

Princeton Public Schools - ISD 477
Tuesday, October 4, 2016 at 7:00 PM
Regular School Board Meeting
Superintendent's Office

Our vision

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

our mission

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

1. PROCEDURAL ITEMS

- 2. Call to Order and Pledge of Allegiance
- 3. Roll Call
- 4. Citizen Comments
- 5. Monsanto-Presentation of Check

6. REPORTS

- a. Board Members Committee Reports
- b. Student Council Report
- c. Superintendent Report

7. APPROVE AGENDA

8. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

9. 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.

- a. Personnel 8
- b. Fundraisers 9
- c. Open Enrollment 12
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- f. Field Trip 16

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h. City Assessments	27
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a. Ramp Up to Readiness	29
b. Advanced Refunding Opportunity	43
c. Student Service Presentation	57
d. Personnel Contracts	72
e. Teachers On Call Update	74
11. ACTION	
a. Second Reading of Policies- #101, 208, 401, 402, 406, 410, 413, 418, 427, 516, 805, 808 <i>I move to accept the policies as presented.</i>	77
b. Student Services Handbook <i>I move to accept the Princeton Student Services Handbook as proposed.</i>	143
c. Resource Building Purchase <i>I move to accept the purchase agreement for the Resource Building</i>	203
d. Truth and Taxation & Regular Meeting Date Change <i>I move to accept the date change of the Truth and Taxation meeting and the Regular School Board meeting. The new date of the meetings will be_____.</i>	
12. FUTURE MEETING(s) INFORMATION	
a. High School Open House-Friday, Oct. 7th; 4:00-6:00	
b. Family Center Grand Opening-Monday, Oct. 17th; 4:30-6:30	
c. Policy Meeting-Tuesday, Oct. 18th	
13. ADDITIONS TO AGENDA	
14. ADJOURN - Pursuant to Minnesota Statutes section 13D.05, subdivision 2(b), move to close the meeting for Oak Land Real Estate discussion.	

Call to order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Jeremy Miller on the **20th day of September, at 7:00 p.m.** in the District Office Board Room.

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

Members Absent: None

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Community Education Gwen Anderson, Director of Student Services Erin Dohrmann, Director of Human Resources Stacie Vos

Student Council Representative: Lacey Broding

Citizen Comments: None

Archery Commendations: Board recognized members of the Princeton Archery Team that went to State in the Spring of 2016.

REPORTS

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

Howard Vaillancourt: Activities meeting, Open Houses
Jeremy Miller: Agenda Planning , Policy meeting, Certified Negotiations meeting, Finance meeting
Chad Young: Activities Planning meeting, Certified Negotiations meeting, Activities meeting
Eric Minks Finance, Project Oversight Committee meeting, Certified Negotiations meeting
Deb Ulm Project Oversight Committee meeting, Finance meeting

Student Council Representative: The high school students are getting ready for Homecoming.

Superintendent Report: Julia Espe gave an update on the status of the video scoreboard sponsors. She listed the anchors and the founding sponsors. Transportation has gone through a lot of changes including changing the bus loop and new sites. Tim Wilhelm and Michelle Czech have been meeting every Thursday to discuss any transportation issues or concerns . The bus passes went out on the first day of school for a lot of the students. This Thursday the

Referendum Committee will get a sneak peek of the new Princeton Primary School.

APPROVE AGENDA

Motion made by Deb Ulm, seconded by Howard Vaillancourt to approve the agenda as presented. Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Chad Young and seconded by Howard Vaillancourt, to approve the September 6th, 2016 Regular Board and Closed Board meeting minutes and as presented. Opposed: Chuck Nagle. Motion passed 6:1.

CONSENT AGENDA

Motion made by Deb Ulm, seconded by Howard Vaillancourt to approve the consent agenda as presented. Bills, Wire Transfers, Treasurer's Report, Fundraisers, Open enrollment, Personnel, Construction Change Order, Annual Renewal of Identified official with Authority. Motion passed unanimously.

INFORMATION

EC/ECFE/Family Center Update- Presentation was given by Gwen Anderson on the EC/ECFE/Family Center. They now have 40 employees. They have added two sessions of all day everyday preschool. Tigers in Training started last year. Postcards go out to all families from birth to 5 years of age, inviting them to events 4 times a year. The Grand Opening for the Family Center will be October 17th . More information can be found on Boardbook.

Primary School Update- Greg Finck gave a presentation on the Primary School. He reviewed goals, data, and new procedures related to the new school. The Grand Opening is Monday Sept. 26th. More information can be found on Boardbook.

Student Services Handbook- Presentation was given by Erin Dohrmann on the handbook for the new programs for Student Services that include Online Academy, Area Learning Center, Onward and Educational Options. The handbook can be located on Boardbook.

City Assessment - Michelle Czech spoke about the assessments that we received from the City. There are two assessments on our properties by the high school.

First Reading of Policies- #101, 208, 402, 406, 410, 413, 418, 427, 516, 805, 808. MSBA changes for the policies were recommended. There is a new policy to adopt, 808, regarding service animals.

ACTION ITEMS

Second Reading of Policies- #102, 206, 414, 415, 416, 420, 506, 520, 529, 707, 721, 807, 905

A motion to accept the policies as proposed was made by Howard Vaillancourt, seconded by Chad Young. The motion carried unanimously.

Band Field Trip- A motion to accept the band field trip as proposed was made by Eric Mlnks and seconded by Chad Young. There was discussion about the proposed field trip. Eric Minks called the question Howard Vaillancourt made a motion to accept the call to question. Craig Johnson and Chuck Nagle abstained. The call to question was passed. The motion on the table stood. Upon roll call the following voted for: Deb Ulm, Craig Johnson, Chad Young, Jeremy Miller, Eric Minks. Opposed: Howard Vaillancourt, Chuck Nagle. The motion passed 5:2.

Concession and School Store Coordinator- A motion to accept the concession and school store coordinator position was made by Chad Young and seconded by Howard Vaillancourt. Upon roll called the following voted for: Craig Johnson, Chad Young, Jeremy Miller, Chuck Nagle, Eric Minks, Deb Ulm. Abstained: Howard Vaillancourt. Motion passed 6:1.

Two Kindergarten Spanish Immersion Paras- A motion to accept the two Kindergarten Spanish Immersion Paras as proposed was made by Eric Minks and seconded by Craig Johnson. After discussion on the guidelines for the classroom size, the motion carried unanimously.

Current Levy Amounts.- A motion to accept the current levy amounts as presented was made by Craig Johnson and seconded by Chad Young. Craig Johnson made a friendly amendment to resolve his original motion. Craig Johnson made a motion whereas the School Board of Independent School District no. 477 that the levy to be levied in 2016 to be collected in 2017 is proposed at Maximum seconded by Chad Young. Following discussion the following voted for: Eric Minks, Deb Ulm, Howard Vaillancourt, Craig Johnson, Chad Young, Jeremy Miller. Opposed: Chuck Nagle. The motion carried 6:1.

Set Truth and Taxation Hearing.-A motion to set the Truth and Taxation Hearing meeting was made by Chad Young. Chad Young made a friendly amendment to his motion to include the date of Tuesday December 6th for the Truth and Taxation Hearing. Seconded by Deb Ulm, Chuck Nagle made a motion to have this meeting on the second meeting in November. There was already a motion on the table by Chad Young. Upon roll call: Deb Ulm, Howard Vaillancourt, Craig Johnson, Chad Young, Jeremy Miller, Eric Mlnks. Opposed: Chuck Nagle. Motion passed 6:1

Future Meetings

1. Primary School Grand Opening-September 26th at 4:30
2. Finance Meeting-October 4th at 5:00
3. POC Meeting-October 13th at 4:00
4. Family Center Grand Opening-October 17th at 4:30
5. Policy Meeting-October 18th at 5:30
6. POC Meeting-October 27th at 4:00
7. 5:00- November 17th-Teaching and Learning Committee-tentative date set

Closed Meeting - Pursuant to Minnesota Statutes section 13D.05 subdivision 2(b), a motion to close the meeting for ALC location was made by Craig Johnson and seconded by Howard Vaillancourt. Discussion occurred about closing the meeting. Howard Vaillancourt called the question. Upon roll call the following voted to call the question. Deb Ulm, Howard Vaillancourt, Chad Young, Jeremy Miller, Eric Minks voted yes to call the question. Craig Johnson and Chuck Nagle abstained. Upon roll call the following voted to close the meeting: Deb Ulm, Howard Vaillancourt, Craig Johnson, Chad Young, Jeremy Miller, Eric Minks. Opposed: Chuck Nagle. The motion carried 6:1. Meeting closed at 8:44.

A motion to resume the regular meeting was made by Chad Young and seconded by Howard Vaillancourt. Meeting resumed at 9:32 p.m. When the meeting opened: Board member Chuck Nagle was absent.

Motion made by Chad Young to move forward with the parameters discussed by the board members in the closed meeting, to purchase the Resource building for the Student Services program. Seconded by Craig Johnson. Jeremy Miller would like it noted that if the transaction does take place, a summary will be provided for the public. Upon roll call the following voted for: Howard Vaillancourt, Craig Johnson, Chad Young, Eric Minks, Deb Ulm. Opposed: Jeremy Miller. Motion passed 5:1.

ADJOURN - Howard Vaillancourt made a motion to adjourn the meeting, seconded by Craig Johnson. Meeting was adjourned at 9:33 p.m.

Chair Jeremy Miller

Clerk Eric Minks

Recorder-Kari Plafcan

Call to order

The closed meeting of the School Board of District #477 was called to order by Chair Jeremy Miller on the **20th day of September, at 8:48 p.m.** in the District Office Board Room.

Closed meeting minutes: Erin Dohrmann gave a presentation on the Student Services program. Julia Espe spoke about the scope of needs for our Student Services Department. Parameters were set for the possible purchase of the Resource building for the Student Services Department.

Motion by Chad Young and seconded by Howard Vaillancourt to adjourn the closed meeting. Motion passed unanimously.

Chair Jeremy Miller

Clerk Eric Minks

Recorder-Kari Plafcan

10.04.16

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Akers, Catherine	LOA	Reading Intervention	PEA	N/A	2016-2017 School year	
Duncan, Jon	Extra Duty	Going from .5 to 1.0 Boys soccer coach		N/A	9.23.16	\$1,887.00
Joseph, Jade	Extra Duty	.5 National Honor Society Advisor		Rob Essig	9.12.16-6.8.17	\$563.50
Kloster, Jessica	Resignation	SpEd Para-PS	Para	N/A	9.27.16	
Overby, Jill	LOA	Career Center/PHS	PEA	N/A	12.24.16-2.14.17	
Ratz, Mary	Change of assignment	Science Teacher/HS (from .75 to .83-section added)	PEA	N/A	9.27.16	
Slinde, Sandy	Extra Duty	Going from .5 to 1.0 Boys soccer coach		N/A	9.23.16	\$1,928.00
Sorenson, Heather	Extra Duty	.5 National Honor Society Advisor		Rob Essig	9.12.16-6.8.17	\$563.50

FUNDRAISING APPROVAL FORM

Date of fundraiser: <u>October 31</u>		Projected profit: <u>\$100⁰⁰ for UNICEF</u>	Amount earned:
Group or organization proposing the fundraiser: <u>Mrs. Jensen & Miss Ford Classes</u>		Item(s) being sold: <u>None</u>	
Company/organization supplying items to be sold: <u>Trick or Treat for UNICEF</u>			
The money raised will be used for: <u>UNICEF</u>			
<p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p>		<p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p>	
		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	✓	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	✓	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. <u>Free Will donation while trick or treating</u>		✓
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	✓	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	✓	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	✓	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	✓	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 	✓	
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: <u>9/23/16</u>		Teacher/Sponsor Signature: <u>Desirae D. Jensen</u>	
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED			
Date: <u>9/23/16</u>		Administrator Signature: <u>John Beard</u>	
Date: <u>9.26.16</u>		Superintendent Signature: <u>Julia Espe</u>	
Date:		School Board Chair Signature:	

FUNDRAISING APPROVAL FORM

Date of fundraiser: <i>Oct 2-7</i>		Projected profit: <i>\$ 500</i>		Amount earned:	
Group or organization proposing the fundraiser: <i>PHS FFA</i>				Item(s) being sold: <i>Spirit Items</i>	
Company/organization supplying items to be sold: <i>Oriental Trading Company</i>				<i>during lunch</i> <i>PHS + PMS</i>	
The money raised will be used for: <i>Students attending Nationals - FFA</i>					
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.				Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:					
				Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.			<input checked="" type="checkbox"/>	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			<input checked="" type="checkbox"/>	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.			<input checked="" type="checkbox"/>	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time. <i>Lunches</i>			<input checked="" type="checkbox"/>	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			<input checked="" type="checkbox"/>	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			<input checked="" type="checkbox"/>	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			<input checked="" type="checkbox"/>	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.			<input checked="" type="checkbox"/>	
I have reviewed Policy #511 Fundraising and agree to its provisions:					
Date: <i>Sept 22, 2016</i>		Teacher/Sponsor Signature: <i>[Signature]</i>			
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED					
Date: <i>9/26/16</i>		Administrator Signature: <i>[Signature]</i>			
Date: <i>9.26.16</i>		Superintendent Signature: <i>[Signature]</i>			
Date:		School Board Chair Signature:			

FUNDRAISING APPROVAL FORM

Date of fundraiser: <i>Oct 2016</i>		Projected profit: <i>2000.00</i>	Amount earned:	
Group or organization proposing the fundraiser: <i>PHS FFA</i>			Item(s) being sold:	
Company/organization supplying items to be sold: <i>Donations go to Camp Courage - Crop + Money Drive</i>				
The money raised will be used for: <i>Donations only - funds go to Camp Courage</i>				
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.			Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:				
			Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.		<input checked="" type="checkbox"/>	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).		<input checked="" type="checkbox"/>	
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.		<input checked="" type="checkbox"/>	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.		<input checked="" type="checkbox"/>	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.		<input checked="" type="checkbox"/>	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.		<input checked="" type="checkbox"/>	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.		<input checked="" type="checkbox"/>	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.		<input checked="" type="checkbox"/>	
I have reviewed Policy #511 Fundraising and agree to its provisions:				
Date: <i>Sept 22, 2016</i>		Teacher/Sponsor Signature: <i>[Signature]</i>		
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <u> </u> APPROVED <u> </u> NOT APPROVED				
Date: <i>9/26/16</i>		Administrator Signature: <i>[Signature]</i>		
Date: <i>9.28.16</i>		Superintendent Signature: <i>[Signature]</i>		
Date:		School Board Chair Signature:		

Open Enrolled Students (Out/In) as of October 4, 2016

In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
Out	9.6.16	Princeton	Minnesota Virtual Academy	9	School of choice
In	9.12.16	Milaca	Princeton	K	District of choice
In	9.12.16	Milaca	Princeton	K	District of choice
In	9.12.16	Cambridge	Princeton	K	District of choice
In	9.12.16	Milaca	Princeton	1	District of choice
In	9.12.16	Milaca	Princeton	K	went to PK here
In	9.12.16	Milaca	Princeton	K	Siblings attend
In	9.12.16	Cambridge	Princeton	K	District of choice
In	9.12.16	Elk River	Princeton	K	District of choice
In	9.12.16	Cambridge	Princeton	11	District of choice

PRINCETON PUBLIC SCHOOLS
ACCEPTANCE OF GIFTS FORM

In compliance with school district Policy 706 (Acceptance of Gifts), this form must be completed for approval by the School Board before the district receives the gift or donation.

Please obtain Principal or Director signature prior to sending to board for approval.

Donor name: Victoria Forsell

Description of gift: 30 Benie Babies

Pre-Condition, Condition, or Limitation on use:

How this gift specifically relates to the program or school: Tiger Pride Cabinet

This gift meets all requirements of Policy 706

Accepted Not Accepted

[Signature]
Principal or Director

Date: 9/21/2016

Accepted Not Accepted

Julia Espe
Superintendent

Date: 9.26.16

Accepted Not Accepted

School Board Chairperson

Date: _____

Code Assigned: _____ Program Name: _____

Routing:

Principal or Director (thank you note attached)

Copy to Building Business Services

Board Approval

Revised: April 20, 2016

PRINCETON PUBLIC SCHOOLS ACCEPTANCE OF GIFTS FORM

In compliance with school district Policy 706 (Acceptance of Gifts), this form must be completed for approval by the School Board before the district receives the gift or donation.

Please obtain Principal or Director signature prior to sending to board for approval.

Donor name: Trudi Abraham / Sharp Styles Salon

Description of gift: Studio / Salon Chair (Hydraulic)

Pre-Condition, Condition, or Limitation on use:

none

How this gift specifically relates to the program or school: This is an ~~office~~ item for hair styling during theatrical productions. It will be used in the green room.

This gift meets all requirements of Policy 706

MARK POTVIN

Accepted Not Accepted Barbara Miller Staff Name MARK POTVIN Date: 9-21-16
Principal or Director

Accepted Not Accepted Julia Espe Date: 9.26.16
Superintendent

Accepted Not Accepted _____ Date: _____
School Board Chairperson

Code Assigned: _____ Program Name _____

Routing:

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

Revised: October 29, 2013

CONSTRUCTION CHANGE ORDERS			
10.04.16			
	ADD	Project	DESCRIPTION
W.Gohman Construction Co.	\$4,578.00	Removed spandrel at Stair "A" and "B"	Primary School

PRINCETON HIGH SCHOOL FIELD TRIP REQUEST FORM

Submit to Activities Director (activity-related & extended) or Principal (instructional & supplemental)

Name of Field Trip Supervisor: <u>JIM BAXTER</u>	Name of group, club, or department: <u>(music) JAZZ BAND</u>
Descriptive name of this field trip? (i.e. FFA State Convention, college visit, Valley Fair Physics Day) <u>UNIV. OF MN - MORRIS - JAZZ FEST</u>	Destination: <u>MORRIS, MN</u> Round Trip Miles: <u>250 miles</u>
Number of Students expected to participate: <u>20</u> Number of Teacher/Advisor Chaperones: <u>2</u> Number of adult volunteers/chaperones: <u>0</u> # male students _____ #female students _____ (if Perkins funded)	Grade level/s of student participants: (circle all that apply) 9 10 11 12
Date of Departure: <u>April 27th, 2017</u> Time of Departure: <u>12:30 pm</u>	Date of Return: <u>April 8th, 2017</u> Time of Return: <u>11:00 pm</u>
School Hours Missed: (for single day trips) 1 2 3 4 5 (circle hours that apply) <input type="checkbox"/> outside the school day	# School Days Missed: (if more than one day) 1.5 2 2.5 3 3.5 4 other _____ <input type="checkbox"/> outside the school day
Yes <input checked="" type="checkbox"/> No This field trip extends past 6:00 p.m. on a Wednesday.	Yes <input checked="" type="checkbox"/> No This field trip occurs on a Sunday.

How will this field trip be funded? (Check all that apply.)

Department budget (Code: _____)
 Students will be assessed a fee to cover transportation and/or registration/admission fee
 Students will pay for their own lunch
 Building funds are requested
 Grant funds (name of grant: _____)
 Outside group, booster club, individual, or agency funding (name: PMEA games overnight - baseball & softball - 3act)

A. What is the purpose of this field trip? (choose 1 CATEGORY only)

CATEGORY A: Instructional (policy 610: takes place during the school day, relates directly to a course of study) (Section F of this form is required for instructional trips)
 (check all that apply)
 Required for all students enrolled in the course
 Only students in selected section/s of this course will participate
 Students participate by choice

CATEGORY B: Supplemental (policy 610: students voluntarily participate, usually take place outside the regular school day) (check all that apply) & optional
 All students in a course or club/activity will participate
 Students participate by choice or selection
 This is an enrichment opportunity
Booster Club pays + kids pay booster

CATEGORY C: Extended (policy 610: trip that covers more than 400 miles round trip, or involves at least one overnight stay) (check all that apply) **ATTACH ITINERARY**
 Regional or state level competition, training or meeting
 have qualified
 anticipating to qualify
 Selected or invited to participate in honorary event or competition
 have been invited or selected
 have applied to be invited or selected
 will apply to be invited or selected

E. What are the estimated costs of the field trip? (If codes are unknown, leave blank. Complete cost estimate calculations.)

<p>I. Transportation Code: _____</p> <p># of round trip miles <u>250</u> X \$1.45 = \$ _____</p> <p># of buses needed <u>1</u> X the combination of the two subtotals above = \$ _____ (A)</p>	<p style="text-align: right;"><i>OVERNIGHT = 100</i></p> <p># of hours <u>206</u> X \$17.34 = \$ _____</p>
<p>II. Lodging Code: _____</p> <p># of rooms <u>8</u> X # of nights <u>1</u> = total rooms <u>8</u> X cost of room <u>136.00</u> = \$ _____ (B)</p>	
<p>III. Registration Code: _____</p> <p># of students _____ X cost of registration _____ = \$ _____ (C)</p> <p># of adults _____ X cost of registration _____ = \$ _____ (D)</p>	
<p>IV. Substitute Code: _____</p> <p># of teachers needing a substitute <u>0</u> X # of hours <u>0</u> X \$25 (approx) = \$ _____ (E)</p> <p>OR</p> <p># of teachers needing a substitute <u>0</u> X # of days <u>0</u> X \$125 (approx) = \$ _____ (F)</p>	
<p>V. Meals Code: _____</p> <p># of students & adults <u>0</u> X approximate cost of meal <u>0</u> X # of meals = \$ _____ (G)</p>	
<p>TOTAL ESTIMATED COST OF FIELD TRIP (Add A-G): <u>1,054.74</u></p>	

F. Complete this section for instructional field trip requests.

1. Name of course: _____
2. What critical content statement does this field trip align to? # _____
 - It does not align to any critical content statements.
4. Is this trip part of this course for all course sections regardless of the teacher or the trimester in which is it taught?
 - Yes
 - No (Provide explanation below)

Date Received (Office): _____

G. Building Administrative Review					
<i>[Signature]</i>	<u>9/1/16</u>	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>
Activities Director Signature	Date				
<i>[Signature]</i>	<u>9-1-16</u>	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>
Principal Signature	Date				
District Review for Extended Trips					
_____	_____	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>
Superintendent Signature	Date				
_____	_____	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>
School Board Chairperson Signature	Date				



Princeton High School

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Calendar Schedules

< Today >

Search

Friday, Apr 7, 2017

Time	Event	Details
	PHS Jazz Band to Morris Jazz Fest	University of Minnesota - Morris
	<i>PHS Jazz Band attending UM-M Jazz Fest 4/7-8/17</i>	
4:30pm	Baseball: Varsity Game	Cambridge-Isanti @ Adolph Larson Field
4:30pm	Baseball: JV Game	Cambridge-Isanti @ Redbird Field - Isanti
4:30pm	Baseball: 9th Game	vs. Cambridge-Isanti @ Solheim Field - Princeton
4:30pm	Softball: Varsity Game	Cambridge-Isanti @ Cambridge-Isanti High School
4:30pm	Softball: JV Game	Cambridge-Isanti @ Cambridge-Isanti High School
4:30pm	Softball: 9 Game	Cambridge-Isanti @ Cambridge-Isanti High School
7:00pm	PHS Spring Play	HS PAC
9:30pm		

Saturday, Apr 8, 2017

Time	Event	Details
	ACT Test Date	
	PHS Jazz Band to Morris Jazz Fest	
7:00pm	PHS Spring Play	HS PAC
9:30pm		

Sunday, Apr 09, 2017

Monday, Apr 10, 2017

Tuesday, Apr 11, 2017

Time	Event	Details
4:00pm	Tennis:Boys Varsity Match	Monticello @ Monticello High School
4:00pm	Tennis:Boys JV Match	vs. Monticello @ Princeton High School HS tennis courts
4:30pm	Baseball: JV Game	vs. North Branch @ Princeton Mark Park JV Baseball Field
4:30pm	Baseball: Varsity Game	vs. North Branch @ Solheim Field - Princeton

Completed Aug 22

PRINCETON HIGH SCHOOL FIELD TRIP REQUEST FORM

Submit to Activities Director (activity-related & extended) or Principal (instructional & supplemental)

Name of Field Trip Supervisor: <u>Jessica Lupkes, Kristin Reiman</u>	Name of group, club, or department: <u>FFA</u>
Descriptive name of this field trip? (i.e. FFA State Convention, college visit, Valley Fair Physics Day) <u>National FFA Convention</u>	Destination: <u>Indianapolis, Indiana</u> Round Trip Miles: <u>Region 4 FFA BUS</u>
Number of Students expected to participate: <u>13</u> Number of Teacher/Advisor Chaperones: <u>1</u> Number of adult volunteers/chaperones: <u>1</u> # male students _____ #female students _____ (if Perkins funded)	Grade level/s of student participants: (circle all that apply) 9 <u>10</u> 11 12
Date of Departure: <u>Tuesday Evening - Oct 18</u> Time of Departure:	Date of Return: <u>Sunday Morning - Oct 23</u> Time of Return:
School Hours Missed: (for single day trips) <u>1 2 3 4 5</u> (circle hours that apply) <input type="checkbox"/> outside the school day	# School Days Missed: (if more than one day) 1.5 2 2.5 3 3.5 <u>4</u> other <u>1</u> <input type="checkbox"/> outside the school day
Yes <input checked="" type="checkbox"/> No This field trip extends past 6:00 p.m. on a Wednesday.	Yes <input checked="" type="checkbox"/> No This field trip occurs on a Sunday. <u>return early morn.</u>

How will this field trip be funded? (Check all that apply.)

- Department budget (Code: _____)
- Students will be assessed a fee to cover transportation and/or registration/admission fee
- Students will pay for their own lunch
- Building funds are requested
- Grant funds (name of grant: _____)
- Outside group, booster club, individual, or agency funding (name: FFA Alumni)

- A. What is the purpose of this field trip? (choose 1 CATEGORY only)**
- CATEGORY A: Instructional** (policy 610: takes place during the school day, relates directly to a course of study) (Section F of this form is required for instructional trips) (check all that apply)
 - Required for all students enrolled in the course
 - Only students in selected section/s of this course will participate
 - Students participate by choice
 - CATEGORY B: Supplemental** (policy 610: students voluntarily participate, usually take place outside the regular school day) (check all that apply)
 - All students in a course or club/activity will participate
 - Students participate by choice or selection
 - This is an enrichment opportunity
 - CATEGORY C: Extended** (policy 610: trip that covers more than 400 miles round trip, or involves at least one overnight stay) (check all that apply) **ATTACH ITINERARY**
 - Regional or state level competition, training or meeting
 - have qualified
 - anticipating to qualify
 - Selected or invited to participate in honorary event or competition
 - have been invited or selected
 - have applied to be invited or selected
 - will apply to be invited or selected

★ Traveling with Region 4 BUS - A company is providing scheduling

E. What are the estimated costs of the field trip? (If codes are unknown, leave blank. Complete cost estimate calculations.)

I. Transportation Code: 01
 # of round trip miles _____ X \$1.45 = \$ _____ # of hours _____ X \$17.34 = \$ _____
 # of buses needed _____ X the combination of the two subtotals above = \$ _____ (A) \approx \$188.00

II. Lodging Code: _____
 # of rooms _____ X # of nights _____ = total rooms _____ X cost of room _____ = \$ _____ (B) \approx \$200 per student

III. Registration Code: _____
 # of students _____ X cost of registration 65 = \$ _____ (C) 715 \$65 per student
 # of adults _____ X cost of registration 65 = \$ _____ (D) 130 / 845

IV. Substitute Code: _____
 # of teachers needing a substitute _____ X # of hours _____ X \$25 (approx) = \$ _____ (E)
 OR
 # of teachers needing a substitute _____ X # of days _____ X \$125 (approx) = \$ _____ (F)

V. Meals Code: _____
 # of students & adults _____ X approximate cost of meal _____ X # of meals = \$ _____ (G)

TOTAL ESTIMATED COST OF FIELD TRIP (Add A-G): \$ _____ \approx \$450 per student

F. Complete this section for instructional field trip requests.

- Name of course: _____
- What critical content statement does this field trip align to? # _____
 It does not align to any critical content statements.
- Is this trip part of this course for all course sections regardless of the teacher or the trimester in which is it taught?
 Yes
 No (Provide explanation below)

Cost paid By Student.

- CC sections, VB, ACT Test

Activity Conflicts - GSWD, B+G Soccer Sections

Date Received (Office): _____

G. Building Administrative Review

Activities Director Signature: David J. Laubs Date: 8/23/16 Approved Not Approved

Principal Signature: Bart Muehl Date: 9-1-16 Approved Not Approved

District Review for Extended Trips

Superintendent Signature: Julia Espe Date: 9.6.16 Approved Not Approved

School Board Chairperson Signature: _____ Date: _____ Approved Not Approved

Aug 22, 2016

Once again Princeton FFA will be nationally recognized for their work at the National Banquet / National FFA Convention.

We have 13 members/Advisor^{and 1} signed up to attend the National Convention, which falls over MEA this year - missing only 1 day of school. They will be riding the Region 4 Bus. More details are yet to be finalized, such as departure times and final pricing.

The members are so excited about the award and opportunity.

Partners in Healthy Living

Isanti, Kanabec, Mille Lacs, Pine

September 19, 2016

Princeton District Center
Attn: Michelle Czech, Business Manager
706 1st Street
Princeton MN 55371

RE: **Hydration Station- Princeton High School - \$1000.00**
 Hydration Station – Princeton Middle School - \$1000.00
 Hydration Station – Princeton North Elementary - \$1000.00
 Breakfast Cart – Princeton South Elementary - \$1000.00
 Snack Cart and Smoothie Blender – Princeton ECFE - \$1000.00

Enclosed is a reimbursement check in the amount of \$5000.00 for the projects listed above.

Thank you for your partnership in making the healthy choice the easy choice!

Sincerely,

Lori Swanson-Kanabec-Pine Community Health	(320) 679-6316
Hailey Freedlund-Kanabec-Pine Community Health	(320) 591-1595
Melissa Carstensen- Isanti County	(763) 689-8265
Alisha Voigt-Mille Lacs County	(320) 983-8299

FINAL PROPOSED ASSESSMENT ROLL

WSB PROJECT: 8TH STREET SOUTH DRAINAGE IMPROVEMENTS

PROJECT LOCATION: CITY OF PRINCETON

WSB PROJECT NO: 2257-140

DATE 8/18/2016

PID NO.	PROPERTY OWNER	Property Address	TOTAL PROJECT COST =		TOTAL ASSESSMENT
			CONT. AREA (SF)	CONT. AREA (%)	
24-033-0010	SCHOOL DIST #477	805 8TH AVE S, PRINCETON MN 55371	72,417.71	46.52%	\$ 15,971.24
24-033-0020	BETHANY EVANGELICAL LUTHERAN CHURCH	801 6TH ST S, PRINCETON MN 55371	10,175.00	6.54%	\$ 2,244.03
24-033-0090	CASKEY/CHRISTOPHER M & CONSTANCE	702 8TH AVE S, PRINCETON MN 55371	6,504.95	4.18%	\$ 1,434.62
24-033-0100	SECORD/EUGENE G & JUDY L	704 8TH AVE S, PRINCETON MN 55371	8,136.04	5.23%	\$ 1,794.35
24-033-0110	LAUTERBACH/GARY & VALERIE TR	706 8TH AVE S, PRINCETON MN 55371	7,282.23	4.68%	\$ 1,606.05
24-033-0850	WETCH/JERRY J	802 8TH AVE S, PRINCETON MN 55371	7,526.95	4.83%	\$ 1,660.02
24-033-0870	SCHOOL DIST #477	706 1ST ST, PRINCETON MN 55371	14,015.12	9.00%	\$ 3,090.94
24-033-0880	DOYLE/TIMOTHY B & DAWN M	608 8TH AVE S, PRINCETON MN 55371	5,937.23	3.81%	\$ 1,309.42
24-033-0910	ROBIDEAU/SHIRLEY J	606 8TH AVE S, PRINCETON MN 55371	7,481.67	4.81%	\$ 1,650.03
24-033-0940	JORDAN/ANNA	604 8TH AVE S, PRINCETON MN 55371	3,758.09	2.41%	\$ 828.82
24-162-0370	BETHANY EVANGELICAL LUTHERAN CHURCH	801 6TH ST S, PRINCETON MN 55371	7,615.93	4.89%	\$ 1,679.64
24-162-0410	DEKRAKER/CHARLOTTE F	707 6TH ST S, PRINCETON MN 55371	4,829.37	3.10%	\$ 1,065.09
			155,680.29	100.00%	\$ 34,334.25
Cost Per Square Foot					\$0.22

Final Assessment Roll -DRAFT 8-19-2016

WSB Project: Northland Drive Improvement Project
 Project Location: City of Princeton
 WSB Project No. : 02257-150

	<u>Total Cost</u>	<u>Assessment Method</u>	<u>Total FF</u>	<u>100% Assessment Rate</u>
Final Construction Cost =	\$ 112,651.12			
Engineering =	\$ 24,801.00			
Total Project Cost =	\$137,452.12	Front-Foot	4187	\$32.83 Per Front-Foot

100% Assessment Rate

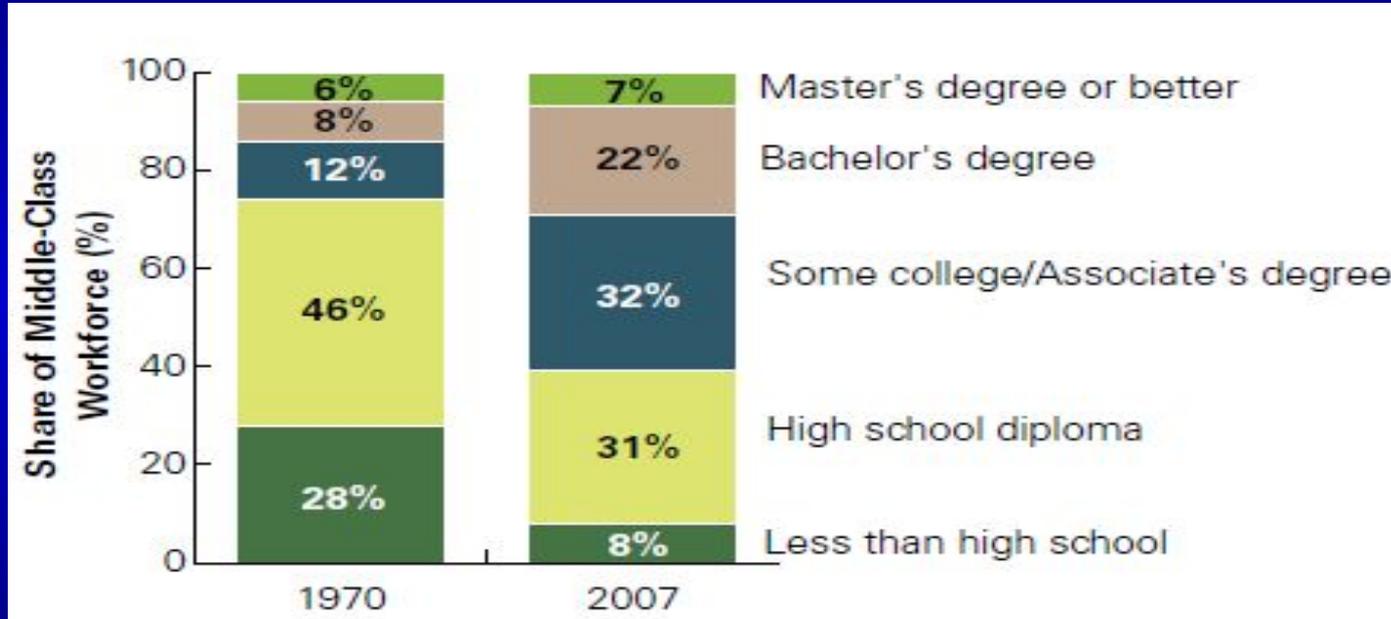
Pin	Fee Owner	Front-Feet	Cost Per Front-Foot	Total Cost	Total Cost for Owner
90-405-0110	Mcdonalds	342	\$32.83	\$11,227.28	\$11,227.28
90-405-0105	Shopko	504	\$32.83	\$16,545.47	\$16,545.47
90-404-0110	Fairview Northland Medical Center: Hospital	192	\$32.83	\$6,303.03	\$58,171.76
90-404-0105		460	\$32.83	\$15,101.02	
90-004-2106		859	\$32.83	\$28,199.52	
01-004-2203		261	\$32.83	\$8,568.19	
90-404-0010	Princeton High School	1492	\$32.83	\$48,979.83	\$51,507.61
90-004-1205		77	\$32.83	\$2,527.78	
Assessment Total				\$137,452.12	
City Cost				\$0.00	
Total Project Cost				\$137,452.12	

Ramp up to Readiness

Why Ramp up to Readiness?

- *Changing World Dynamics - Jobs not yet created- Clip [Shift Happens](#)*
- 30 ➤ *Standard: Prepare students for postsecondary opportunities.*
- *Meets Minnesota's "World's Best Workforce" Legislation*
- *Would you want this for your own child?*

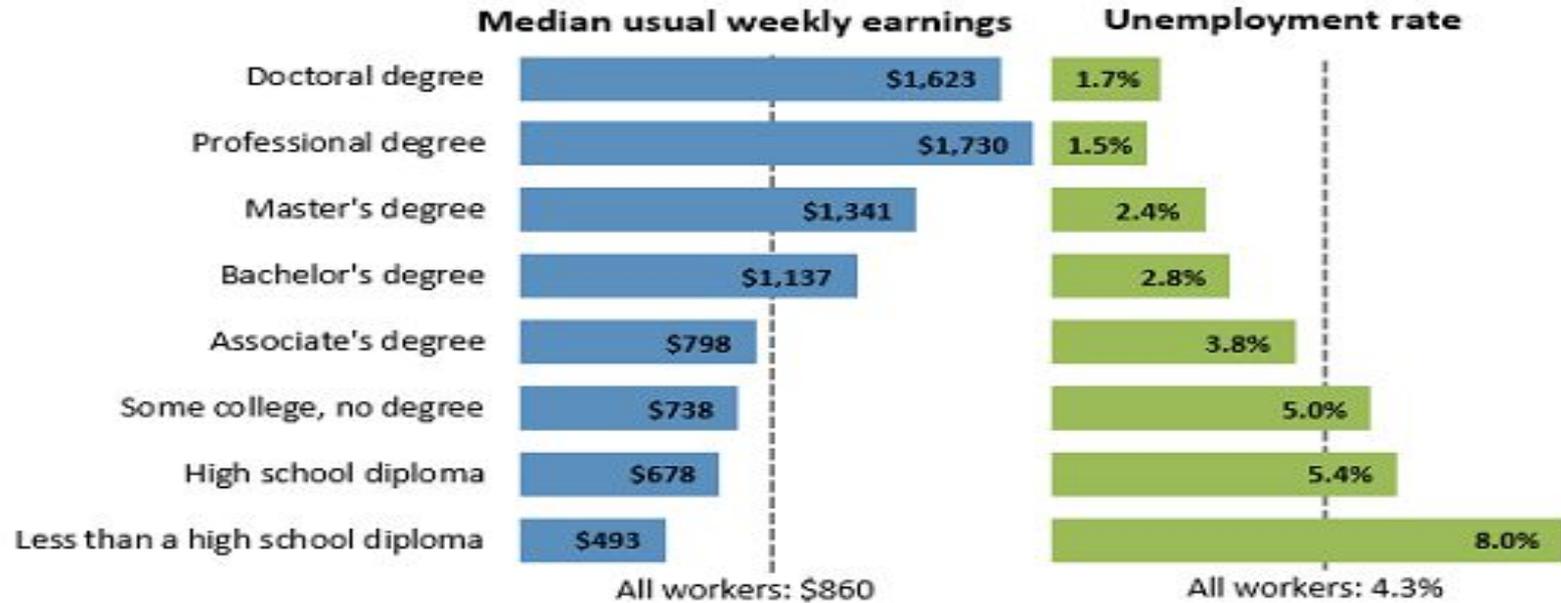
Middle-Class Workforce Educational Levels Rising



Source: Georgetown Center on Education and the Workforce, *Career and Technical Education Five Ways That Pay*, September 2012. Authors' analysis of March current population survey (CPS) data, various years. The CPS is a monthly survey of households by the US Census Bureau for the U.S. Labor Department's Bureau of Labor Statistics. For this comparison, the middle class represents workers with an annual income between \$35,000 and \$70,000

The Connection Between Education and Earnings

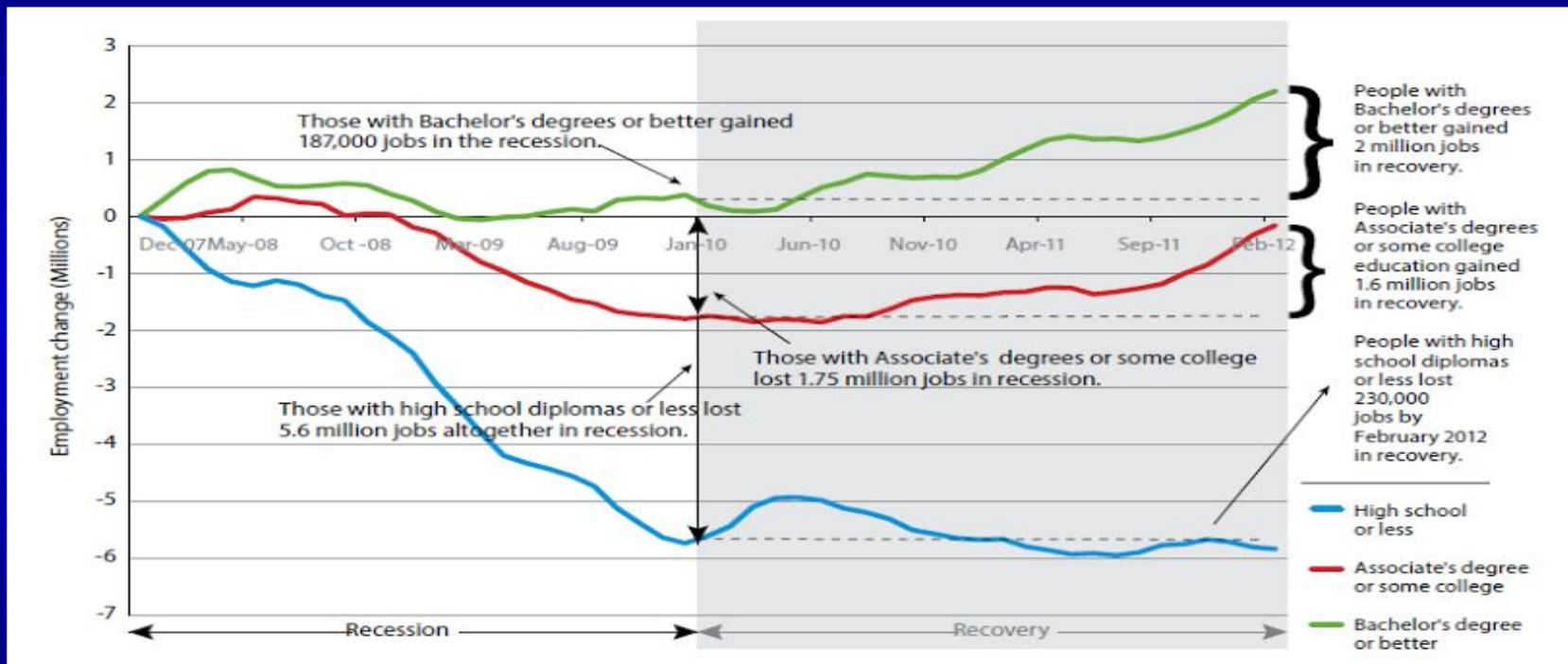
Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey

Source: http://www.bls.gov/emp/ep_chart_001.htm

Education, Jobs and The Great Recession

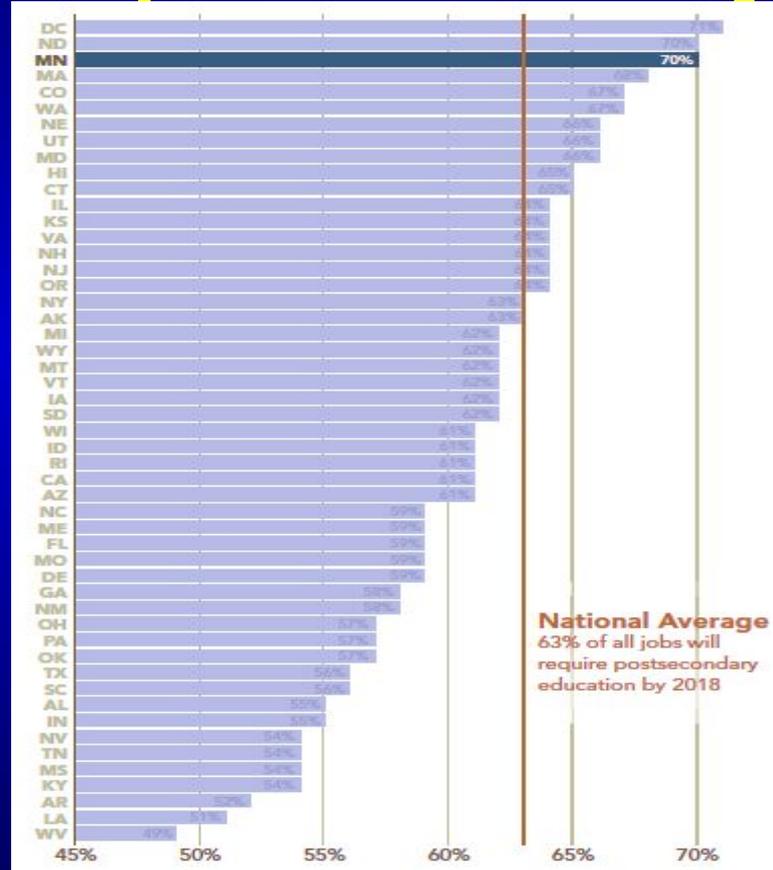


Source: Georgetown Center on Education and the Workforce, *The College Advantage: Weathering the Economic Storm*, August 2012. Authors' estimate of current population survey data (2007-2012). Employment includes all workers aged 18 and older.

Percentage of jobs in 2018 that will require some postsecondary education

College Readiness Consortium

University of Minnesota



Source: Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010

The Ramp-Up Process

College Readiness
Consortium

University of
Minnesota



What is Ramp Up?

- 30/30 min. - Scripted Lesson (MS)
- 40 min. Sessions (HS)
- Curriculum Sequence Spirals (6-12)
- Grade level curriculum- Click the red. [Ramp Up To Readiness](#)

When : Ramp Up

Guidelines

- ❑ Teach weekly lessons- Advisory Period
- ❑ Fidelity checks [Checks](#) link
- ❑ Readiness/Post-Secondary -Check- in's

Ramp-Up Postsecondary Plan

ramp-up to
READINESS™

Postsecondary Plan – Middle School

ramp-up to
READINESS™

Name: _____ Student ID#: _____ Class of: _____

Admissions Readiness

30	Colleges of Interest	Colleges Costs (tuition only)	Does this college offer a degree that matches your career interests?	Type of College Size, Location	Average GPA	Average ACT	Majors/Programs of Study and Interest

Academic Readiness – Course Plan

* Place an asterisk by those courses that are accelerated courses.

	9th	10 th	11th	12 th
1.				
2.				
3.				
4.				
5.				
6.				

6th Grade Readiness Rubric

ramp-up to
READINESS™

NAME: _____ ENTER CHECKPOINT DATES - 1: 2: 3:

READINESS INDICATOR **WHAT ARE YOUR MOST RECENT RESULTS?**

Grades	List your current courses below and select the corresponding grade for each course.					
	CHECKPOINT 1:					
	Courses	C's or below	A's and B's	Courses	C's or below	A's and B's
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	CHECKPOINT 2:					
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	CHECKPOINT 3:					
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Postsecondary Plan - High School

ramp-up to
READINESS™

Name: _____ Student ID#: _____ Class of: _____

Admissions Readiness

Colleges of Interest	Colleges Costs (tuition only)	Does this college offer a degree that matches your career interests?	Type of College Size, Location	Average GPA	Average ACT	Majors/Programs of Study and Interest

40

Academic Readiness - Course Plan

* Place an asterisk by those courses that are accelerated courses.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

11th Grade Readiness Rubric

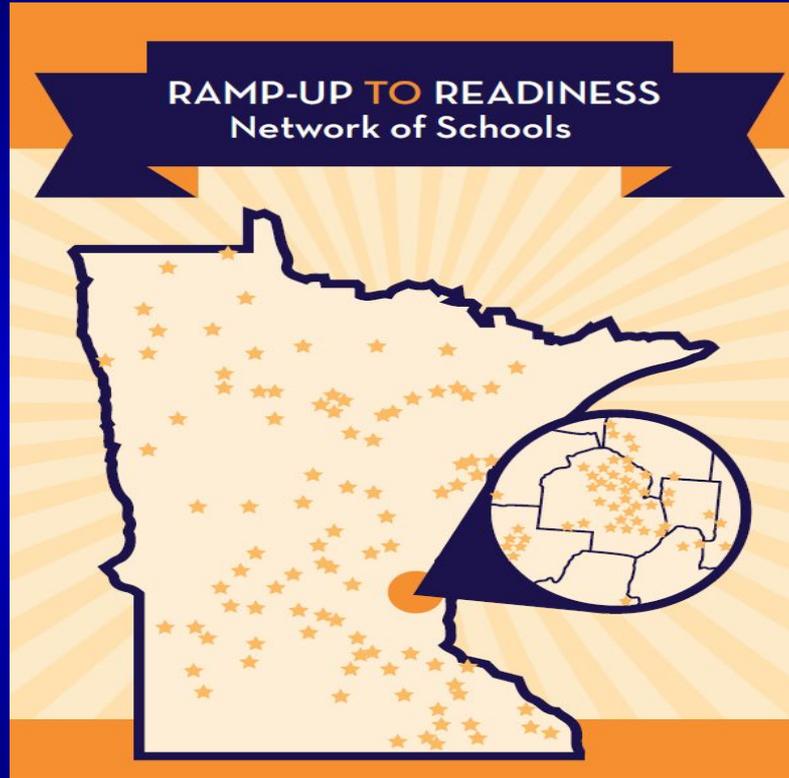
ramp-up to
READINESS™

ramp-up to
READINESS™

41

NAME:		ENTER CHECKPOINT DATES - 1:		2:	3:	
READINESS INDICATOR	WHAT ARE YOUR MOST RECENT RESULTS?					
Grades	List your current courses below and select the corresponding grade for each course.					
	CHECKPOINT 1:					
	Courses	C's or below	A's and B's	Courses	C's or below	A's and B's
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
	CHECKPOINT 2:					
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
	CHECKPOINT 3:					
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
		<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>
	<input type="button" value="v"/>	<input type="button" value="v"/>		<input type="button" value="v"/>	<input type="button" value="v"/>	
<p>Considering the rating scale below, indicate how much you believe the following statements by choosing a value from each drop-down. Also, explain <i>why</i> you chose the rating you did in the space provided under each statement.</p> <p style="text-align: center;"> Don't Believe 1 2 3 4 5 6 7 8 9 10 Strongly Believe </p>						
CHECKPOINT 1:					Rating	
1. I believe I can do well in my classes.					<input type="button" value="v"/>	

Current Ramp-Up Network of Schools



Over 150 Schools – 70,000 Students



Princeton Public Schools ISD #477
Finance Committee Meeting and School Board Meeting
October 4, 2016

Background Information – Potential Refunding of
\$7,160,000 Alternative Facilities Bonds, Series 2008A and
\$2,010,000 Capital Facilities Bonds, Series 2008B

Background on 2008A and 2008B Bonds

- When municipal bonds are sold, issuer must specify “call provisions” (which bonds can be prepaid, at what times, and at what price)
- For 2008A and 2008B bonds, bonds maturing in 2019 and thereafter (through 2024 on your 2008A bonds and 2023 on your 2008B bonds) can be “called at par”(or prepaid at face value) on February 1, 2018 or any date thereafter
- 2008A bonds have a total of \$3,790,000 in “callable” bonds, with rates ranging from 4.15% to 4.50% (see page 3)
- 2008B bonds have a total of \$845,000 in “callable” bonds, with rates ranging from 4.20% to 4.60% (see page 4)
- There will be an opportunity to reduce future debt service payments and tax levies by “refunding” (refinancing) bonds – issuing new bonds at lower interest rates and using proceeds to call existing bonds
- Best time to refund bonds will be between now and November of 2017
- Federal regulations and state law place a number of restrictions and requirements on how and when tax-exempt bonds can be refunded

Option 1 – Advance Refunding

- Gives opportunity to refund bonds more than 90 days before call date
- Useful if you believe rates will increase – can lock in low rates and savings now
- More complex transaction than a current refunding, with more federal and state restrictions and slightly higher up-front costs
- Most common form of advance refunding in Minnesota is called a “crossover” refunding
 - Proceeds of new bond issue are placed in an escrow account and invested in U.S. Treasuries (or in some cases, U.S. Agencies)
 - Escrow account is used to pay interest on new refunding bonds through call date, and to call bonds on call date
 - Additional fees for escrow agent, CPA to verify sufficiency of escrow account, and (in some cases) a bidding agent for securities in escrow account
 - Additional accounting requirements for escrow account
- Current barrier to advance refundings: rates available for investments in escrow account are very low. Leads to a “loss” in escrow account, referred to as “negative arbitrage,” which increases amount of bonds that must be sold and reduces savings from a refunding.

Option 2 – Current Refunding

- Simplest form of refunding, with lowest issuance costs
- Cannot “close” on a current refunding until 90 days before call date of 2/01/18
- Could conduct a bond sale in October, 2017 or later, with closing on or after November 3, 2017
- Proceeds of new bond issue would be invested by district for up to 90 days (from closing date on new bonds to call date)
- On call date, invested funds would be used to call existing bonds

Interest Rate Trends – See Page 5

- Rates on 20 year tax-exempt bonds set record lows in July of 2016; have risen slightly since then, but are still much lower than historical averages
- Most economists are predicting that rates will increase

Estimates Related to a Combined Advance Refunding (bonds sold in December 2016) – pages 6 – 9

- Estimated reduction in debt service payments - \$314,000
- Causes a reduction in property taxes payable in 2018 through 2023

Estimates Related to a Combined Current Refunding (bonds sold in November 2017), based on today’s interest rates – pages 10 – 12

- Estimated reduction in debt service payments - \$374,000
- Causes a reduction in property taxes payable in 2018 through 2023

Sensitivity Analysis – shows impact of changes in rates on current refunding savings – page 13

- “Break-Even” indicates that if rates increase by more than 0.31% between now and Fall of 2017, total savings will be less than if the district locks in today’s low rates now

Options

1. Do nothing now
 - a. Ehlers will continue to monitor market trends and alert district if rates drop
 - b. If rates drop to generate sufficient savings
 - i. Ask Board to adopt a resolution authorizing sale of refunding bonds
 - ii. Schedule a competitive sale
 - iii. Present results to Board and ask them to consider awarding sale of bonds
 - c. If rates don’t decline between now and fall of 2017, we would still recommend a current refunding at that time
2. Proceed with an advance refunding as soon as possible
 - a. Approve resolution authorizing sale of bonds at a Board meeting in October or November
 - b. In November or December, Ehlers could receive proposals for sale of bonds and Board could adopt a resolution authorizing sale

I.S.D. No. 477 (Princeton), MN

\$7,160,000 G.O. Alternative Facility Bonds, Series 2008A

Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2017	-	-	82,825.63	82,825.63	82,825.63
08/01/2017	-	-	82,825.63	82,825.63	-
02/01/2018	-	-	82,825.63	82,825.63	165,651.26
08/01/2018	-	-	82,825.63	82,825.63	-
02/01/2019	575,000.00	4.150%	82,825.63	657,825.63	740,651.26
08/01/2019	-	-	70,894.38	70,894.38	-
02/01/2020	600,000.00	4.200%	70,894.38	670,894.38	741,788.76
08/01/2020	-	-	58,294.38	58,294.38	-
02/01/2021	615,000.00	4.375%	58,294.38	673,294.38	731,588.76
08/01/2021	-	-	44,841.25	44,841.25	-
02/01/2022	635,000.00	4.450%	44,841.25	679,841.25	724,682.50
08/01/2022	-	-	30,712.50	30,712.50	-
02/01/2023	665,000.00	4.500%	30,712.50	695,712.50	726,425.00
08/01/2023	-	-	15,750.00	15,750.00	-
02/01/2024	700,000.00	4.500%	15,750.00	715,750.00	731,500.00
Total	\$3,790,000.00	-	\$855,113.17	\$4,645,113.17	-

Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	12/28/2016
Average Life	4.702 Years
Average Coupon	4.4184369%
Weighted Average Maturity (Par Basis)	4.702 Years
Weighted Average Maturity (Original Price Basis)	4.702 Years

Refunding Bond Information

Refunding Dated Date	12/28/2016
Refunding Delivery Date	12/28/2016

I.S.D. No. 477 (Princeton), MN

\$2,010,000 G.O. Capital Facility Bonds, Series 2008B

Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2017	-	-	18,795.00	18,795.00	18,795.00
08/01/2017	-	-	18,795.00	18,795.00	-
02/01/2018	-	-	18,795.00	18,795.00	37,590.00
08/01/2018	-	-	18,795.00	18,795.00	-
02/01/2019	155,000.00	4.200%	18,795.00	173,795.00	192,590.00
08/01/2019	-	-	15,540.00	15,540.00	-
02/01/2020	160,000.00	4.400%	15,540.00	175,540.00	191,080.00
08/01/2020	-	-	12,020.00	12,020.00	-
02/01/2021	170,000.00	4.400%	12,020.00	182,020.00	194,040.00
08/01/2021	-	-	8,280.00	8,280.00	-
02/01/2022	175,000.00	4.600%	8,280.00	183,280.00	191,560.00
08/01/2022	-	-	4,255.00	4,255.00	-
02/01/2023	185,000.00	4.600%	4,255.00	189,255.00	193,510.00
Total	\$845,000.00	-	\$174,165.00	\$1,019,165.00	-

Yield Statistics

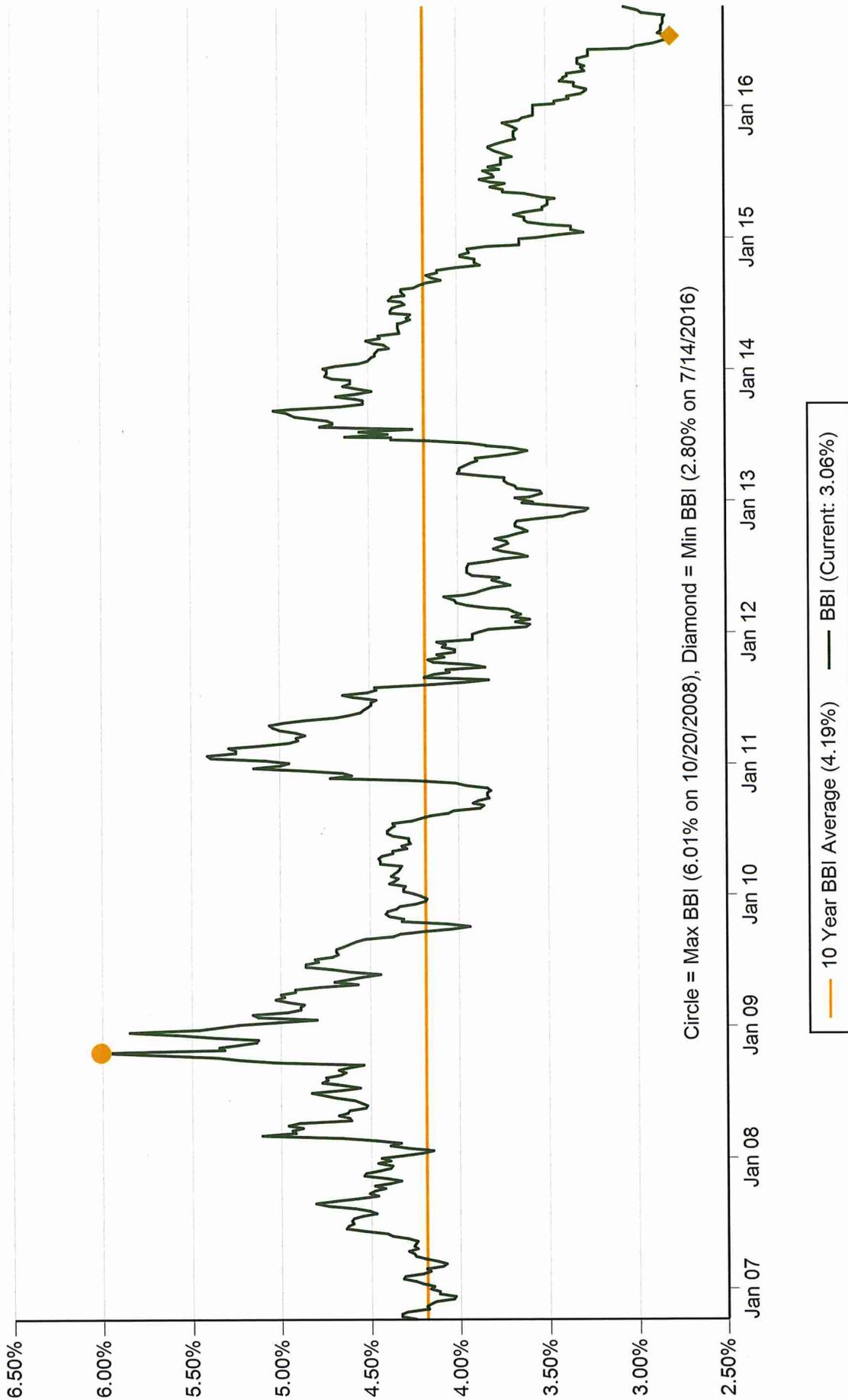
Base date for Avg. Life & Avg. Coupon Calculation	12/28/2016
Average Life	4.180 Years
Average Coupon	4.4958987%
Weighted Average Maturity (Par Basis)	4.180 Years
Weighted Average Maturity (Original Price Basis)	4.180 Years

Refunding Bond Information

Refunding Dated Date	12/28/2016
Refunding Delivery Date	12/28/2016

10 YEAR TREND IN MUNICIPAL BOND INDICES

Weekly Rates October, 2006 - October, 2016



The Bond Buyer "20 Bond Index" (BBI) shows average yields on a group of municipal bonds that mature in 20 years and have an average rating equivalent to Moody's Aa2 and S&P's AA.

Source: The Bond Buyer



EHLERS
LEADERS IN PUBLIC FINANCE

I.S.D. No. 477 (Princeton), MN

\$4,790,000 G.O. Refunding Bonds, Dated December 28, 2016

Issue Summary - Proposed Crossover Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Total Issue Sources And Uses

Dated 12/28/2016 | Delivered 12/28/2016

	AR 2008A	AR 2008B	Issue Summary
Sources Of Funds			
Par Amount of Bonds	\$3,920,000.00	\$870,000.00	\$4,790,000.00
Total Sources	\$3,920,000.00	\$870,000.00	\$4,790,000.00
Uses Of Funds			
Total Underwriter's Discount (1.000%)	39,200.00	8,700.00	47,900.00
Costs of Issuance	49,102.30	10,897.70	60,000.00
Deposit to Crossover Escrow Fund	3,827,192.76	852,838.30	4,680,031.06
Rounding Amount	4,504.94	(2,436.00)	2,068.94
Total Uses	\$3,920,000.00	\$870,000.00	\$4,790,000.00

I.S.D. No. 477 (Princeton), MN

\$4,790,000 G.O. Refunding Bonds, Dated December 28, 2016

Issue Summary - **Proposed Crossover Refunding** of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i	Fiscal Total
12/28/2016	-	-	-	-	-
08/01/2017	-	-	42,131.11	42,131.11	-
02/01/2018	-	-	35,603.75	35,603.75	77,734.86
08/01/2018	-	-	35,603.75	35,603.75	-
02/01/2019	810,000.00	1.250%	35,603.75	845,603.75	881,207.50
08/01/2019	-	-	30,541.25	30,541.25	-
02/01/2020	820,000.00	1.350%	30,541.25	850,541.25	881,082.50
08/01/2020	-	-	25,006.25	25,006.25	-
02/01/2021	820,000.00	1.450%	25,006.25	845,006.25	870,012.50
08/01/2021	-	-	19,061.25	19,061.25	-
02/01/2022	825,000.00	1.550%	19,061.25	844,061.25	863,122.50
08/01/2022	-	-	12,667.50	12,667.50	-
02/01/2023	840,000.00	1.650%	12,667.50	852,667.50	865,335.00
08/01/2023	-	-	5,737.50	5,737.50	-
02/01/2024	675,000.00	1.700%	5,737.50	680,737.50	686,475.00
Total	\$4,790,000.00	-	\$334,969.86	\$5,124,969.86	-

Yield Statistics

Bond Year Dollars	\$21,689.08
Average Life	4.528 Years
Average Coupon	1.5444169%
Net Interest Cost (NIC)	1.7652653%
True Interest Cost (TIC)	1.7743409%
Bond Yield for Arbitrage Purposes	1.5425803%
All Inclusive Cost (AIC)	2.0688778%

IRS Form 8038

Net Interest Cost	1.5444169%
Weighted Average Maturity	4.528 Years

I.S.D. No. 477 (Princeton), MN

\$4,790,000 G.O. Refunding Bonds, Dated December 28, 2016

Issue Summary - Proposed Crossover Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Debt Service Comparison

Date	Total P+I	Const Loan Pmt	Existing D/S	Net New D/S	Old Net D/S	Savings
02/01/2017	-	-	101,620.63	99,551.69	101,620.63	2,068.94
02/01/2018	77,734.86	(4,712,734.86)	4,838,241.26	203,241.26	203,241.26	-
02/01/2019	881,207.50	-	-	881,207.50	933,241.26	52,033.76
02/01/2020	881,082.50	-	-	881,082.50	932,868.76	51,786.26
02/01/2021	870,012.50	-	-	870,012.50	925,628.76	55,616.26
02/01/2022	863,122.50	-	-	863,122.50	916,242.50	53,120.00
02/01/2023	865,335.00	-	-	865,335.00	919,935.00	54,600.00
02/01/2024	686,475.00	-	-	686,475.00	731,500.00	45,025.00
Total	\$5,124,969.86	(4,712,734.86)	\$4,939,861.89	\$5,350,027.95	\$5,664,278.17	\$314,250.22

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	292,919.03
Net PV Cashflow Savings @ 1.543%(Bond Yield).....	292,919.03
Contingency or Rounding Amount.....	2,068.94
Net Present Value Benefit	\$294,987.97
Net PV Benefit / \$5,006,157.77 PV Refunded Debt Service	5.893%
Net PV Benefit / \$4,635,000 Refunded Principal...	6.364%
Net PV Benefit / \$4,790,000 Refunding Principal..	6.158%

Refunding Bond Information

Refunding Dated Date	12/28/2016
Refunding Delivery Date	12/28/2016

I.S.D. No. 477 (Princeton), MN

\$4,790,000 G.O. Refunding Bonds, Dated December 28, 2016

Issue Summary - Proposed Crossover Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Crossover Escrow Fund Cashflow

Date	Principal	Rate	Interest	Zero Coupon	Reinvestment	Receipts	Disbursements	Cash Balance
12/28/2016	-	-	-	-	-	1.06	-	1.06
02/01/2017	-	-	2,833.90	(2,318.00)	-	515.90	-	516.96
08/01/2017	24,325.00	0.510%	14,971.65	-	2,318.00	41,614.65	42,131.11	0.50
02/01/2018	4,655,705.00	0.640%	14,898.25	-	-	4,670,603.25	4,670,603.75	-
Total	\$4,680,030.00	-	\$32,703.80	(2,318.00)	\$2,318.00	\$4,712,734.86	\$4,712,734.86	-

Investment Parameters

Investment Model [PV, GIC, or Securities]	Securities
Default investment yield target	Bond Yield
Cash Deposit	1.06
Cost of Investments Purchased with Bond Proceeds	4,680,030.00
Total Cost of Investments	\$4,680,031.06
Target Cost of Investments at bond yield	\$4,634,656.63
Actual positive or (negative) arbitrage	(45,374.43)
Yield to Receipt	0.6415771%
Yield for Arbitrage Purposes	1.5425803%
State and Local Government Series (SLGS) rates for	10/04/2016

I.S.D. No. 477 (Princeton), MN

\$4,735,000 G.O. Refunding Bonds, November 15, 2017

Proposed Current Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Total Issue Sources And Uses

Dated 11/15/2017 | Delivered 11/15/2017

	CR 2008A	CR2008B	Issue Summary
Sources Of Funds			
Par Amount of Bonds	\$3,870,000.00	\$865,000.00	\$4,735,000.00
Total Sources	\$3,870,000.00	\$865,000.00	\$4,735,000.00
Uses Of Funds			
Total Underwriter's Discount (1.000%)	38,700.00	8,650.00	47,350.00
Costs of Issuance	42,500.53	9,499.47	52,000.00
Deposit to Current Refunding Fund	3,787,814.49	845,000.00	4,632,814.49
Rounding Amount	984.98	1,850.53	2,835.51
Total Uses	\$3,870,000.00	\$865,000.00	\$4,735,000.00

I.S.D. No. 477 (Princeton), MN

\$4,735,000 G.O. Refunding Bonds, November 15, 2017

Proposed Current Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i	Fiscal Total
11/15/2017	-	-	-	-	-
08/01/2018	-	-	46,110.22	46,110.22	-
02/01/2019	790,000.00	1.000%	32,421.25	822,421.25	868,531.47
08/01/2019	-	-	28,471.25	28,471.25	-
02/01/2020	810,000.00	1.250%	28,471.25	838,471.25	866,942.50
08/01/2020	-	-	23,408.75	23,408.75	-
02/01/2021	815,000.00	1.350%	23,408.75	838,408.75	861,817.50
08/01/2021	-	-	17,907.50	17,907.50	-
02/01/2022	815,000.00	1.450%	17,907.50	832,907.50	850,815.00
08/01/2022	-	-	11,998.75	11,998.75	-
02/01/2023	835,000.00	1.550%	11,998.75	846,998.75	858,997.50
08/01/2023	-	-	5,527.50	5,527.50	-
02/01/2024	670,000.00	1.650%	5,527.50	675,527.50	681,055.00
Total	\$4,735,000.00	-	\$253,158.97	\$4,988,158.97	-

Yield Statistics

Bond Year Dollars	\$17,309.61
Average Life	3.656 Years
Average Coupon	1.4625341%
Net Interest Cost (NIC)	1.7360816%
True Interest Cost (TIC)	1.7452668%
Bond Yield for Arbitrage Purposes	1.4603074%
All Inclusive Cost (AIC)	2.0627708%

IRS Form 8038

Net Interest Cost	1.4625341%
Weighted Average Maturity	3.656 Years

I.S.D. No. 477 (Princeton), MN

\$4,735,000 G.O. Refunding Bonds, November 15, 2017

Proposed Current Refunding of Series 2008A & 2008B

Assuming Current GO BQ Credit Enhanced "Aa3" Market Rates + 25 bp

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2018	-	(2,835.51)	-	2,835.51
02/01/2019	868,531.47	868,531.47	933,241.26	64,709.79
02/01/2020	866,942.50	866,942.50	932,868.76	65,926.26
02/01/2021	861,817.50	861,817.50	925,628.76	63,811.26
02/01/2022	850,815.00	850,815.00	916,242.50	65,427.50
02/01/2023	858,997.50	858,997.50	919,935.00	60,937.50
02/01/2024	681,055.00	681,055.00	731,500.00	50,445.00
Total	\$4,988,158.97	\$4,985,323.46	\$5,359,416.28	\$374,092.82

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	347,261.80
Net PV Cashflow Savings @ 2.063%(AIC).....	347,261.80
Contingency or Rounding Amount.....	2,835.51
Net Present Value Benefit	\$350,097.31
Net PV Benefit / \$5,089,030.42 PV Refunded Debt Service	6.879%
Net PV Benefit / \$4,635,000 Refunded Principal...	7.553%
Net PV Benefit / \$4,735,000 Refunding Principal..	7.394%

Refunding Bond Information

Refunding Dated Date	11/15/2017
Refunding Delivery Date	11/15/2017

Princeton Public Schools ISD #477
Sensitivity Analysis - Advance vs. Current Refunding

\$7,160,000 G.O. Alternative Facilities Bonds, Series 2008A and
\$2,010,000 G.O. Capital Facilities Bonds, Series 2008B

Call Date: 2/1/2018

Date of Analysis: October 4, 2016

Advance Refunding		
Dated:		12/28/2016
Estimated Savings:		
Future Value of All Savings		\$314,250
Present Value as of 12/28/2016		294,988
PV Savings as % of PV of Ref. Debt		5.893%
Present Value as of 11/15/2017		300,578

Current Refunding		
Dated:		11/15/2017
Estimated Savings, Based on Current Interest Rates		
Future Value of All Savings		\$374,093
Present Value as of 11/15/2017		350,097
Present Value of savings, if interest rates change by:		
	-1.00%	526,375
	-0.90%	508,364
	-0.80%	490,440
	-0.70%	472,602
	-0.60%	454,851
	-0.50%	437,186
	-0.40%	419,605
	-0.30%	402,110
	-0.20%	385,297
	-0.10%	368,788
Current Rates →	0.00%	350,097
	0.10%	336,015
	0.20%	319,352
	0.30%	302,770
	0.40%	287,470
	0.50%	271,449
	0.60%	255,509
	0.70%	239,658
	0.80%	223,866
	0.90%	208,163
	1.00%	192,538

Break-Even Analysis
Estimated Break-Even Point: 0.31%
 Ehlers estimates that, if interest rates increase by less than 0.31% between now and 11/15/2017, then the district would gain greater savings by waiting to conduct a current refunding than they would receive from an advance refunding in the near future.

Student Services

October 4, 2016

- 57 ★ PERSONALIZED INSTRUCTION
 - ★ INNOVATIVE PROGRAMMING
 - ★ COLLEGE AND CAREER FOCUSED
 - ★ INVESTMENT IN OUR COMMUNITY
-

CURRENT ENROLLMENT

-as of 10/4/16

Online Academy Full-time - 48

Online Academy Supplemental - 78

Area Learning Center - 13

Onward -7

Educational Options -14

Total Students Served-160

Student Demographics-Online Academy

- 15-16 Enrollment-End of Year Totals
 - Full-Time-71
 - Supplemental-98
 - Current 16-17 Enrollment as of 10/4/16
 - Full-Time-48
 - Supplemental-78
 - Options for Student Support
 - Learning lab
 - Google Hangout/Facetime
 - Phone
 - Email/Messaging
-

DEMOGRAPHICS - Area Learning Center

- Enrollment as of 10/4/16-13 Students
 - Age
 - 2 of our students are 18 or older
 - >50% are at least 17
 - Last School of Enrollment
 - 6 of our students were last served at an ALC
 - 2 of our students were last served in a therapeutic setting
 - 2 of our students came from PHS
 - 2 of our students came from online
 - 1 our our students was homeschooled.
 - Credit Status
 - The majority of our students are behind on credits
 - > 50% of our students are significantly behind on credits
-

Demographics-Area Learning Center

- Strengths
 - Creative
 - Responsible
 - Hard worker
- Concerns
 - Attendance
 - Grades
 - Paying Attention
 - Anger Management
- Barriers to Success
 - Teen Pregnancy
 - Family Mobility
 - Mental Health
 - Learning Disability
 - Trauma
 - Family Issues
 - Law
 - Work Obligations/Schedule

Student Demographics-Onward

- Typically less than 10 students per year
 - Typically range in age 18-21
 - Students have completed the traditional high school program
 - Instructional Focus
 - Job Skills
 - Independent Living Skills
 - Access community daily
 - Have mild to severe needs
-

Student Demographics-Special Education

- December 1, 2016-466 Students
 - 11.67% of Princeton students age 5-18
 - 12.47% statewide
 - Majority of our students are accessing instruction within the general education settings
 - Level 3 programs-Behavior
 - Intermediate School
 - High School
 - Level 4 Programs through RRSEC
 - K-8-15 Students
 - 9-12-2 Students
-

Student Demographics-Adult Basic Education

- Enrollment
 - 2014-15-27 students
 - 2015-16-35 students
 - 2016-17-21 students thus far
- Age of Students
 - 16-18 -20%
 - 19-24-20%
 - 25-44-57%
 - 44-59-3%

Instructional Space-Student Services

Current Design

- Programs are located in multiple buildings
 - Family Center
 - High School
 - District Center
- All programs are near other school sites and community resources
- Special education staff travel between sites

Future Design

- One location
 - Office and Guidance staff more available
 - Shared staff and resources between programs
- Remain in close proximity to other school and community sites
- Special education staff serving student services traveling to one location

Instructional Space-Area Learning Center

Current Design

- Two classrooms available for instruction
- Related service providers must reserve one shared space
- Students completing coursework online and teacher lead instruction are in the same space

Future Design

- Multiple small to medium size classrooms for instruction
- Multiple meeting rooms for related providers.
 - Mental Health
 - Public Health
 - Family Services
 - Workforce Center
 - Guidance Counselor
 - Central MN Jobs and Training
 - Cultural Liaison

Instructional Space-Area Learning Center

Current Design

- Services and space for middle level ALC are limited due to space and staffing
- Space for work based learning activities is limited
- Students with children do not have access to childcare

Future Design

- Space for separate middle level instructional space is available
 - Space available for a PAES lab
 - Space for childcare
-

Instructional Space-Online Academy

Current Design

- Teacher space and learning lab meet needs of program
- Secretarial staff and administrator are located at a separate site
- Students access special education services pulled from multiple buildings

Future Design

- One location for all staff
- Online staff available to support students at ALC pursuing an independent study.
- Special education staff onsite.

Instructional Space-Onward Program

Current Design

- Onward Program space is greatly improved from previous location in portable

Future Design

- Increasing space would allow for the creation of a PAES lab
 - Simulated vocational assessment

Instructional Space-Adult Basic Education

Current Design

- ABE program is located at the Family Center
- Students at ALC considering the GED program do not have access to staff

Future Design

- ABE staff available to students at the ALC who are going to pursue their GED
- Childcare options onsite may increase access to ABE program

Community Opportunities

- **Community Access**
 - Large space available for meetings and activities outside of school day
 - Kitchen to prepare a meal-if certified
 - Private meeting space for individuals or small groups of people.
- **Space available to lease to other providers**
 - Outside of school day
- **Large meeting space for District needs during the school day.**
 - Would not impact student use
 - Ample parking
 - Could be used before, during, and after school

PRINCIPAL CONTRACT

1. 3% salary increase each year (2016-2017, 2017-2018 & 2018-2019)
2. \$250 increase in 403(b) contributions (One time)
3. \$50 a month increase, each year, in medical benefits for the 2016-2017, 2017-2018 and 2018-2019 school years.
4. Health Reimbursement Account Language- Must have 65 sick days accumulated along with using less than 7 days of sick year in the prior year, then two days of pay are deposited into a HRA.
5. Dental contributions - \$3.42 in year two and \$3.00 in year 3.

09.15.2016 BOARD PROPOSAL - FINAL							
16-17 Wage	17-18 Wage	18-19 Wage	Longevity	Health	Dental	403B	Wellness Incentive
3.0%	3.0%	3.0%	No change	+50 1st year +50 2nd year +50 3rd year	+3.42 2nd year +3.00 3rd year	+250	2 days of pay from sick time into HRSA if accumulated to 65 and used 7 or less

Superintendent Contract

Salary:

- 6% Salary Increase – 2016-2017
- 4% salary increase – 2017-2018
- 1% 2017-2018

Benefits:

- Contribute to Health Savings Account an additional \$2,000 (to total \$5,000)
- Compensate Superintendent for 7 unused days at daily rate of pay.

Director Contracts (Director of Community Education/ECFE Coordinator, Director of Teaching and Learning and Director of Human Resources)

Salary:

- 4% salary increase – 2016-2017
- 3% salary increase – 2017-2018

Benefits:

- Same benefits as Principal Contract

Other:

- 220 Duty Day Calendar

Princeton Public Schools - End of Year Report
2015-16 School Year

Thank you for another great school year. We appreciate your business and look forward to working together next year. This report includes substitute utilization, trends specific to your district, substitute feedback, important internal changes at Teachers On Call, and proposed changes for the next school year with the goal of improving fill rate.

Section 1: Substitute Utilization/Absence Summary Report

All data referenced in this section was prepared using Aesop reporting features.

Substitute Utilization

	2015-16	2014-15	% Difference
Average – Sub need per day	25.04	24.60	+1.79%
Average – Filled assignments per day	24.47	23.72	+3.16%
Average – Unfilled assignments per day	0.57	0.88	-35.22%
Total Filled Positions	4601	4696	-2.02%
Overall Fill Rate	97.73%	96.43%	+1.3%

Highlights

	2015-16	Total	2014-15	Total
Highest Month – Filled Absences	February	620	February	683
Highest Month – Unfilled Absences	April	23	May	35
Lowest Month – Filled Absences *excluding June	September	258	September	276
Lowest Month – Unfilled Absences *excluding June	November/January	8	November	6
Highest Absence Reason Usage	Sick Day Teacher	1514.43 (31%)	Sick Day Teacher	1535.85 (31.30%)

Statewide Substitute Utilization

- Average Fill Rate Statewide: 92.30%
- District Difference: **+5.43%**

Princeton Public Schools - End of Year Report
2015-16 School Year

How are assignments filled?

*Note: these figures represent each confirmation number, not each assignment

Method	Total	% of Total
Teacher Assigned	611	15%
Substitute via inbound phone call	52	1.3%
Substitute via outbound phone call	449	11%
Jobulator app	672	16.5%
Navigator (District/TOC)	685	16.9%
Campus user (Secretary)	577	14.2%
Building Sub (Auto-assigned)	0	0%
Substitute via web	1019	25.1%

Unfilled Absences

- Highest number of absences requesting a substitute in **February**
- Most commonly used absence reason: *Sick Day Teacher*
- Positions filled: Teacher (3041), Para (1446), Secretary (114)
- Day of the week with the highest number of subs requested: Thursday
- Building with the most filled positions: Princeton High School (1290)
- Building with the most unfilled positions: Princeton High School (43)
- Of the 4708 absences requesting a substitute, 2189 were posted with 24 hours of the start time

	Absences		Need Sub		Filled		Unfilled		% Filled		% Unfilled	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
July	2	4	2	4	2	4	0	0	100%	100%	0%	0%
August	6	14	4	4	4	3	0	1	100%	75%	0%	25%
September	342	384	259	286	258	276	1	10	99.61%	96.50%	0.39%	3.50%
October	659	558	547	466	536	443	11	23	97.99%	95.06%	2.01%	4.94%
November	710	437	587	348	579	342	8	6	98.64%	98.28%	1.36%	1.72%
December	610	552	471	472	457	454	14	18	97.03%	96.19%	2.97%	3.81%
January	755	754	602	633	594	622	8	11	98.67%	98.26%	1.33%	1.74%
February	753	820	634	706	620	683	14	23	97.79%	96.74%	2.21%	3.26%
March	687	787	524	562	507	531	17	31	96.76%	94.48%	3.24%	5.52%
April	733	713	580	600	557	584	23	16	96.03%	97.33%	3.97%	2.67%
May	670	843	498	715	487	680	11	35	97.79%	95.10%	2.21%	4.90%
June	-	101	-	74	-	74	-	0	-	100%	-	0%
Total	5927	5967	4708	4870	4601	4696	107	174	97.73%	96.43%	2.27%	3.57%
Difference	40		162		95		67		1.3%		(1.3%)	

Princeton Public Schools - End of Year Report
2015-16 School Year

Section 2: TOC Partnership in 2015-16

- Increased Substitute Pool
Since August 2015, 67 substitutes (Teacher and Aide) were added to the district sub pool. This number only includes substitutes still active June 2016.

- Human Resources
 - *Unemployment* – TOC communicates with state unemployment offices weekly and continuously monitors each claim to determine eligibility.
 - *Workers' Compensation* – TOC works with a third party agency to manage claims.
 - *General Substitute Management* – exclusions, warnings, terminations, escalations

- Short Call Licensure
TOC works closely with the Department of Education to act as an authorized party to sign two-year short-call substitute licenses.

- Aesop Support and Recommendations
TOC suggests specific settings and features to optimize the software system and increase the fill rate

- Substitute Training and Development
Free training opportunities for active substitutes in classroom management, teaching strategies, special education, and para-educator

- Affordable Care Act (ACA)
TOC follows different parameters for ACA tracking and qualification. Our internal procedures help to identify us as the common law employer, protecting the district from exposure to unintended costs

- Substitute Incentives
 - *Referral Bonus*
 - *Holiday Pay*
 - *Substitute Appreciation Week*
 - *Sub of the Week*
 - *Bonus: \$250 bonus upon working 850 hours in a school year*

PRINCETON PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RELATIONSHIP TO OTHER ENTITIES

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

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

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

control for public purposes, subject to the limitations provided by law.

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

B. Raising Funds

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

C. Property

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

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

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

F. Actions and Suits

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

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

Cross References: MSBA Model Policy 201 (Legal Status of School Board)
MSBA Model Policy 603 (Curriculum Development)
MSBA Model Policy 604 (Instructional Curriculum)
MSBA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA Model Policy 705 (Investments)

MSBA Model Policy 706 (Acceptance of Gifts)
MSBA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA Service Manual, Chapter 4, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 11, 2003
Reviewed: October 8, 2013
Reviewed: March 17, 2015
Revised: September 6th, 2016

**PRINCETON PUBLIC SCHOOLS
DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES**

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new

policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policies and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to this policy manual, and a copy shall be placed in the office of each school attendance center. Manuals shall be available in the central office and made available for reference purposes to other interested persons.
- C. It shall be the responsibility of the superintendent, employees designated by the superintendent, and individual school board members to keep the policy manuals current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 214 Out-of-State Travel by School Board Members; 410 Family and Medical Leave Policy; 413

Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; and 616 School District System Accountability.

- E. When there is no school board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References:

Adopted: March 11, 2003
Revised: October 27, 2009
Revised: May 5, 2015
Reviewed: September 6, 2016

PRINCETON PUBLIC SCHOOLS

DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the **Human Resource Coordinator Director**.
This individual is the school district's appointed ADA/Section 504 coordinator.

Legal References: 29 U.S.C. 794 *et seq.* (§ 504 of Rehabilitation Act of 1973)
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 104

Cross References: MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Independent School District #477
Princeton, Minnesota 55371

Adopted: May 11, 2004

Revised: May 5, 2015

Revised: September 6, 2016

**PRINCETON PUBLIC SCHOOLS
EMPLOYEE PUBLIC AND PRIVATE PERSONNEL DATA**

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. “Confidential” means the data is not available to the subject.
- D. “Parking space leasing data” means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. “Personnel data” means data on individuals collected because they are or were employees of the school district, applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. “Finalist” means an individual who is selected to be interviewed by the school

board for a position.

- G. “Protected health information” means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. “Protected health information” excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.
- H. “Public official” means business manager, human resource director, and an individual defined as superintendent, principal, or director who is employed in a position requiring an administrative license.

IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteers and independent contractors, is public:
1. name;
 2. employee identification number, which may not be the employee’s social security number;
 3. actual gross salary;
 4. salary range;
 5. terms and conditions of employment relationship;
 6. contract fees;
 7. actual gross pension;
 8. the value and nature of employer-paid fringe benefits;
 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 10. job title;
 11. bargaining unit;
 12. job description;
 13. education and training background;

14. previous work experience;
 15. date of first and last employment;
 16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
 17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
 19. work location;
 20. work telephone number;
 21. badge number;
 22. work-related continuing education;
 23. honors and awards received; and
 24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of timesheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- B. The following information on applicants for employment is public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;

4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
 - i. veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;

- b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
- F. Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement with another person. Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.

- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- F. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- G. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
 - 3. A court, law enforcement agency or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- I. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or
 - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- K. The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- L. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.
- M. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.
- N. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.
- O. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- P. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- Q. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- R. The personal telephone number, home address, and electronic mail address of a

current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Human Resources Coordinator as the authority responsible for personnel data.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 13.02 (Definitions)
 Minn. Stat. § 13.37 (General Nonpublic Data)
 Minn. Stat. § 13.39 (Civil Investigation Data)
 Minn. Stat. § 13.43 (Personnel Data)
 Minn. Stat. § 13.601.Subd. 3 (Elected and Appointed Officials)
 Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
 P.L. 104-191 (HIPAA)
 45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

Cross References:

Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 Policy 515 (Protection and Privacy of Pupil Records)
 MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: May 11, 2004
Revised: December 8, 2009
Revised: January 14, 2014
Reviewed: May 5, 2015
Revised: September 6, 2016

PRINCETON PUBLIC SCHOOLS FAMILY AND MEDICAL LEAVE

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves and was discharged or released under conditions other than dishonorable, , at any time during the period of five years preceding the first date the eligible employee takes FMLA leave care for the covered veteran

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Right Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military Care leave” means taken to care for a covered servicemember with a serious injury or illness.
- E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered service member's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemembers only next of kin.
- F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave

for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member's child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member; and
 8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
 9. to address parental care needs.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, on the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any

State, is valid in the place where entered into and could have been entered into in at least one state.

I.J. “Veteran” has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 workweeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee’s child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
 - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
 - e. any qualifying exigency arising from the employee’s spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
- a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran and is:
 - (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member’s office grade, rank, or rating: or
 - (ii) a physical or mental condition that substantially impairs the covered veteran has received U.S Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave: or
 - (iii) a physical or mental condition that substantially impairs the covered veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment: or
 - (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an

aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to

disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal caregiver incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 workweeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth;

for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester

may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state

and federal law.

Legal References:

Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References:

MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

Adopted: June 8, 2004
Revised: October 27, 2009
Revised: December 21, 2010
Reviewed: November 8, 2011
Revised: May 19, 2015

Princeton Public Schools
Harassment and Violence Prohibition

I. PURPOSE

The purpose of this policy 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, gender identity or disability.

II. GENERAL STATEMENT OF POLICY

- 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, gender identity 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, gender identity 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, gender identity 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, gender identity 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.

III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "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, gender identity 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.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. "Familial status" means the condition of one or more minors being domiciled with:

- a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 7. "Gender Identity" means that the personal conception of oneself as a male or female.
 8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rental supplements.

E. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim 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, gender identity or disability by a pupil, teacher, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.

- C. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- D. In the District. The school board hereby designates the Human Resources Director as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

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

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating

civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
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 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: June 8, 2004
Revised: November 24, 2009
Revised: November 8, 2011
Revised: April 15, 2014
Revised: October 20, 2015
Revised: September 6, 2016

INDEPENDENT SCHOOL DISTRICT NO. 477
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 477 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees 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 is strictly prohibited. All persons are to be treated with respect and dignity. 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, **gender identity**, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant

Home Address

Work Address

Home Phone _____ Work Phone _____

Date of Alleged Incident(s)

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ gender identity \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group.

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

Where and when did the incident(s) occur?

List any witnesses that were present

This complaint is filed based on my honest belief that _____
has harassed or has been violent to me or to another person or group. I hereby certify that the information
I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by

(Date)

PRINCETON PUBLIC SCHOOLS DRUG-FREE WORKPLACE/ DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, 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.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possession alcohol, toxic substances, ~~or~~ controlled substances, or medical cannabis, in any school location.
- C. 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.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.
- B. "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.
- C. "Medical cannabis" means any species of the genus cannabis plant, or any Mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) any other method, excluding smoking, approved by the commissioner.
- ~~C-D~~ "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.

~~D-E~~ “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.

~~E-F~~ “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.

~~F-G~~ “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; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician’s prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § 624.701, Subd. 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district’s student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free

Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis on a school bus or van; Or on the grounds of any preschool or primary or secondary school; or on the Grounds of any child care facility.

- ~~F.~~G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

- A. Students.
 1. 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.
 2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.
- B. Employees.
 1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
 2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
 3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or

rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies. 418 418

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C. The Public.

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.

Legal References: [Minn. Stat. § 121A.22 \(Administration of Drugs and Medicine\)](#)
[Minn. Stat. § 152.22 \(Medical Cannabis: Definitions\)](#)
[Minn. Stat. § 152.23 \(Medical Cannabis; Limitations\)](#)

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Liquor in Certain Buildings or Grounds)
41 U.S.C. §§ 701-707 (Drug-Free Workplace Act)
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Revised: May 15, 2015
Revised: September 6, 2016

PRINCETON PUBLIC SCHOOLS

WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.

B. Direct Services

“Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public ~~Employers~~Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
 Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
 Minn. Rule 3525.2340, Subp. 4.B. (Caseloads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
 MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

Adopted: August 4, 2015

Revised: September 6, 2016

Princeton Public Schools
STUDENT MEDICATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any Form of medical cannabis as defined in Minn. Stat. §152.22.Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or

older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

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

- c. the parent has not requested school personnel to administer the medication to the student.

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

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

6. Medications:

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

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

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

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

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

- K. "Parent" for students 18 years old or older is the student.
- L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

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

- Legal References:**
- Minn. Stat. § 13.32 (Student Health Data)
 - Minn. Stat. § 121A.21 (Hiring of Health Personnel)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
 - Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
 - Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
 - Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
 - Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
 - [Minn. Stat § 152.22 \(Medical Cannabis; Definitions\)](#)
 - [Minn. Stat § 152.23 \(Medical Cannabis; Limitations\)](#)
 - 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement

Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

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

Adopted: November 10, 1988
Revised: June 22, 1999
Revised: October 11, 2005
Revised: October 21, 2014
Reviewed: August 18, 2015
Revised: September 6, 2016

PRINCETON PUBLIC SCHOOLS

WASTE REDUCTION AND RECYCLING

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (Minn. Stat. § 115A.15, Subd. 1)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)
- B. “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (Minn. Stat. § 115A.03, Subd. 21)
- C. “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)
- D. “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)
- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery

exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)

- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))
- K. “Source-separated compostable materials” means materials that:
1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner

determines that no other person is willing to accept the material.

(Minn. Stat. § 115A.03, Subd. 32a)

- L. “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
1. reusing the product in its original form;
 2. increasing the life span of a product;
 3. reducing material or the toxicity of material used in production or packaging; or
 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(Minn. Stat. § 115A.03, Subd. 36b)

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility will have containers for at least three of the following recyclable materials: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the

waste management practices employed by the county or district, the school district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
2. the land unless approved by the PCA; or
3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge

lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or
2. in a wastewater disposal system. (Minn. Stat. § 115A.932, Subd. 1(a))

G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)

J. The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or

(e).

(Minn. Stat. § 115A.931)

- K. The school district may not place a telephone directory:
1. in solid waste;
 2. in a disposal facility; or
 3. in a resource recovery facility, except a recycling facility.

(Minn. Stat. § 115A.951, Subd. 2)

- L. The school district may not:
1. place major appliances in mixed municipal solid waste; or
 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(Minn. Stat. § 115A.9561)

- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)
- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16B.122, Subd.3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16B.122, Subd. 3(b))

- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight
 3. purchase paper which has not been dyed with colors, excluding pastel colors;
 4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
 5. use reusable binding materials or staples and bind documents by methods that do not use glue;
 6. use soy-based inks;
 7. produce reports, publications, and periodicals that are readily recyclable;
 8. purchase paper which has been made on a paper machine located in Minnesota; and
 9. print documents on both sides of the paper where commonly accepted publishing practices allow.

(Minn. Stat. § 16B.122, Subd. 2)

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. (Minn. Stat. § 115A.9651)
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (Minn. Stat. § 16B.122, Subd. 3(b))
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. (Minn. Stat. § 16B.122, Subd. 3(b))

VI. OTHER

It is the policy of the school district to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

Legal References: Minn. Stat. § 16B.122 (Purchase and Use of Paper Stock; Printing)

Minn. Stat. § 115A.03 (Definitions)

Minn. Stat. § 115A.15 (State Government Resource Recovery)

Minn. Stat. § 115A.151 (State and Local Facilities)

Minn. Stat. § 115A.46 (Requirements)

Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)

Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal

Prohibited) Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)

Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)

Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)

Minn. Stat. § 115A.931 (Yard Waste Prohibition)

Minn. Stat. § 115A.932 (Mercury Prohibition)

Minn. Stat. § 115A.951 (Telephone

Directories) Minn. Stat. § 115A.9561 (Major Appliances)

Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)

Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)

Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)

Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)

Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)

Minn. Stat. § 458D.07 (Sewage Collection and Disposal)

National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References:

Adopted: March 14, 1995

Revised: April 22, 2008

Revised: October 26, 2010

Revised: May 17, 2016

PRINCETON PUBLIC SCHOOLS SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish procedures for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets.

B. Handler

A “handler” is an individual with a disability who is accompanied by a service animal or a trainer who is accompanied by a service animal. For purposes of this policy, the terms “handler” and “individual with disability” may be used interchangeably.

C. “Works or Tasks”

1. “Work or tasks” are those functions performed by a service animal. The “work or tasks” performed by a service animal must be directly related to the handler’s disability.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling wheelchair assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance

and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e individuals with disabilities or tainers" are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right:

(a) to be present on school district property

(b) to attend or participate in a school sponsored event, activity, or program; or

(c) to be transported in a vehicle that is operated by or on behalf of the school district.

- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. If the animal is required because of a disability; and

2. What work or tasks the animal has been trained to perform.

- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.

- D. An individual with a disability may not be required to provide documents such as proof that the animal has been certified, trained, or licensed as a service animal.

V. MANAGEMENT OF SERVICE ANIMALS

A service animal must be under the control of its handler. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means)

VI. CARE OF, AND RESPONSIBILITY FOR, SERVICE ANIMALS; LIABILITY

- A. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning, and toileting. Neither the school district nor its staff will assume such responsibilities. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.
- B. Individuals with disabilities who are assisted by service animals are responsible for providing the supplies and equipment needed by the service animal.
- C. Owners of service animals are liable for any harm or injury caused by the service animal to other students, staff, visitors and/or property.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building or a school-sponsored program or activity, if:
 1. The service animal is out of control and the handler does not take effective action to control it;
 2. The service animal is not housebroken;
 3. The presence of the animal would fundamentally alter the nature of a service, program or activity; or

4. The handler fails to submit proof of current vaccinations and immunizations of the service animal.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. They type, size and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken;
- D. Whether the miniature horse's presence in a specific building or on school grounds compromised legitimate safety requirements that are necessary for safe operation; and
- E. Whether the miniature horse's presence is contrary to any other provision of this Policy.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service Animal, the school district will balance the rights of the individuals involved. In general, Allergies that are not life threatening are not a valid reason for prohibiting the presence of A service animal. Fear of the animals is generally not a valid reason for prohibiting the presence of a service animal.

X. ANIMALS FOR STUDENTS WITH IEPs OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP Team or Section 504 Team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education ("FAPE")

XI. SERVICE ANIMALS FOR EMPLOYEES

Use of a service animal by a school district employee who is qualified individual with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

Legal References: 28 C.F.R. § 35.104, 28 C.F.R § 35.130(b)(7) and 28 C.F.R § 35.136 Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat.§ 256C.02 (Public Accommodations)

Cross References: MSBA Policy 402-Disability Nondiscrimination Policy
MSBA Policy-521 Student Disability Nondiscrimination

Adopted: September 6, 2016

Princeton Student Services



Student and Family Handbook 2016-2017

Princeton Public Schools Mission

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

Vision

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

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WELCOME TO PRINCETON STUDENT SERVICES

Dear Students and Parents/Guardians,

Princeton Student Services provides supported learning opportunities through the Princeton Online Academy, Princeton Area Learning Center, Educational Options at Accurate Home Care, and special education services throughout the Princeton School District including the Onward Program.

Courses are aligned with Minnesota K-12 Academic Standards. Students are required to meet state standards as prescribed in the areas of Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Health and Physical Education in order to ensure grade progression and graduation.

This handbook serves as a reference guide for students and parents. Although it does not address all question 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 from the Student Services department.

Student Services reserves the right to modify procedures when the administration determines the changes are in the best interest of the school community. Such changes will be communicated to students, parents, and staff in a timely and appropriate fashion.

We hope you have an enjoyable and productive school year!

Sincerely,

Erin Dohrmann
Director of Student Services

School Board

Name	Title	Phone	Email
Craig Johnson	Director	763-634-2550	craig.johnson@isd477.org
Jeremy Miller	Chair	612-940-6838	jeremy.miller@isd477.org
Eric Minks	Clerk	763-238-1571	eric.minks@isd477.org
Chuck Nagle	Director	651-483-3982	chuck.nagle@isd477.org
Deb Ulm	Vice Chair	763-234-7645	deb.ulm@isd477.org
Howard Vaillancourt	Treasurer	763-389-3627	howard.vaillancourt@isd477.org
Chad Young	Acting Clerk	763-389-4217	chad.young@isd477.org

Staff Directory

To reach the Student Services department, please email student-services@isd477.org.

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

Name	Title	Phone	Email
Erin Dohrmann	Director of Student Services	763-389-6191	erin.dohrmann@isd477.org
Tami Duke	Guidance Counselor	763-389-6193	tami.duke@isd477.org
Kit Girtz	Speech/Language Pathologist-Accurate	763-389-6738	katheryn.girtz@isd477.org
Timothy Hasser	Teacher-Accurate Home Care	866-214-3800 x7103	timothy.hasser@isd477.org
Kim Hoskins	Special Education Secretary	763-389-7224	kim.hoskins@isd477.org
Terri Kerwin	Teacher-Princeton Online Academy	763-389-6180	terri.kerwin@isd477.org
Rick Kielty	Teacher-Area Learning Center	763-389-6094	rick.kielty@isd477.org
Emily McKinnon	Student Services Secretary	763-389-6719	emily.mckinnon@isd477.org
Steve Milam	Special Education Coordinator	763-389-6730	steve.milam@isd477.org
JoAnn Moats	Developmental Adapted Physical Education Teacher	763-389-6161	joann.moats@isd477.org
Sarah Moffat	Teacher-Princeton Online Academy	7630389-6063	sarah.moffat@isd477.org
Jean Roof	Teacher-Onward Program	763-389-6003	jean.roof@isd477.org
Lori Sandin	Special Education Assessment Spec	763-389-6194	lori.sandin@isd477.org
Amy Smith	Speech/Language Pathologist-Onward	763-389-6062	amy.smith@isd477.org
Brett Triplett	Special Education Teacher	763-389-6051	brett.triplett@isd477.org
Christina Vaughn	Teacher-Accurate Home Care	866-214-3800 x7103	christina.vaughn@isd477.org

Emergency School Closing

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

Radio: WCCO 830 AM
WQPM 1300 AM / KLCI 106.1 FM
KBEK 95.5 FM
KCLD 104.7 FM / KZPK 98.9 FM / KCML 99.9 FM
WWJO 98.1 FM / WJON 1240 AM

Television: WCCO-4
KSTP-5 / KSTC-45
KMSP / FOX-9
KARE-11

Websites: www.isd477.org
www.wcco.com
www.kare11.com

Student Services Calendar

Princeton Public Schools

2016-2017 School Calendar

July 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School Closed
 Last Day of Trimester

Staff Development Day
 First and Last Day of School

Aug 29-31	New Teacher Workshop
Sep 5	Labor Day
Sep 6-8	Staff Development Days
Sep 12	First Day of School for Students
Oct 20-21	MEA--No School for Staff/Students
Oct 28	Staff Development Day--No School for Students
Nov 11	Staff Development Day--No School for Students
Nov 24-25	Thanksgiving Break--No School for Staff/Students
Dec 2	Last Day of Trimester 1
Dec 5	Staff Development/Grading--No School for Students

Dec 23-Jan 2	Winter Break--No School for Staff/Students
Jan 16	Staff Development Day--No School for Students
Feb 20-21	No School for Staff/Students
March 10	Last Day of Trimester 2
March 13	Staff Development/Grading--No School for Students
March 14	Staff Development Day--No School for Students
April 14-17	No School for Staff/Students
May 29	Memorial Day--No School for Staff/Students
June 2	High School Graduation
June 7	Last Day of School/Trimester 3
June 8	Staff Development/Grading--No School for Students

Totals: 171 student days; T1 = 54 days, T2 59 days, T3 58 days

Board Approved 5/3/16

Student Enrollment Information and Process

Enrollment Process:

Students who are currently attending Princeton Public Schools should meet with their school counselor regarding options available through the Department of Student Services. Students who are not residents of Princeton Public Schools should complete the enrollment packet found on the district website and submit it to the Department of Student Services for processing. Specific questions about forms found within the enrollment packet can be answered by calling 763-389-6719.

Acceptance is contingent upon the receipt of the completed enrollment packet from the family and all required documents. The enrollment packet includes:

- Princeton Public Schools Student Enrollment Form
- Handbook Review Form
- Student Internet Acceptable Use & Safety Agreement Form
- School Bus Registration Form
- Application for Educational Benefits
- Pupil Immunization Form
- MDE Statewide Enrollment Options Form (*for students not living in Princeton*)
- Release of Information (*for students attending Educational Options at Accurate Home Care*)

Additional enrollment procedures can be found within the supplemental section for each Student Services program.

Upon acceptance of your enrollment and receipt of your enrollment packet, the following steps will occur:

- Your enrollment packet is reviewed by school staff and your academic records are requested from your previous school or district.
- You will meet with a representative of the Department of Student Services staff to design your program and build your schedule.
- Your services will begin.

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

ACADEMICS

Instructional Services

Princeton Student Services provides supported learning opportunities including the Princeton Online Academy, Princeton Area Learning Center, and Princeton Education Options available through Accurate Home Care. Special education services are also available at each building within the Princeton district and through the Onward Program.

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

Transfer Credits

Official transcripts are required in order to properly transfer credits into your program. Credit acceptance depends on the course content, number of credits, and the current school district and state graduation requirements.

Graduation Requirements

Upon completion of the enrollment process and at the end of each school year, students will receive a record of credits earned. Students/Parents may also request this record by contacting school counseling staff. This record includes the courses the student has completed and credits earned toward graduation. It is possible that the credit totals may be different than the previous schools attended, as Princeton Student Services courses are based on 1 credit per class/trimester, with a total of 54 credits needed for graduation. Students do not lose credits when transferring schools, although credit conversions and graduation requirements do differ between school districts.

To receive a diploma from Princeton Public Schools, each student is required to receive the following credits per category for a total of 54 credits in addition to meeting Minnesota state graduation requirements:

<i>Language Arts (8 credits)</i>				
	2.0 English I	2.0 English II	2.0 English III	2.0 English IV
<i>Math (6 credits)</i>				
	2.0 Algebra I	2.0 Geometry	2.0 Algebra II	

<i>Social Studies (7 credits)</i>				
	2.0 General History	2.0 U.S. History	1.0 World Geography	1.0 Economics
	1.0 Government			
<i>Science (6 credits)</i>				
	2.0 Physical Science	2.0 Biology	2.0 Chemistry or Physics	
<i>Health & Physical Education (3 credits)</i>				
	1.0 Physical Education	1.0 Physical Education	1.0 Health	
<i>Family and Consumer Science (1 credit)</i>				
	1.0 Career Management			
<i>Fine Arts (2 credits)</i>				
	2.0 Fine Arts Electives			
<i>Electives (21 Credits)</i>				
	21 Elective Courses <i>Any course taken beyond the requirements listed above.</i>			

State Testing

The Minnesota Comprehensive Assessments (MCA) and the alternate assessment Minnesota Test of Academic Skills (MTAS) are state tests which help districts measure student progress toward achieving the Minnesota's academic standards and also meet federal and state legislative requirements. Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility requirements may take the alternate assessment MTAS if determined appropriate by the IEP team.

The required MCA tests are:

- Grade 3: Reading, Mathematics
- Grade 4: Reading and Mathematics
- Grade 5: Reading, Mathematics and Science
- Grade 6: Reading and Mathematics
- Grade 7: Reading and Mathematics
- Grade 8: Reading, Mathematics and Science
- Grade 10: Reading and Science
- Grade 11: Mathematics

Career & College Readiness:

- Grade 10: COMPASS
- Grade 11: ACT with Writing

Testing for students attending the Online Academy will occur at the onsite learning lab for students living in the Princeton area. For students outside the area, mobile testing centers are arranged within a one hour drive for students to take the test(s). Staff will work with families to coordinate these testing dates.

Students enrolled in the ALC or Educational Options will complete tests in their classroom on dates designated on the District testing calendar.

Personal Learning Plan

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

Course Extensions

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

Incompletes

A mark of incomplete may be given to students who will need additional time to complete coursework. An incomplete grade means that the student has not completed the work for that grading period. A deadline for 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.

Dropping Courses

Students under the age of 18 wishing to drop a course must have a parent or legal guardian submit a written request to the school counselor within two weeks of enrollment in the course. A course drop is not official until it has been expressly approved by the school counselor. This written request must include the following:

- Student Name
- Parent Name (if the student is 18 or under)
- Reason for request
- The course(s) the student wishes to drop

Once the school counselor has approved the drop of a course(s), parents and students will receive written confirmation that the drop is official. Students must continue to work in all

courses until the drop has been confirmed. Students wishing to withdraw from ALL of their classes must following the procedures set forth in the withdrawal procedures.

Repeating Courses

If a student does not pass a class with a 60% or higher overall grade, the student will have the option of repeating the course. Students who fail a course are responsible for working with their school counselor to be re-enrolled in the course. Students and families are responsible for ensuring that all graduation requirements have been met through successful course completion. If a student does not meet the expected requirements of an elective course, students can choose to repeat the same elective for a better grade or choose a different course.

Credit Recovery

High School students who are behind in credits needed for graduation can request participation in the after school and/or summer credit recovery program. The number of allowable credits earned through credit recovery are based on the program the student is enrolled in at the time of the request:

- ALC-4 Credits per year
- Educational Options-Contact Resident District
- Online-Full-time or supplemental-3 Credits per year
- Onward-Does Not Apply

Concern Conference

Students demonstrating concerns related to attendance or who are unable to meet academic or behavioral expectations will participate in a concern conference. Parents and guardians will also be expected to attend for students who are under 18. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement. If concerns continue, the student may be referred to the Student Support Team for a possible special education evaluation.

Post-Secondary Enrollment Option (PSEO)

PSEO is a Minnesota state funded program which provides qualifying high school students with the opportunity to earn post-secondary education credits while still completing high school. PSEO is available to juniors and seniors. Each college and/or university that offers PSEO sets their own requirements for enrollment into their program. Common guidelines are as follows:

- Juniors, GPA of 3.0 or higher or class rank 1/3 (66th percentile)
- Seniors, GPA of 2.5 or higher or class rank 1/2 (50th percentile)
- Meet placement testing requirements (often this is the Accuplacer)
- Submit required application materials by deadline

Students are required to notify Princeton Student Services of PSEO enrollments.
Contact your school counselor for assistance with PSEO registration.

Commencement

Any student wishing to participate in graduation ceremonies must complete all graduation requirements prior to commencement, according to a timeline established by the program administrator, and must be a student in good standing. All school property (books, equipment, Chromebooks, 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.

Students attending the ALC who are not residents of Princeton will be invited to participate in the graduation ceremony if they have requested a diploma from Princeton Public Schools.

Students attending Educational Options who are not residents of Princeton will need to work with their resident district to access details related to the commencement requirements of their resident district.

Students attending the Online Academy as full time students will be invited to participate in the graduation ceremonies. Supplemental students who are not also enrolled in Princeton High School will need to work with their resident district or home school program to access details related to their commencement requirements.

Students enrolled in the Onward program typically participate in the commencement ceremony at the conclusion of their senior year. A diploma is issued when the student exits the Onward program.

Students enrolled at Princeton High School with supplemental online courses are eligible for consideration as part of Princeton High School class rank.

Special Education Services for Students

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

The IEP team for an individual student will include:

- 1) the parent (and/or student if over 18)
- 2) the student's teacher
- 3) appropriate special education staff and support personnel
- 4) a school administrator or designee

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

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

Special Education Records

When a student reaches graduation or age 21, a request to have special education records destroyed can be made. This request can be made by the student (age 18 or older) or by a person assigned as guardian to the student.

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

Erin Dohrmann
Director of Student Services
706 First Street
Princeton, MN 55371

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

Erin Dohrmann
Director of Student Services
706 First Street
Princeton, MN 55371

GRADING

Progress Report

Students and parents may check student progress by logging into Skyward. Additionally, students using Odysseyware may log into Odysseyware for course progress.

Grade Calculation Guideline

Teachers will establish the guidelines for determining letter grades. Students will be informed of these guidelines at the beginning of each course. 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 is listed below:

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

ATTENDANCE

The Department of Student Services staff believe 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 procedure is to encourage regular school attendance as defined by the educational program the student is enrolled.

Being considered “in attendance” in any of the educational programs offered through the Department of Students services will be defined by the schedule and course delivery options within each program. Specific information about documenting attendance for each program can be found in the supplemental sections of this handbook.

Legal Statutes Related to Student 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.

Definitions

Absence – The failure of a student to attend school for any day or part of a day, virtually, via one of the school’s course delivery systems, and/or the failure to complete coursework. Whether an absence is excused or unexcused (as defined below), students are required to make up all work and continue toward successful completion of coursework in order to receive credit in accordance with the policy which governs the granting of credits. Students completing coursework through an independent study at the ALC or online students can avoid having absences (whether excused or unexcused) by making adequate weekly progress in their assigned coursework or by working ahead in their coursework. When Online students anticipate future excused absences, they should work ahead in the weeks prior to the future excused absence in order to stay on track. When students encounter an unforeseen absence, they will need to make up that work time within three school days of each absence, following an excused or unexcused absence.

Excused absence – An acceptable absence as determined by the school. The burden of proof for a student being excused from school is placed on the parent/guardian of the student. Determination of the excused nature of the absence is left to the administrator’s discretion. Parents are encouraged to report excused absences immediately when their child misses school. Parents are allowed ten school days to make a request for excused legitimate absences.

The following reasons are examples which are recognized by the school as legitimate:

- Parent/doctor verified illness: an absence verified by a parent/guardian or doctor, in writing within three days of the absence. The excuse must specify the health condition and why it prevents attendance.
- Family emergencies: an absence resulting from a serious illness, injury or death of an immediate family member.
- School directed activities: absences for field trips, athletic trips, music trips or other school activities planned by the school.
- Prearranged family vacations: an exceptional circumstance which requires families to take a vacation during the school year. A pre-approved absence must be submitted by email from the legal guardian/parent to the administrator 14 days in advance and be approved by the school prior the absence in order for the absence to be excused. Work should be completed in advance of the absence in preparation for the absence.
- Court appearances: an absence by a student who has been court ordered to appear and the absence has been previously arranged by the parent/guardian with the school. Proof of court order and of actual appearance is required to verify this type of absence.
- Computer problems: an absence by a student whose computer access is not working. This problem must be resolved within 24 hours. A maximum of 1 day can be excused for this reason. This applies to Online Academy and Independent Study students only.
- Exceptional circumstances: any other circumstances where permission may be granted at the discretion of the administrator, which is coordinated by the student with the administrator, in advance or as the occasion arises. Example would be childbirth, hospitalization, detention center, etc.

Unexcused absence - An absence for reasons that are not recognized by the school authorities as legitimate. Unexcused absences are tracked for truancy and enrollment purposes. After any unexcused absence occurs, students are expected to return to successful completion of coursework in order to avoid truancy consequences and/or losing their enrollment.

The following are examples of unacceptable reasons for absence:

- Car trouble
- Overslept; alarm did not work
- Shopping
- Required to perform duties at home (i.e. babysitting, cleaning, or caring for a relative) that interfere with student's ability to complete schoolwork
- Family vacation (not pre-approved); Visiting
- Work
- No email or call from the parent/guardian verifying the absence
- Computer issues of more than one 24 hour period
- Personal (no reason given)
- Truancy, as defined in this document
- Other absences as determined on a case by case basis

Extended absences – An absence of more than five consecutive school days. Students who accrue more than five consecutive absences must provide documentation for the absences to

be considered excused absences. Students who are unable to provide this documentation are subject to attendance and truancy policies. Students who accrue **ten** consecutive absences will be warned that they are jeopardizing their enrollment. Students who accrue **fifteen** consecutive unexcused absences will be dropped from enrollment, and, thereafter, would need to complete the enrollment application in order to be admitted back into school. No credit is earned in the time the student is not enrolled. A student absent for an extended period of time due to illness is eligible for a leave of absence. Parents should contact the administrator to make these arrangements. If a student has suffered an extended long term illness and required work has not been completed, the student may request an extension seven days prior to the end of the term. The administrator has the authority to grant or to deny the extension based on individual student circumstance.

Truancy - Under Minnesota State Law, a child who misses seven or more class periods or seven days without a valid excuse is considered a habitual truant.

According to Minnesota Statute Law, "Every child between seven and 16 years of age must receive instruction. The parent of a child is primarily responsible for assuring that the child acquire knowledge and skills that are essential for effective citizenship."

In Minnesota, the parent or guardian of a child is obligated to compel the child to attend school or face the possibility of criminal prosecution under the Compulsory Attendance Statute. It is your right to meet with school officials to discuss possible solutions to your child's truancy.

Continuing Truant - 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.

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. 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.

Habitual Truant - 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.

Absence Reporting Procedures

If your child will be absent, we ask that you contact us at 763-389-6719 before the start of the school day. If you are unable to call the school, be sure to send a note with your child when they return to school. Your child will be considered unexcused if no contact can be made.

District Procedures Regarding Truancy

3 unexcused absences

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

7 unexcused absences

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

5 occurrences of tardiness per trimester:

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

15 excused or unexcused:

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

15 Consecutive Unexcused:

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

For students who are 18 years of age and older:

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

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

- When a student has accrued **ten days of consecutive unexcused absences**, the school sends notification via U.S. Mail to student/parent of student absences along with the warning that continued absence totally 15 consecutive schools days will result in the student's loss of enrollment. In addition, the school will notify the student's county worker of the student's jeopardized enrollment.
- When a student has accrued **15 days of consecutive unexcused absences**, the school is required by Minnesota statute to drop the student from enrollment and sends notification via U.S. Mail to student/parent of that fact. In addition, the school will notify the student's county of the student's change in enrollment status.

Leaving School

If a student becomes ill during the day, or if a student must leave school for any reason, he/she must receive permission from the Student Services office via their teacher. If a student leaves school for any reason without receiving permission from the office, the absence that results will be regarded as unexcused.

School Withdrawal Policy: Transferring

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

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

Formal Withdrawal

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

- 1.) Contact the school counselor
- 2.) Meet to discuss educational options.
- 3.) Complete formal withdrawal form with appropriate signatures and return the form to the school counselor.

DISTRICT POLICIES

Mandated Reporting by School Officials

Minnesota Statute Section 262.556, Subd. 3 requires that “A professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, correctional supervision, probation and correctional services, or law enforcement [...]” must report physical abuse, sexual abuse and neglect of children. This law stipulates that if school officials have “[...] have reason to believe a child is being neglected or physically or sexually abused...(they) shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, or the county sheriff.”

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, gender identity, 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, gender identity, or disability when the conduct:

- has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance, or 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 (i.e. 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 www.princeton@isd477.org.)

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. State statute defines bullying as: a) intimidating, threatening, abusive, or hurtful conduct that, b) 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.

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 www.princeton@isd477.org.)

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 www.princeton@isd477.org.)

Drug Free Workplace / School Policy

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 its entirety on the district website at www.princeton@isd477.org.)

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 its entirety on the district website at www.princeton@isd477.org.)

Prohibition of Weapons

(ISD 477 Policy 501)

The safety and wellbeing 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; air guns; 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. Administration Discretion

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 www.princeton@isd477.org.)

Search of Student Lockers, Desks, Personal Possessions

(ISD 477 Policy 502)

Lockers and Personal Possessions within a locker: 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.

Desks: 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.

Personal Possessions and Student's Person: 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 its entirety on the district's website at www.princeton@isd477.org.)

Student Records (Family Educational Rights & Privacy Act)

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA 34 CAR Part 99), parents of currently enrolled students (or as an eligible student of 18 years of age) have the right to:

- a) Inspect and review their student's educational records;
- b) Request the amendment of their student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- c) Consent to the disclosure of personally identifiable information contained in their student's educational records, except to the extent that the act and its regulations authorize disclosure without consent;
- d) File with the U.S. Department of Education a complaint under the provisions of the Act concerning alleged failures by the district to comply with the requirements of the act; In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records.

Nondiscrimination Policy

Princeton Student Services shall not discriminate or deny entrance to any program, or activity on the basis of sex, race, color, handicapping condition, or national origin.

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.

Resources for Students and Families

Minnesota Career Information System: <http://mncis.intocareers.org/>
Crisis Connection: <http://www.crisis.org/>

Minnesota Public Libraries MnKnows: <http://www.mnknows.org/>

The MNKnows site also includes: Electronic Library for Minnesota: <http://www.elm4you.org/> Ask MN (a free online service for information or research help from a MN librarian):

<http://www.askmn.org/> eFolioMinnesota: <http://www.efoliominnesota.com/>

Technology Awareness

Staff and Students 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.

- Princeton Student Services will provide instruction and guidance to students in the use of technology and Internet and other electronic resources for educational and informational purposes that enhance student learning such as research, instruction, collaborative education projects and other exploration on parts of the curriculum.
- Use that encourages efficient, cooperative and creative methods to perform the user's job duties or educational tasks.
- Use related to instructional, administrative and other support activities considered consistent with the mission of the district.
- Communication between staff, students, parents and guardians using digital tools intentionally supported by the district for professional communication to enhance or support student learning.

Access to Internet

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.

UNACCEPTABLE USES

- Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors.
- Information or materials that could cause damage or danger of disruption to the educational process;
- 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.
- 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.

- Users will not use the school district system to gain unauthorized access to information resources or to access another person’s materials, information, or file.
- Users will not use the school district system to violate copyright laws or usage licensing agreements.
- A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.
- Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

Security Information

All the data you provide to us is protected to ensure both the privacy and security of your data. Princeton Public Schools uses state-of-the art technology to keep your personal information as secure as possible to ensure that no one will be able to tamper with, intercept, or access your data. Remember to keep your account information private and secure.

Criminal 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.

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 Chromebooks, art equipment, books, science or art equipment, etc. Defective equipment should be brought to the attention of the teacher or office immediately.

Meal Information

Princeton Student Services classrooms are part of a closed campus. Students are not allowed to leave campus at any time without permission from the office via their classroom teacher. 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 within the time allowed. Students leaving campus or failing to follow proper procedure for leaving for lunch are subject to the consequences of the attendance/discipline procedures. Students are not allowed to have lunch delivered to the school by restaurants or other food establishments.

Lunch Account Payments

Lunch account refers to an account that is used for breakfast, lunch, and milk. It is a prepaid, computerized program. When students bring in money, it is credited to his/her account. Deposits must include the student's full name, account number, and amount written on the check, or on the sealed envelope for cash deposits. Money may be sent by the week, month or more.

Lunch Account Policy

Accounts that have a negative balance of -\$5.00 or more will not be allowed to charge on that account. Students should memorize their account number and keep it confidential. All account balances must be positive by May 15th in order to continue charging meals to that account. No accounts 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 mailed home and handed out on Open House 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 expect to be paid in full as soon as possible.

Breakfast Program

School breakfast is offered every school day. It is available to all students. Those who qualify for free or reduced lunches are also eligible for free breakfast. Breakfast is available for students attending the ALC and Educational Options. Breakfast will be delivered to the educational site.

Student Lunch Menus

Students attending the ALC, Educational Options, and the Onward Program will have access to Cold Lunch options. A menu with lunch choices will be made available through the classroom teacher. Lunches will be ordered the day prior for students in attendance. Lunches will be delivered to the educational site.

Student Cold Lunches

Parents are encouraged to send well-balanced lunches if the child is bringing cold lunch. Students or parents may not call in orders to have meals delivered to school.

Contacting a Student During the School Day

If you need to leave a message for a student during the school day please call 763-389-6719. Messages will be relayed to the student via their classroom teacher. Urgent messages will be given priority, although the school cannot guarantee that messages will reach the student by any particular time.

Visitors

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

Accurate Home Care is a private facility. Clearance to see a student attending Accurate Home Care must be made by contacting the supervisor on site.

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 100 feet from the building until the "all clear" signal is given and stay with your class.

Students attending Educational Options will practice fire drills under the direction of the Accurate Home Care Staff.

Tornado Warning and Drills

To ensure that students and staff are prepared for possible tornado events, Princeton Student Services 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 the prescribed route to their assigned shelter area. Walk in an orderly manner. Students and teachers are to sit on the floor in 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 be announced over the Public Address system.

Students attending Educational Options will practice tornado drills under the direction of the Accurate Home Care Staff.

Lock Down Drills

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

Students attending Educational Options will practice lockdown drills under the direction of the Accurate Home Care Staff.

Student Parking

Students attending the ALC are permitted to park directly next to the ALC as a matter of privilege, not a right, per ISD 477 Policy 527. The school district does not carry insurance to cover damage to auto vehicles parked on school property. Students parking in school parking lots are doing so at their own risk. 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 must follow the following expectations:

1. All students attending the ALC are required to park in the lot directly adjacent to the ALC.
2. Parking permits will be required at a fee of \$45 per year.
3. A replacement fee of \$3.00 will be charged if students lose their permit.
4. 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.
5. 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.

6. 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
7. 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.
8. Vehicles may be towed, at owner's expense, for failure to pay fine(s) or repeated violations.

School officials may conduct routine patrols of PHS parking lots and routinely inspect 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. Reference specific rules listed on the parking registration form for further information. (For more information, see Policy 527 at www.princeton@isd477.org)

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 attending the ALC or Onward Program 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.

District School Nurse 763-389-6195

Health Services website: www.princeton@isd477.org, click on District Office, Department, Health. Contains information about immunizations, illness, medication, diseases, and downloadable forms.

Use of Health Services

A student attending the ALC or Onward Program 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 attending Educational Options will be provided support by the Accurate Home Care staff. Parents should communicate directly with Accurate Home Care regarding medication management or health concerns.

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

Some students attending the ALC or Onward Program 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.

Medication administration for students enrolled in Educational Options will be managed by staff employed by Accurate Home Care.

Child with a Health Concern

If your child attends the ALC or Onward Program, please 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: 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.

Any health concerns for students attending Educational Options will be assessed and managed by the Accurate Home Care staff.

Allergy Aware School

Parent/guardian of students attending the ALC or Onward program 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).

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.

Any concerns related to allergies of students attending Educational Options will be assessed and managed by the Accurate Home Care staff.

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.

Bus Expectations

Transportation to and from school is a privilege, not a right. Students are expected to follow the rules set out by the transportation company. Consequences for not following the rules range from a warning to having transportation privileges taken away. Students are required to attend school if there is a bus suspension or loss of service.

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

- | | |
|----------|---|
| Class I | 1st Offense: Warning or 1-5 day bus suspension |
| | 2nd Offense: 1 – 10 day bus suspension |
| | 3rd Offense: 5-10 day suspension, possible loss of bus service, parent/principal meeting |
| | 4th Offense: Loss of bus service |
| Class II | 1st Offense: 5 day bus suspension |
| | 2nd Offense: 10 day bus suspension |
| | 3rd Offense: 10 day bus suspension, possible loss of bus service, parent/principal meeting |
| | 4th Offense: Loss of bus service |

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
- Opening window past safety line
- Riding or attempting to ride any bus during bus suspension

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/ explosives or flammables
- Possession/use of laser pointer
- Any offense committed on any bus outside of regular transportation to and from school.

Student Responsibilities

Academic Honesty

Students accessing educational programs through the Department of Student Services are expected know the definition of plagiarism and academic dishonesty. Students are expected to achieve success with integrity. Academic dishonesty is a serious violation of academic standards and is not acceptable.

Definition of Plagiarism:

- Plagiarism is to commit academic theft and to steal another's ideas or words and pass them off as one's own ideas or words.
- When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source.
- Even if you revise or paraphrase the words of someone else, if you use someone else's ideas you must give the author credit.
- Some Internet users believe that anything available online is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.
- One website that is very helpful to use for help is www.owlatpurdue.com
This website has everything you need for both MLA and APA formats.

Academic dishonesty includes:

- Cheating on assignments or exams.
- Plagiarism (See above definition).
- Submitting the same paper in more than one course without instructor's consent.
- Vandalizing another student's work, and using without attribution, a computer concept or program.

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

First Offense: No credit given for the assignment/test/activity/project on which the academic dishonesty occurred. Parent/Guardian will also be notified.

Second Offense: No credit given for the assignment/ test/ activity/ project on which academic dishonesty occurred. Students overall course grade will be lowered by one grade level. Parent/Guardian will be notified.

Third Offense: Grade of "F" will be applied for the trimester in the class in which the incident of academic dishonesty occurred. Students may appeal such action to the Princeton Online Administrator within three days of the notice of removal.

All written and proven reports of academic dishonesty shall become part of the student's disciplinary file. Incidents of academic dishonesty shall be cumulative (meaning they will be kept track of and tallied). Academic dishonesty reports will be across and including all classes, all trimesters, and all years of enrollment. Parents will be informed of each incident by the teacher and consequences will be assigned by the student's assistant principal.

Student Expectations

The Department of Student Services encourages students to choose behaviors that promote respect and responsibility for themselves, others, and private and public property. Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Each teacher has the authority to establish classroom rules, expectations and procedures that promote a safe, orderly and respectful classroom environment and that are consistent with building and district policies and Code of Conduct. Students are expected to comply with these rules and expectations. ISD 477 Policy 506, Student Discipline.

Responses to Student Conduct

Students attending programs offered by the Department of Student Services 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 on site, online, or at Princeton School District events.

The administration of the Department of Student Services 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.

Harassment

It is expected that 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, Harassment and Violence)

Insubordination

“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/or school administration, parent notification, a concern conference, suspension, or other disciplinary action.

Expected Behaviors at School Sponsored Events

Students are expected to follow the same conduct and dress guidelines while engaged in school sponsored events as those practiced in school. 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. 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.

Harmful or Nuisance Articles

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.

Personal Appearance

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. 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.

Off Campus/Off Limits

Students leaving campus or found 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 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.

Students attending the ALC found in the high school without a pass will be subject to discipline policies.

Students attending the Online Academy learning lab or the Onward Program found in the Family Center or District Office without a pass will be subject to discipline policies.

Terroristic Threats

Terroristic threats are defined 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.

Bomb Threat

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.)

Vandalism

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.

Reasonable Force

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.

Supplemental Section: Area Learning Center

Program Overview

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

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

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

- (1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;*
- (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;*
- (3) is pregnant or is a parent;*
- (4) has been assessed as chemically dependent;*
- (5) has been excluded or expelled according to sections 121A.40 to 121A.56;*
- (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;*
- (7) is a victim of physical or sexual abuse;*
- (8) has experienced mental health problems;*
- (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;*
- (10) speaks English as a second language or has limited English proficiency;*
- (11) has withdrawn from school or has been chronically truant; or*
- (12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated.*

If a student is receiving special education services, the Individualized Education Program (IEP) team should meet to review the current IEP and determine if the educational program offered at

the ALC is appropriate and determine what necessary changes would be need to be made to ensure a an appropriate educational program is provided in that setting.

Individual Student Program Design

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

Program Options

Seat Based Option

A seat-based program is one in which students are scheduled to be at the ALC for a specified time period on a daily basis. All students under the age of 16 must be enrolled in a seat-based program.

Seat-Time Schedule

Drop off and Breakfast 7:45-8:00

Period 1: 8:00-9:00-Elective

Period 2: 9:00-10:00-Science

Period 3: 10:00-11:00-Math

Period 4: 11:00-12:00-Personal Development

Lunch: 12:00-12:30

Period 5: 12:30-1:30-Social Studies

Period 6: 1:30-2:30-ELA

Closure: 2:30-2:45

Dismissal: 2:45

Independent Study Option

Independent study is an instructional delivery method whereby the majority of the coursework is completed on an individualized, independent basis that has consistent and ongoing teacher contact. Students meet with a teacher at least weekly, are assigned course work, and, upon successful completion of the course work, are granted credit and attendance. Students may work within the ALC classroom during the week or elect to work off campus. Flexibility with attendance is one advantage of this program option.

Work-Based Learning Option

Work-based learning is a means by which students in grades 10 through 12 can earn credit in a work setting. It is a two-part program in that a related seminar must be taken concurrently in either a seat-based setting or independent study. Typically the credits earned are electives.

Once the student has earned the necessary elective credits, no further credits should be generated for additional electives.

Project-Based Learning Option

Project-Based Learning is an individualized, self-paced instructional method that allows students to design and propose a series of activities that, upon teacher approval and completion, results in credit. Teachers retain authority to modify the project proposal, assess completed work and award credit. This may include a variety of program options including volunteer activities and personal development activities.

Attendance

Students attending seat-based courses are expected to arrive to class on time and attend school daily. More information on the definitions of excused and unexcused absences and the District's responsibility to monitor those absences can be found on page 17 of this handbook.

Students earning credit through an independent study or project based course will be required to complete specific course requirements each week in order to be awarded credit for attendance. In addition to completing required tasks, students must meet with his/her teacher a minimum of one hour each week for every course taken as an independent study. This time will be used to review completed tasks, give feedback on tasks completed, address questions about the course content, and discuss expectations for the next series of tasks to be assigned. It will be expected that students will meet with the teacher on campus unless arrangements have been made for the meeting to occur through other means.

Students earning credit through Work-Based Learning must demonstrate attendance at work a minimum of fifteen hours each week. This will be documented through providing a copy of a time card or pay stub.

Attendance will be generated based on the percentage of work completed each week given the educational option selected. If students have documented absences occurring within two consecutive weeks, a concern conference will be held to discuss the absences and determine the appropriate interventions needed to improve attendance.

Students will log in and out of each class every day to record their attendance. If students choose to leave campus without permission, the absence for that period will be recorded as unexcused. Permission to return to campus the same day will require a re-entry meeting with the program administrator.

Course Credits

The school year is divided into three trimesters. Students are able to earn up to six credits per trimester. Each trimester will be divided into three terms of 18-20 days. Credit for required attendance and work completed will be generated each term (.33 credits).

Additional instruction is also available to students during June, July, and August and through courses offered after school hours. Students carrying a full load during the school day are able to earn an additional four credits each year through after school hours and summer coursework.

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

Grading

Students will be awarded grades based on their demonstration of achievement of the content assigned in each course. At the end of each trimester, the accumulated grades from each term within the trimester will be compiled to award a trimester grade. If a student is dropped from enrollment or withdraws before the end of a term, a grade will not be awarded for that term.

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

Concern Conference

Students with concerns related to attendance or who are unable to meet academic or behavioral expectations of the ALC will participate in a concern conference. Parents and guardians will also be expected to attend for students who are under 18. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement. If concerns continue, the student may be referred to the Student Support Team for a possible special education evaluation.

Student Parking

Area Learning Center students are permitted to park in the student lot directly adjacent to the ALC portable unless specifically directed otherwise. Students must secure a parking permit before parking in a student lot.

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.

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 a student attending the ALC 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.

Electronic Devices

Personal electronic devices and cell phones have become more common in the educational setting. These items may become easily lost or stolen. Students are encouraged to secure

these items by locking them in a locker during the school day. Electronic devices that disrupt or distract from the learning environment will be confiscated.

Any audio or visual recording taken during the instructional day or on the bus and posted to a public and/or social media site without the express consent of the principal will incur consequences.

Students are prohibited from using cell phones during class time but may use them between class periods and at lunch. 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 763-389-6719 and their child will be called to the office to retrieve the message.

Supplemental Section-Educational Options

Program Overview

Students are able to access academic instruction as part of the therapeutic program at Accurate Home Care through Educational Options. Accurate Home Care is a private therapeutic program. Students gain access to this program through private insurance, private pay, medical insurance, or a court order.

Students who are residents of Princeton Public Schools attending Accurate Home Care for therapeutic services may continue to receive their educational service in their current school building, attend the Area Learning Center if grade 9 or older, or seeking enrollment at Educational Options through their school counselor.

Students from any Minnesota school district can attend Educational Options once consent is provided by their resident school district. Transportation to Accurate Home Care is provided by the resident district, private transportation, or the student's family.

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

Individual Student Program Design

The Educational Options classrooms are part of the Accurate Home Care program. Accurate Home Care staff are present in the educational classrooms to support students as they continue to work on their therapeutic goals. Accurate staff are invited to participate in team meetings. Recommendations for discharge from Educational Options are made by the student's parents and Accurate staff. The Educational Options staff provide recommendations and current educational progress information as part of the discharge summary. A release of information will be signed by the parent or guardian to allow communication between the Educational Options staff and the Accurate Home Care staff.

Students receive three hours of educational instruction each day. Core instruction in English Language Arts, math, social studies, and science are offered. Course content is based on the

MN Academic Standards. Social skills and organizational skills are also reinforced through daily instruction.

Student Schedule

Drop off and Breakfast 7:45-8:00

8:00-11:00

 K-6 Education

 7-12 Therapy

Lunch: 11:00-11:30

11:30-2:30

 K-6 Therapy

 7-12 Education

Dismissal: 2:30

Attendance

Attendance is reported daily for participation in educational services. More information on the definitions of excused and unexcused absences and the District's responsibility to monitor those absences can be found on page 17 of this handbook. Students are not marked absent or tardy if they are working with Accurate staff.

Course Credits

The school year is divided into three trimesters. A grade is generated for students at the end of each trimester. The number of hours of work completed in each course will also be reported. When students transition back to their resident district, parents and school staff will need to determine the credits earned based on the graduation requirements of the resident district.

High school students are encouraged to work with resident district staff to review their graduation plan and make any necessary revisions based on their time spent at Accurate Home Care. Students may elect to talk with their resident district about possible credit for time spent in therapy. Students may also want to consider enrolling in credit recovery programs available in their resident district.

Grading

Students will be awarded grades based on their demonstration of achievement of the content assigned in each course. Grades will be awarded at the end of each trimester based on a traditional percentage scale.

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

Concern Conference

Students with concerns related to attendance or who are unable to meet academic or behavioral expectations will participate in a concern conference. Parents and guardians will also be expected to attend for students who are under 18. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement. If concerns continue, the student may be referred to the Student Support Team for a possible special education evaluation.

Illness / Injury

Any concerns related to illness or injury of students attending Educational Options will be assessed and managed by the Accurate Home Care staff.

Electronic Devices

Personal electronic devices and cell phones have become more common in the educational setting. These items may become easily lost or stolen. Students are encouraged to secure these items by locking them in a locker during the school day. Electronic devices that disrupt or distract from the learning environment will be confiscated.

Students attending Educational Options will be required to follow all guidelines related to electronic devices directed by Accurate Home Care.

Any audio or visual recording taken during the instructional day or on the bus and posted to a public and/or social media site without the express consent of the principal will incur consequences.

Students are prohibited from using cell phones during class time but may use them between class periods and at lunch. 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 763-389-6719 and their child will be called to the office to retrieve the message.

Supplemental Section: Online Academy

Program Overview

Princeton Online Academy is an online program that offers students curriculum via the internet for students in grades 3-12. We provide a comprehensive selection of core courses and electives.

Each course is taught by a certified online teacher who interacts personally with students via a variety of online course tools. Interactions include a course website, discussion forums, email, online chat tools, links to other web-based resource or activities, by phone and in person support via the learning lab.

Online courses can be accessed at any time during the day or night. The courses also allow some flexibility with self-pacing, so you can complete requirement as quickly as you would like within assignment time periods. Additionally, teachers may direct you to participate in group work with other students during specific weeks of the trimester.

Students can access instruction through a full-time program or a supplemental program. Supplemental students may be enrolled in home school, private school, or public school. Students who are attending Princeton High School seeking a supplemental program should consult with their school counselor about enrollment. A supplemental student may enroll with an online learning provider for up to 50% of a trimester's courses (2 courses per trimester).

Students from any Minnesota school district can attend Princeton Online Academy through a full-time or supplemental program. Students attending a public school outside of Princeton should work with their school counselor to access supplemental courses.

All classes are accessible online via Google Classroom and Odysseyware. After being enrolled, students will receive a welcome email containing their username and password which are required to access the online courses. During this communication, the student will receive student account login and credentials and the Princeton Student Services Handbook.

Individual Student Program Design

A course of study will be designed for each student based on their grade and enrollment status. Beginning in grade nine, a personal learning plan will be developed for each student which considers future career goals as part of the plan development.

If a student is receiving special education services, the Individualized Education Program (IEP) team should meet to review the current IEP and determine if the educational program offered

through the Online Academy is appropriate and determine what necessary changes would be need to be made to the IEP to ensure an appropriate program is provided.

Support from Online Academy staff is available in person or online during learning lab hours.

Attendance

A school week for the Online Academy is seven days long (Monday-Sunday). Assigned work can be completed any hour of any day within the seven day period including weekends. However, the work must be turned in within the grading period in order to be counted in that grading period for attendance purposes. The grading period ends at 11:59 pm on Sunday.

Attendance in Online Academy is based on the activities/assignments completed each week. Course instructors will review the completed tasks each week and determine student attendance based on those submissions. Any unfinished tasks will be counted as an absence unless excused absences were reported to the Online Academy. More information on the definitions of excused and unexcused absences and the District's responsibility to monitor those absences can be found on page 17 of this handbook.

Students are expected to complete the assignments each week in order to avoid unexcused absences. Students who wait until the end trimester to complete work may be reported to their county of residence as a habitual truant if absences were not reported as excused during the trimester.

Course Credits

The school year is divided into three trimesters. A grade is generated for students at the end of each trimester. If a student withdraws from a course during the trimester, a grade will be generated for the work completed.

For supplemental students, final grades are submitted to the local school district counselor within 10 days of the end of the trimester.

Concern Conference

Students with concerns related to attendance or who are unable to meet academic or behavioral expectations will participate in a concern conference. Parents and guardians will also be expected to attend for students who are under 18. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement. If concerns continue, the student may be referred to the Student Support Team for a possible special education evaluation.

Technology Awareness

Along with global access comes availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all the materials.

Ultimately, staff and students are responsible for compliance with the established standards when using media and informational resources.

Technical Requirements

The Online Academy online classroom provides a rich, interactive experience for students. Students need access to the Internet. Students and families will be able to access wireless Internet on a public network any time of day when they are inside or within close proximity of the indoor wireless network range outside of all Princeton Public School District buildings. Students will be provided a Google Apps for Education account for collaborating, creating and communicating. Google Apps for Education will provide students access to word processing, spreadsheet, presentation and other student-creation tools. Email, video and other online communication will focus on built-in communication tools within Google Apps for Education. Students choosing to participate in the online program will have access to a drop-in learning lab with internet ready computers. The learning lab will be staffed as needed to assist students with course work.

Minimum software requirements for participation in the online program entail access to the internet and an Internet-capable device (tablet, laptop, desktop, etc.) with the most-updated version of a current web-browser (ex. Chrome, Firefox). A headset with microphone and webcam are encouraged, though not necessary.

Students enrolled in the Online Academy will be offered an electronic device during their participation in the online course. The device is provided and supported by the school district, though basic software updates and maintenance will be the responsibility of the user. Per 290.0674, State Education Credit, an individual is allowed a tax credit up to a certain percentage of the cost of a device that can be used for Princeton Online Academy as a qualified education-related expense. <https://www.revisor.mn.gov/statutes/?id=290.0674>

Before a device will be issued to the student, a Device Use Agreement form must be reviewed and signed by the student and parent. Parents/Guardians must designate on this form how a costs associated with damage, loss, or theft of the device will be managed.

Device Use Agreement

Expectations for use

Digital learning and instruction is the focus at Princeton Online Academy. To ensure student success and accessibility to coursework, Princeton Online Academy allows students access to digital learning devices (Chromebooks). Use of the school's Chromebooks are not required if student has access to personal devices.

Ownership

The digital learning device, power supply, and supporting equipment are the property of Princeton Online Academy. Internet and online services provided at the on-site learning lab are

filtered by the school network administration. *Devices are not filtered at home or connections outside of ISD 477.* Parents should be active participants in their children's internet access outside of school.

Timeline

Students will have 24/7 access to digital learning devices while actively enrolled in Princeton Online Academy. Chromebooks will be distributed only after student/family signs the Princeton Online Academy Device Use Agreement. Distribution timeline is as follows:

- Full time students can obtain Chromebooks at Open House
- Supplementary students can obtain Chromebooks on the first day of class (if assigned to Room 237 during Online class work time)
- Alternatively, Chromebooks can be picked up at the Student Services office at the High School.
- If a student lives outside the boundaries of the Princeton School District and is unable to attend Open House, Chromebooks can be shipped upon approval of director of Student Services.

Returning of Chromebooks:

- Chromebooks are due back to the Online Academy by last day of the school year -OR- upon date of withdrawal from the Online Academy
 - Student/Parent will return the Chromebook to the Student Services Office.
 - If Chromebook was shipped to student, Student Services Secretary will mail/email shipping label with return instructions within 1 week of end of term/withdrawal.

Repair and Replacement

Report problems with your device to your teacher immediately. Maintenance and repair will be done by district technicians or sent out for repair by a third party as necessary.

Damage/Loss of Chromebook:

- Upon return, If damage is discovered (ie. cracked screen) the family will be invoiced according to fee schedule explained in Online Academy Device Use Agreement
- If Chromebook is not returned by required date:
 - Family will be sent a reminder letter that Chromebook needs to be returned.
 - If Chromebook is still not returned after 30 days, family will be sent an invoice for full replacement of Chromebook.

Invoicing & Collections

If after 30 days Student Services has not received payment on invoiced loss/damage a 2nd invoice will be mailed. If an additional 30 day period passes without payment, Princeton Online Academy will transfer payment to Collections Agency.

Service/Repair & Protection

Report problems with your device to your teacher immediately. Maintenance and repairs will be done by district technicians or sent out for repair by a third party as necessary.

In an effort to protect families from unknown expenses that may occur from accidental damage while a digital learning device is in the care of your child, the district offers device protection and we encourage all families to use it.

Fee Schedule

If protection plan is declined, family agrees to pay the full amount for repairs or replacement due to damage, theft, and all other losses. Fee schedule is as follows:

- Screen Replacement: \$90.00
- Chromebook (full replacement): \$275.00
- Chargers / cords: At cost

Student Parking

Students accessing the Online Academy Learning lab are permitted to park in the public lot adjacent to the District Center.

Netiquette

Netiquette is etiquette, or appropriate behavior and manners on the internet. When using the Internet, there are widely accepted rules and behaviors to follow. At times being online can feel “pretend” because you cannot see the person you are communicating with. It is important to make a positive impression, and to maintain that behavior as an online student. How you interact and behave online is seen by both instructors and students. Students must remember they are dealing with “real” people online and they should use the same manners they would use in a traditional school setting. It also important to note that once students log in to their school accounts, all communication via chat and email are recorded.

Below are some general netiquette guidelines to follow:

Remember the person on the other end of the computer. Students are responsible for good behavior while logged into the online learning platform, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. Do not threaten or disrespect an instructor or administrator. These actions not only violate the policy, but may violate penal laws in the United States. (f.s. 847.001 Obscene Literature; Profanity).

Think before you send or submit. It is illegal to create harmful computer viruses. This violates the privacy of others. Never transmit or publish any information or content that you think will be harmful. This violates school policy and also violates penal laws in the United States. (f.s. 815 Computer-Related Crimes). Never publish any information, software, or content that violates the rights of others.

Be respectful. Never view files that were not intended for your use. Post discussion board threads that are a reflection of your understanding of the topic at hand in a respectful and intellectual manner. Write in complete sentences with proper grammar. Remember that writing in all CAPS reflects a yelling tone and is both disrespectful and inappropriate in online communication. Instead, use italics when you are making a particularly important point.

The internet is not private. While Princeton Online Academy works to ensure data privacy, email must not always be considered private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper. The information that you put on the internet, whether in school or outside of school (e.g. social networking), exists forever.

Many websites and pages are copyrighted. Do not violate the terms and conditions of any web site you access. Always cite the works of others that you use in discussions, conversations, and the course work you submit.

Do not give out personal information to non-Princeton Online Academy staff. For example, you should not share the following outside of school: Your full name, home phone number, home address, email address, etc.

Supplemental Section-Onward

Program Overview

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

Individual Student Program Design

An IEP will be designed for each student which considers future career and independent living goals and student needs. Activities and experiences offered to the student during the school day will be based on the IEP developed by the team. The IEP will be updated at least annually. The IEP team will also determine an expected date of graduation which will be unique to the needs of the student. If determined necessary by the team, students will be eligible to remain in the Onward program through the age of 21. If a student has a summer birthday falling on or after July 1, the student will be eligible for educational services for the next school year ceasing on the last day of school.

Schedule

Students will begin their day at 8:00 and be dismissed at 3:00 each school day. Students will not follow a traditional bell schedule while attending the Onward program. A flexible schedule will be designed to accommodate classroom instruction, community outings, and work experiences.

Attendance

Attendance will be recorded for students participating in the Onward program. More information on the definitions of excused and unexcused absences and the District's responsibility to monitor those absences can be found on page 17 of this handbook. Truancy will not be reported for students ages 17 or over. Even though truancy will not be reported to the county of residence for students ages 17 or over, a concern conference will be called if absenteeism is impacting student achievement of goals and skills.

Course Credits

The school year is divided into three trimesters. A grade is generated for students at the end of each trimester. If a student withdraws from a course during the trimester, a grade will be generated for the work completed.

Grading

Students will be awarded grades based on their demonstration of achievement of the content assigned in each course. Grades will be awarded at the end of each trimester based on a traditional percentage scale.

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

Concern Conference

Students with concerns related to attendance or who are unable to meet academic or behavioral expectations will participate in a concern conference. Parents and guardians will also be expected to attend for students who are under 18 or where conservatorship or guardianship has been awarded to a parent or another party. At the concern conference, the team will review the student's current progress and identify interventions expected to lead to improvement.

Illness

Students who become ill during the school day must report to the Health Office. 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.

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 a student attending Onward program is able to continue with the school day, and call parent/guardian (first) and emergency contacts (second) as appropriate. If we are unable to reach 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.

Electronic Devices

Personal electronic devices and cell phones have become more common in the educational setting. These items may become easily lost or stolen. Students are encouraged to secure these items by locking them in a locker during the school day. Electronic devices that disrupt or distract from the learning environment will be confiscated.

Students attending Educational Options will be required to follow all guidelines related to electronic devices directed by Accurate Home Care.

Any audio or visual recording taken during the instructional day or on the bus and posted to a public and/or social media site without the express consent of the principal will incur consequences.

Students are prohibited from using cell phones during class time but may use them between class periods and at lunch. 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 763-389-6719 and their child will be called to the office to retrieve the message.

PURCHASE AGREEMENT

THIS PURCHASE AGREEMENT (“Agreement”) is made this ____ day of September, 2016, by and between Nonprofits Assistance Fund, a Minnesota nonprofit corporation (hereinafter referred to as “Seller”), and Independent School District No. 477, a public body corporate and politic, 706 First Street, Princeton, Minnesota 55371 (hereinafter referred to as “Buyer”).

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, Buyer agrees to purchase and Seller agrees to sell, transfer, convey and assign all of its right, title and interest as follows:

1. Sale of Property.

Seller agrees to sell and convey to Buyer, and Buyer agrees to buy from Seller, all of Seller’s rights, title and interest in the real property located at 1506 First Street, Princeton, County of Mille Lacs, State of Minnesota, 55371, which is legally described as follows:

The South 300 feet of the East 200 feet of the West 17.1 acres of the Northeast Quarter of the Northeast Quarter of Section 32, Township 36, Range 26.

(hereinafter referred to as the “Real Property”), and all buildings, improvements, and fixtures located thereon, together with all appurtenant rights, privileges and easements as well as any and all of Seller’s interest in any improvements, fixtures, furnishings, equipment and personal property located thereon.

In addition to the Real Property, Seller agrees to sell and convey to Buyer, as part of this transaction, certain items of personal property located thereon, including the following: desks, chairs, file cabinets, and other furnishings located on the Real Property, with the exception of certain office furnishings owned by the current tenant, Resource, Inc. The items being sold and conveyed by Seller to Buyer are hereinafter sometimes referred to as the “Personal Property” and the Real Property and Personal Property are collectively referred to as the “Property”.

2. Purchase Price.

The total amount to be paid by Buyer to Seller for the Real Property and the Personal Property (collectively the “Property”) shall be Four Hundred Ninety Nine Thousand and no/100 Dollars (\$499,000.00), hereafter, the “Purchase Price”.

The Purchase Price shall be payable as follows:

- A. Two Thousand Five Hundred and no/100 Dollars (\$2,500.00) as a good faith earnest money deposit (“Earnest Money”), refundable to Buyer as provided herein, to be deposited in the business account of Seller, and promptly refunded if this Agreement is terminated by Buyer in accordance with the terms hereof.
- B. Four Hundred Ninety Six Thousand Five Hundred and no/100 Dollars (\$499,000.00) by cash, wire transferred funds or certified funds on the Closing Date.

3. **Contingencies.** The obligations of Buyer and Seller under this Agreement are contingent upon each of the following:

- A. Representations and Warranties. The representations and warranties of Seller contained in this Agreement, if any, must be true now and on the Closing Date as if made on the Closing Date.
- B. Title and Location of Improvements. Title shall have been found acceptable, or been made acceptable, in accordance with the requirements and terms of Section 6 below, and Buyer shall be satisfied that all buildings and parking lots located on the Real Property are located within the boundaries of the Real Property.
- C. Buyer’s “Due Diligence” and Inspection and Seller’s Production of Records and Documents. Seller shall deliver to Buyer, within five (5) days after the effective date of this Agreement, copies of all documentation currently in its possession concerning the physical or environmental condition of the Real Property, including but not limited to any Phase I environmental reports, testing results, soil tests, surveys, title policies or any other information concerning the Real Property or the improvements erected thereon. Seller shall allow Buyer, and Buyer’s agents (collectively “Buyer Representatives”), reasonable access to the Real Property without charge and at all reasonable times for the purpose of Buyer’s investigation, inspection and testing, if Buyer so chooses (collectively, the “Inspections”), subject to the following terms, conditions and limitations which shall survive and remain enforceable after the termination of this Agreement:
 - i. Buyer shall pay all costs and expenses of the Inspections;
 - ii. Buyer Representatives shall not conduct any testing or invasive inspections of the Property without first securing the prior written consent of Seller;
 - iii. Buyer shall indemnify and hold Seller harmless from any claims,

losses, damages, costs, expenses and liabilities, including without limitation, reasonable attorney fees and disbursements resulting from the activity of Buyer Representatives in the performance of the inspections,

- iv. During the performance of any Inspections, Buyer Representatives shall materially comply with all applicable laws, rules and regulations with respect to the Inspections;
- v. In the event of any Inspections causing any damage to the Property, then and in that event Buyer shall, within thirty (30) days and at his sole cost and expense, repair any damage and restore the condition of the Property to substantially the condition existing before the Inspections;
- vi. Buyer shall provide at least twenty-four (24) hours prior written notice to Seller of any entry upon the Property by Buyer Representatives, which notice may be provided by an e-mail to the address of Seller as set forth in Section 13 of this Agreement.
- vii. Buyer shall have determined in Buyer's sole discretion that it is satisfied with the results and matters disclosed or determined through Buyer's Due Diligence and in Seller's Production of Records and Documents and indicate satisfaction or waive the contingencies set forth in this Section 3.C. on or before the Contingency Date as set forth below.

D. Termination. If any contingency set forth in this Agreement has not been satisfied by the applicable Contingency Date, then Buyer may terminate this Agreement by delivery of written notice to Seller and to Title Company in accordance with the terms of this Agreement. Such notice of termination must be given on or before the Contingency Date or said right of termination is deemed waived unless the time to perform has been extended by written agreement on or before the Contingency Date. In the event of termination by Buyer, Seller shall refund the Earnest Money to Buyer.

E. Contingency Date. The contingency date for purposes of this paragraph 3 shall be **on or before** _____, **2016**.

4. Closing.

The closing of the purchase and sale contemplated by this Agreement (the "Closing") shall occur **on or before** _____, **2016** (hereinafter referred to as the "Closing Date"). The Closing shall take place at the office of Title or other title company

chosen by Buyer, or at such other place as may be mutually agreed upon. Seller agrees to deliver possession of the Property to Buyer after closing of the purchase on the Closing Date.

5. Closing Documents.

A. Seller's Closing Documents.

On the Closing Date, Seller shall execute and/or deliver to Buyer the following (collectively, "Seller's Closing Documents").

(1) Limited Warranty Deed: A Minnesota Uniform Conveyancing Blank Limited Warranty Deed evidencing that the Seller is conveying all of its right, title and interest in and to the Real Property to the Buyer.

(2) Seller's Affidavit. An Affidavit by Seller indicating that on the Closing Date there are no outstanding, unsatisfied judgments, tax liens or bankruptcies against or involving Seller or the Real Property; that there has been no skill, labor or material furnished to the Real Property for which payment has not been made or for which mechanics' liens could be filed; and that there are no other unrecorded interests in the Real Property, together with whatever standard owner's affidavit and/or indemnity which may be required by Title to issue an Owner's Policy of Title Insurance with the standard exceptions waived.

(3) Well Certificate. Seller hereby certifies that the Seller does not know of any wells on the described Real Property within the meaning of Minn. Stat. Section 1031.

(4) Bill of Sale. A Bill of Sale by Seller conveying its interest in the Personal Property described herein to the Buyer, which shall include an additional representation by the Seller that the Seller has not placed any liens or encumbrances on the Personal Property.

(5) FIRPTA. A standard form FIRPTA affidavit certifying that the Seller is not a "foreign person", "foreign company", "foreign trust" or "foreign estate", as those terms are defined in Section 1445 of the Internal Revenue Code.

(6) Other Documents. Such other customary documents or instruments as may be reasonably required by Buyer or Title Company in order to consummate the Closing.

B. Buyer's Closing Obligations.

On the Closing Date, Buyer will execute and/or deliver to Seller the following:

(1) Purchase Price. That portion of the Purchase Price required at closing, by wire transfer of U.S. Federal Funds, or by other certified funds.

(2) Prorations. Seller and Buyer agree to the following prorations and

allocation of costs regarding this Agreement:

- (a) Title Insurance and Closing Fee. Seller shall pay all costs of the Title Evidence as required under the terms of Paragraph 6.A. below. Buyer will pay any and all premiums required for issuance of any Owner's or Lender's Title Policy as required by Buyer. The Seller and Buyer will each pay fifty percent (50%) of the customary closing fee charged by the Title Company or other charge imposed by the closing agent.
- (b) Deed Tax. Seller shall pay the state deed tax regarding the Deed to be delivered by Seller called for under this Agreement.
- (c) Real Estate Taxes and Special Assessments. General real estate taxes payable therewith in the year of closing shall be prorated as of the Closing Date by the parties (it being understood that for purposes of such proration, Seller shall pay for the Closing Date). Seller shall also pay any deferred real estate taxes due as a result of the transfer contemplated herein. Seller shall pay all special assessments levied or pending as of the Closing Date.
- (d) Recording Costs. Seller will pay the cost of recording the Deed, and all documents necessary to place record title in the condition requested by Buyer in this Agreement, including the conveyance to Buyer. Buyer will pay the cost of recording any other documents, such as its mortgage, if any.
- (e) Other Costs. Any operating costs of the Property for the period prior to the Closing Date, including without limitation utilities or contractual obligations to third parties under contract with the Seller as of the Closing Date, shall be paid by the Seller. All other operating costs of the Property shall be prorated as of the Closing Date between Seller and Buyer.
- (f) Attorneys' Fees. Seller and Buyer will equally share the fees and costs of the Seller's attorney in drafting this Agreement and in preparing documents for Closing. Buyer will pay all of the costs and fees of its own attorney. Buyer's share of Seller's attorney's fees shall not exceed \$1,000. Each party shall be responsible for its own Attorney's fees.

6. Title Examination.

Title Examination will be conducted as follows:

A. Seller's Title Evidence. Within ten (10) business days after the effective date of this Agreement, Seller shall furnish to Buyer a current title insurance commitment covering the Property, certified to a current date including all customary judgment searches, bankruptcy searches and special assessment searches together with copies of all exception (Title Commitment Schedule B) documents.

In addition to the above "Title Evidence", Buyer may obtain at Buyer's sole cost and expense a new ALTA survey to be prepared and certified to Buyer. The title commitment and new survey shall collectively constitute the "Title Evidence".

B. Buyer's Objections. Within ten (10) business days after receiving the Title Evidence, Buyer will make written objections ("Objections") to the form and/or contents of the Title Evidence. Buyer's failure to make Objections within such time period will constitute waiver of Objections. Any matter shown on such Title Evidence and not objected to by Buyer shall be a "Permitted Encumbrance" hereunder. Seller will have five (5) days after receipt of the Objections to elect to cure the Objections, during which period the Closing will be postponed for thirty (30) days or to elect to terminate this Agreement, in which event Buyer shall receive a refund of the Earnest Money and the interest accrued and unpaid on the Earnest Money, if any. If Seller elects to cure the Objections, Seller shall use its best efforts to correct any Objections. If the Objections are not cured within such thirty (30) day period, Buyer will have the option to do any of the following:

- (1) Terminate this Agreement and receive a refund of the Earnest Money and the interest accrued and unpaid on the Earnest Money, if any.
- (2) Waive the Objections and proceed to close.

7. Operation Prior to Closing.

During the period from the date of acceptance of this Agreement to the Closing Date (the "Executory Period"), Seller shall maintain and operate the Property in the ordinary course of business and shall maintain adequate liability and casualty insurance. Seller shall execute no additional contracts, leases or other agreements regarding the Property during the Executory Period of this Agreement. Seller and Buyer acknowledge that there is a month-to-month tenant, Resource, Inc., currently occupying a portion of the Real Property. Seller and Buyer will pro rate the rent from such tenant as of the Closing Date.

8. Representations and Warranties by Seller.

Seller represents and warrants to Buyer as follows:

- (a) Title to Real Property. Seller is the fee owner of the Real Property as set forth in Paragraph 1 of this Agreement.

(b) Physical Condition and Environmental Laws. To the best of Seller's knowledge, without Seller undertaking any additional investigation, there are no hazardous substances or materials or petroleum products in or on the Property.

Buyer has had and will have the continuing opportunity to inspect the Property and Seller will allow Buyer to inspect the Property prior to closing, but at closing Buyer agrees to take the Property "as is, where is", with all faults.

(c) Rights of Others to Purchase Property. Seller has not entered into any other contracts for the sale of the Property, nor are there any rights of first refusal or options to purchase the Property or any other rights of others that might prevent the consummation of this Agreement.

(d) FIRPTA. Seller is not a "foreign person", "foreign company", "foreign trust" or "foreign estate" as those terms are defined in Section 1445 of the Internal Revenue Code.

(e) Use of Real Property. Seller has made no representations to Buyer concerning whether the Real Property is usable for its current uses, or for Buyer's intended uses, or whether said uses would violate any federal, state, local or other governmental building, zoning, health, safety, platting, subdivision or other law, ordinance or regulation, or any applicable private restriction, and/or whether any such use is a legal conforming use.

(f) Proceedings. To Seller's knowledge, Seller has not received any notice that there is any action, litigation, investigation, condemnation or proceeding of any kind pending or threatened against Seller or any portion of the Property.

(g) Agents and Employees. No management agents or other personnel employed in connection with the operation of the Property have the right to continue such employment after the Closing.

(h) Wells. The Seller certifies and warrants that the Seller does not know of any "Wells" on the described Property within the meaning of Minn. Stat. Section 1031. This representation is intended to satisfy the requirements of that statute.

(i) Sewage Treatment System Disclosure. Seller certifies that sewage generated at the Property goes to a facility permitted by the Minnesota Pollution Control Agency. To Seller's knowledge, there is no abandoned individual sewage treatment system on the Property.

(j) Lead Paint Disclosure. (Intentionally omitted)

(k) Methamphetamine Disclosure. To the Seller's knowledge,

methamphetamine production has not occurred on the Property.

(l) Service Contracts. Seller will not amend any Service contract or enter into any New Service Contract unless the same is terminable without penalty by the then owner of the Property on no more than thirty-five (35) days' notice. A "Service Contract" is (i) any service, maintenance, supply or management contract that relates to the Property, and (ii) any lease of equipment (such as laundry or vending machines) that is located, and furnished for use, in the Property.

(m) Insurance. Seller will maintain in full force and effect property insurance on the Property. Seller will renew or replace any policy that expires before Closing with a policy having a term of not more than one year.

(n) Restrictions on Leasing. If leases exist, between the Date of Execution and Closing Seller will not (without Purchaser's prior consent, which will not be unreasonably delayed or withheld), with respect to any Lease or Tenancy that was in effect on the Date of Execution (i) amend, renew, or extend the same; (ii) terminate the same, except by reason of a default by the tenant thereunder; or (iii) grant any concession or rent abatements thereunder for any period following Closing. Seller will enter into no new lease of the Property.

(o) Application of Security Deposits. Seller will not apply any part of security deposit of a tenant except (i) if the tenant has vacated the Premises, or (ii) as reimbursement for money spent for repairing damage, or for paying operating expenses, for which the tenant is responsible.

(p) Blocked Persons. Seller has not received written notice that Seller is:

- (1) Listed on the Specifically Designated Nationals and Blocked Persons List maintained by the Office of Foreign Assets Control, Department of the Treasury ("OFAC") pursuant to Executive Order No. 13224, 66 Fed. Reg. 490079 Sept. 25, 2001 ("Order") and/or any other lists of terrorist or terrorist organizations maintained pursuant to any of the rules and regulations of OFAC or pursuant to any other applicable Orders (such lists are collectively referred to as the "Lists");
- (2) A persons who has been determined by competent authority to be subject to the prohibitions contained in the Order; or
- (3) Owned or controlled by, or acts for or on behalf of, any person or entity who is (x) on the Lists or any other person or entity who has been determined by competent authority to be subject to the prohibitions contained in the Order; (y) a citizen of the United States who is prohibited to engage in transactions by any trade embargo, economic sanction, or other prohibition of United States law,

regulation, or Executive Order of the President of the United States; or (z) an “Embargoed Person,” meaning any person, entity, or government subject to trade restrictions under U.S. law, including but not limited to the International Emergency Economic Powers Act, 50 U.S.C. § 1701 et. seq., the Trading with the Enemy Act, 50 U.S.C. App. 1 et seq., and any Executive Orders or regulations promulgated under such acts.

(q) Access. Seller represents and warrants that there is legal access to the buildings located on the Real Property.

9. Mutual Indemnification.

Seller and Buyer agree, to the extent permitted by law, to indemnify each other against, and hold each other harmless from, all liabilities (including reasonable attorneys’ fees in defending against claims) arising out of the ownership, operation or maintenance of the Property for their respective periods of ownership. Such rights to indemnification will not arise to the extent that (a) the party seeking indemnification actually receives insurance proceeds or other cash payments directly attributable to the liability in question (net of the cost of collection, including reasonable attorneys’ fees) or (b) the claim for indemnification arises out of the act or neglect of the party seeking indemnification. If and to the extent that the indemnified party has insurance coverage, or the right to make claim against any third party for any amount to be indemnified against as set forth above, the indemnified party will, upon full performance by the indemnifying party of its indemnification obligations, assign such rights to the indemnifying party or, if such rights are not assignable, the indemnified party will diligently pursue such rights by appropriate legal action or proceeding and assign the recovery and/or right of recovery to the indemnifying party to the extent of the indemnification payment made by such party.

10. Assignment.

Neither party may assign its rights under this Agreement without the prior written consent of the other party, other than as set forth hereafter: (a) Buyer may assign its rights under this Agreement without the prior written consent of the Seller, providing it assigns such rights to an entity which includes the Buyer (or its partners) as the controlling members of such entity. (b) Seller may assign its interest in this Agreement in the event that it elects its rights under this Agreement to sell the Property pursuant to paragraph 18 hereafter as an IRC Section 1031 Exchange. No assignment shall release a party from its obligations under this Agreement.

11. Survival.

All of the terms of this Agreement will survive and be enforceable after the Closing.

12. Notices.

Any notice required or permitted to be given by any party upon the other is given in accordance with this Agreement if it is directed to Seller by delivering it personally to an officer of Seller, or if it is directed to Buyer, by delivering it personally to an officer of Buyer; or if mailed in a sealed wrapper by United States registered or certified mail, return receipt requested, postage prepaid; or if transmitted by facsimile, copy followed by mailed notice as above required, or if deposited cost paid with a nationally recognized, reputable overnight courier, properly addressed as follows:

If to Buyer: Independent School District # 477
Attn: Dr. Julie Espe, Superintendent
Princeton Public Schools
706 First Street
Princeton, MN 55371
Email: julia.espe@isd477.org

with copy to:
Jay T. Squires, Esq.
333 South Seventh Street, Ste 2800
Minneapolis, MN 55402
Email: jay.squires@raswlaw.com

If to Seller: Nonprofits Assistance Fund
Attn: Mr. Phil Hatlie
2801 21st Avenue S., Suite 210
Minneapolis, MN 55407
Email: phatlie@nonprofitsassistancefund.org

with copy to:
Paul C. Steffenson, Esq.
475 Grain Exchange North
301 Fourth Avenue South
Minneapolis, MN 55415
Fax: 612-332-7314
Email: paul@homesteadtitle.biz

Notices shall be deemed effective on the earlier of the date of receipt or the date of deposit as aforesaid, provided, however, that if notice is given by deposit, that the time for response to any notice by the other party shall commence to run one business day after any such deposit. Any party may change its address for the service of notice by giving written notice of such change to the other party, in any manner above specified, 10 days prior to the effective date of such change.

13. Captions.

The paragraph headings or captions appearing in this Agreement are for convenience only, are not a part of this Agreement and are not to be considered in interpreting this Agreement.

14. Entire Agreement.

This written Agreement constitutes the complete agreement between the parties and supersedes any prior oral or written agreements between the parties regarding the Property. There are no verbal agreements that change this Agreement and no waiver of any of its terms will be effective unless in writing executed by the parties. This Agreement may be executed in two or more counterparts, each of which when executed and delivered shall be deemed an original, but all of which when taken together shall constitute one and the same Agreement.

15. Binding Effect.

This Agreement binds and benefits the parties and their successors and assigns.

16. Controlling Law.

This Agreement has been made under the laws of the State of Minnesota, and such laws will control its interpretation.

17. Remedies.

If Buyer defaults under this Agreement, Seller shall have the right to terminate this Agreement by giving written notice to Buyer. If Buyer fails to cure such default within 10 days of the date of such notice, this Agreement will terminate, and upon such termination Seller will retain all Earnest Money as liquidated damages, time being of the essence of this Agreement. Notwithstanding the foregoing, either non-defaulting party shall retain the right to seek Specific Performance under this Agreement, as provided by Minnesota Law, in the event of default by the other party. The terms and conditions of this Section 17 and the retention of the earnest money as liquidated damages shall not limit the rights of Seller to enforce the Obligations of Buyer under Section 2 of this Agreement.

18. Exchange.

If requested by either party, the other party shall cooperate with the exchanging party in structuring this transaction as a “like-kind exchange” under Internal Revenue Code Section 1031, providing that the cooperating party shall incur no liability, additional cost or delay in connection therewith. The exchanging party shall bear all costs attributable to the election of a qualifying exchange, including any costs incurred by Buyer. In connection with such exchange, the exchanging party’s rights and obligations

hereunder shall be assignable to a qualified intermediary party.

19. Brokers/Agents.

Seller and Buyer represent to each other that they have not engaged the services of a listing broker or agent with regard to this transaction and agree to hold each other harmless from any claims that there are brokerage commissions due because of this transaction.

20. Sale “AS-IS”.

Buyer acknowledges and agrees that, except as expressly provided in this Agreement, Seller has not made, and Seller hereby specifically disclaims, any representations and warranty of any kind, oral or written, express or implied, or arising by operation of law, with respect to the Property, including but not limited to any warranty or representation as to habitability, merchantability, fitness for a particular use, title, zoning, tax consequences, physical or environmental condition, utilities, access, projections or value of the Property for commercial or development purposes, governmental approvals, the compliance of the Property with governmental laws or any other matter regarding the Property. Subject to the right of Seller to conduct the Inspections, Buyer agrees to accept the Property and acknowledges that the sale of the Property as provided for herein is made by Seller on a “AS-IS”, “WHERE IS”, and with “ALL FAULTS” basis. Buyer is an experienced purchaser of real estate such as the Property, and Buyer has made or Buyer will make Buyer’s own independent inspections of the condition of the Property during the term of this Agreement. The provisions of this paragraph shall survive any closing hereunder.

In acceptance of the above terms and conditions, Seller and Buyer have executed this Agreement as of the date indicated:

SELLER:
Nonprofits Assistance Fund

BUYER:
Independent School District #477

By: Kate Barr
Its: Executive Director

By: Dr. Julia Espe
Its: Superintendent