ee ubadkaada ku qoran yahay.
- Xaqa aad u leedahay in aad ubadkaada ka saartid barnaamijka.
- Helitaanka gargaarga ee u dugsiga adiga kaa siiyo fasiraada iyo kala doorashada barnaamijyada kala duwan iyo hababka tababarka ee u bixiyo dugsiga.
- Sida adiga oo ah waalidka aad si firfircoon oga qeybgali kartid tacliinta ubadkaada, oo ka mid ah a) in u barto Ingirisiga, b) in u maadooyinka barashada muhimka ka gaaro heerarka sare, iyo c) in u qaabilo nuxurka barashada Gobolka ee si isku mid ah u adag iyo heerarka barashada laga filaayo dhammaan ardayda.
- Haddii ubadkaada ku fashalo in u gaaro horumar xagga ujeedooyinka la cabiri karo sannadkii ee sannad kasta, ka yar 30 maalin kaddib marka u dhaco fashalka.

Annual Measurable Achievement Objectives (AMAO) Description for Parents and Staff

Title III, a component of the No Child Left Behind Act of 2001, supplements the resources of local school districts to provide quality education to English Language Learners (ELL) and immigrant students. Districts that receive these funds – and not all do – must meet annual state targets or take corrective action. The annual targets are called Annual Measurable Achievement Objectives (AMAO).

AMAO measure:

- **English ability** as measured by two tests for ELL, the Tests of Emerging Academic English (TEAE) and MNSOLOM; including
 - District gains in the percent of occurrences of progress. Progress means any individual's test score that is higher than a test score of that same individual, recorded in the same district, in the previous year.
 - District gains in the percent of students becoming proficient. Proficiency means scoring proficient in all tests measuring English ability in reading, writing, speaking and listening.
- **Content achievement** as measured on the Minnesota Comprehensive Assessments (MCA); including
 - Gains in the percent of students scoring proficient in Reading and Mathematics. These indicators are exactly the same as the district level AYP results for the LEP subgroup.

Consequences

If the district does not meet the AMAO targets for one year, the district must notify parents of ELL within 30 days of notification from the state.

If the district does not meet the AMAO targets for two consecutive years, the district must notify parents and create an improvement plan.

If the district does not meet the AMAO targets for four consecutive years, the district must notify parents and modify the ESL program with direction from MDE.

Objetivos de Desempeño Mensurables del Año **(AMAO, por sus siglas en inglés)** **Descripción para Padres y Personal**

El Título III, parte integrante de la ley que dicta que no se deje atrás ningún niño, “*No Child Left Behind Act*” (NCLB, por sus siglas en inglés) establecida en 2001, complementa los recursos de los distritos escolares locales para proporcionar educación académica de calidad a Alumnos Principiantes de Inglés (ELL, por sus siglas en inglés) y a estudiantes inmigrantes. Los distritos que reciben estas aportaciones económicas —y no todos los distritos las reciben— deben cumplir con los objetivos anuales establecidos por el estado, o tomar acción correctiva al respecto. Los objetivos anuales se llaman Objetivos de Desempeño Mensurables del Año (AMAO, por sus siglas en inglés).

AMAO evalúa:

- **Aptitud académica en inglés** a través de dos pruebas para Alumnos Principiantes de Inglés (ELL, por sus siglas en inglés), las Pruebas de Comprensión Académica del idioma inglés (TEAE por sus siglas en inglés) y la Matriz de Observación de Lenguaje Oral del Estudiante en MN (MN SOLOM, por sus siglas en inglés); que incluyen:
 - Beneficio para el distrito con el porcentaje de casos donde se demuestre progreso. Se considera progreso si la calificación de la prueba del individuo es más alta que la calificación que ese mismo individuo obtuvo el año anterior, de acuerdo a lo registrado por el distrito.
 - Beneficios para el distrito con el porcentaje de estudiantes que obtienen competencia en el idioma inglés. Se entiende por competencia una calificación que demuestre habilidad en las pruebas de aptitud académica en lectura, escritura, conversación y comprensión.
- **Logro en las materias** de acuerdo a las mediciones de Evaluaciones Generales de Minnesota (MCA, por sus siglas en inglés); que incluyen:
 - Beneficios por el porcentaje de estudiantes que califiquen competencia en lectura y matemáticas. Estos indicadores son exactamente los mismos que los resultados del nivel AYP del distrito para el subgrupo de estudiantes con Conocimientos Limitados de Inglés (LEP, por sus siglas en inglés).

Consecuencias

Si el distrito no cumple con los objetivos de AMAO en un año, éste deberá notificar a los padres/tutores del ELL dentro de los 30 días de haber recibido la notificación del estado.

Si el distrito no cumple con los objetivos de AMAO en dos años consecutivos, éste deberá notificar a los padres/tutores y crear un plan de mejora.

Si el distrito no cumple con los objetivos de AMAO por cuatro años consecutivamente, éste deberá notificar a los padres y modificar el programa de Inglés como Segundo Idioma (ESL, por sus siglas en inglés) bajo la dirección del Departamento de Educación de Minnesota (MDE, por sus siglas en inglés).

Txwm Xyoo Ntsuam Xyuas Txheej Txheem Kev Kawm Ntawv (AMAO) Qhia Rau Cov Niam Txiv Thiab Cov Kws Qhia Ntawv

Title III, Txoj Cai Tsis Cia Ib Tug Menuam Twg Poob Qab tsim muaj rau xyoo 2001, ntxiv rau kev pab nyob rau cheeb tsam tsev kawm ntawv kom yuav tsum Cob Qhia Phab Lus Askiv (ELL) kom zoo rau tus tub kawm ntawv thiab cov tub kawm ntawv tsiv los txawv nroog. Muaj cov tsev kawm ntawv tau txais nyiaj pab los ntawm tseem fww - tsis yog txhua lub tsev kawm ntawv tau txais - yuav tsum yog tsim nyog tau txais thiab txaus siab ua raws li txoj cai. Cov nyiaj no muaj lub npe tias Txwm Xyoo Ntsuam Xyuas Txheej Txheem Kev Kawm Ntawv (AMAO).

Kev ntsuam xyuas los ntawm AMAO:

- Muaj ob qho kev sib tw kom paub txog kev **txawj lus Askiv** nyob rau ELL. Hom kev sib tw no muaj npe tias: Kev Sib Tw Txog Kev Qhia Lus Askiv (TEAE) thiab MNSOLOM; muaj nrog li no
 - Tsev kawm ntawv nce siab raws cov keeb kwm sib tw yav tas los raws cov feem pua. Keeb kwm sib tw zwm tseg txhais tau tias txhua tus uas tau muaj kev sib tw keeb kwm uas yog tib yam nce siab tshaj li xyoo tas los.
 - Tsev kawm ntawv pom nce qib siab los ntawm cov tub kawm ntawv muaj kev txawj lus Askiv zoo tshaj, kev paub no yog los ntawm sau ntawv, hais lus thiab mloog kom zoo.
- Kev ntsuam cov **txheej txheem kev kawm** yog los ntawm “Minnesota Kev Sib Tw Txog Kev Kawm Ntawv” (MCA): muaj nrog li no
 - Paub kev nce qib los ntawm feem pua vim cov tub kawm ntawv paub nyeem ntawv thiab zauv tau zoo. Cov nce qib no qhia tau hais tias nyob rau tsev kawm ntawv tus lig txheej AYP ua hauj lwm zoo ib yam li LEP

Qhov Tseem Ceeb

Yog tsev kawm ntawv ua tsis tau raws li AMAO lub hom phiaj li ib lub xyoo, tsev kawm ntawv yuav tsum tau sau ntawv qhia rau cov niam txiv txog ELL rau hauv 30 hnuv raws li lub xeev tau hais tseg.

Yog tsev kawm ntawv nce qib tsis tau raws li AMAO lub hom phiaj txwm ob lub xyoo, tsev kawm ntawv yuav tsum tau sau ntawv mus qhia rau cov niam txiv thiab yuav tsum tau sau cov qauv npaj tseg pab rau yav tom ntej.

Yog tias tsev kawm ntawv ua tsis tau raws li AMAO lub hom phiaj txwm peb lub xyoo, tsev kawm ntawv yuav tsum tau sau ntawv mus qhia rau niam txiv thiab txhim kho cov qauv qhia ntawv Askiv ESL raws li tus qauv MDE.

**Намечаемые на год задачи успеваемости с проверкой результатов
(Annual Measurable Achievement Objectives -АМАО)
Информационный листок для родителей
и педагогического персонала**

Раздел III закона 2001 года «No Child Left Behind» («Ни одного отстающего ребенка») предусматривает выделение дополнительных ресурсов учебным районам для обеспечения качественного образования изучающим английский язык (English Language Learners - ELL) и ученикам-иммигрантам. Районы, которым было решено выделить эти средства, должны или добиться поставленных штатом на год задач или принять меры к исправлению результатов. Намечаемые на год задачи называются Annual Measurable Achievement Objectives (АМАО).

АМАО проверяют:

- **Степень владения английским языком**, которая определяется при помощи двух тестов для ELL: теста на проверку начального владения академическим английским (Test for Emerging Academic English - TEAE) и теста на проверку уровня устной речи (MNSOLOM); включая:
 - Процентный подсчет по району числа учеников, продвинувшихся в учебе. Под продвижением в учебе подразумевается улучшение результатов теста по сравнению с прошлогодними результатами для того же ученика, зафиксированными в том же районе.
 - Процентный подсчет по району роста числа учеников, адекватно владеющих английским. Адекватно владеющими языком считаются те ученики, которые получили соответствующие этому уровню оценки за тесты по чтению, письму, устной речи и аудированию.
- **Успеваемость по предмету**, проверяемая Комиссией по общеобразовательному тестированию шт. Миннесота (Minnesota Comprehensive Assessments - MCA); включая:
 - Процентный подсчет роста числа учеников, показавших адекватные результаты по чтению и математике. Эти показатели полностью совпадают с показателями, используемыми для определения районных годовых результатов повышения успеваемости (AYP) для подгруппы учащихся с ограниченным английским (LEP).

Меры, принимаемые при неудовлетворительных результатах

Если тому или иному району в течение одного года не удастся достичь результатов, удовлетворяющих требованиям АМАО, то не позднее, чем через 30 дней после получения от штата соответствующего уведомления, администрация района должна направить извещение родителям ELL.

Если тому или иному району в течение двух лет не удастся достичь результатов, удовлетворяющих требованиям АМАО, то район должен известить об этом родителей и разработать план исправлений.

Если тому или иному району в течение трех лет не удастся достичь результатов, удовлетворяющих требованиям АМАО, то район должен известить об этом родителей и при помощи MDE изменить программу ESL.

**DISTRICT STATUS REPORT
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES
FOR ENGLISH LANGUAGE LEARNERS**

Dear Parents/Guardians:

The No Child Left Behind Act (NCLB) of 2001 requires Minnesota to set standards for the development of English language proficiency skills for children learning English. Minnesota tests students learning English each year. Minnesota uses the Test of Emerging Academic English (TEAE) and the MN SOLOM to measure English proficiency in the skills of reading, writing, speaking, listening, and comprehension.

NCLB also requires the Minnesota Department of Education to review annually the performance of districts with English language learners. The programs for English language learners in these districts must meet three targets. These targets are known as annual measurable achievement objectives (AMAO):

- Annual progress in learning English
- Attainment of English language proficiency on the TEAE and MN SOLOM
- Reaching academic standards in language arts and mathematics

Districts that did not meet these targets are required to notify the parents of English learners in the district that not all targets were met. This year, our district has not met one or more of the targets.

If you have any questions about the performance of your child, please contact your child's school. Also, contact the school for information on programs within the district to help English learners attain English proficiency and meet academic goals.

AMAO Parent Letter
English Version

**INFORME DE ESTADO DEL DISTRITO
OBJETIVOS DE DESEMPEÑO MENSURABLES DEL AÑO
PARA ALUMNOS PRINCIPIANTES DE INGLÉS**

Estimado Padre/Tutor Legal:

La ley que dicta que no se deje atrás ningún niño, “*No Child Left Behind Act*” (NCLB, por sus siglas en inglés) de 2001, requiere que el estado de Minnesota establezca normas para el desarrollo de aptitud académica en niños en proceso de aprendizaje del idioma inglés. Anualmente, el estado de Minnesota evalúa estudiantes aprendiendo inglés. Minnesota usa el la Prueba de Comprensión de Inglés Académico (TEAE, por sus siglas en inglés) y la Matriz de Observación de Lenguaje Oral del Estudiante en MN (MN SOLOM, por sus siglas en inglés) para medir la habilidad de los estudiantes en lectura, escritura, conversación y comprensión.

El NCLB también requiere que el Departamento de Educación del Estado de Minnesota revise anualmente el desempeño de los distritos con Alumnos Principiantes de Inglés. Los programas para alumnos principiantes de inglés en estos distritos deben cumplir con tres objetivos. Estos objetivos se denominan Objetivos de Desempeño Mensurable del Año (AMAO por sus siglas en inglés):

- Progreso anual en el aprendizaje de inglés
- Logro de competencia en el idioma inglés demostrado con las pruebas TEAE y SOLOM MN.
- Logro de aptitud académica en las artes de lenguaje y de matemáticas.

Los distritos que no cumplan con estos objetivos, deberán notificar a los padres de los alumnos principiantes en el distrito, que no se ha cumplido con todos los objetivos. Este año nuestro distrito no ha cumplido con uno o más de estos objetivos.

Si tiene preguntas acerca del desempeño de su hijo/a, por favor comuníquese con la escuela. También comuníquese con la escuela para informarse acerca de programas de ayuda dentro del distrito para que alumnos principiantes de inglés obtengan la habilidad necesaria con el idioma inglés y logren sus metas académicas.

AMAO Parent Letter
Spanish Version

**TSEV KAWM NTAWV QHIA TXOG KEV NCE QIB TSWM XYOO
NTSUAM XYUAS TXHEEJ TXHEEM KEV KAWM NTAWV RAU COV
KAWM LUS ASKIV**

Nyob zoo cov Niam txiv/Tus sawv cev:

Txoj Cai Tsis Pub Ib Tug Menyuum Twg Poob Qab (NCLB) tau tsim xyoo 2001 kom xeev Minnesota tsim ib tug qauv ntawv Askiv qib siab muaj txuj zoo rau cov menyuum kawm ntawv. Xeev Minnesota tau muab ib tug qauv sib tw lus Askiv txhua xyoo. Xeev Minnesota tau siv tw muaj npe tias: Kev Sib Tw Txog Kev Qhia Lus Askiv (TEAE) thiab MN SOLOM los ntsuam xyuas cov kev txawj ntse ntawm kev nyeem ntawv, sau, hais lus, mloog, thiabkev nkag siab.

NCLB kom xeev Minnesota Phab Saib Xyuas Kev Kawm Ntawv yuav tsum tau los txheeb xyuas tes nej num kev qhia ntawv Askiv txhua txwm xyoos. Cov dej num kev cob qhia lus Askiv no tau nqua kom tsev kawm ntawv yuav tsum ua kom tau raws li peb lub hom phiaj. Cov hom phiaj no raws li pau yog txwm xyoo ntsuam xyuas txheej txheem kev kawm ntawv (AMAO):

- Daim ntawv keeb kwm qhia txog kev kawm lus Askiv
- Daim ntawv sib tw kev txawj lus Askiv zoo TEAE thiab MN SOLOM
- Kev nyeem ntawv tau raws li tus qauv thiab cov zauv

Tsev kawm ntawv ua tsis tau raws li cov hom phiaj no xav kom qhia mus rau cov niam txiv ntawm uas muaj neeg kawm lus Askiv paub hais tias tsev kawm ntawv qhia tsis ncav raws li cov hom phiaj. Xyoo no peb lub tsev kawm ntawv tsis ncav ib los ntau lub hom phiaj.

Yog koj muaj lus nug xav paub txog tej kev kawm ntawm koj tus menyuum, hu mus rau koj tus menyuum lub tsev kawm ntawv. Log yog, tham nrog tus saib xyuas phab kev kawm lus Askiv kom mus ncav rau lub hom phiaj.

**РАЙОННЫЙ ОТЧЕТ
ПО ВЫПОЛНЕНИЮ ГОДОВЫХ ЗАДАЧ УСПЕВАЕМОСТИ
ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК С ПРОВЕРКОЙ
РЕЗУЛЬТАТОВ**

Уважаемые родители и воспитатели!

Согласно принятому в 2001 году закону “No Child Left Behind” (NCLB), штат Миннесота обязан выработать стандарты развития языковых навыков у детей, овладевающих английским. Ежегодно Миннесота проводит тестирование изучающих английский язык. Для проверки степени владения английским в области чтения, письма, устной речи, аудирования и понимания речи Миннесота пользуется тестом на проверку начального владения академическим английским (Test of Emerging Academic English - TEAE) и тестом на проверку уровня устной речи (MN SOLOM).

NCLB требует также, чтобы Отдел образования Миннесоты ежегодно проводил районные проверки успеваемости лиц, изучающих английский язык. Программы для изучающих английский язык в этих районах должны выполнять три задачи. Эти задачи называются годовыми задачами успеваемости с проверкой результатов (annual measurable achievement objectives -АМАО):

- Достигнутые за год успехи в изучении английского
- Достижение адекватного владения языком по результатам TEAE и MN SOLOM
- Выход на уровень, отвечающий требованиям успеваемости по предметам «Английский язык и литература» и «Математика».

Администрация районов, в которых эти цели не были достигнуты, должна известить родителей, чьи дети изучают английский язык о том, что не все поставленные задачи удалось выполнить. В этом году в нашем районе не были выполнены одна или более задач.

Если у вас есть вопросы по поводу успеваемости вашего ребенка, обратитесь в школу, где он учится. Вы можете также запросить в школе информацию о существующих в вашем районе программах, которые помогают изучающим английский добиться адекватного владения языком и хорошей успеваемости.

WIDA[®] **Performance Definitions for the Levels of English Language**
CONSORTIUM **Proficiency in Grades K-12**

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

5 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Emerging	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Retate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., “Where is Sonia?”) Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., “What will happen next?”) Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	
WRITING	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make "story books" with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences 	

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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> March oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Emerging	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-raught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Emerging	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Proficient
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles

Level 6 - Reading

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Tier Placement Protocol for ACCESS for ELLs®



ACCESS for ELLs is divided into three tiers: A, B, and C. While the tiers overlap, each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for each student and the most meaningful results, it is necessary to place each student into the tier that best matches his or her proficiency level.

The selection of a student's tier is best made by his or her teachers, based on the information they have about the student's language proficiency. Criteria may include the student's progress in the classroom as well as test results from past administrations of ACCESS for ELLs, WIDA MODEL, and/or the W-APT.

It is important to note that students who take the Tier A assessment cannot score higher than a 4.0 proficiency level in the domains of Reading and Listening. Likewise, students who take the Tier B assessment cannot receive higher than 5.0 on Reading or Listening. For this reason, students who are nearing these proficiency levels should be assigned the next higher tier so that their ability to show progress in these domains is not limited.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 = Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 					
<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 					

Princeton Public Schools Definitions of ELL Terminology	<i>App</i>
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Term	Definition
EL	English Learner
ESL	English as a Second Language
ELL	English Language Learners
AMAO	Annual Measurable Achievement Objectives
LEP	Limited English Proficiency
ELP	English Limited Proficiency
NCLB	No Child Left Behind
ELD	English Language Development
EFL	English as a Foreign Language

**Princeton Public Schools
ELL Program Qualification Letter
Parent/Guardian Notification**

Dear Parent or Guardian:

Based on the most recent EL test that your child has taken, your child, _____

_____ qualifies

_____ does not qualify

For EL services at the _____ level. This means that your child will:

_____ have class with me

_____ Check in during academic time _____ times per week

_____ Not see me directly, but I will monitor grades throughout the year. This also means that the student still participates in the spring testing (even if you are a refusal student).

_____ Not have me as a part of their schedule.

**Your child may receive service from the EL department if they begin to struggle without it.

Please check one of the following to refuse or accept services.

_____ I ACCEPT EL services for my child

_____ I REFUSE EL services for my child

If your child qualifies for ELL services but you do not wish for him/her to receive services, you may refuse services or remove your child from the program at any time by sending a written request to the school or by signing the refusal document enclosed and returning it to _____ in room _____.

Parent Signature

Date

<p>Princeton Public Schools ELL Program ELL Folder Checklist</p>
--

All ELL students must have a file that documents their paperwork and progress. The file should include the following:

Student Profile Form (appendix)

- Place copy in ESL room file

Home Language Questionnaire (appendix)

- Place copy in ESL room file
- Place a copy in Cumulative File

LEP Enrollment/Change Form (appendix)

- Complete for new students, at end of school year, or any time status level changes.
- Place copy in ESL room file
- Place a copy in Cumulative File
- Send a copy to Sonia Stricklund

Beginning of Year Paperwork to be Sent Home to Parents/Guardians (*IN BOTH ENGLISH AND HOME LANGUAGE*)

- MDE ELL Notification of ELL Services (the letter with the “withdraw from ELL services” box.) (pg. 18)
 - New Els to district only
 - Within ten calendar days upon entering the program.
- ESL/Bilingual Education Program Description (pg. 27)
 - New Els to district only
 - Within ten calendar days upon entering the program.
- ELL Program Qualification Letter Parent/Guardian Notification (*appendix B*)
 - New Els to district only
 - Within ten calendar days upon entering the program
- Princeton Public Schools ELL Program Letter (i.e. Title III letter, principal signature, WAPT and or Access Test Results) (pg.23)
 - All Els: new and returning
 - Within 30 days upon entering the program, if the child enrolled at the beginning of the school year
- AMAO Description for Parents and Staff, if needed (pg. 37)
 - All Els
 - The district must notify parents of Els within 30 days of notification from the state.
- AMAO Parent Letter, if needed (pg. 41)
 - All Els
 - The district must notify parents of Els within 30 days of notification from the state.

Monitor Forms

- LEP Enrollment/Change Form (*appendix E*)
 - Place copy in ESL room file
 - Send a copy to Sonia Stricklund
- ELL Program Transition to Monitor Letter Parent/Guardian Notification (*appendix F*)
 - Place copy in ESL room file
- Monitor Status Form (*appendix J*)
 - Place copy in ESL room file
- ELL Monitor Student Progress Form (6-12, teacher communication sheet) (*appendix G*)
 - Place copy in ESL room file

ELL Exit Forms and Letters

- LEP Enrollment/Change Form (*appendix E*)
 - Place copy in ESL room file
 - Send a copy to Sonia Stricklund
- ELL Program Exit Letter (*appendix H*)
 - Place parent signed copy in ESL room file
- After exiting a student, place ELL folder in Cumulative file
- Formal Exit Letter (Optional) (*appendix I*)

Additional Progress Reports/Referrals

- ELL Progress Reports
- Special Ed Reports (if applicable)
- Referrals and/or emails for Special Ed or Child Study (if applicable)
- Disciplinary actions

File Maintenance

Here are some things to keep in mind as you maintain student folders:

- Update *Student Profile Form* at beginning of year with ACCESS and MCA scores
- Clean out files at the end of school year or when students move. Make sure all relevant scores and information is kept.
- Keep a separate file on students whose parents refuse service or do not qualify.
- Check Appendix for important maintenance dates

Please Note: Due to data privacy laws, files must be kept in a secure, locked area.

**Princeton Public Schools
ELL Program
LEP Enrollment/Change Form**

Student Name: _____ Student ID: _____

School/Grade: _____ School Year: _____

Birthdate: _____ US Entry Date: _____

Country of Origin: _____ Home Language: _____

Please complete for new students, change in status and/or year-end reporting.

<u>Student Placement</u>	
<input type="checkbox"/> New Student	Date Effective: _____
<input type="checkbox"/> Current Student	
Level (Check One)	
<input type="checkbox"/> Receiving Service (RS)	
<input type="checkbox"/> Monitor Status (M____)	
<input type="checkbox"/> Exited (E)	
<input type="checkbox"/> Parent Refusal (PR)	

Comments:

ELL Teacher Signature: _____ Date: _____

- Copy to Sonia Stricklund, District Office
- Original to student ELL room file
- Copy to cum file

St Francis ISD #15 ELL Program Transition to Monitor Status Parent/Guardian Letter
--

Dear Parent or Guardian

It has been recommended that your child, _____, be moved from direct ELL service to Monitored states in the ELL program. This means your child is doing well enough to no longer need to see an ELL teacher. Your child may again receive service from the ELL department if they begin to struggle without it.

Parent/Guardian Signature

Date

ELL Teacher Signature

Date

ESL Monitor Student Progress From 6-12

Student's Name		Grade
Teacher's Name		Date
Subject		
School		

Comprehending directions	
Content reading	
Content writing	
Classroom participation	
Homework completion	

Please mark the subjects using the rating system at the bottom of the page.

Comments including test performance.	
--------------------------------------	--

Ratings

- 4- Total classroom involvement. Expectations and testing are the same as for native speakers.
- 3- Acceptable classroom involvement. Allowances are made for limited English but student works in this area.
- 2- Partial classroom involvement. Student tries to follow class activities but is unable to comprehend most of the material.
- 1- Minimal classroom involvement. Student is unable to understand the material.

PLEASE RETURN TO ESL TEACHER _____ BY _____

Princeton Public Schools ELL Program Exit Letter
--

Dear Parent/Guardian:

_____ is being exited from the ELL program as of _____.
 Student Name date

The following criteria has been used to make this determination:

Exit Criteria	Scores			Comments
ACCESS Composite				
MCA	M:	R:	W:	
Class work and grades				
Parent input				
ELL Teacher comments				

If you have any questions, please contact the ELL teacher.

ELL Teacher School Phone Number Date

**Princeton Public Schools
ELL Program
Exit Letter**

Dear Parent/Guardian:

This letter is to inform you that I am recommending that _____ be exited from the ELL program. I have continually checked and monitored his/her grades throughout the duration of being on monitor status and feel that your child has been successful. I have enclosed a form that displays the MCA scores for your child in the areas of Math, reading and writing. Please sign the enclosed form and return it to me as soon as possible. If you have any questions, please do not hesitate to call me at _____.

Thank you so much, and congratulations.

ELLTeacher

Date _____

Princeton Public Schools
ELL Program
Monitor Status Form

Student Name: _____ **Student ID #** _____ **DOB:** _____

Home Language: _____ **Interpreter for parents?** Yes No **Immigrant Status:** Yes No

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School Year: 20 _____ - 20 _____ Grade: _____ School: _____ Teacher: _____	School Year: 20 _____ - 20 _____ Grade: _____ School: _____ Teacher: _____	School Year: 20 _____ - 20 _____ Grade: _____ School: _____ Teacher: _____	School Year: 20 _____ - 20 _____ Grade: _____ School: _____ Teacher: _____
1.Current WIDA English Language Development (ELD) level: <input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6) <input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)	1.Current WIDA English Language Development (ELD) level: <input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6) <input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)	1.Current WIDA English Language Development (ELD) level: <input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6) <input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)	1.Current WIDA English Language Development (ELD) level: <input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6) <input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)

<p>2. Assessment Data/Results: W-APT: Reading _____ Writing _____ Speaking _____ Listening _____</p> <p>MCA II Scores: Reading _____ Math _____ Writing _____</p> <p>ACCESS Scores: Reading _____ Writing _____ Speaking _____ Listening _____</p>	<p>2. Assessment Data/Results: W-APT: Reading _____ Writing _____ Speaking _____ Listening _____</p> <p>MCA II Scores: Reading _____ Math _____ Writing _____</p> <p>ACCESS Scores: Reading _____ Writing _____ Speaking _____ Listening _____</p>	<p>2. Assessment Data/Results: W-APT: Reading _____ Writing _____ Speaking _____ Listening _____</p> <p>MCA II Scores: Reading _____ Math _____ Writing _____</p> <p>ACCESS Scores: Reading _____ Writing _____ Speaking _____ Listening _____</p>	<p>2. Assessment Data/Results: W-APT: Reading _____ Writing _____ Speaking _____ Listening _____</p> <p>MCA II Scores: Reading _____ Math _____ Writing _____</p> <p>ACCESS Scores: Reading _____ Writing _____ Speaking _____ Listening _____</p>
<p>3. Placement for next year:</p> <p><input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6)</p> <p><input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)</p>	<p>3. Placement for next year:</p> <p><input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6)</p> <p><input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)</p>	<p>3. Placement for next year:</p> <p><input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6)</p> <p><input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)</p>	<p>3. Placement for next year:</p> <p><input type="checkbox"/> Entering (level 1) <input type="checkbox"/> Emerging (level 2) <input type="checkbox"/> Developing (level 3) <input type="checkbox"/> Expanding (level 4) <input type="checkbox"/> Bridging (level 5) <input type="checkbox"/> Expanding (level 6)</p> <p><input type="checkbox"/> Receiving Service (RS) <input type="checkbox"/> Monitor Status (M____) <input type="checkbox"/> Exited (E) <input type="checkbox"/> Parent Refusal (PR)</p>
<p>4. Strengths:</p>	<p>4. Strengths:</p>	<p>4. Strengths:</p>	<p>4. Strengths:</p>

5. Goals for next year:	5. Goals for next year:	5. Goals for next year:	5. Goals for next year:
6. Other Services Provided: <input type="checkbox"/> Basic Skills Math <input type="checkbox"/> Basic Skills Reading <input type="checkbox"/> Enrichment <input type="checkbox"/> Title I <input type="checkbox"/> Enrichment <input type="checkbox"/> Targeted Services (school year) <input type="checkbox"/> Special Education <input type="checkbox"/> Summer Targeted Services	6. Other Services Provided: <input type="checkbox"/> Basic Skills Math <input type="checkbox"/> Basic Skills Reading <input type="checkbox"/> Enrichment <input type="checkbox"/> Title I <input type="checkbox"/> Enrichment <input type="checkbox"/> Targeted Services (school year) <input type="checkbox"/> Special Education <input type="checkbox"/> Summer Targeted Services	6. Other Services Provided: <input type="checkbox"/> Basic Skills Math <input type="checkbox"/> Basic Skills Reading <input type="checkbox"/> Enrichment <input type="checkbox"/> Title I <input type="checkbox"/> Enrichment <input type="checkbox"/> Targeted Services (school year) <input type="checkbox"/> Special Education <input type="checkbox"/> Summer Targeted Services	6. Other Services Provided: <input type="checkbox"/> Basic Skills Math <input type="checkbox"/> Basic Skills Reading <input type="checkbox"/> Enrichment <input type="checkbox"/> Title I <input type="checkbox"/> Enrichment <input type="checkbox"/> Targeted Services (school year) <input type="checkbox"/> Special Education <input type="checkbox"/> Summer Targeted Services
7. Additional Comments/Information:	7. Additional Comments/Information:	7. Additional Comments/Information:	7. Additional Comments/Information:

Princeton Public Schools
ELL Program
Monitor Status Form

Appendix J

Student Name:

ELL Teacher Monitoring Student

	ACCESS date of test	ACCESS Composit e Score	MCA date of tests	MCA Math Score _____ MCA Reading Score _____ MCA Writing Score _____	November updates: Provide information about student's progress and performance in content classes. Attach emails, grades, or any other information helpful for monitoring academic performance.	May updates: Provide information about student's progress and performance in content classes. Attach emails grades, or any other informatio helpful for monitoring academ performance.
Year ___ of Monitor status Grade ____ Date _____ -				MCA Math Score _____ MCA Reading Score _____ MCA Writing Score _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Report <input type="checkbox"/> Other _____
Year ___ of Monitor status Grade ____ Date _____ -				MCA Math Score _____ MCA Reading Score _____ MCA Writing Score _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Report <input type="checkbox"/> Other _____
Year ___ of						


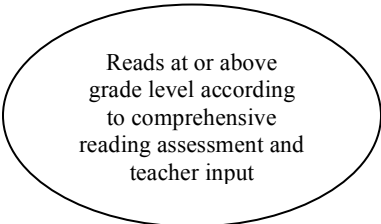
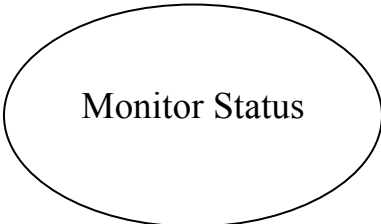

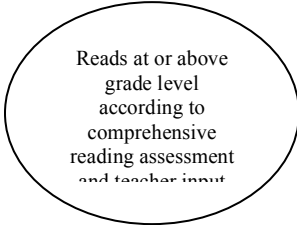

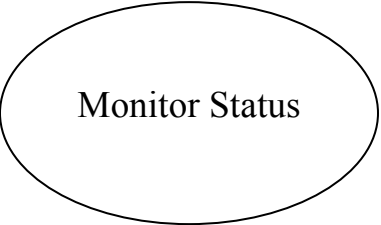
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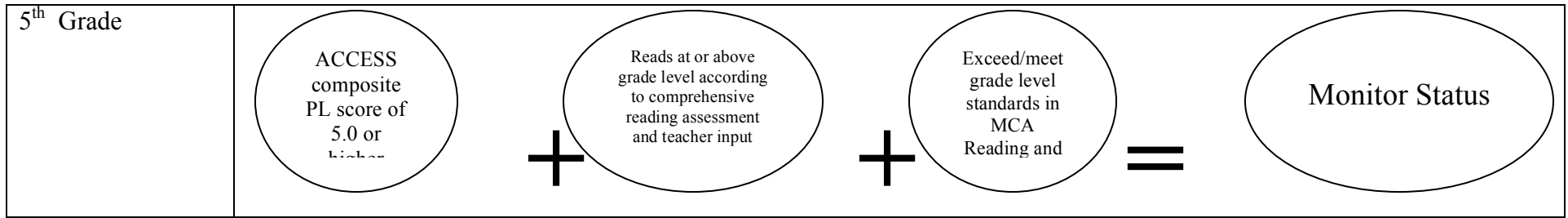
Monitor status Grade____ Date_____				MCA Math Score _____ MCA Reading Score _____ MCA Writing Score _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____
Year__ of Monitor status Grade____ Date_____				MCA Math Score _____ MCA Reading Score _____ MCA Writing Score _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____	<input type="checkbox"/> Grades <input type="checkbox"/> Progress/Monitor Reports <input type="checkbox"/> Other _____

Transition From Direct Service to Monitor Status Flow Chart

Appendix K

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Incoming Grades	An English Learner can exit the ELL program once the student has met the identified criteria below, as determined prior to the start of the school year.						
1 st & 2 nd Grade		+		=			
3 rd & 4 th Grade		+		+		=	



Monitor Status: Monitor status is until student meets exit criteria or student begins to fail classes, in which case they should be pulled back to direct service

Transition From Direct Service to Monitor Status Flow Chart

Incoming Grades	An English Learner receiving direct ELL service is eligible for exit to monitor status once the student has met the identified criteria below, as determined prior to the start of the school year.						
Grade 6-8	ACCESS composite PL score of 5.3 or higher	+	Teacher Input	+	Parent Input (<i>appendix F</i>)	=	Monitor Status
Grade 9-12	ACCESS composite PL score of 5.3 or higher	+	Teacher Input	+	Parent Input (<i>appendix F</i>)	=	Monitor Status

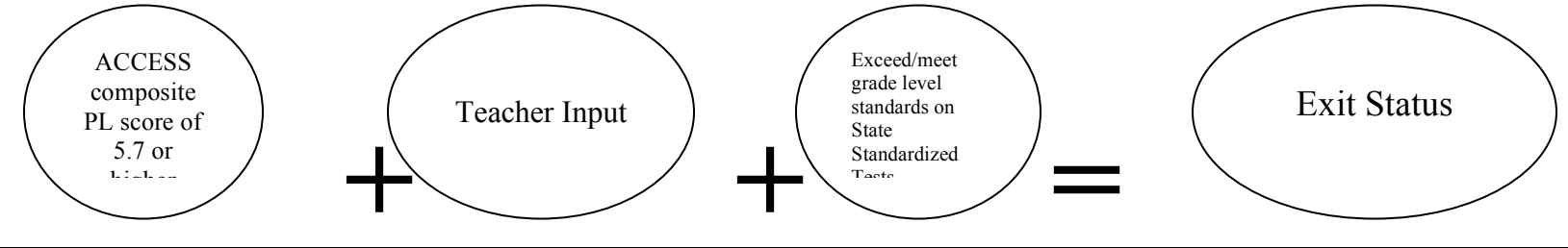
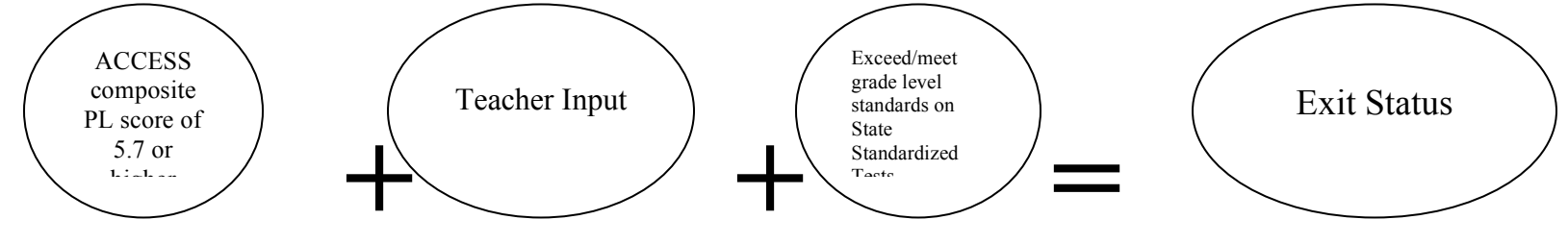
Monitor Status: Monitor status is until student meets exit criteria or student begins to fail classes, in which case they should be pulled back to direct service.

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Incoming Grades	An English Learner can exit the ELL program once the student has met the identified criteria below, as determined prior to the start of the school year.					
1 st & 2 nd Grade	ACCESS composite PL score of 5.6 or higher	+	Reads at or above grade level according to comprehensive reading assessment and teacher input	=	Exit Status	
3 rd & 4 th Grade	ACCESS composite PL score of 5.5 or higher	+	Reads at or above grade level according to comprehensive reading assessment and teacher input	+	Exceed/meet grade level standards in MCA Reading and	Exit Status
5 th Grade	ACCESS composite PL score of 5.5 or higher	+	Reads at or above grade level according to comprehensive reading assessment and teacher input	+	Exceed/meet grade level standards in MCA Reading and	Exit Status

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Exit Flow Chart

Incoming Grades	An English Learner can exit the ELL program once the student has met the identified criteria below, as determined prior to the start of the school year.
Grade 6-8	 <p>ACCESS composite PL score of 5.7 or higher + Teacher Input + Exceed/meet grade level standards on State Standardized Tests = Exit Status</p>
Grade 9-12	 <p>ACCESS composite PL score of 5.7 or higher + Teacher Input + Exceed/meet grade level standards on State Standardized Tests = Exit Status</p>

Princeton Public Schools – Kindergarten ESL Progress Report

Appendix M

Student Name:		Student ACCESS Scores		Scores	Proficiency Level	Explanation of Progress	
Grade:	Year:	Composite PL		1.0-1.9	Entering	+	Making progress on skills
School:		Listening PL		2.0-2.9	Emerging	✓	Maintaining skills
Classroom Teacher:		Speaking PL		3.0-3.9	Developing	-	Skills demonstrated inconsistently
ESL Teacher:		Reading PL		4.0-4.9	Expanding	NA	Not Assessed
Current Proficiency Level:		Writing PL		5.0-6.0	Bridging		

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Listening	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3				
	Entering			Beginning			Developing			Expanding			Bridging						
	Score			Score			Score			Score			Score						
Listen to and match words to objects				Listen to directions and sort objects				Listen to and follow two-step directions, one step at a time				Listen to descriptions and find matching pictures				Listen to and put pictures in the right order, using sequencing words			
Listen to and point to pictures in context				Listen to descriptions and match items				Listen to instructions and draw pictures				Listen to and follow directions, and use visuals to check understanding of oral activities				Listen to a description and arrange objects or pictures in order			
Listen and respond to commands and statements				Listen to and follow one-step directions and respond				Listen and respond non-verbally to statements				Listen to stories and tell what comes first and what comes next				Listen to descriptions and find pictures/items related to academic content			
Listen to the names of people and places and find them				Listen to stories, songs, chants, and respond with gestures				Listen to and act out songs and stories with gestures				Listen to stories and act out a part				Listen to and make a pattern based on a description			

Speaking	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3				
	Entering			Beginning			Developing			Expanding			Bridging						
	Score			Score			Score			Score			Score						
Say the names of people or objects in a picture book				Retell some facts from picture books				Retell short stories using pictures				Retell stories through pictures with details				Tell original stories with details			
Repeat words and simple phrases				Describe pictures, people and classroom objects using simple phrases				Repeat sentences from rhymes and patterned stories				Sing songs and say chants independently				Explain situations with details			
Answer yes/no questions about self				Answer questions with one or two words				Make predictions				Compare objects (size, shape and color)				Express personal opinions			
Say the names of classroom and common objects				Complete phrases in rhymes, songs and chants				Answer specific questions about stories read aloud				Tell where objects are located using short phrases and sentences				Express likes and dislikes with reasons			

	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3					
	Entering			Beginning			Developing			Expanding			Bridging							
	Score			Score			Score			Score			Score							
Reading	Match symbols to pictures			Match symbols, letters or words of print			Use pictures to identify words			Identify sight words			Find labeled school vocabulary items							
	Identify name in print			Identify same and different forms of print (single letters and symbols)			Organize visuals by label or picture (animals vs. plants)			Put labeled pictures in order based on an oral description			Tell the difference between letters, words and sentences							
	Find matching words or pictures			Show how to read a book (concepts of print)			Identify different features of a book (title, author, illustrator)			Match pictures to phrases/short sentences			Put words together to make a sentence							
	Find labeled, real-life classroom objects			Match labeled pictures to those in picture books			Sort labeled pictures by features			Group labeled pictures by two features (size, shape, color)			Find parts of words, sentences or phrases that are the same and different							
Writing	Draw pictures and scribble			Connect oral language to print			Communicate using letters, symbols and numbers			Write about a picture with symbols and letters			Write about content using pictures and words							
	Circle or underline pictures, symbols and numbers			Copy letters, words and numbers from models in context			Write notes and cards using letter combinations			Draw pictures and use words to tell a story			Make a book with pictures and words							
	Trace letters and figures			Copy symbols or text from everyday print			Make connections between speech and writing			Label people and objects			Write words and phrases independently							
	Make symbols, shapes or letters from models (using clay and straws)			Draw objects and label with letters			Write words from labeled pictures			Use environmental print and illustrated text to write words and phrases			Write about everyday life using words and phrases							
Comments: Trimester 1							Comments Trimester 2							Comments: Trimester 3						

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Princeton Public Schools – Grades 1 - 2 ESL Progress Report

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Student Name:												Student ACCESS Scores						Scores			Proficiency Level			Explanation of Progress																					
Grade:						Year:						Composite PL			1.0-1.9			Entering			+			Making progress on skills																					
School:												Listening PL			2.0-2.9			Emerging			✓																								
Classroom Teacher:												Speaking PL			3.0-3.9			Developing			-																								
ESL Teacher:												Reading PL			4.0-4.9			Expanding			NA						Not Assessed																		
Current Proficiency Level:												Writing PL			5.0-6.0			Bridging																											
Listening	Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3																				
	Entering						Score			Beginning						Score			Developing						Score			Expanding						Score			Bridging						Score		
	Listen to and follow modeled one-step directions									Listen to and match pictures to a story									Listen to and follow multi-step directions									Listen to information and compare/contrast objects according to features (size, shape, color, etc.)									Listen to and use context clues to gain meaning from grade-level text								
	Listen to and identify pictures of everyday objects given orally									Listen to and follow two-and three-step directions									Listen to and sequence a story (beginning, middle and end)									Listen to and find details in a text that is read aloud									Listen to and use ideas from oral discussions								
	Listen to and identify real-life objects based on content vocabulary									Listen to statements and sequence objects or pictures									Listen to a description and match people with jobs or objects with functions									Listen to and find the picture that is described									Listen to and interpret information from oral texts								
Listen to and copy movements and oral directions (this is my left hand)									Listen to descriptions of objects and find them									Listen to a description and group objects									Listen to and locate the items described									Listen to and identify grade-level concepts/ideas									
Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3												
Entering						Score			Beginning						Score			Developing						Score			Expanding						Score			Bridging						Score			

Repeat simple words and phrases	Use home language to fill in oral English gaps	Ask social questions	Ask questions for social and academic reasons	Use academic vocabulary in class discussions
Answer questions about visually supported content with one word or phrase	Repeat facts or statements	Express feelings	Participate in whole group discussions	Tell and support ideas with examples
Identify and name everyday objects	Tell what people do from action pictures (community workers)	Retell simple stories and make predictions	Retell stories with details	Give oral reports on content-based topics
Sing and chant with a group	Compare real life objects	Contrast features of content-based information	Tell stories using sequencing words	Begin conversations with classmates and teachers

	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3
	Entering			Beginning			Developing			Expanding			Bridging		
Reading	Identify symbols, icons and everyday print			Search for pictures that go with word patterns			Make text-to-self connections with help			Put words in order to make sentences			Use text features to understand non-fiction text		
	Connect print with visuals			Identify and understand familiar diagrams			Choose titles to match a set of pictures			Identify the different parts of a story (title, setting, characters)			Use comprehension strategies (context clues, visualizing)		
	Match real-life objects to labels			Match oral information to print by pointing to pictures and letters			Sort academic words with pictures into groups			Read and follow whole sentence directions			Identify main idea		
	Follow directions using pictures			Sort words into word families			Match phrases and sentences to pictures			Tell the difference between general and specific language (flower vs. rose)			Match pictures to figurative language (as big as a house)		
Writing	Copy written words			Give information by completing graphic organizers			Uses graphic organizers as a predicting strategy			Write original sentences			Write several sentences about a topic		
	Write using pictures			Write a list of words from a list or a word wall			Write a sentence using word wall words			Write cards or letters			Write content-related sentences		
	Label objects or pictures			Complete model sentence frames (e.g., "I like ____.")			Participate in group writing (interactive journal)			Write personal narratives			Write stories and reports		
	Use first language to help write words in English			Write about people, place and things from pictures and models			Write about content using visuals and graphics			Use dictionaries and word walls to write sentences			Write about how to do a process using connected sentences		

Comments: Trimester 1

Comments Trimester 2

Comments: Trimester 3

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Princeton Public Schools – Grades 3 - 5 ESL Progress Report

Student Name:		Student ACCESS Scores	Scores	Proficiency Level	Explanation of Progress
Grade:	Year:	Composite PL	1.0-1.9	Entering	+ Making progress on skills
School:		Listening PL	2.0-2.9	Emerging	✓ Maintaining skills
Classroom Teacher:		Speaking PL	3.0-3.9	Developing	- Skills demonstrated inconsistently
ESL Teacher:		Reading PL	4.0-4.9	Expanding	NA Not Assessed
Current Proficiency Level:		Writing PL	5.0-6.0	Bridging	

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	Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3					
	Entering			Beginning			Developing			Expanding			Bridging			Entering			Beginning			Developing			Expanding			Bridging		
	Listening			Listening			Listening			Listening			Listening			Listening			Listening			Listening			Listening					
	Score			Score			Score			Score			Score			Score			Score			Score			Score					
	Listen and point to the pictures, words or phrases			Listen to descriptions and sort content-based pictures			Listen to and follow multi-step directions			Listen to, interpret, and apply new information to different situations			Listen and follow instructions using grade-level content language			Listen to and follow one-step directions			Listen to oral information to draw or arrange pictures or objects			Listen to a paragraph and match the main idea to a picture			Listen to and identify main idea and details			Listen to a problem and use models and manipulatives to problem solve		
	Listen to describing statements and find objects or people			Listen to and follow two-step directions			Listen to oral descriptions and match their meanings to pictures			Listen to, infer and act upon oral information			Listen to and explain the difference between figurative and literal language			Listen to and follow classroom routines			Listen to choices and express an opinion			Listen to a story, process, or procedure and sequence pictures			Listen to information about content and participate in role play			Listen to stories and explanations and give opinions		
Speaking	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3			
	Entering			Beginning			Developing			Expanding			Bridging			Entering			Beginning			Developing			Expanding			Bridging		
	Score			Score			Score			Score			Score			Score			Score			Score			Score			Score		

Express basic needs or wants	Ask simple, everyday questions	Answer simple content-based questions	Answer opinion questions with supporting details	Use evidence to defend opinions
Name pre-taught objects, people, diagrams or pictures	Restate content-based facts	Share and retell short stories or events	Discuss stories, issues and concepts	Give oral presentations using technical vocabulary
Repeat words and phrases from pictures and everyday objects	Describe pictures, events, objects or people using phrases or short sentences	Make predictions from and present content information	Give content-based oral reports	Discuss sequential steps taken to solve a grade-level problem
Answer yes/no and choice questions	Share information about yourself to others	Engage in problem solving	Compare and contrast content-based topics	Explain the results of inquiry (experiments)

	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3
	Entering			Beginning			Developing			Expanding			Bridging		
	Score			Score			Score			Score			Score		
	Match pictures or diagrams with words			Read texts with illustrations and identify facts and ideas			Interpret data from charts and graphs			Identify and group features of different text genres (Fairy Tales)			Summarize information from multiple related sources		
	Identify cognates from first language, when needed			Find changes to root words in sentences or stories			Identify main ideas and details			Choose a graphic organizer that matches a text			Answer higher-level questions about grade-level texts		
	Make sound/symbol/word relations			Identify story elements (character, setting, etc.)			Sequence events from a variety of texts			Find details that support main ideas			Identify, explain and give examples of figures of speech		
	Match words phrases in different contexts			Follow visually supported written directions			Use context clues and illustrations to figure out meanings of words and phrases			Distinguish facts from opinions in fiction and non-fiction texts			Make inferences and draw conclusions from grade-level texts		
Writing	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3
	Entering			Beginning			Developing			Expanding			Bridging		
	Score			Score			Score			Score			Score		
	Label objects, pictures or diagrams from a word bank			Make lists from labels or with other students			Write stories or reports			Take notes using graphic organizers			Write extended response to text near grade-level		
	Communicate ideas by drawing			Complete or produce sentences from word banks or word walls			Write related sentences together			Summarize content-based information			Apply content-based information to new contexts		
	Copy words, phrases and short sentences			Fill in graphic organizers, charts and tables			Compare/contrast content-based information			Write multiple forms of text with support (expository, narrative, persuasive)			Connect or integrate personal experiences with literature/content		
	Write single word answers to oral questions			Write comparisons using real-life or visually supported materials			Write descriptions of events, people, processes or procedures			Write explanations of strategies or information used to solve problems			Create grade-level stories or reports		
Comments: Trimester 1				Comments Trimester 2				Comments: Trimester 3							

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Princeton Public Schools – Grades 6-8 ESL Progress Report

Student Name:		Student ACCESS Scores	Scores	Proficiency Level	Explanation of Progress								
Grade:	Year:	Composite PL	1.0-1.9	Entering	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">+</td> <td>Making progress on skills</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Maintaining skills</td> </tr> <tr> <td style="text-align: center;">-</td> <td>Skills demonstrated inconsistently</td> </tr> <tr> <td style="text-align: center;">NA</td> <td>Not Assessed</td> </tr> </table>	+	Making progress on skills	✓	Maintaining skills	-	Skills demonstrated inconsistently	NA	Not Assessed
+	Making progress on skills												
✓	Maintaining skills												
-	Skills demonstrated inconsistently												
NA	Not Assessed												
School:		Listening PL	2.0-2.9	Beginning									
Classroom Teacher:		Speaking PL	3.0-3.9	Developing									
ESL Teacher:		Reading PL	4.0-4.9	Expanding									
Current Proficiency Level:		Writing PL	5.0-6.0	Bridging									

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	Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3																				
	Entering									Beginning									Developing									Expanding									Bridging								
	Score									Score									Score									Score																	
Listening	Follow one-step directions Match everyday language to pictures Point to things that my teacher says Match school language to pictures									Follow directions with more than one step Listen and sort pictures Listen and put pictures in order Listen and find information on charts and tables									Listen and sort things the teacher says Listen and match main ideas of texts to pictures Listen and use strategies Listen to ideas from _____ and find examples Match words and phrases to past, present, or future									Listen and tell main ideas and details of conversations Finish work based on what the teacher tells you Use strategies in new situations Act out scenes from a story									Listen and use information to finish work Evaluate unspoken reasons for what someone says and respond Make inferences from texts read aloud Tell the difference between genres								
ea ki	Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3											
	Enterina									Beainnina									Develooina									Expandina									Bridaina								
	Score									Score									Score									Score																	

	<p>Answer yes/no and choice questions</p> <p>Use words that are Common</p> <p>Repeat words and Sentences</p> <p>Answer who, what, when, where, and why questions</p>	<p>Use everyday language to talk about school subjects</p> <p>Tell main ideas from class</p> <p>Use example sentences to describe situations.</p> <p>Tell about things we do everyday</p> <p>Tell what I need or want</p> <p>Talk to friends</p> <p>Ask for things</p>	<p>Talk about time using multiple tenses.</p> <p>Retell ideas you heard give short presentations about _____</p> <p>Tell what I think, I can use transitions (like "but" or "then") to connect ideas.</p> <p>I can use different registers inside and outside class.</p> <p>Tell main idea and details ask for help understanding</p>	<p>Summarize ideas</p> <p>Defend a point of view</p> <p>Tell how things end</p> <p>Explain and compare concepts</p> <p>Connect ideas with supporting details and evidence.</p> <p>Support opinions with reasons and evidence.</p>	<p>Defend a point of view and give reasons.</p> <p>Use and explain metaphors and similes.</p> <p>Communicate fluently in school and social situations</p> <p>Talk about and give examples of abstract ideas</p>
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	Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3			Tri 1			Tri 2			Tri 3					
	Entering						Beginning						Developing						Expanding						Bridging					
Reading	Score						Score						Score						Score						Score					
	<p>Know that letters and sounds match to things</p> <p>Match school things to words</p> <p>Find everyday signs and words</p> <p>Find author and Illustrator</p> <p>Find one-word answers to who, what, when, and where questions in a story</p> <p>Use picture dictionaries</p>						<p>Put pictures in order based on text</p> <p>Find main idea in a sentence</p> <p>Find information from text features</p> <p>Follow along while listening</p> <p>Sort words and phrases</p> <p>Use words I know to finish sentences</p> <p>Use my home language to help learn English.</p> <p>Use bilingual dictionaries and glossaries.</p>						<p>Identify topic sentences, main ideas, and details in paragraphs</p> <p>Identify words that mean more than one thing</p> <p>Use context clues</p> <p>Make predictions based on pictures from a story</p> <p>Explain how prefixes and suffixes change meaning</p> <p>Tell fact from opinion answer questions about what I read</p> <p>Use English dictionaries and glossaries</p>						<p>Put paragraphs in order</p> <p>Match a summary to the original passage</p> <p>Identify figurative language (e.g., "dark as night")</p> <p>Read and interpret [adapted classics or modified text]</p> <p>Match cause to effect</p> <p>Match specific language to genres or texts that use it</p> <p>Use many strategies to understand what I read</p>						<p>Use words with multiple meanings</p> <p>Apply strategies to new situations [but you'll probably state the strategy to be used.]</p> <p>Make inferences about meanings in text</p> <p>Critique material and support argument</p> <p>Sort grade-level text by genre</p>					
Writing	Score						Score						Score						Score						Score					
	<p>Draw pictures about _____</p> <p>Use common words</p> <p>Label pictures and graphs</p>						<p>Finish pattern sentences</p> <p>Finish sentences with my own ideas</p> <p>Put sentences together</p>						<p>Write paragraphs with main idea and details</p> <p>Write compound sentences</p> <p>Tell steps for solving a problem</p>						<p>Write essay with several paragraphs</p> <p>Prove that ideas are good</p> <p>Write reports</p>						<p>Write explanations of graphs or charts</p> <p>Write reports using multiple sources/citations</p> <p>Begin using analogies</p>					

	<p>Make vocabulary cards</p> <p>Write lists from word blanks</p>	<p>Finish graphic organizers with information about me</p> <p>Answer yes or no to who, what, when, where, and why questions</p>	<p>Tell what is the same and different between events and characters</p> <p>Tell what I think, like, or feel with my reasons</p>	<p>Use details/examples to support ideas</p> <p>Use transitions</p> <p>Write introduction, body, and conclusion</p> <p>Summarize text</p> <p>Take notes</p>	<p>Tell what you think about a text</p>
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Comments: Trimester 1	Comments Trimester 2	Comments: Trimester 3

Princeton Public Schools – Grades 9-12 ESL Progress Report

Student Name:		Student ACCESS Scores		Scores	Proficiency Level	Explanation of Progress		
Grade:		Year:		Composite PL	1.0-1.9	+		
School:		Listening PL		2.0-2.9	2.0-2.9	✓		
Classroom Teacher:		Speaking PL		3.0-3.9	3.0-3.9	-		
ESL Teacher:		Reading PL		4.0-4.9	4.0-4.9	NA		
Current Proficiency Level:		Writing PL		5.0-6.0	5.0-6.0	NA		

Listening	Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3							
	Entering			Score			Beginning			Score			Developing			Score			Expanding			Score			Bridging			Score		
	Listen and point to parts of things Listen and match ideas with pictures Listen and group things Listen and tell what something is						Listen and match what I hear to pictures Listen and tell if it is in the past, present or future Listen and put pictures in order						Listen and tell what I think Listen and tell main ideas and details Listen and use strategies Listen and sort examples						Listen and tell what a word means Listen and figure out what I need to do Categorize genres read aloud Listen and compare traits						Figure out cause and effect Listen and make inferences based on satire, sarcasm, or humor Listen and find differences in speech (e.g., hyperbole, satire, comedy) Listen and figure out what is intended and act accordingly					

Speaking	Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3		Tri 1		Tri 2		Tri 3							
	Entering			Score			Beginning			Score			Developing			Score			Expanding			Score			Bridging			Score		
	Answer yes or no questions Tell information about myself Name everyday objects and pre-taught vocabulary Repeat words and sentences						Tell about people, places, things, and things that happen Ask who, what, when, where, why questions to help me understand Tell about school related things Talk about things in pictures						Tell ways to solve problems Compare and contrast how people are Put processes, cycles, procedures, and events in order Interview people to get information Make predictions based on ideas						Choose a side and use evidence to defend it Tell about issues and ideas Compare and contrast how people see things Make choices and tell pros and cons of them Use and explain slang and idioms Use speaking strategies						Give multimedia oral presentations on grade-level material Participate in debates on issues using specific language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Figure out meaning in discussions					

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Reading	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3
	Entering			Beginning			Developing			Expanding			Bridging		
	Score			Score			Score			Score			Score		
Match pictures or things to words Read things I see in school everyday Answer who, what, when, where, and why questions about a story Use dictionaries	Match ideas/things/information to where they came from Sort information from graphs Follow directions from what I see or read Match sentences to pictures Tell what is the same and what is different in things Find main idea in a sentence			Understand words with multiple meanings Find topic sentence, main ideas, and details Answer questions about what I read Tell the difference between fact and opinion Put paragraphs/sentences in order			Compare and contrast _____ Understand information Infer meaning Match cause to effect Tell how useful data or graphic information			Tell the meaning of grade-level literature Draw conclusions after reading different sources on a topic Infer importance of data or information Find proof of bias or credibility of a source					
Writing	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3	Tri 1	Tri 2	Tri 3
	Entering			Beginning			Developing			Expanding			Bridging		
	Score			Score			Score			Score			Score		
Label pictures Listen and write things about myself Write short answers finish the sentence	Make lists of words that go together Take notes Write questions Write to tell something using letters or email			Write reports using a form Write short pretend and true stories Write my ideas on a graphic organizer Compare and think about how I did using a rubric			Summarize notes from lecture or text Revise work based on feedback Write stories and reports for different purposes Defend ideas and opinions Write reports on school-related			Write reports using multiple sources Write stories, essays, reports, etc. from different genres Edit and comment on a peer's writing using a rubric Explain things using details					

Comments: Trimester 1	Comments Trimester 2	Comments: Trimester 3



English Learner Progress Record (PreK-K) Level 1

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
1.1 Listen and match words to things 1.2 Listen and point to pictures 1.3 Listen and do things 1.4 Listen to names and find people and places	1.1 Say the names of pictures of people or things in stories 1.2 Say the same thing as the teacher 1.3 Answer yes or no to questions about myself 1.4 Name things in the classroom, house, and outside	1.1 Match symbols to pictures 1.2 Find my name 1.3 Find words and pictures that match 1.4 Find things in my classroom	1.1 Draw pictures and scribble 1.2 Circle or underline pictures, symbols, and numbers 1.3 Trace pictures and letters 1.4 Make letters with clay (pipe cleaners, straws...)
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (PreK-K) Level 2

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
2.1 Listen to directions and sort things 2.2 Listen to descriptions and match things 2.3 Listen to one-step directions and do things 2.4 Listen and find patterns 2.5 Listen to stories and make gestures	2.1 Tell some things that happened in a story 2.2 Tell about pictures, things, and people 2.3 Answer questions with one or two words 2.4 Finish the rhyme (song or chant)	2.1 Match kinds of writing 2.2 Tell which types of writing are the same and which are different 2.3 Show how to read a book 2.4 Match picture cards to pictures in book	2.1 Find the word the teacher says 2.2 Copy words from the page in a story 2.3 Copy signs I see or the teacher tells me about 2.4 Draw things and write what they are
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (PreK-K) Level 3

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
3.1 Listen and follow two-step directions, one step at a time 3.2 Listen and draw pictures 3.3 Listen and show "Yes" or "No" 3.4 Listen and act out songs/stories with gestures	3.1 Retell short stories with pictures 3.2 Repeat sentences from rhymes and patterned stories 3.3 Tell what will happen next 3.4 Answer questions about stories I hear	3.1 Use pictures to figure out words 3.2 Sorting things using words and pictures 3.3 Tell who the author and illustrator are 3.4 Sort pictures	3.1 Write to tell something 3.2 Write notes with pictures and words 3.3 Make connections between speech and writing 3.4 Write words from labeled pictures
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (PreK-K) Level 4

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
4.1 Listen to descriptions and find matching pictures 4.2 Listen to directions and use a picture to check that I understand 4.3 Listen to stories and tell what comes first and what comes next 4.4 Listen to stories and act out a part	4.1 Retell stories with pictures with details 4.2 Sing songs and say chants by myself 4.3 Tell what is the same and what is different in things 4.4 Tell where things are	4.1 Find sight words in a story 4.2 Put pictures in order to tell a story 4.3 Match pictures and words 4.4 Sort a picture into two groups	4.1 Write about a picture 4.2 Draw pictures and use words to tell a story 4.3 Label people and things 4.4 Write words that tell things I see often
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (PreK-K) Level 5

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
5.1 Listen and put pictures in the right order 5.2 Listen and arrange pictures 5.3 Listen and find the pictures or things that match what the teacher says 5.4 Listen and make a pattern that the teacher explains	5.1 Make up stories and tell them 5.2 Tell how I feel 5.3 Tell what I think 5.4 Tell what I like/dislike and why I like/dislike it	5.1 Find things that go with "school" 5.2 Tell the different between a letter, a word, and a sentence 5.3 Put words together to make short sentences 5.4 Find parts of words and sentences that are the same	5.1 Tell about something using pictures and words 5.2 Make a book with pictures and words 5.3 Write things by myself 5.4 Write about my life
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 1-2) Level 1

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
1.1 Follow one-step directions 1.2 Find pictures of things the teacher tells me 1.3 Point to things that my teacher says 1.4 Listen and do what the teacher does	1.1 Repeat words and phrases 1.2 Answer questions about things I see 1.3 Tell the names of things that I see a lot 1.4 Sing and chant with the class	1.1 Show the sign that goes with something 1.2 Match words and pictures 1.3 Match real things to words 1.4 Follow directions using pictures 1.5 Find pictures to match patterns	1.1 Copy written words 1.2 Listen to the teacher explain how to write a word and write it 1.3 Write things with pictures 1.4 Label things and pictures
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 1-2) Level 2

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
2.1 Match pictures to a story I hear 2.2 Follow two and three step directions 2.3 Listen and put things in the order 2.4 Listen and find things	2.1 Use my home language to help me speak English 2.2 Repeat facts or statements 2.3 Tell what jobs people do from pictures 2.4 Compare things	2.1 Find and explain pictures I've seen before 2.2 Match what the teacher says to pictures and letters 2.3 Sort words into word families	2.1 Use graphic organizers 2.2 Make lists from word wall 2.3 Finish sentences that the teacher starts 2.4 Write about people, places, and things from pictures
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 1-2) Level 3

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
3.1 Follow directions with more than one step 3.2 Put pictures in order to retell a story 3.3 Match people and jobs 3.4 Listen and sort things	3.1 Ask questions about people 3.2 Tell how I feel 3.3 Retell stories with pictures 3.4 Sort things and tell how I sorted them 3.5 Tell what I think will happen 3.6 Tell about parts (levels, order) of things	3.1 Make text-to-self connections 3.2 Choose a title to match pictures 3.3 Sorts labeled pictures 3.4 Match sentences to pictures	3.1 Do prewriting 3.2 Make sentences using the word bank 3.3 Write in journal 3.4 Tell about something using pictures
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 1-2) Level 4

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
4.1 Listen and tell how things are alike and different 4.2 Find details in stories that are read aloud 4.3 Find the picture that I am told about 4.4 Find things that are described to me	4.1 Ask questions to find about people and school 4.2 Talk in whole class discussions 4.3 Retell stories with details 4.4 Put stories in order using order words	4.1 Put words in order to make sentences 4.2 Tell about setting and characters in a story 4.3 Follow whole-sentence directions 4.4 Tell the difference between general and specific things	4.1 Making sentences by myself 4.2 Write cards or letters 4.3 Write in my journal about my life 4.4 Use dictionaries and word walls to write sentences
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 1-2) Level 5

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
5.1 Figure out what words don't know mean from listening to a story 5.2 Use ideas from discussions 5.3 Tell the meaning of what the teacher reads 5.4 Match an explanation to a picture or a term	5.1 Use academic vocabulary in class discussions 5.2 Tell and support ideas with examples 5.3 Give oral reports 5.4 Start conversation with children and teachers	5.1 Read non-fiction texts and use text features to help me understand 5.2 Use reading strategies 5.3 Tell main idea 5.4 Match figurative language to pictures	5.1 Write several sentences about a prompt 5.2 Write content-related sentences 5.3 Write stories 5.4 Explain how to do something
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 3-5) Level 1

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
1.1 Listen and point to pictures or words 1.2 Follow one-step directions 1.3 Listen and find things or people 1.4 Listen to the teacher and do the classroom routines.	1.1 Tell what you need. Tell how you feel. 1.2 Say the names of things. 1.3 Repeat words and phrases from pictures. 1.4 Answer yes/no questions. Answer choice questions.	1.1 Match symbols to words [or concepts] 1.2 Identify cognates. 1.3 Make sound/symbol/word relations 1.4 Match words on the board to words and pictures.	1.1 Write the words that tell about things 1.2 Tell what I think by drawing 1.3 Copy words and short sentences 1.4 Answer questions with one word
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 3-5) Level 2

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

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Listening	Speaking	Reading	Writing
2.1 Listen to descriptions and sort pictures. 2.2 Listen and arrange pictures. 2.3 Follow two-step directions. 2.4 Listen and draw pictures. 2.5 Listen to choices and express an opinion.	2.1 Ask everyday questions. 2.2 Restate facts about school topics. 2.3 Describe [people, events, objects, or people]. 2.4 Talk about yourself with other students.	2.1 Read texts with illustrations and identify facts and ideas. 2.2 Find changes to root words in sentences or stories. 2.3 Identify elements of stories [characters, setting, etc.] 2.4 Follow written directions. (visually supported)	2.1 Make lists from labels or with other students 2.2 Finish or write sentences using word walls 2.3 Fill in graphic organizers, charts, and tables 2.4 Write a comparison about [someone]
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Noted <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:



English Learner Progress Record (Grade 3-5) Level 3

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
3.1 Follow directions. 3.2 Listen to an explanation and match it to a picture. 3.3 Match descriptions to illustrations. 3.4 Listen to a story and sort pictures. [Listen to an explanation and ...]	3.1 Answer questions about [school subjects] 3.2 Re-tell stories/events. 3.3 Listen to stories/ explanations and make predictions. 3.4 Listen to stories/ explanations and guess why things happened. 3.5 Offer solutions to social conflicts. 3.6 Make presentations. 3.7 Solve problems.	3.1 Interpret data from charts and graphs. 3.2 Identify main ideas and some details. 3.3 Sequence events in stories [articles, explanations, historical accounts]. 3.4 Use context clues and illustrations to figure out the meaning of words or phrases.	3.1 Write stories or reports 3.2 Write sentences that go together 3.3 Write what is the same and different about two sets of information 3.4 Write about things or people or ways to do something
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 3-5) Level 4

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
4.1 Listen to information and apply to a new situation. 4.2 Listen to an explanation and point out details on an illustration. 4.3 Listen to [a story, an explanation] 4.4 Listen about authors [scientists, etc.] and act out what you hear.	4.1 Give reasons for an opinion. 4.2 Discuss stories, issues and concepts. 4.3 Give oral reports. 4.4 Compare solutions to a problem. 4.5 Compare and contrast [ideas from a subject].	4.1 Classify features of genres. 4.2 Choose the graphic organizer that matches a text. 4.3 Find details that support main ideas. 4.4 Distinguish fact and opinion.	4.1 Use graphic organizer to take notes 4.2 Summarize information about a subject 4.3 Write different kinds of texts 4.4 Tell how I solved a problem
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade 3-5) Level 5

Name: _____ Grade: _____ School: _____

Teacher: _____ School Year: _____

Listening	Speaking	Reading	Writing
5.1 Listen to follow instructions about [math or microscopes or whatever] 5.2 [Using a model], listen to a problem and use models to figure it out. 5.3 Listen and explain figurative language. 5.4 Listen to [stories, explanations] and give opinions.	5.1 Use evidence to defend opinions. 5.2 Give oral presentations using technical vocabulary. 5.3 List the steps you take to solve a problem. 5.4 Explain the results of an experiment.	5.1 Summarize information from [#] sources. 5.2 Answer thought questions. 5.3 Identify and explain examples of figures of speech. [Give examples of figures of speech.] 5.4 Make inferences.	5.1 Write responses to texts near my grade level 5.2 Write about [new situation] using information I learned in class 5.3 Make text-to-self connections 5.4 Write stories or reports
Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:	Progress for Trimester _____ : <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Progress Note <input type="checkbox"/> Never <input type="checkbox"/> Not marked this trimester Notes:

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English Learner Progress Record (Grade)

Name:

Grade:

School:

Teacher:

School Year:

Trimester:

Listening	Speaking	Reading	Writing

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English Learners Program

Overview

The English Learners Program serves students in grades K-12 who qualify based on the following criteria:

- A language other than English is spoken at home.
- The student's level of English proficiency.
- The student's academic skills and classroom assignments.

The EL program is designed to support students in achieving English language proficiency. Students receive support in the classroom and in small group instruction, depending on their proficiency level. Students remain in the EL program until they reach proficiency in academic English. The length of time required to achieve English language proficiency is dependent on many factors, such as, initial proficiency in English, educational experiences, and rate of progress.

State Mandates

The Minnesota Department of Education requires districts to have a process for identifying and serving students who qualify as English Learners (ELs). Students who are identified as ELs should be served in an instructional program designed for ELs by Minnesota statute. The program should be designed to meet varying needs across proficiency levels. The program must be clearly articulated and available to parents, staff, and students.

District Program

Princeton Public Schools has an ELL Manual which outlines the process for identifying, serving and assessing all EL students who meet eligibility criteria.

124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.

A district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:

(1) identification and reclassification criteria for English learners and program entrance and exit criteria for English learners must be documented by the district, applied uniformly to English learners, and made available to parents and other stakeholders upon request;

(2) a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners;

(3) professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of English learners; and (iii) ongoing;

(4) to the extent possible, avoid isolating English learners for a substantial part of the school day; and

(5) in predominantly nonverbal subjects, such as art, music, and physical education, permit English learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

History: 1980 c 609 art 3 s 18; 1982 c 548 art 3 s 24; 1998 c 397 art 2 s 133,164; 2000 c 254 s 31; 2006 c 263 art 2 s 17; 2012 c 239 art 1 s 33