

Princeton Public Schools - ISD 477
Tuesday, March 7, 2017 at 7:00 PM
Regular School Board Meeting
District Office Board Room located at City Hall (Please use City Hall Entrance)

Our Mission

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

Our Vision

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. REPORTS

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

6. APPROVE AGENDA

7. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

8. CONSENT AGENDA

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

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- b. Fundraiser 7

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- e. Oak Land Properties-Presented by Julia Espe

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10. ACTION	
11. American Indian Program Coordinator Report and resolution-Presented by Gary Loch	118
<i>I move to accept the American Indian Parent Resolution as proposed.</i>	
12. ADDITIONS TO AGENDA	
13. FUTURE MEETINGS	
Whole Life Challenge Finale-March 14, 3:30	
14. ADJOURN	

Call to Order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **21st day of February, at 7:00 p.m.** in the District Office Board Room.

Roll Call: Members Present: Howard Vaillancourt, Eric Strandberg, Craig Johnson, Chad Young, Deb Ulm, Eric Minks, and Sue VanHooser

Members Absent: None

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Stacie Vos and Director of Student Services Erin Dohrmann.

Student Council Representative: Lacey Broding

Citizen Comments: Kristine Ahles, Josie Fjeld and Erin Carlsen spoke to the board on about bullying. Kayla Lystad spoke to the board about her concerns regarding adult bullying in the schools.

REPORTS

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

Eric Minks	No report
Deb Ulm	Policy, Agenda Planning meeting
Chad Young	Activities meeting
Eric Strandberg	Policy, Officer Training
Sue VanHooser	Policy, History Day Judge, Officer Training
Howard Vaillancourt	Activities Meeting
Craig Johnson	History Day Judge, Activities meeting

Student Council Report: No report

Superintendent Report: Julia Espe was a judge for History Day at the middle school. Our middle school is the only schools in the state that has all students participate in the History Day. Julia presented our anti-bullying/mental health efforts throughout the district. She also presented a proposal for the board room project and has plans to meet with the City Administrator to discuss the proposal. This week is School Board recognition week. We thank the board members for all that they do for the district.

APPROVE AGENDA

Motion made by Eric Minks, seconded by Craig Johnson **to approve the agenda as presented.** Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Howard Vaillancourt and seconded by Sue VanHooser, **to approve the February 7th, Regular Board meeting minutes as presented.** Howard Vaillancourt proposed that the meeting minutes should be categorized to reflect action items moved for a vote. Failed for a lack of a second. Motion passed unanimously.

CONSENT AGENDA

Motion made by Craig Johnson, seconded by Chad Young **to approve the consent agenda as presented.** Personnel, bills, wire transfers, treasurer's report, gift/donations. Motion passed unanimously.

INFORMATION

Update on Goal III-Presented by Erin Dohrmann. Erin Dohrmann presented to the Board about the third goal for the strategic plan: Goal III Program Initiatives Update. She discussed about all of the program initiatives that include:

- All day everyday Kindergarten that was state funded in 2014
- The Princeton Online Academy is in its second year and due to enrollment a second teacher was added along with guidance counselor.
- The Area Learning Center is in year one of service.
- The Spanish Immersion program will be adding a second grade class in the fall.
- Tigers in Training have been reaching out to the birth-4 year old in the district with a variety of Tiger items and letters to invite the families to multiple activities and this will continue in the next year.
- The Gifted and Talented program has been working on site based support and will continue to support every buildings different needs.
- STEAM (Science, technology, engineering, arts and math) program is also in its second year and the coursework continues to be developed in grades 6-8. Robotics is available to students in grades 3-12 and they will continue to create opportunities in multiple subject areas.
- The Department of Student Services is in their new building and transportation, food services, custodial support and technology support have been coordinated. Adult Basic Education has initiated services in the new location as well. More information can be located on Boardbook.

Superintendent Strategic Plan Update-Presentation by Julia Espe on the strategic plan update. She discussed the district goals for the next 5 to 7 years. These goals are to provided personalized instruction for every student, prepare 21st century students to be career and college ready, implement innovative programming, guarantee creative and relevant digital learning and to improve communication and engagement with staff parents, business and community partners in order to maximize student success.

More information on our goals update can be located on boardbook.

ACTION ITEMS

High School Schedule- Motion to accept the high school six period day schedule as presented with the understanding that slight changes may occur was made by Howard Vaillancourt and seconded by Craig Johnson. Opposed: Sue VanHooser: Motion passed 6:1.

2017-2018 Budget Parameters-

State increase: Motion to accept the state increase by 1% was made by Craig Johnson and seconded by Eric Strandberg . Motion passed unanimously.

Class size- Motion to approve the recommended class size ranges was made by Craig Johnson and seconded by Howard Vaillancourt. Opposed: Howard Vaillancourt, Eric Strandberg and Sue VanHooser. Motion passed. 4:3.

Enrollment-Motion to add 10 students to next year's enrollment was made by Eric Strandberg and seconded by Craig Johnson. Motion passed unanimously.

2016-2017 Revised Budget- Motion to accept the revised budget as presented was made by Eric Minks and seconded by Chad Young. Motion passed unanimously.

Second Reading of Policies- #498, 299, 607, 609, 611, 614, 615, 619, 624.

Motion to approve the second reading of the policies was made by Craig Johnson and seconded by Eric Minks. Howard Vaillancourt requested that policy 299 be separated by a roll call vote. Due to a lack of a second, the motion on the table stands. Opposed: Howard Vaillancourt. Motion passed 6:1.

Additions to the agenda: None

Future Meetings: Finance meeting-Tuesday, March 7th-5:00

ADJOURN - Motion to adjourn the meeting made by Craig Johnson, seconded by Eric Minks. Meeting was adjourned at 8:05 p.m.

Chair Deb Ulm

Clerk Eric Minks

Recorder-Kari Plafcan

03.07.2017

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Akers, Catherine	Resignation	PI-ADSI Reading Teacher	PEA		2.28.17	
Anderson, Duane	LOA	HS Teacher	PEA	N/A	2017-2018	
Bahlman, Bill	Change in current assignment	H.S Building Security/Hallway Supervision-extended hrs. to 6.5 hrs a day	Para	N/A	2.27.17-6.7.17	
Bednar, Lindsay	LOA	HS Teacher	PEA	N/A	2017-2018	
Bragg, Nicole	New Hire	PS-SpEd Para	Para	Jennifer Bragg	3.8.17	15.13/hr
Evans, Linda	Change in current assignment	Assistant Speech Coach-change to .5 FTE		N/A	3.1.17	
Fischer, Kathy	Change in current assignment	adjust clock out to 2:55 to meet student transportation needs	Para	N/A	2.15.17-end of school year	
Haubenschild, Bonnie	Change in current assignment	Assistant Speech Coach-change to .5 FTE		N/A	3.1.17	
Henke, Thomas	LOA	Phy Ed Teacher	PEA	N/A	3.29.17-5.31.17	
Holman, Emelia	New Hire	Tiger Club		Ashley Severson	2.23.17	9.50/hr
McGathey, Olivia	Change in current assignment	Assistant Speech Coach-change to .75 FTE		N/A	3.1.17	
Scharber, Caleb	Resignation	MS-baseball coach				
Severson, Ashley	Resignation	Tiger Club		N/A	2.24.17	
Siewert, Ellen	Change in current assignment	Assistant Speech Coach-change to .25 FTE		N/A	3.1.17	
Smith, Brenda	LOA		PEA	N/A	2017-2018	
Wentworth, Taylor	Extra Duty	HS-Three Act Play Director		Deon Hader	2.27.17-4.8.17	

FUNDRAISING APPROVAL FORM

Date of fundraiser: <u>3-23-17</u>		Projected profit: <u>\$400</u>	Amount earned:	
Group or organization proposing the fundraiser: <u>Early Childhood Advisory Council</u>			Item(s) being sold:	
Company/organization supplying items to be sold: <u>Donated baskets for silent auction</u>				
The money raised will be used for: <u>ECEE - Moms night out with Vendors</u>				
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.			Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:				
			Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.		<input checked="" type="checkbox"/>	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).			N/A
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.			N/A
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"/>	6-8pm off site
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			N/A
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.		<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.			N/A
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together. 			N/A
I have reviewed Policy #511 Fundraising and agree to its provisions:				
Date: <u>2-16-17</u>		Teacher/Sponsor Signature: <u>Mary Patnode</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>2-16-17</u>		Administrator Signature: <u>Green A</u>		
Date: <u>2.21.17</u>		Superintendent Signature: <u>Julia Espe</u>		
Date:		School Board Chair Signature:		

ISD #477 Tiered Interventions & Discipline Responses

Princeton Public Schools focuses on PBIS (Positive Behavior Intervention & Supports) at all levels. This is a cornerstone to what we believe. We encourage and reinforce positive relationships, set expectations, and provide supports to encourage student success.

Tier I: Interventions that support all students to learn from mistakes and teach replacement behaviors that promote respect and Tiger Pride. Staff may use a variety of classroom management strategies.

- | | |
|---|--|
| <input type="checkbox"/> Teach and post school-wide behavior expectations | <input type="checkbox"/> Nonverbal and/or verbal warnings |
| <input type="checkbox"/> Role-modeling and practicing expectations | <input type="checkbox"/> Loss of privileges |
| <input type="checkbox"/> Build positive relationships with peers and staff | <input type="checkbox"/> Teacher/student conference |
| <input type="checkbox"/> Teacher Advisory/Guided Study | <input type="checkbox"/> Parent/guardian contact and/or conference |
| <input type="checkbox"/> Proximity control | <input type="checkbox"/> Reflective/processing activities |
| <input type="checkbox"/> Re-direct to task | <input type="checkbox"/> Apologies |
| <input type="checkbox"/> Incentive(s) around student | <input type="checkbox"/> Positive reinforcements |
| <input type="checkbox"/> Active engagement in academics | <input type="checkbox"/> Verbal and nonverbal redirections |
| <input type="checkbox"/> Self monitoring and identification of cause(s) of behavior | <input type="checkbox"/> Catch up opportunities (lunch, break, recess, etc). |
| <input type="checkbox"/> Break pass | <input type="checkbox"/> Daily progress for behaviors |
| <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Conflict resolution |
| <input type="checkbox"/> Provide choices | <input type="checkbox"/> Mentor program |
| <input type="checkbox"/> Give student a responsibility | <input type="checkbox"/> Social skills/executive functions instruction |
| <input type="checkbox"/> Individual classroom management plans | <input type="checkbox"/> Visual schedule |
| <input type="checkbox"/> Practice and reinforce routines | <input type="checkbox"/> Resolution: peer to peer or student & staff |
| | <input type="checkbox"/> Verbal de-escalation |

Tier II: Interventions that may involve school (support staff and/or administration) and community-based support systems beyond the classroom. Support is provided to foster positive behaviors and a successful learning environment.

- | | |
|---|---|
| <input type="checkbox"/> IEP (Individual Education Plan) revision (SPED students) | <input type="checkbox"/> Stop & Think/Planning Room |
| <input type="checkbox"/> PST (Problem Solving Team) referral | <input type="checkbox"/> Student contracts |
| <input type="checkbox"/> SST (Student Support Team) referral | <input type="checkbox"/> Short-term behavior monitoring |
| <input type="checkbox"/> After school academic programs (Targeted Services) | <input type="checkbox"/> Restorative practices (school & community) |
| <input type="checkbox"/> In-school suspension | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Detention | <input type="checkbox"/> Apologies |
| <input type="checkbox"/> Learning materials | <input type="checkbox"/> Counselor/dean referral, peer support groups |
| <input type="checkbox"/> Behavior support plan | <input type="checkbox"/> Conflict resolution |
| <input type="checkbox"/> Parent/guardian contact and/or conference | <input type="checkbox"/> Peer mediation |
| <input type="checkbox"/> Monitor attendance/attendance contract | <input type="checkbox"/> Explicit modeling, teaching, and reinforcing replacement behaviors/social skills |
| <input type="checkbox"/> Schedule change | <input type="checkbox"/> 504 plan |
| <input type="checkbox"/> Loss of privilege(s) | <input type="checkbox"/> Mentor program |
| <input type="checkbox"/> Administrator meeting | <input type="checkbox"/> Community-based mental health support referrals |
| <input type="checkbox"/> Academic Interventions | <input type="checkbox"/> Student CICO (Check-In, Check-Out) |
| <input type="checkbox"/> Response to Intervention | |

Tier III: Interventions that involve administration to stress the seriousness of the behavior and may involve alternative learning environments.

- | | |
|--|--|
| <input type="checkbox"/> Referral and collaboration with outside supports | <input type="checkbox"/> Community-based mental health support referrals |
| <input type="checkbox"/> Suspension (in and/or out of school) | <input type="checkbox"/> Functional Behavior Assessment and/or behavior support plan |
| <input type="checkbox"/> Referral to SRO (School Resource Officer) | <input type="checkbox"/> Tracking behavior data on identified goals |
| <input type="checkbox"/> Student Services (Area Learning Center, Online Academy, Accurate Home Care Day Treatment) | <input type="checkbox"/> Parent/Guardian contact and/or conference |
| <input type="checkbox"/> IEP revision (SPED students) | <input type="checkbox"/> Substance abuse supports suggestion |
| <input type="checkbox"/> Possible referral to Special Education | <input type="checkbox"/> PST (Problem Solving Team) referral |
| <input type="checkbox"/> Summer and/or after school academic programs (Targeted Services) | <input type="checkbox"/> Administrator meeting |
| <input type="checkbox"/> County referral (attendance) | <input type="checkbox"/> Care and Treatment Supports |



ISD #477 Tiered Interventions and Discipline Responses

Purpose/Procedure Statement:

The purpose of this document is to promote an open communication line between the district, parents/guardians, and community members. There are three identified tiered levels of support, interventions, and responses to discipline, depending upon the identified behavior and/or need.

Tier I are universal interventions and supports for all students. Tier II and III are more student-specific, depending upon the level of support needed, identified behavior, and action needed. As behaviors progress to Tier II and III, students continue to receive the prior Tiered supports and interventions.

When addressing behaviors, the district follows the school-board approved policies and procedures. We implement PBIS (Positive Behavior Interventions and Supports) within the Tiers and across our district. This is our Tiger Pride, and the foundation to student management. As interventions are implemented, data is collected and student progress is monitored to help identify the appropriate level of support and action needed.

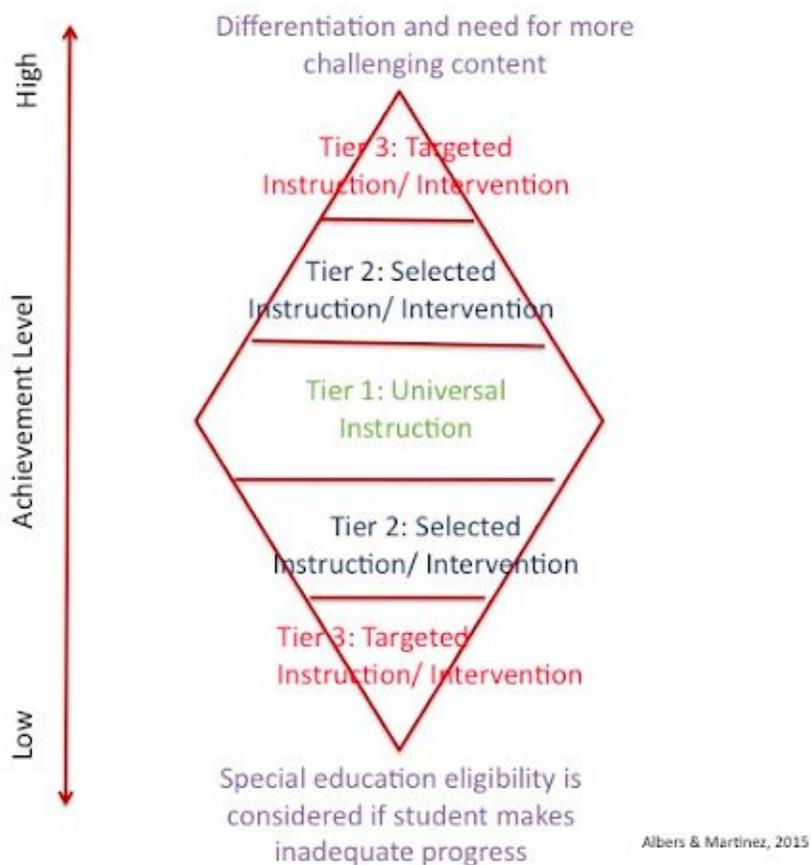
Adopted: February 2017



Mathematics Multi-Tiered System of Support (Math MTSS)

What is a Multi-Tiered System of Support?

- We have two district frameworks already in place that are multi-tiered systems of support. One is academic remediation (RTI / Response to Intervention) and the other is behavioral (PBIS / Positive Behavior Interventions & Supports). They involve targeting specific areas in which students are struggling and then increasingly applying research-based interventions until the barriers to learning are addressed.
- In a multi-tiered system of support:
 - Tier 1 refers to the core curriculum delivered to all students that has a high likelihood of bringing the majority of students to acceptable levels of proficiency.
 - Tier 2 provides supplemental instruction to those students who display poor response to the core instruction provided at Tier 1.
 - Tier 3 involves the application of intensive instructional interventions designed to increase the rate of student progress.
- These three tiers plus three levels (below standards, meeting standards, exceeding standards) leads us to a diamond structure.





How does MTSS relate to our mathematics courses?

- The MTSS process begins by asking, “Is the core instruction we are providing in mathematics effective?” The answer for Princeton is currently, “not for all students.”
- Then, the protocol involves a problem solving process.
 - What is the problem?
 - We have students who are prepared to handle more mathematical content at a deeper level. They are not making as much progress as they could because they are not being consistently challenged with new material.
 - Why is the problem occurring?
 - We currently have only one math class for each grade, and students are grouped based on chronological age, not readiness level.
 - Students demonstrating high achievement levels on multiple measures over multiple years need something different.
 - What should we do about the problem?
 - We need to make high mathematical content accessible to students who show readiness regardless of age. We will start with a “Tier 2” for students with advanced capability which will provide more rigorous instruction.

What goes into the design of a Tier 2 service?

- Gather accurate and reliable data
 - We are using a number of measures to determine which students are eligible for the accelerated section in each grade. See the [Course Criteria](#) for more detail.
- Correctly interpret and validate data
 - We will continue to use a committee approach to make decisions on student selection.
- Use data to make meaningful instructional changes for students
 - Teachers will work as a team to rewrite the curriculum the covers two sets of grade level standards. Support will come from gifted education as well as from contacts we have made in other districts who teach a compacted course
- Establish and manage increasingly intensive tiers of support
 - 2017-2018 is a pilot year and we anticipate expanding this MTSS to include other grade levels and other opportunities.
- Evaluate the process at all tiers to ensure the system is working

Which math classes will be provided at each grade, in 2017-2018?

6th Grade Courses	Math 6	Pre-Algebra
7th Grade Courses	Pre-Algebra	Algebra (Linear)
8th Grade Courses	Algebra (Linear)	Algebra (Non-linear)
9th Grade Courses	Algebra (Non Linear)	Geometry

Are there any costs?

- At this time, any potential costs are related to materials that teachers may need to support the advanced sections and curriculum writing hours.



Questions?

Princeton Tiger Survey update

Thank you to those of you that participated in the Tiger Logo Input Survey. We appreciate it. Over 200 people responded, giving us great feedback and direction.

Overall, the majority of respondents believe the tiger's persona that should represent Princeton Public Schools is to be strong and **regal/dignified**. 75% of respondents felt that the tiger profile should be a **straightforward, head only design**, with a **minimalistic/contemporary** approach to the style to represent how the District is moving forward. Since the logo will represent all our schools, including primary schools, respondents feel **no teeth** should be showing. The color of the eyes will be shown as the **green eyes**, based on the survey.

Why are we doing this Tiger logo update? We want to be a unified Princeton School District, and have a consistent brand image. At this point, not all our schools are using the same image and we have not been able to come to a consensus on what the official logo is. Upon finalizing, we will be able to celebrate our Tiger Pride with a consistent Tiger logo and even have a chance to put it on the City of Princeton water tower.

What happens next? Out of the twelve tiger heads that were shown as examples for feedback, we have narrowed down the options based on your input. Two final tiger logo options will be created based on the survey results and sent out for votes and feedback.

Please be on the lookout very soon for the final survey with the Tiger logo mockups. This will be sent out to **all buildings** for staff and **students** to vote for their favorite tiger and show our Tiger Pride! Thank you everyone for your input.

College and Career

Working Together II - Poster Campaign
Learning and Living - Parent Series

Poster Campaign: True collaboration

Key players in planning:

Kathy Bystrom - Fairview Hospitals and Clinics

Pam McElhone - Phillips Distilling

Karen Michels - Princeton Chamber of Commerce

Julia Espe - Superintendent

Emorie Colby - HS Assistant Principal

Gwen Anderson - CE Director



Alignment with Strategic Plan

GOAL 2: ARTICULATE SKILLS NECESSARY FOR COLLEGE AND CAREER READINESS

1. Identify skills required to be successful in College and Career
2. Generate community discussions of skills and competencies of required skills
3. Communicate skills and competencies to staff, students and community

(Hits 3 of our 4 goals for this year)



Quick and easy process

Letter with checklist sent to all Chamber members

Participants selected career fields, skills necessary, education needed, quote or mission statement along with a few pictures to highlight jobs available in OUR community.

Business receives a poster and we post a local job wall in 3 locations:

1. High School
2. Middle School
3. Student Services



Business Community Appeal

- 7 local business participating in project currently
- Posters revealed at the Business Expo to encourage additional participation



Next step

- Phase II will be to continually add additional business partners
- To alternate posters displayed based upon the primary career field
- Will repost for periods of time each school year until the posters become dated or obsolete
- Easy, effective and appealing



Spreading the news

Sending to the MN Department of Education to use as a model project for College and Career Readiness and Local Community Collaborations



CAREER & COLLEGE READY

Parent Information Sessions

Join Princeton Public Schools in this 3 part series designed for parents of teenagers gearing up for a career or college study!

This series is brought to you by: *Princeton Working Together*

January 25

"What to Know Before You Owe." presented by Luke Greiner

This presentation will focus on college costs, job outlooks and starting salaries.

High School Performing Arts Center
5:30 - 6:30 PM

Luke Greiner is DEED's regional analyst for central and southwestern Minnesota.

Luke conducts research, writes publications, and provides presentations about Greater Minnesota's economy and job market, industry trends, workforce availability, hiring demand. He has a bachelor's degree in management from Park University in Parkville, MO. Luke worked in workforce development for DEED before becoming an analyst and currently serves on the Minnesota's State ACT Council.

<http://mn.gov/deed/data/imi-help/labor-market-experts/>



LUKE GREINER

DEED'S Regional Analyst for Central and Southwestern Minnesota

February 22

"Parent Readiness for Guiding Future Careers"

For Middle School & High School Parents

Discussion on how to promote and build a foundation of academic success, pitfalls to avoid in high school, and other practical advice.

Dinner Provided.

Middle School Media Center
5:30 - 7:00 PM

March 22

"Local Career Pathways"

For Middle School & High School Parents

*MN Workforce job presentation and discussion about local Minnesota Career Fields, Clusters and Pathways. Further discussion on the high school course that focuses on college entrance exam, John Baylor Prep and beyond. **Dinner Provided.***

Middle School Media Center
5:30 - 7:00 PM

Parent Readiness Series

3 parts

21



Meals and gift cards donated by:

Resource
Training & Solutions
A Minnesota Service Cooperative

PRINCETON PUBLIC SCHOOLS

STUDENT PROMOTION (ACCELERATION) / RETENTION GRADES K-8

Promotion (Acceleration)

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for accelerating a student, the following characteristics shall be studied: level of academic success; achievement testing data; learning potential; age; physical size; self esteem; maturity; emotional stability; attendance; physical health; grade level expectations; teacher recommendations and feedback from the student and parent/guardian.

- A. ~~The person requesting acceleration consideration should present their request in the form of a letter to the building principal.~~
- B. ~~The principal will gather information related to the student in regard to the characteristics listed.~~
 - 1. ~~The principal will analyze the characteristics in relation to the following:~~
 - a. ~~Relative to the material to be mastered.~~
 - b. ~~Compared to others in current room/group.~~
 - c. ~~Compared to others in the grade level of acceleration request.~~
 - d. ~~Student's NWEA MAP testing and/or other assessment level compared to current grade and requested acceleration grade.~~
- C. ~~Decision to accelerate:~~
 - 1. ~~The Iowa Acceleration Scale (IAS), Third Edition, will be used to guide the conversation about acceleration. A recommendation to accelerate requires a minimum of forty-six points on the IAS.~~
 - 2. ~~The grade level acceleration request will be evaluated by a committee~~

The principal shall consult with the teachers and parents/guardian. The principal shall be responsible for the final decision. The principal will provide a written explanation to the person that made the request to accelerate the student as to whether the student will be accelerated or remain at the current grade level. The written decision shall become a part of the student's permanent file.

Retention

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for retaining a student in a single grade, the following characteristics shall be studied: level of achievement; learning potential; age; physical size; self esteem; maturity; attendance; physical health; grade level expectations and feedback from the student and parent/guardian. The Superintendent's decision shall be final.

H. GOALS

- A. ~~Maintain academic accountability or achievement.~~
- B. ~~Protect due process rights of students.~~
- C. ~~Establish an early identification and treatment plan for poorly achieving students.~~
- D. ~~Provide a student support system which will include the principal, all appropriate staff members, counselor and parents/guardians.~~
- E. ~~Provide program adjustment plans to help poorly achieving students gain needed skills without retention.~~
- F. ~~Provide a monitoring system to follow students who progress with an intervention plan and/or who have been retained.~~
- G. ~~Inform parents of the intervention.~~
- H. ~~Describe procedures for initiation of this policy in the school handbook.~~

~~Independent School District #477
Princeton, Minnesota 55371~~

~~Adopted: March 26, 1985
Revised: March 22, 2005
Revised: August 18, 2015
Revised: February 21, 2017~~

PRINCETON PUBLIC SCHOOLS**STUDENT PROMOTION (ACCELERATION) / RETENTION GRADES K-8****Promotion (Acceleration)****I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

2. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. Assess a student's readiness and motivation for acceleration; and
 - b. Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (credit for Learning)

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 21, 2017

PRINCETON PUBLIC SCHOOLS

STUDENT PROMOTION (ACCELERATION) / RETENTION GRADES K-8

Promotion (Acceleration)

Procedure

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for accelerating a student, the following characteristics shall be studied: level of academic success, achievement testing data, learning potential, age, physical size, self esteem, maturity, emotional stability, attendance, physical health, grade level expectations, teacher recommendations and feedback from the student and parent/guardian.

- A. The person requesting acceleration consideration should present their request in the form of a letter to the building principal, who will inform the district gifted and talented program coordinator.
- B. The gifted and talented program coordinator will gather information related to the student in regard to the characteristics listed.
 - 1. The gifted and talented program coordinator will analyze the characteristics in relation to:
 - b. others in current
 - c. others in the grade level of acceleration request.
- C. Decision to accelerate:
 - 1. The Iowa Acceleration Scale (IAS), Third Edition, will be used to guide the conversation about acceleration. A recommendation to accelerate requires a minimum of forty-six points on the IAS.
 - 2. The grade level acceleration request will be evaluated by a committee comprised of School Administrators, current teacher of the student, teacher at the grade level to which the student may be accelerated, parent(s)/guardian(s) of student, school psychologist, and gifted and

talented program coordinator. The committee shall consult with the teachers and parents/guardian. The committee shall be responsible for the final decision and will provide a written explanation to the person that made the request to accelerate the student as to whether the student will be accelerated or remain at the current grade level. The written decision shall become a part of the student's permanent file.

Retention

I. PURPOSE

It is the policy of Independent School District #477 that students shall generally be promoted with their age groups. Should consideration be given for retaining a student in a single grade, the following characteristics shall be studied: level of achievement, learning potential, age, physical size, self esteem, maturity, attendance, physical health, grade level expectations and feedback from the student and parent/guardian. The Superintendent's decision shall be final.

II. GOALS

- A. Maintain academic accountability or achievement.
- B. Protect due process rights of students.
- C. Establish an early identification and treatment plan for poorly achieving students.
- D. Provide a student support system which will include the principal, all appropriate staff members, counselor and parents/guardians.
- E. Provide program adjustment plans to help poorly achieving students gain needed skills without retention.
- F. Provide a monitoring system to follow students who progress with an intervention plan and/or who have been retained.
- G. Inform parents of the intervention.
- H. Describe procedures for initiation of this policy in the school handbook.

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
EARLY ENTRANCE**

I. Purpose:

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

II. General Statement of Policy

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

Legal Reference: M.S. 120A.20

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

- ~~1) birthday is prior to October 15 of the year student seeks early entrance in which~~
- ~~2) competency in academic skills is demonstrated by the student on the on school readiness assessments which will be conducted by school personnel.~~
- ~~3) demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.~~

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

- ~~4) The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as document by professionally trained staff.~~
- ~~5) The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument.~~
- ~~6) The student must participate in the Slide into Kindergarten program the final week of July or first week of August.~~

~~Adopted on: October 21, 2014~~
~~Reviewed: August 16, 2016~~
Revised: February 21, 2017

EARLY ENTRANCE PROCESS / SUMMARY

Student Name: _____ **Date:** _____

- Parent Application Submitted (parent)
- Psychological Assessment IQ test (school psychologist)
- Letter of recommendation (teacher or daycare provider)
- Social maturity checklist (non-parent that has worked with child)
- School Readiness Assessment (school personnel)
- Early Entrance team meeting to determine eligibility
- Parent meeting to discuss results

I. Psychological Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Does child meet eligibility criteria (score of 130 or above)? Yes No

Would child be successful with early entrance? Yes No

Comments:

Psychologist's Name

II. Social Maturity Assessment

Checklist to be completed by teacher or daycare provider along with letter of recommendation.

Letter from Preschool/ Daycare (attached copy) Yes No

Early Entrance Checklist Yes No

III. School Readiness Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Tester's recommendation:

Does child meet eligibility criteria on assessment ? Yes No

Would child be successful with early entrance? Yes No

Comments:

Staff Member's Name

EARLY ENTRANCE APPLICATION

Directions:

1. Fill out early entrance application.

2. Have a daycare provider or preschool teacher provide a letter of recommendation listing the reasons why he/she feels your child is kindergarten ready.
3. Have the Social Maturity Checklist completed by someone who has worked with your child (not a parent).
4. Submit all materials to:

Director of Teaching & Learning
Princeton Public Schools
706 1st Street
Princeton, MN 55371

Child's Name:	Male / Female	Birth Date:
Street Address:	City:	Zip Code:
Primary Contact Email:		
Parent/Guardian:	Home Phone:	Cell Phone:
Parent/Guardian:	Home Phone:	Cell Phone:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:

I understand that in order for my child to be considered for early entrance, the student must satisfy the following.

- The student's birthday is prior to October 15 of the year in which admission is requested.
- Student demonstrates competency in academic skills on school readiness assessments conducted by school personnel.
- The student has demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If required:

- The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as documented by professionally trained staff.
- The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument. This psychological assessment will be completed by a school psychologist.
- The student must participate in the kindergarten readiness program the final week of July or first week of August.

There will be a post-assessment interview with parents and school personnel to review assessment and observation data. The decision to offer early enrollment to a child will be made by school personnel.

Parent/Guardian Signature

Date

8. Mark the self-help tasks your child can perform independently:

Zip: _____ Tie: _____ Button: _____

Manage toileting: _____ Dress in outer clothing: _____

9. Describe your child's ability to play or work with other children:

10. Describe how your child reacts to frustration or conflict with others or with unfamiliar activities:

11. What do you see as possible advantages and disadvantages to early entrance?

Advantages:

Disadvantages:

Date:

Student Name:

Adult Name:

Relationship to Student:

Physical Characteristics

- Exhibits physical maturity
- Demonstrates good muscle control
- Displays adequate attention span
- Demonstrates sufficient stamina for entire day
- Performs good eye-hand coordination

Intellectual Characteristics

- Finishes work on time
- Follows directions
- Demonstrates good listening skills
- Performs above average with peers in areas of academic skills
- Shows interest in kindergarten level activities

Social Characteristics

- Enjoys group activities
- Exhibits self-confidence
- Assumes leadership role
- Solves problems appropriately
- Demonstrates good verbal expression; volunteers answers

Emotional Characteristics

- Copes well with problems
- Adjusts well to group setting
- Accepts constructive criticism
- Exhibits calm demeanor

PLEASE LIST ALL PRESCHOOL/DAYCARE SETTINGS ATTENDED AND DATES OF ATTENDANCE

Daycare / School :	Person to Contact:
Dates Attended:	Phone Number:
Daycare / School :	Person to Contact:
Dates Attended:	Phone Number:
Daycare / School :	Person to Contact:
Dates Attended:	Phone Number:

By signing below you are giving your permission to call the above references:

Parent/Guardian Signature

Please attach the Daycare / Preschool Letter of Recommendation

PRINCETON PUBLIC SCHOOLS
EARLY ENTRANCE
PROCEDURE

I. Procedure

To be eligible for early entrance to school the student must satisfy the following requirements.

- 1) The student's birthday is prior to October 15 of the year in which admission is requested.
- 2) Student demonstrates competency in academic skills on school readiness assessments conducted by school personnel.
- 3) The student has demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If the student successfully satisfies requirements 1-3:

- 4) The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as documented by professionally trained staff.
- 5) The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument. This psychological assessment will be completed by a school psychologist.
- 6) The student must participate in the kindergarten readiness program the final week of July or first week of August.

A team, including but not limited to the building principal, gifted education coordinator, director of teaching and learning, and kindergarten staff will guide the early entrance process. Results and options will be shared with parents in a timely manner.

Adopted on: February 21, 2017

EARLY ENTRANCE PROCESS / SUMMARY

Student Name: _____ Date: _____

- Parent Application Submitted (parent)
- Psychological Assessment IQ test (school psychologist)
- Letter of recommendation (teacher or daycare provider)
- Social maturity checklist (non-parent that has worked with child)
- School Readiness Assessment (school personnel)
- Early Entrance team meeting to determine eligibility
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I. Psychological Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Does child meet eligibility criteria (score of 130 or above)? Yes No

Would child be successful with early entrance? Yes No

Comments:

Psychologist's Name

II. Social Maturity Assessment

Checklist to be completed by teacher or daycare provider along with letter of recommendation.

Letter from Preschool/ Daycare (attached copy) Yes No

Early Entrance Checklist Yes No

III. School Readiness Assessment

Name of Assessment _____

Score(s) _____

Date of Assessment _____

Tester's recommendation:

Does child meet eligibility criteria on assessment ? Yes No

Would child be successful with early entrance? Yes No

Comments:

Staff Member's Name

EARLY ENTRANCE APPLICATION

Directions:

1. Fill out early entrance application.
2. Have a daycare provider or preschool teacher provide a letter of recommendation listing the reasons why he/she feels your child is kindergarten ready.
3. Have the Social Maturity Checklist completed by someone who has worked with your child (not a parent).
4. Submit all materials to:

Director of Teaching & Learning
 Princeton Public Schools
 706 1st Street
 Princeton, MN 55371

Child's Name:	Male / Female	Birth Date:
Street Address:	City:	Zip Code:
Primary Contact Email:		
Parent/Guardian:	Home Phone:	Cell Phone:
Parent/Guardian:	Home Phone:	Cell Phone:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:
Sibling's Name:	Male / Female	Age:

I understand that in order for my child to be considered for early entrance, the student must satisfy the following.

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- Student demonstrates competency in academic skills on school readiness assessments conducted by school personnel.
- The student has demonstrated success in a preschool program, validated by a letter of recommendation from pre-school teacher/director/child care provider etc.

If required:

- The student must demonstrate social and emotional maturity and be free of any serious adjustment issues, as documented by professionally trained staff.

- The student must achieve a minimum Full Scale I.Q. score of 130, on an individually administered technically adequate instrument. This psychological assessment will be completed by a school psychologist.
- The student must participate in the kindergarten readiness program the final week of July or first week of August.

There will be a post-assessment interview with parents and school personnel to review assessment and observation data. The decision to offer early enrollment to a child will be made by school personnel.

Parent/Guardian Signature

Date

Page 2 of 5

8. Mark the self-help tasks your child can perform independently:

Zip: _____ Tie: _____ Button: _____

Manage toileting: _____ Dress in outer clothing: _____

9. Describe your child's ability to play or work with other children:

10. Describe how your child reacts to frustration or conflict with others or with unfamiliar activities:

11. What do you see as possible advantages and disadvantages to early entrance?

Advantages:

Disadvantages:

Social Maturity Checklist

Date:

Student Name:

Adult Name:

Relationship to Student:

Physical Characteristics

- Exhibits physical maturity
- Demonstrates good muscle control
- Displays adequate attention span
- Demonstrates sufficient stamina for entire day
- Performs good eye-hand coordination

Intellectual Characteristics

- Finishes work on time
- Follows directions
- Demonstrates good listening skills
- Performs above average with peers in areas of academic skills
- Shows interest in kindergarten level activities

Social Characteristics

- Enjoys group activities
- Exhibits self-confidence
- Assumes leadership role
- Solves problems appropriately
- Demonstrates good verbal expression; volunteers answers

Emotional Characteristics

- Copes well with problems
- Adjusts well to group setting
- Accepts constructive criticism
- Exhibits calm demeanor

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Daycare / School : Dates Attended:	Person to Contact: Phone Number:
Daycare / School : Dates Attended:	Person to Contact: Phone Number:
Daycare / School : Dates Attended:	Person to Contact: Phone Number:

By signing below you are giving your permission to call the above references:

Parent/Guardian Signature

Please attach the Daycare / Preschool Letter of Recommendation

PRINCETON PUBLIC SCHOOLS
VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on school grounds, buses or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to strictly enforce its weapons policy (Policy 501).
- B. It is the policy of the school district to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It

shall be incumbent on all students and staff to observe all policies and report violations to the school administration.

- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- G. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- H. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or

identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

- I. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence, and development of a positive school climate.
- C. In-service training for personnel in aspects of reporting, visibility and supervision as deterrents to violence.
- D. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- E. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education and character/ values education (universal values, e.g. honesty, personal responsibility, self-discipline, cooperation and respect for others.)
- F. Establish clear school rules that prevent and deter violence.
- G. Develop cross-cultural awareness programs to unify students of all cultures and

backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.

- H. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- I. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- J. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy and identify differences in behavior and values that conflict with their own.
- K. Provide opportunities to inform and elicit students' ideas about particular safety problems in the building.
- L. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- M. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- N. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- O. Develop curriculum 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.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.

- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
~~Minn. Stat. § 121A.035 (Crisis Management Policy)~~
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
~~Minn. Stat. § 121A.57 (Crisis Management Policy)~~
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
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)

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 31 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School Indep. Sch. Dist. No. 3, 804 F.Supp. 1415, 78 Educ. L. Represent. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 822, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 504 (Student Dress and Appearance)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
 MSBA/MASA Model Policy 526 (Hazing Prohibition)
 MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

Independent School District #477
 Princeton, MN 55371

Adopted: November 14, 2006
 Revised: September 1, 2015
 Revised: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
HAZING PROHIBITION**

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or

humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
 - C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
 - E. “Student” means a student enrolled in a public school or charter school.
 - F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

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

The building principal, the principal's designee, or the building supervisor (hereinafter the building report taker) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observed, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

- F. 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. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students- or others pending completion of an investigation alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies, and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References: Princeton Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Princeton Policy 413 (Harassment and Violence)
 Princeton Policy 506 (Student Discipline)
 Princeton Policy 514 (Bullying Prohibition Policy)
 Princeton Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: October 28, 1997

Revised: August 24, 2004

Revised: October 27, 2009

Revised: December 21, 2010

Revised: June 28, 2011

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS
STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS,
AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and

further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

- D. “School district location” means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include 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.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by *(designated school official)* to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in [other designated areas, e.g. parking lots designated for use only by staff or by the general public].
- B. When there are unauthorized vehicles parked on school district property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations 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.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

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.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
 Minn. Const., art. I, §10
 Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
 MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
 MSBA/MASA Model Policy 501 (School Weapons Policy)
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: November 14, 2006
 Revised: September 1, 2015
 Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
STUDENT PARENTAL, FAMILY AND
MARITAL STATUS NONDISCRIMINATION**

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated the **Human Resource Director** as the Title IX coordinator. This employee

coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX Coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Legal References: Minn. Stat. § 363.01 et seq. (Minnesota Human Rights Act)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 34 C.F.R. Part 106 (Implementing regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: December 17, 2002
 Reviewed: September 1, 2015
 Revised: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

- A. Administration

“Administration” means the superintendent, building principal, or other designee.

- B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.

4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School Staff Member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher’s classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher’s classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff

member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to

classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.22, Subd. 7 (School Attendance - Education Records)
 Minn. Stat. § 121A.45 (Grounds for Dismissal)
 Minn. Stat. § 121A.64 (Notification of Students with Violent Behavior)
 Minn. Stat. § 121A.75 (Law Enforcement Notice to Schools)
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
 Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: November 14, 2006
 Reviewed: September 1, 2015
 Revised: August 16, 2016
 Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
THE PLEDGE OF ALLEGIANCE**

I. PURPOSE

The school board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Students must respect the choice to not recite the pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal References: Minn. Stat. §121A.11, Subd. 3 (Pledge of Allegiance)

Cross References:

Independent School District #477
Princeton, Minnesota 55371

Adopted: November 10, 2003

Revised: September 1, 2015

Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH
IEPs FROM SCHOOL GROUNDS**

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a

political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury ~~or to prevent serious property damage.~~
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s

IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on district's' progress in reducing the use of restrictive procedures that recommends how to further reduced these procedures and eliminate the use of prone restraints. By June 30 of each year, districts must report summary data on the use of restrictive procedures to the MDE, in a form and manner determined by the Commissioner. The summary data must include information about the use of restrictive procedures, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. ~~§ 13.01, et seq.~~ Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
 Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
 Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
 Minn. Stat. § 609.06 (Authorized Use of Force)
 Minn. Stat. § 609.379 (Permitted Actions)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA)) 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
 34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: Princeton Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 507 (Corporal Punishment)
 Princeton Policy 515 (Protection and Privacy of Pupil Records)
 Princeton Policy 525 (Violence Prevention)
 Princeton Policy 806 (Crisis Management Policy)

Adopted: January 27, 2004
 Revised: November 23, 2010
 Revised: August 23, 2011
 Reviewed: September 1, 2015
 Revised: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
ACADEMIC RECOGNITION PROGRAMS**

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

High School

1. **School Board Scholars** - Students, after completion of eleven (11) trimesters of high school, whose Grade Point Average ranks them in the top 5% of their 12th grade class and have earned a minimum of twenty-four (24) credits while fully enrolled at Princeton High School, will be designated as School Board Scholars. The recipient and their parents will be recognized at a reception sponsored by the school board. Each recipient will receive an appropriate certificate recognizing their status as a School Board Scholar.
2. **Principal's List-** Full-time students earning 4.000 in any trimester receive a certificate.
3. A Honor Roll- Full-time students earning 3.000-4.000 in any trimester receive a certificate.
4. B Honor Roll- Full-Time Students earning 3.000-3.499 in any trimester receive a certificate.
5. Graduating with Honors
 - a. Summa Cum Laude (3.900-4.000) Gold Cord
Seniors, after completion of eleven (11) trimesters of high school, whose Grade Point Average is 3.900-4.000, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of junior year, will wear a gold cord at graduation.
 - b. Magna Cum Laude (3.700-3.899) Red Cord
Seniors, after completing of eleven (11) trimesters of high school, whose Grade Point Average is 3.700-3.899, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of the junior year, will wear a red cord at graduation.
 - c. Cum Laude (3.500-3.699) White Cord
Seniors, after completion of eleven (11) trimesters of high schools, whose Grade Point Average is 3.500-3.699, has earned a minimum of eighteen (18) credits while enrolled at Princeton High School, and was fully enrolled at Princeton High School on the first day of junior year, will wear a white cord at graduation.
6. Additional Graduation Recognition
 - a. Military Enlisted-Red, White and Blue cord
Seniors who are fully enlisted in one of the branches of the United States Military Services will wear red, white and blue cord at graduation.
 - b. NHS Member-Royal Blue Cord
Seniors who are currently National Honor Society members will wear a royal

blue cord at graduation.

Middle School

1. **School Board Scholars** - Students, who are fully enrolled at Princeton Middle School, after completion of eight (8) trimesters of middle school, whose Grade Point Average ranks them in the top 5% of their 8th grade class, will be designated as School Board Scholars. The recipient and their parents will be recognized at a reception sponsored by the school board. Each recipient will receive an appropriate certificate recognizing their status as a School Board Scholar.

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

Independent School District #477
Princeton, Minnesota 55371

Adopted: January 27 ,1987
Revised: June 10, 1997
Revised: February 22, 2005
Revised: February 16, 2016
Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS
SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

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

2. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 3. student performance on the Minnesota Comprehensive Assessments;
 4. high school graduation rates; and
 5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student’s progress toward

meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
6. an annual budget for continuing to implement the school district plan.

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

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

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

- f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;

- e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

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

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Basic Standards Testing,
Accommodations, Modifications, and Exemptions for IEP, Section 504
Accommodation, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: November 10, 2008

Revised: November 18, 2014

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 7. Meet all applicable requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

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

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
 MSBA/MASA Model Policy 605 (Alternative Programs)

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

Adopted: November 10, 2008

Revised: September 14, 2010

Revised: November 18, 2014

Revised: September 1, 2015

Reviewed: February 21, 2017

PRINCETON PUBLIC SCHOOLS TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
1. support the goals and objectives of the education programs;
 2. are appropriate for the age, interest, abilities, learning styles, social development, and maturity levels of the students.
 3. represent the diversity of religious, ethnic, political, and cultural values held in a pluralistic society
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
 8. illustrate the accurate contributions made by various groups to our national heritage and the world;
 9. illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems;
 10. provide various points of view about issues, including those considered to be controversial;
 11. represent the various cultural theories about the physical environment and the universe.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook adoption and other instructional materials review and selection process.

The discarding of outdated and worn resources is necessary to keep collections current. The decision for discarding media center materials will be made by the site Media Specialist. The decision for discarding textbooks will be made by the Director of Teaching and Learning.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.
- D. Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, is any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
 Minnesota Stat. § 120B.20 (Parental Curriculum)
 Minn. Stat. § 120B.235 (American Heritage Education)
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be
Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98
L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: November 10, 2008

Revised: October 20, 2015

Reviewed: February 21, 2017

**PRINCETON PUBLIC SCHOOLS
DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR
TITLE I PROGRAMS**

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I ~~LEA~~ in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the school district to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the school district's Title I plan and the process of school review and improvement;

- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build the schools' and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, transportation, child care, or home

visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.

B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the

child's achievement;

- b. Frequent progress reports to the parents; and
- c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

- 1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
- 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
- 4. Coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, to the extent feasible and appropriate;
- 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
- 6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and

school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
 4. Train and support parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parental involvement, the school district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.
- F. The school district and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parental Involvement)

Cross References:

Adopted: April 14, 1987
Revised: February 9, 1999
Revised: October 25, 2005
Reviewed: October 20, 2015
Revised: February 21, 2017

PRINCETON PUBLIC SCHOOLS GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from Princeton Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district that all students must follow state statutes and state requirements. Students must complete other district requirements as established by the school board in order to graduate.

III. DEFINITIONS

A. “Course credit” is equivalent to a student’s successful completion of an academic unit of study or a student’s mastery of the applicable subject matter, as determined by the school district.

B. “MDE” means the Minnesota Department of Education.

D. “504 Plan” or “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

E. “Individualized Education Program,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.

F. “Limited English Proficient” or “LEP” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. TEST ADMINISTRATOR

District Director of Teaching and Learning or other appointed administrator shall be named the school district test administrator. Said person shall be in charge of all test procedures.

V. GRADUATION REQUIREMENTS

- A. All students must complete all preparatory content standards as per state and district requirements.
- B. All students must successfully complete the required graduation standards. In addition,

~~1.a. Students must complete the required number of high school credits and required courses in grades 9-12. 54 total credits are required for graduation. 33 specific credits are required and 21 elective credits are required. Specific course requirements and prerequisites are identified in the Princeton High School Registration Handbook. The 54 required credits must include:~~

1.a Students must complete the required number of high school credits and required courses in grades 9-12 as outlined in the Princeton High School registration Handbook. Sixty-eight (68) total credits are required for graduation. Thirty-eight (38) specific credits are required and thirty (30) elective credits are required. Specific course requirements and prerequisites are identified in the Princeton High School Registration Handbook. The 68 required credits must include.

~~Clarifications of 54 Credit Requirements:~~

- ~~• Eight credits of language arts;~~
- ~~• Six credits of mathematics, encompassing at least algebra, geometry, statistics and probability sufficient to satisfy the academic standard and completion of Algebra II or its equivalent;~~
- ~~• Six credits of science, including at least two credits in biology, and two credits in chemistry or physics;~~
- ~~• Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics;~~
- ~~• Two credits in the arts;~~

- Two credits in physical education;
- One credit in health;
- One credit in family living; and
- A minimum of twenty-one elective course credits.

<u>Academic Department</u>	<u>Credit Requirements</u>	<u>State Requirement Clarification</u>
English/Language Arts	9	
Math	9	Sufficient to satisfy the academic standard and completion of Advanced Algebra or its equivalent
Social Studies	7	Encompassing at least United States history, geography, government and citizenship, work history, and economics.
Science	7	Including at least two credits in biology; and two credits in chemistry and/or physics
Health/PE	3	
FACS	1	
Art	2	
<i>Standard Requirements</i>	<i>38</i>	
<i>Elective Requirements</i>	<i>30</i>	
Total Required Credits for Graduation	68	
Career & College Readiness Requirements (Identified on transcript as Meet/Incomplete)	-Completion of district-approved postsecondary assessment (i.e.ACT) -Completion of required advisory curriculum milestones for Personal Learning Plans	

Or

2. Have met the requirements of an IEP or 504 Plan.

E. Elective standards in health and physical education, vocational and technical education, and world languages are developed locally and placed in courses. The following Minnesota Academic Standards, in accordance with the standards developed by the MDE, have been placed within the above courses and selected electives. The most recent standard versions are placed within curriculum according to the district review process. Specific course requirements are designed to meet the Minnesota Academic Standards and subject to change.

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards with Local Adaptations, K-12 Arts

VII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. All applicable state graduation test requirements and Career & College Readiness Requirements must be met.

VIII. NOTICE

The school district will notify students and their parents of the school district's graduation requirements within 30 working days of a student's entry into ninth grade.

(NOTE: Item VIII is not included in the MSBA model policy. We made want to remove it since we are changing requirements)

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)

Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
 Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)
 Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: April 23, 1996
 Revised: July 21, 1998
 Revised: October 25, 2005
 Revised: April 24, 2007
 Revised: April 22, 2008
 Revised: August 25, 2009
 Revised: August 27, 2013
 Reviewed: October 20, 2015
 Revised: February 21, 2017

PRINCETON PUBLIC SCHOOL

SCHOOL DISTRICT SYSTEM

ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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

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

The current curriculum improvement process is a 3-step cycle which allows for evaluation, implementation and revision. With the 3-step cycle, there are needs for budget allocations for resources, materials and staff development that need to be further outlined. State standards and student learning needs can and do change at a rate faster than textbooks can be replaced. The textbook as a medium does not keep-up with the rate at which new content is created. Furthermore, they have become cost prohibitive, and their structure frequently impedes the deep implementation of a standards-based classroom

CURRICULUM REVIEW CYCLE

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

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

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

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

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

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

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

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

C. Implementation of Graduation Requirements

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

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

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

will provide active community participation in:

- A. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - B. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - C. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - D. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. The ~~Director of Curriculum~~ Teaching & Learning Director
 - b. Principal

- c. School Board Members
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two resident representative of local business or industry
- i. ~~School District Assessment Coordinator~~

5. Translation services should be provided to the extent appropriate and practicable

5-6 The Advisory Committee shall meet the following timeline each year:

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

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

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

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

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee ~~in the~~ to review instruction and curriculum ~~review process.~~ Cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

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

G.F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and cultural competency, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the

improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in published reports and in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota' Students
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
~~Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)~~
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process) Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: Princeton Policy 104 (School District Mission Statement)
Princeton Policy 601 (School District Curriculum and Instruction Goals)
Princeton Policy 613 (Graduation Requirements)
Princeton Policy 614 (School District Testing Plan and Procedure)
Princeton Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA Policy 618 (Assessment of Student Achievement)
Princeton Policy 619 (Staff Development for Standards)
MSBA Policy 620 (Credit for Learning)

Adopted: November 23, 2010

Reviewed: November 8, 2011

Revised: October 8, 2013

Revised: February 21, 2017

To: Superintendent Julia Espe
Princeton School Board Members
From: Gary Loch, American Indian Education Liaison
Re: American Indian Education Committee Resolution

Julia,

As you requested here is somewhat of a documentation of the work done in Princeton Schools this year in my role as the American Indian Education Liaison:

The majority of my time in Princeton Schools has revolved around meetings with students. The meetings range from:

Individual contacts with students and case managers in Special Education classrooms to weekly sessions with k-12 students in the Accurate Care facility providing American Indian curriculum materials appropriate for Social Studies or Language Arts.

Small group meetings with all of the American Indian students, monthly, to better understand their level of cultural literacy and how their families participate and engage in their culture.

Meetings to determine each student's level of inclusion, academic engagement, success, and vision for post secondary or vocational preparation.

Meetings to determine student awareness of curriculum that pertains to American Indian people, culture, contributions and the accuracy of historical and contemporary political issues.

Meetings to make students aware of events such as the PowWow field trip April 8th, or the possibility of a Community Garden project this summer, or to inform them of upcoming meetings for parents, guardians and themselves.

In the last six months I have met with 49 of our American Indian students a minimum of three times and many of them multiple times individually for different reasons.

Aside from student meetings I have been invited to attend the monthly scheduled counselor meetings. In March I will attend counselor meetings in all of our building and the ALC. I hope to do more of this.

I meet informally with my supervisors, Gwen Anderson and Superintendent Julia Espe, to plan the agendas of our American Indian Education Parents Committee meetings, and to discuss recommendations that

parents/guardians bring forth such as ideas for staff development and cultural events.

In preparation for our Parents Committee meetings I personally invite by letter and individual phone calls, all of our parents, foster parents and guardians.

Working in conjunction with Princeton, Milaca and Cambridge-Isanti School Districts and their AI Ed Parents Committees I communicate with Anishinaabeg and Lakota elders to find expert consultants who will enhance the cultural and life experiences laid out in the AI Education Plan. We three contiguous districts are all “works in progress”, learning how to share resources that best serve the values of our local populations, the education and social development of our students, and their transition into productive members of our community and society.

Most recently I have been fortunate to be included in a conversation with Dr. Elizabeth Watkins, MDE Director of Special Education and Erin Dohrman Princeton Special Education Director on the impact of trauma, Adverse Childhood Experiences, compounded by the influence of historical trauma and poverty. Dr. Watkins has provided resources that will directly benefit all educators, staff and students exposed to the violence, poverty and other sociocultural influences of our time and place in the world.

At this time I would like to thank you for the privilege that you have allowed me to work with your incredible students and their families in the Princeton, American Indian Education program. Central Minnesota is fortunate to have the quality of education and programming offered by Princeton Schools.

Sincerely,
Gary Loch
American Indian Education Liaison

2016-17 PARENT COMMITTEE RESOLUTION
(Due March 1, 2017)

WHEREAS, the Princeton Public Schools ISD 477 Independent School District, provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Princeton Public Schools School District # ISD 477 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Princeton Public Schools Independent School District/Charter School did meet on Feb. 6th, 2017 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Princeton Public Schools does concur that the district's programs meet American Indian student needs.

In favor of Resolution X

Not in favor of Resolution* _____



February 6th 2017

Name
Chairperson
Indian Education Parent Committee

Date

**If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond in writing within 60 days, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (M.S., 124D.78, Sub.1)*