

Princeton Public Schools - ISD 477
Tuesday, March 19, 2019 at 6:00 PM
Work Session
District Office Board Room

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. REPORTS

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

5. APPROVE AGENDA

6. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

7. 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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8. ACTION

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Public Engagement- Mar 21, 4:00pm	
Long Range Planning- Mar 25, 4:00pm	
Executive Planning- Mar 27, 4:15pm	
Finance Committee- Apr 2, 4:30pm	
Regular Board Meeting- Apr 2, 6:00pm	
12. ADJOURN	

Call to Order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Board Chair Eric Minks on the **5th day of March, at 6:00 p.m.** in the District Center Board Room.

Roll Call: Members Present: Howard Vaillancourt, Jim Tomsky, Eric Minks, Deb Ulm, and Chad Young.

Absent: Eric Strandberg and Sue VanHooser

Others present: Director of Business Services Michelle Czech, Director of Human Resources Jason Senne, Student Council member Ellie Pomerleau.

Citizen Comments: None

REPORTS

Board committee meeting(s) and school events each Board member attended.

Chad Young	Executive Planning; Finance Committee
Deb Ulm	Finance Committee
Eric Minks	High School Redesign; Finance Committee
Jim Tomsky	None
Howard Vaillancourt	Princeton Tigers Speech Meet

Student Council Report: Planning senior vs. staff basketball game.

Superintendent Report: Discuss role of student council in the school board. Schools for Equity in Education day at capital upcoming March 19. Staff Development days on March 7 & 8 to discuss Multi Tiered Systems of Support and planning for flexible learning days.

APPROVE AGENDA

Motion made by Deb Ulm, seconded by Jim Tomsky **to approve the agenda as presented.** Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Howard Vaillancourt seconded by Chad Young, **to approve the February 19th and February 5th, regular meeting minutes.** Motion passed unanimously.

CONSENT AGENDA

Motion made by Jim Tomsy, seconded by Howard Vaillancourt, **to approve the consent agenda as presented.** Personnel, gifts, fundraisers, and American Indian Parent Advisory Committee Compliance Documentation. Motion passed unanimously.

INFORMATION

First Reading of Policies- Changes to policies 614, 615, 707, 708 709, 709 Manual, 710, 711, 904, and 904 Procedures were presented with minimal changes.

ACTION

Revised Budget

Motion to accept the 2019 Revised Budget was made by Deb Ulm, seconded by Chad Young. Upon roll call the following voted in favor of: Chad Young, Deb Ulm, Eric Minks, Jim Tomksy, and Howard Vaillancourt. Motion passed unanimously.

Parameters for 2019-2020

Motion to accept the 2019-2020 estimated enrollment as calculated on school finance enrollment which estimates flat enrollment was made by Jim Tomsy, seconded by Howard Vaillancourt. Motion passed unanimously.

State %

Motion to accept the state increase at 2% as presented was made by Howard Vaillancourt, seconded by Jim Tomsy. Motion passed unanimously.

Class Size

Motion to accept the recommended class size ranges as presented was made by Howard Vaillancourt, seconded by Jim Tomksy. Motion passed unanimously.

Second Reading of Policy

Motion to accept the second reading of policy 299 as presented was made by Chad Young, seconded by Deb Ulm. Motion passed unanimously.

Pool HVAC Bid

Motion to accept the Pool HVAC bid from Brennan Companies was made by Chad Young, seconded by Jim Tomsy. Upon roll call the following voted in favor of: Howard Vaillancourt, Jim Tomksy, Eric Minks, Deb Ulm, Chad Young. Motion passed

unanimously. Motion passed unanimously.

ADDITIONS TO AGENDA- None

FUTURE MEETINGS

Executive Planning- Feb 13, 4:15pm
Long Range Planning- Feb 21, 4:00pm
Policy Committee- Feb 19, 5:00pm
Work Session- Feb 19, 6:00pm

CLOSE MEETING FOR NEGOTIATIONS PLANNING

Motion to close meeting for negotiations planning was made by Chad Young, seconded by Jim Tomsy. Motion passed unanimously.

ADJOURN

Motion to adjourn the meeting was made by Howard Vaillancourt and seconded by Eric Minks. The meeting was adjourned at 6:31 p.m.

Chair Eric Minks

Clerk Sue VanHooser

Recorder- Emily McKinnon

Call to order

The School Board of District #477 was called to order by Chair Deb Ulm on the **5th day of March, at 6:15 p.m.** in the District Office Board Room.

Closed meeting minutes: Parameters were discussed for negotiations.

Motion made by Howard Vaillancourt and seconded by Chad Young to close the meeting and go into and open meeting at 6:31 pm.

Chair Deb Ulm

Clerk Eric Minks

Recorder-Emily McKinnon

3.19.19

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
New Hire	Winskowski	Amy	HS	Server	Food Service	Karen Ruschmeier	3.18.19	\$12.36
New Hire	Harren	Amanda	FC	Preschool Tiger Club Lead	Community Ed	Caitie Hudson	3.8.19	\$16.33 / hr
New Hire	Seeley	Alaina	PS	Speech Language Pathologist	PEA	Mary Ward	8.1.19	\$64,285.00

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Discharge	Hudson	Caitlin	FC	Preschool Tiger Club Lead	Community Ed		3.15.19	
Retirement	Brovold	Cynthia	PS	ADSIS Teacher	PEA		5.31.19	
Retirement	Oldenkamp	Ann	DC	Food Service Assistant	Food Service		6.2019	
Retirement	Miller	Jane	MS	Music Teacher	PEA		5.31.19	

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Intermittant LOA	Neubauer	Kimberly	PS	Phy Ed Teacher	PEA		3.7.19-4.24.19	

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Change in Assignment	McGraw	Buffy	IS	Para-change from MS to IS	Paras		3.18.19	No change
Change in Assignment	Scepurek	Danette	PS	Para-change from MS to IS/PS split	Paras		3.4.19	No change

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Extra Duty	Fay	Ryan	HS	HS Asst. Track Coach	Activities	Bernie Wesloh	3.11.19	\$3,228.00
Extra Duty	Bialka	Katelyn	HS	.5 Float Coach HS Track	Activities		3.11.19	\$1,614.00

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

Fund	Description	Total
01	General Fund	\$584,436.60
02	Food Service	\$84,997.74
04	Community Service	\$5,933.92
06	Construction	\$83,756.35
10	Student Activities	\$30,622.65
Report Total		\$789,747.26

Princeton Public Schools #477

Check Register by Bank and Check Number

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	79162	171772	Check	1	14313		D.S. Erickson & Associates, PLLC	Yes	Yes	No	USD	02/15/2019	1.26
			79161	171773	Check	1	14012		MESSERLI & KRAMER	Yes	Yes	No	USD	02/15/2019	216.92
			79163	171774	Check	1	16236		US DEPARTMENT OF EDUCATION AV	Yes	Yes	No	USD	02/15/2019	182.03
			79167	171775	Check	1	14758		DELTA DENTAL OF MINNESOTA	Yes	Yes	No	USD	02/15/2019	22,576.04
			79173	171776	Check	1	10795	1	ACE SOLID WASTE, INC	Yes	Yes	No	USD	02/15/2019	4,244.93
			79209	171777	Check	1	8007		ANDOVER HIGH SCHOOL	Yes	No	No	USD	02/15/2019	225.00
			79193	171778	Check	1	16272		ANOKA HIGH SCHOOL	Yes	No	No	USD	02/15/2019	259.00
			79178	171779	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	Yes	No	USD	02/15/2019	897.95
			79194	171780	Check	1	1840		C.M.E.R.D.C.	Yes	Yes	No	USD	02/15/2019	290.00
			79195	171781	Check	1	1840	4	C.M.E.R.D.C.	Yes	Yes	No	USD	02/15/2019	220.00
			79172	171782	Check	1	10584		CARD SERVICES	Yes	Yes	No	USD	02/15/2019	1,616.17
			79186	171783	Check	1	15699	1	CULINEX	Yes	Yes	No	USD	02/15/2019	40.21
			79179	171784	Check	1	14103		CULLIGAN BOTTLED WATER	Yes	Yes	No	USD	02/15/2019	139.59
			79175	171785	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	Yes	No	USD	02/15/2019	1,360.42
			79196	171786	Check	1	2115	1	DEMCO INC	Yes	Yes	No	USD	02/15/2019	322.37
			79197	171787	Check	1	2169		DISCOUNT SCHOOL SUPPLY	Yes	Yes	No	USD	02/15/2019	151.21
			79198	171788	Check	1	2361		ELK RIVER HIGH SCHOOL	Yes	Yes	No	USD	02/15/2019	250.00
			79199	171789	Check	1	2775		GOPHER	Yes	Yes	No	USD	02/15/2019	98.10
			79191	171790	Check	1	16265		I.S.D. #194	Yes	No	No	USD	02/15/2019	235.00
			79200	171791	Check	1	3362		ISANTI COUNTY AUDITOR	Yes	Yes	No	USD	02/15/2019	127.47
			79180	171792	Check	1	14382		KELVIN TECHNOLOGY	Yes	Yes	No	USD	02/15/2019	285.00
			79192	171793	Check	1	16271		LITTLE FALLS HIGH SCHOOL	Yes	No	No	USD	02/15/2019	204.00
			79184	171794	Check	1	15044		MACGILL	Yes	Yes	No	USD	02/15/2019	75.65
			79188	171795	Check	1	16223		MAT BOSS, LLC	Yes	No	No	USD	02/15/2019	559.00
			79212	171796	Check	1	9166	1	MCKENZIE	Yes	Yes	No	USD	02/15/2019	104.63
			79211	171797	Check	1	8388	1	METRO SALES INC	Yes	Yes	No	USD	02/15/2019	1,991.74
			79190	171798	Check	1	16259		MINNESOTA LITERACY COUNCIL	Yes	Yes	No	USD	02/15/2019	300.00
			79187	171799	Check	1	16222		MINNESOTA MR. HISTORY LLC	Yes	Yes	No	USD	02/15/2019	404.86
			79174	171800	Check	1	11477		MINUTEMAN PRESS	Yes	Yes	No	USD	02/15/2019	273.11
			79210	171801	Check	1	8294		MISSISSIPPI 8 CONFERENCE	Yes	No	No	USD	02/15/2019	960.05
			79189	171802	Check	1	16247	1	NATUS MEDICAL, INC.	Yes	Yes	No	USD	02/15/2019	3,316.73
			79177	171803	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	Yes	No	USD	02/15/2019	19,252.50
			79176	171804	Check	1	11906		PERHAM HIGH SCHOOL	Yes	Yes	No	USD	02/15/2019	200.00
			79201	171805	Check	1	4962		PERMA-BOUND	Yes	Yes	No	USD	02/15/2019	13.90
			79202	171806	Check	1	5118		PRINCETON CHAMBER OF COMMER	Yes	Yes	No	USD	02/15/2019	50.00
			79171	171807	Check	1	10300		PRINCETON YOUTH BASKETBALL	Yes	No	No	USD	02/15/2019	70.00
			79183	171808	Check	1	14886		QP PHOTOGRAPHY	Yes	No	No	USD	02/15/2019	960.00
			79204	171809	Check	1	5214	1	QUILL CORPORATION	Yes	Yes	No	USD	02/15/2019	307.12
			79185	171810	Check	1	15161		SOUTHSIDE ELECTRIC, INC	Yes	Yes	No	USD	02/15/2019	227.00
			79205	171811	Check	1	5936		ST. MICHAEL ALBERTVILLE HIGH	Yes	No	No	USD	02/15/2019	237.50
			79181	171812	Check	1	14477		TEACHERS ON CALL	Yes	Yes	No	USD	02/15/2019	5,966.09

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

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477	001	79206	171813	Check	1	6226	1	TRIARCO ARTS & CRAFTS	Yes	Yes	No	USD	02/15/2019	31.96
		79182	171814	Check	1	14868		U.S. BANK EQUIPMENT FINANCE	Yes	Yes	No	USD	02/15/2019	368.54
		79203	171815	Check	1	5156		UNION TIMES	Yes	Yes	No	USD	02/15/2019	42.00
		79207	171816	Check	1	6376		VIKING COCA COLA BOTTLING	Yes	Yes	No	USD	02/15/2019	937.75
		79208	171817	Check	1	6461		WATSON CO. INC.	Yes	Yes	No	USD	02/15/2019	142.18
		79218	171818	Check	1	1137		AMERIPRIDE SERVICES INC.	Yes	Yes	No	USD	02/22/2019	1,583.92
		79234	171819	Check	1	14605		ANDERSON CATHY	Yes	No	No	USD	02/22/2019	90.00
		79227	171820	Check	1	13112		BOLLANT JOE	Yes	No	No	USD	02/22/2019	114.00
		79216	171821	Check	1	10364		BORDER STATES ELECTRIC SUPPLY	Yes	Yes	No	USD	02/22/2019	345.00
		79251	171822	Check	1	1836	13	C.M.A.S.S.P.	Yes	No	No	USD	02/22/2019	80.00
		79244	171823	Check	1	16260		CHRIST OUR LIGHT	Yes	No	No	USD	02/22/2019	500.00
		79231	171824	Check	1	14091		CUSTOM INK, LLC	Yes	Yes	No	USD	02/22/2019	598.10
		79220	171825	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	Yes	No	USD	02/22/2019	1,314.53
		79222	171826	Check	1	12028		DECKER EQUIPMENT	Yes	Yes	No	USD	02/22/2019	180.34
		79252	171827	Check	1	2116		DEMCO INC	Yes	Yes	No	USD	02/22/2019	334.82
		79246	171828	Check	1	16279		DIETZ MICHELLE	Yes	Yes	No	USD	02/22/2019	90.00
		79254	171829	Check	1	2331		EGAN COMPANY	Yes	Yes	No	USD	02/22/2019	1,182.66
		79237	171830	Check	1	15318		EKON-O-PAC	Yes	Yes	No	USD	02/22/2019	603.00
		79236	171831	Check	1	15192		EMPLOYEE BENEFITS CORPORATIC	Yes	Yes	No	USD	02/22/2019	240.80
		79241	171832	Check	1	15816		EPILOG LASER CORP	Yes	Yes	No	USD	02/22/2019	22.18
		79255	171833	Check	1	2501		FEDERATED CO-OPS INC	Yes	Yes	No	USD	02/22/2019	8,642.46
		79269	171834	Check	1	9530		FLOERCHINGER MICHAEL J.	Yes	Yes	No	USD	02/22/2019	90.00
		79226	171835	Check	1	13058		FRIEDRICHS MATT	Yes	No	No	USD	02/22/2019	126.00
		79263	171836	Check	1	6645		GRAINGER	Yes	Yes	No	USD	02/22/2019	79.60
		79271	171837	Check	1	9966		HD SUPPLY	Yes	Yes	No	USD	02/22/2019	97.44
		79221	171838	Check	1	12001		HERDER JIM	Yes	Yes	No	USD	02/22/2019	114.00
		79238	171839	Check	1	15474		HOFFMAN RYAN	Yes	No	No	USD	02/22/2019	126.00
		79223	171840	Check	1	12624		HOFSTEDT JASON	Yes	Yes	No	USD	02/22/2019	114.00
		79233	171841	Check	1	14517		HORIZON COMMERCIAL POOL SUPP	Yes	Yes	No	USD	02/22/2019	1,126.87
		79256	171842	Check	1	3183	2	HOUGHTON - MIFFLIN CO.	Yes	Yes	No	USD	02/22/2019	37,531.68
		79217	171843	Check	1	11134		I.S.D. #6079	Yes	No	No	USD	02/22/2019	20,948.10
		79248	171844	Check	1	16281		IHNE III MERLE	Yes	No	No	USD	02/22/2019	114.00
		79249	171845	Check	1	16282		LADUKE ROBERT	Yes	No	No	USD	02/22/2019	114.00
		79264	171846	Check	1	7064		LARKIN PETER J.	Yes	Yes	No	USD	02/22/2019	114.00
		79266	171847	Check	1	8685		MAKOWSKE STEVE S	Yes	No	No	USD	02/22/2019	114.00
		79257	171848	Check	1	3979		MALLEY DAVE	Yes	No	No	USD	02/22/2019	114.00
		79268	171849	Check	1	9508		MATTICK KRISTEN	Yes	No	No	USD	02/22/2019	90.00
		79258	171850	Check	1	4136		MENARDS	Yes	No	No	USD	02/22/2019	508.11
		79225	171851	Check	1	13051		MICEK NICK	Yes	Yes	No	USD	02/22/2019	126.00
		79224	171852	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	Yes	No	USD	02/22/2019	225.92
		79253	171853	Check	1	2122	2	MN DEPT. OF LABOR & INDUSTRY	Yes	Yes	No	USD	02/22/2019	100.00

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

Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	79240	171854	Check	1	15583	1	MN NASP	Yes	No	No	USD	02/22/2019	1,700.00
			79242	171855	Check	1	15871		MOLAN PATRICK	Yes	No	No	USD	02/22/2019	114.00
			79270	171856	Check	1	9643		MONTICELLO HIGH SCHOOL	Yes	Yes	No	USD	02/22/2019	50.00
			79239	171857	Check	1	15583		NASP-NATIONAL ARCHERY IN THE S	Yes	No	No	USD	02/22/2019	597.00
			79259	171858	Check	1	4868	1	PAN-O-GOLD BAKING CO.	Yes	Yes	No	USD	02/22/2019	2,563.08
			79245	171859	Check	1	16263		PENNIES TO DOLLARS, LLC	Yes	Yes	No	USD	02/22/2019	60.00
			79250	171860	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	Yes	No	USD	02/22/2019	140.80
			79260	171861	Check	1	5127		PRINCETON ELECTRIC	Yes	No	No	USD	02/22/2019	1,453.84
			79265	171862	Check	1	8562	1	REGION 7AA	Yes	Yes	No	USD	02/22/2019	1,186.00
			79261	171863	Check	1	5491		SARTELL HIGH SCHOOL	Yes	No	No	USD	02/22/2019	50.00
			79262	171864	Check	1	5525	3	SCHOLASTIC BOOK FAIRS - 15	Yes	Yes	No	USD	02/22/2019	1,719.41
			79215	171865	Check	1	10194		SMEKTA BOB	Yes	No	No	USD	02/22/2019	114.00
			79267	171866	Check	1	9494	1	SNA	Yes	Yes	No	USD	02/22/2019	852.00
			79219	171867	Check	1	11407		STURGES SHANE	Yes	No	No	USD	02/22/2019	114.00
			79229	171868	Check	1	13481	1	SUMMIT FIRE PROTECTION	Yes	Yes	No	USD	02/22/2019	350.00
			79232	171869	Check	1	14477		TEACHERS ON CALL	Yes	Yes	No	USD	02/22/2019	18,379.70
			79228	171870	Check	1	13389	1	THE MCDOWELL AGENCY, INC.	Yes	Yes	No	USD	02/22/2019	139.10
			79214	171871	Check	1	10193		THOMAS MICHAEL	Yes	Yes	No	USD	02/22/2019	114.00
			79247	171872	Check	1	16280		THOMPSON HOLLY	Yes	Yes	No	USD	02/22/2019	90.00
			79235	171873	Check	1	14868		U.S. BANK EQUIPMENT FINANCE	Yes	Yes	No	USD	02/22/2019	190.24
			79243	171874	Check	1	16037		URBAN AIR COON RAPIDS	Yes	No	No	USD	02/22/2019	100.00
			79230	171875	Check	1	13908		VERIZON WIRELESS	Yes	Yes	No	USD	02/22/2019	320.16
			79273	171876	Check	1	14820		NATIONAL INSURANCE SERVICES of	Yes	No	No	USD	02/27/2019	8,302.74
			79282	171877	Check	1	14313		D.S. Erickson & Associates, PLLC	Yes	No	No	USD	02/28/2019	141.49
			79287	171878	Check	1	4593		EDUCATION MINNESOTA	Yes	No	No	USD	02/28/2019	872.28
			79284	171879	Check	1	3177		HORACE MANN LIFE INS. CO.	Yes	No	No	USD	02/28/2019	120.54
			79281	171880	Check	1	14012		MESSERLI & KRAMER	Yes	No	No	USD	02/28/2019	205.29
			79285	171881	Check	1	4332		MN BENEFIT ASSN	Yes	No	No	USD	02/28/2019	182.18
			79286	171882	Check	1	4584	4	NCPERS GROUP LIFE INS.	Yes	No	No	USD	02/28/2019	64.00
			79288	171883	Check	1	4936		PEA DUES ACCT.	Yes	No	No	USD	02/28/2019	19,553.16
			79289	171884	Check	1	5121		PRINCETON CUSTODIANS	Yes	No	No	USD	02/28/2019	1,531.36
			79290	171885	Check	1	5126		PRINCETON PARAPROFESSIONALS	Yes	No	No	USD	02/28/2019	2,839.28
			79291	171886	Check	1	5587		SEIU LOCAL 284	Yes	No	No	USD	02/28/2019	955.74
			79283	171887	Check	1	16236		US DEPARTMENT OF EDUCATION Av	Yes	No	No	USD	02/28/2019	164.60
			79293	171888	Check	1	8661		XCEL ENERGY CENTER	Yes	No	No	USD	02/27/2019	180.00
			79305	171889	Check	1	14605		ANDERSON CATHY	Yes	No	No	USD	03/01/2019	180.00
			79296	171890	Check	1	1208		APOLLO HIGH SCHOOL #742	Yes	No	No	USD	03/01/2019	145.00
			79302	171891	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	03/01/2019	653.06
			79317	171892	Check	1	16292		BRONSON ROY	Yes	No	No	USD	03/01/2019	70.00
			79320	171893	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/01/2019	5,182.00
			79318	171894	Check	1	1636		CAMBRIDGE-ISANTI HIGH SCHOOL	Yes	No	No	USD	03/01/2019	230.00

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Batch	Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
0477		001	79308	171895	Check	1	15012		CRADLEPOINT	Yes	No	No	USD	03/01/2019	256.00
			79301	171896	Check	1	13412		CRAWFORD'S EQUIPMENT	Yes	No	No	USD	03/01/2019	173.60
			79309	171897	Check	1	15504		DAHL DENIS	Yes	No	No	USD	03/01/2019	114.00
			79295	171898	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	No	No	USD	03/01/2019	2,232.25
			79321	171899	Check	1	2265		ECKROTH MUSIC CO.	Yes	No	No	USD	03/01/2019	1,782.00
			79322	171900	Check	1	2270		ECM PUBLISHERS INC.	Yes	No	No	USD	03/01/2019	70.20
			79323	171901	Check	1	2278		ECOWATER SYSTEMS	Yes	No	No	USD	03/01/2019	23.00
			79324	171902	Check	1	2501		FEDERATED CO-OPS INC	Yes	No	No	USD	03/01/2019	422.24
			79350	171903	Check	1	9530		FLOERCHINGER MICHAEL J.	Yes	No	No	USD	03/01/2019	90.00
			79299	171904	Check	1	12824		FOREST LAKE AREA HIGH SCHOOL	Yes	No	No	USD	03/01/2019	259.00
			79307	171905	Check	1	14703		GLAUVITZ SAMANTHA	Yes	No	No	USD	03/01/2019	90.00
			79325	171906	Check	1	2775		GOPHER	Yes	No	No	USD	03/01/2019	4,468.11
			79326	171907	Check	1	3140		HOFMAN OIL CO. INC.	Yes	No	No	USD	03/01/2019	863.05
			79297	171908	Check	1	12624		HOFSTEDT JASON	Yes	No	No	USD	03/01/2019	114.00
			79327	171909	Check	1	3231		HY-TECH AUTOMOTIVE	Yes	No	No	USD	03/01/2019	38.63
			79328	171910	Check	1	3327		INSTITUTE FOR EDUCATIONAL DEV.	Yes	No	No	USD	03/01/2019	259.00
			79329	171911	Check	1	3511	2	J.W. PEPPER & SON INC.	Yes	No	No	USD	03/01/2019	76.73
			79310	171912	Check	1	15848		KELLERMAN RICH	Yes	No	No	USD	03/01/2019	114.00
			79347	171913	Check	1	8650		KOPETKA FRANK	Yes	No	No	USD	03/01/2019	114.00
			79298	171914	Check	1	12647		LOFFLER COMPANIES - 131511	Yes	No	No	USD	03/01/2019	235.05
			79330	171915	Check	1	4028		MARV'S TRUE VALUE	Yes	No	No	USD	03/01/2019	990.89
			79349	171916	Check	1	9508		MATTICK KRISTEN	Yes	No	No	USD	03/01/2019	90.00
			79331	171917	Check	1	4136		MENARDS	Yes	No	No	USD	03/01/2019	236.14
			79344	171918	Check	1	8388	1	METRO SALES INC	Yes	No	No	USD	03/01/2019	2,872.04
			79332	171919	Check	1	4222		MILACA BUILDING CENTER	Yes	No	No	USD	03/01/2019	2,135.62
			79294	171920	Check	1	11477		MINUTEMAN PRESS	Yes	No	No	USD	03/01/2019	588.74
			79313	171921	Check	1	16226		MN PREMIER PUBLICATIONS, INC.	Yes	No	No	USD	03/01/2019	13.00
			79333	171922	Check	1	4555		NATIONAL FFA ORGANIZATION	Yes	No	No	USD	03/01/2019	22.50
			79303	171923	Check	1	14111		NYGAARD SCOTT	Yes	No	No	USD	03/01/2019	114.00
			79319	171924	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	No	No	USD	03/01/2019	53.57
			79334	171925	Check	1	5038	1	PITNEY BOWES	Yes	No	No	USD	03/01/2019	881.97
			79335	171926	Check	1	5040		PIZZA BARN	Yes	No	No	USD	03/01/2019	1,411.05
			79351	171927	Check	1	9866	1	PREMIUM WATERS INC	Yes	No	No	USD	03/01/2019	68.85
			79336	171928	Check	1	5107		PRINCETON AUTO CENTER	Yes	No	No	USD	03/01/2019	177.97
			79337	171929	Check	1	5118		PRINCETON CHAMBER OF COMMER	Yes	No	No	USD	03/01/2019	18.00
			79338	171930	Check	1	5149		PRINCETON RENTAL INC.	Yes	No	No	USD	03/01/2019	195.00
			79340	171931	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	03/01/2019	403.66
			79314	171932	Check	1	16285		RAKOW-WORCESTER JODY	Yes	No	No	USD	03/01/2019	90.00
			79311	171933	Check	1	15856		READ TO THEM	Yes	No	No	USD	03/01/2019	535.50
			79345	171934	Check	1	8562	1	REGION 7AA	Yes	No	No	USD	03/01/2019	2,232.00
			79348	171935	Check	1	9439	1	RELIABLE MEDICAL SUPPLY	Yes	No	No	USD	03/01/2019	3,272.80

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0477		001	79341	171936	Check	1	5305		RESOURCE TRAINING & SOLUTIONS	Yes	No	No	USD	03/01/2019	1,172.00
			79316	171937	Check	1	16290		SILAS SHARIFF	Yes	No	No	USD	03/01/2019	140.00
			79312	171938	Check	1	16212		SPIRIT SOCKS	Yes	No	No	USD	03/01/2019	2,446.50
			79306	171939	Check	1	14699		STUCKEY CHARLES III	Yes	No	No	USD	03/01/2019	90.00
			79304	171940	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD	03/01/2019	20,059.00
			79339	171941	Check	1	5156		UNION TIMES	Yes	No	No	USD	03/01/2019	42.00
			79342	171942	Check	1	6376		VIKING COCA COLA BOTTLING	Yes	No	No	USD	03/01/2019	726.25
			79300	171943	Check	1	13262	1	WALMART COMMUNITY/GECRB	Yes	No	No	USD	03/01/2019	19.87
			79343	171944	Check	1	6461		WATSON CO. INC.	Yes	No	No	USD	03/01/2019	577.00
			79315	171945	Check	1	16286		WORCESTER MICHAEL	Yes	No	No	USD	03/01/2019	90.00
			79346	171946	Check	1	8607		WYANETT TOWNSHIP	Yes	No	No	USD	03/01/2019	77.78
			79357	171947	Check	1	10795	1	ACE SOLID WASTE, INC	Yes	No	No	USD	03/08/2019	4,403.56
			79381	171948	Check	1	16297		ANDERSON HEATHER	Yes	No	No	USD	03/08/2019	90.00
			79358	171949	Check	1	11427	1	AT&T MOBILITY	Yes	No	No	USD	03/08/2019	235.03
			79360	171950	Check	1	1259	1	AUDIO COMMUNICATIONS	Yes	No	No	USD	03/08/2019	1,380.00
			79391	171951	Check	1	4545		AUTO VALUE PRINCETON	Yes	No	No	USD	03/08/2019	6.98
			79401	171952	Check	1	8410	2	BATTERIES PLUS BULBS	Yes	No	No	USD	03/08/2019	55.80
			79385	171953	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/08/2019	504.75
			79388	171954	Check	1	4290		CENTERPOINT ENERGY	Yes	No	No	USD	03/08/2019	166.82
			79389	171955	Check	1	4290		CENTERPOINT ENERGY	Yes	No	No	USD	03/08/2019	30,482.00
			79400	171956	Check	1	8012		CHAFFER RONALD	Yes	No	No	USD	03/08/2019	40.00
			79374	171957	Check	1	15699	1	CULINEX	Yes	No	No	USD	03/08/2019	8,994.05
			79359	171958	Check	1	11656		DEAN FOODS NORTH CENTRAL	Yes	No	No	USD	03/08/2019	1,265.32
			79378	171959	Check	1	16287		DEGLMAN, LAURA	Yes	No	No	USD	03/08/2019	7.00
			79379	171960	Check	1	16295		ELSBERND JEROME	Yes	No	No	USD	03/08/2019	150.00
			79363	171961	Check	1	13698		FLINT TONER.COM	Yes	No	No	USD	03/08/2019	387.00
			79404	171962	Check	1	9530		FLOERCHINGER MICHAEL J.	Yes	No	No	USD	03/08/2019	90.00
			79386	171963	Check	1	2778	1	GOPHER STATE ONE CALL INC	Yes	No	No	USD	03/08/2019	1.35
			79362	171964	Check	1	13217		HOLT-PETERSON CHARTER BUS	Yes	No	No	USD	03/08/2019	650.00
			79387	171965	Check	1	3253		I.S.D. #314	Yes	No	No	USD	03/08/2019	19.62
			79372	171966	Check	1	15415		INDEPENDENT EMERGENCY SERVICE	Yes	No	No	USD	03/08/2019	75.39
			79376	171967	Check	1	16198		INTEGRATED FOOD SERVICE	Yes	No	No	USD	03/08/2019	774.78
			79382	171968	Check	1	16298		JOHNSON TRAVIS	Yes	No	No	USD	03/08/2019	114.00
			79373	171969	Check	1	15642		LARSON ENGINEERING, INC.	Yes	No	No	USD	03/08/2019	2,800.00
			79390	171970	Check	1	4469		M.S.C.A.	Yes	No	No	USD	03/08/2019	220.00
			79403	171971	Check	1	9508		MATTICK KRISTEN	Yes	No	No	USD	03/08/2019	90.00
			79361	171972	Check	1	12957	1	MIDCONTINENT COMMUNICATIONS	Yes	No	No	USD	03/08/2019	1,684.38
			79384	171973	Check	1	1693		PETTY CASH-MARGARET DEGLMAN	Yes	No	No	USD	03/08/2019	14.00
			79392	171974	Check	1	5040		PIZZA BARN	Yes	No	No	USD	03/08/2019	28.00
			79370	171975	Check	1	14818	2	PKS-PROFESSIONAL KARATE STUDIO	Yes	No	No	USD	03/08/2019	19.20
			79393	171976	Check	1	5167		PRO-ED, INC.	Yes	No	No	USD	03/08/2019	97.90

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0477		001	79394	171977	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	03/08/2019	316.75
			79402	171978	Check	1	8562	1	REGION 7AA	Yes	No	No	USD	03/08/2019	1,114.00
			79380	171979	Check	1	16296		RICE PATRICIA	Yes	No	No	USD	03/08/2019	90.00
			79369	171980	Check	1	14502		S/P2	Yes	No	No	USD	03/08/2019	299.00
			79395	171981	Check	1	5472	4	SAM'S CLUB	Yes	No	No	USD	03/08/2019	199.06
			79366	171982	Check	1	14148		SCHROEDER DAN	Yes	No	No	USD	03/08/2019	40.00
			79396	171983	Check	1	5642		SENTRY SYSTEMS INC.	Yes	No	No	USD	03/08/2019	699.90
			79365	171984	Check	1	13872		SEPTIC CHECK	Yes	No	No	USD	03/08/2019	400.00
			79397	171985	Check	1	5682		SHERWIN WILLIAMS CO.	Yes	No	No	USD	03/08/2019	423.21
			79375	171986	Check	1	15713	1	ST. CLOUD CARTRIDGES	Yes	No	No	USD	03/08/2019	335.96
			79398	171987	Check	1	5974		STUMPS	Yes	No	No	USD	03/08/2019	210.37
			79368	171988	Check	1	14477		TEACHERS ON CALL	Yes	No	No	USD	03/08/2019	13,855.28
			79399	171989	Check	1	6231		TRIO SUPPLY COMPANY	Yes	No	No	USD	03/08/2019	1,585.60
			79383	171990	Check	1	16299		TRUSTED EMPLOYEES	Yes	No	No	USD	03/08/2019	172.00
			79377	171991	Check	1	16243		TUBA EXCHANGE	Yes	No	No	USD	03/08/2019	4,490.00
			79371	171992	Check	1	14868		U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	03/08/2019	1,443.54
			79367	171993	Check	1	14333		UPPER LAKES FOODS, INC.	Yes	No	No	USD	03/08/2019	5,231.49
			79364	171994	Check	1	13827		WOLD ARCHITECTS AND ENGINEER	Yes	No	No	USD	03/08/2019	35,502.40
			79405	171995	Check	1	5617	5	ST CLOUD STATE UNIVERSITY	Yes	No	No	USD	03/13/2019	275.00
			79406	171996	Check	1	5617	9	ST CLOUD STATE UNIVERSITY	Yes	No	No	USD	03/13/2019	100.00
			79413	171997	Check	1	12321	1	APEC	Yes	No	No	USD	03/19/2019	2,427.80
			79418	171998	Check	1	13099		ASL INTERPRETING SERVICES, INC.	Yes	No	No	USD	03/19/2019	6,660.00
			79454	171999	Check	1	4545		AUTO VALUE PRINCETON	Yes	No	No	USD	03/19/2019	112.75
			79436	172000	Check	1	15913		BAYFIELD FRUIT COMPANY	Yes	No	No	USD	03/19/2019	700.00
			79437	172001	Check	1	16277		BEACON ATHLETICS	Yes	No	No	USD	03/19/2019	4,860.40
			79426	172002	Check	1	1409		BERNICK'S PEPSI-COLA	Yes	No	No	USD	03/19/2019	228.72
			79470	172003	Check	1	8866	1	BLICK ART MATERIALS	Yes	No	No	USD	03/19/2019	674.49
			79429	172004	Check	1	14819	2	BSN SPORTS	Yes	No	No	USD	03/19/2019	470.00
			79440	172005	Check	1	1731		C.F.I. SYSTEMS	Yes	No	No	USD	03/19/2019	767.65
			79441	172006	Check	1	1840		C.M.E.R.D.C.	Yes	No	No	USD	03/19/2019	435.00
			79408	172007	Check	1	10174		CENTER FOR EFFICIENT SCHOOL O	Yes	No	No	USD	03/19/2019	3,600.00
			79438	172008	Check	1	16283		CLASSCRAFT STUDIOS, INC.	Yes	No	No	USD	03/19/2019	500.00
			79434	172009	Check	1	15699	1	CULINEX	Yes	No	No	USD	03/19/2019	72.74
			79407	172010	Check	1	10069		DALCO	Yes	No	No	USD	03/19/2019	11,153.53
			79423	172011	Check	1	13599		DARRYL WALETZKO LLC	Yes	No	No	USD	03/19/2019	32,972.50
			79442	172012	Check	1	2270		ECM PUBLISHERS INC.	Yes	No	No	USD	03/19/2019	1,136.54
			79414	172013	Check	1	12623		ECOLAB INSTITUTIONAL	Yes	No	No	USD	03/19/2019	1,493.34
			79471	172014	Check	1	9068		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	USD	03/19/2019	340.42
			79443	172015	Check	1	2331		EGAN COMPANY	Yes	No	No	USD	03/19/2019	5,381.60
			79444	172016	Check	1	2353		ELECTRIC MOTOR SERVICE INC	Yes	No	No	USD	03/19/2019	112.41
			79425	172017	Check	1	14049		FUN EXPRESS, LLC	Yes	No	No	USD	03/19/2019	536.09

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0477		001	79465	172018	Check	1	6645		GRAINGER	Yes	No	No	USD	03/19/2019	896.94
			79445	172019	Check	1	2895	1	H&B SPECIALIZED PRODUCTS	Yes	No	No	USD	03/19/2019	2,132.00
			79446	172020	Check	1	2955		HANDYMAN'S INC.	Yes	No	No	USD	03/19/2019	1,000.67
			79466	172021	Check	1	7294		HARDWARE DISTRIBUTORS, LTD	Yes	No	No	USD	03/19/2019	1,113.90
			79473	172022	Check	1	9966		HD SUPPLY	Yes	No	No	USD	03/19/2019	302.86
			79416	172023	Check	1	12967		HILDI INC.	Yes	No	No	USD	03/19/2019	5,600.00
			79447	172024	Check	1	3121	1	HI-TECH REFRIGERATION	Yes	No	No	USD	03/19/2019	261.00
			79428	172025	Check	1	14517		HORIZON COMMERCIAL POOL SUPP	Yes	No	No	USD	03/19/2019	538.89
			79448	172026	Check	1	3231		HY-TECH AUTOMOTIVE	Yes	No	No	USD	03/19/2019	1,079.13
			79412	172027	Check	1	10909	3	INNOVATIVE OFFICE SOLUTIONS, LI	Yes	No	No	USD	03/19/2019	429.54
			79410	172028	Check	1	10237		INTEGRATED SYSTEMS CORPORATI	Yes	No	No	USD	03/19/2019	416.67
			79449	172029	Check	1	3511	2	J.W. PEPPER & SON INC.	Yes	No	No	USD	03/19/2019	10.25
			79421	172030	Check	1	13446		KARLSBURGER FOODS, INC.	Yes	No	No	USD	03/19/2019	178.80
			79450	172031	Check	1	3701		LAKESHORE LEARNING MATERIALS	Yes	No	No	USD	03/19/2019	94.56
			79411	172032	Check	1	10432	2	MEI TOTAL ELEVATOR SOLUTIONS	Yes	No	No	USD	03/19/2019	293.15
			79430	172033	Check	1	14862		MERIDIAN CONSULTING GROUP, LLC	Yes	No	No	USD	03/19/2019	3,096.90
			79469	172034	Check	1	8388	1	METRO SALES INC	Yes	No	No	USD	03/19/2019	844.50
			79451	172035	Check	1	4196		MID CENTRAL DOOR COMPANY	Yes	No	No	USD	03/19/2019	988.00
			79452	172036	Check	1	4273		MINNESOTA CLAY CO.	Yes	No	No	USD	03/19/2019	377.38
			79455	172037	Check	1	4586	3	NCS PEARSON INC	Yes	No	No	USD	03/19/2019	226.84
			79456	172038	Check	1	4707		NORCOSTCO INC.	Yes	No	No	USD	03/19/2019	373.41
			79417	172039	Check	1	13069	1	NORTHERN SALT INC	Yes	No	No	USD	03/19/2019	437.50
			79419	172040	Check	1	13355	1	PALMER BUS SERVICE, INC.	Yes	No	No	USD	03/19/2019	88,320.00
			79433	172041	Check	1	15566		PC PARTS PLUS, LLC	Yes	No	No	USD	03/19/2019	735.87
			79431	172042	Check	1	15221	2	PEARSON EDUCATION, INC.	Yes	No	No	USD	03/19/2019	156.69
			79467	172043	Check	1	7733	5	PLAYSCRIPTS, INC	Yes	No	No	USD	03/19/2019	463.21
			79457	172044	Check	1	5127		PRINCETON ELECTRIC	Yes	No	No	USD	03/19/2019	4,372.89
			79458	172045	Check	1	5194		PRINCETON PUBLIC UTILITIES	Yes	No	No	USD	03/19/2019	58,373.13
			79459	172046	Check	1	5214	1	QUILL CORPORATION	Yes	No	No	USD	03/19/2019	369.68
			79435	172047	Check	1	15880		ROAD CASES USA, INC.	Yes	No	No	USD	03/19/2019	659.98
			79415	172048	Check	1	12808		RPM ATHLETICS LLC	Yes	No	No	USD	03/19/2019	668.10
			79422	172049	Check	1	13559		RUPP, ANDERSON, SQUIRES & WALLI	Yes	No	No	USD	03/19/2019	12,607.43
			79460	172050	Check	1	5525	3	SCHOLASTIC BOOK FAIRS - 15	Yes	No	No	USD	03/19/2019	2,966.18
			79468	172051	Check	1	8024	2	SCHOOL FINANCES	Yes	No	No	USD	03/19/2019	400.00
			79472	172052	Check	1	9813		SCIENCE EXPLORERS	Yes	No	No	USD	03/19/2019	333.00
			79461	172053	Check	1	5617	7	ST CLOUD STATE UNIVERSITY	Yes	No	No	USD	03/19/2019	24,750.00
			79453	172054	Check	1	4354	3	STATE OF MINNESOTA	Yes	No	No	USD	03/19/2019	8,656.65
			79409	172055	Check	1	10207		SWEETWATER SOUND, INC.	Yes	No	No	USD	03/19/2019	654.78
			79462	172056	Check	1	6079		TEAM SPORTING GOODS INC	Yes	No	No	USD	03/19/2019	1,064.37
			79420	172057	Check	1	13389	1	THE MCDOWELL AGENCY, INC.	Yes	No	No	USD	03/19/2019	109.10
			79463	172058	Check	1	6142	2	TIERNEY BROS.	Yes	No	No	USD	03/19/2019	556.14

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		79439	172060	Check	1	16288	UNICORN STENCIL, LLC	Yes	No	No	USD	03/19/2019	95.00
		79427	172061	Check	1	14333	UPPER LAKES FOODS, INC.	Yes	No	No	USD	03/19/2019	46,529.55
		79432	172062	Check	1	15491	VIDEO SERVICES, INC. - VSI	Yes	No	No	USD	03/19/2019	202.50
		79424	172063	Check	1	13827	WOLD ARCHITECTS AND ENGINEER	Yes	No	No	USD	03/19/2019	45,453.95
Bank Total: 001												\$789,747.26	
Report Total:												\$789,747.26	

**PRINCETON PUBLIC SCHOOLS
TREASURER'S REPORT
MONTHLY CASH FLOW REPORT FOR FEBUARY 2019**

FUND	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY DISBURSEMENTS	JOURNAL ENTRIES	ENDING BALANCE
01 General	11,487,866.33	2,977,584.75	3,117,405.42	(1,300.53)	11,348,045.66
02 Food Service	558,804.19	152,225.56	189,377.94	(3,787.87)	521,651.81
04 Community Service	536,263.53	60,635.45	113,917.31	(1,135.09)	482,981.67
06 Building	(1,200.00)	4,504,041.92	47,476.70	0.00	4,455,365.22
07 Debt Service	826,179.28	4,952.30	7,868.37	0.00	823,263.21
10 Activities	172,768.67	43,837.81	36,748.53	(142.00)	179,857.95
TOTAL	13,580,682.00	7,743,277.79	3,512,794.27		17,811,165.52

Bank Accounts

AP/PR Account (Bremer)	861,441.56
MSDLAF+	4,119,344.10
Investments (Fd01)	8,867,984.39
Facility Bond (Fd06)	<u>4,456,565.22</u>
	18,305,335.27
O/S Accts Pay Checks	(384,712.73)
O/S Payroll Checks	(16,031.07)
O/S Wires	(95,339.95)
NSF Checks	<u>1,914.00</u>
TOTAL	17,811,165.52

Princeton Public Schools - ISD #477

Wire Transfer Report

March 19, 2019

<u>Date:</u>	<u>Amount:</u>	<u>Description:</u>
2/15/2019	\$ 583,609.30	ACH File Transfer
2/15/2019	\$ 191,672.04	Federal Tax Wire Transfer
2/15/2019	\$ 32,156.09	State Tax Wire Transfer
2/15/2019	\$ 20,926.39	Select Account HSA
2/15/2019	\$ 97,649.05	TRA File Transfer
2/15/2019	\$ 36,897.64	PERA File Transfer
2/15/2019	\$ 241.50	MN Child Support File Transfer
2/15/2019	\$ 43,786.19	TSA File Transfer
2/19/2019	\$ 2,654.87	ACH File Transfer
2/19/2019	\$ 520.55	Federal Tax Wire Transfer
2/19/2019	\$ 21.37	State Tax Wire Transfer
2/19/2019	\$ 485.50	TRA File Transfer
2/28/2019	\$ 594,978.17	ACH File Transfer
2/28/2019	\$ 195,427.61	Federal Tax Wire Transfer
2/28/2019	\$ 32,549.24	State Tax Wire Transfer
2/28/2019	\$ 20,583.79	Select Account H S A
2/28/2019	\$ 97,511.98	TRA File Transfer
2/28/2019	\$ 38,813.65	PERA File Transfer
2/28/2019	\$ 241.50	MN Child Support File Transfer
2/28/2019	\$ 40,347.81	TSA File Transfer
3/5/2019	\$ 15,198.32	BMO Harris Bank - (Pcards)
3/5/2019	\$ 179.00	MN Revenue - (Sales tax)
2/7/2019	\$ 2,874.44	Further
2/14/2019	\$ 1,038.45	Further
2/20/2019	\$ 693.90	Further
2/21/2019	\$ 1,090.96	Further
2/28/2019	\$ 1,617.61	Further
TOTAL	\$ 2,053,766.92	



PRINCETON PUBLIC SCHOOLS
ACCEPTANCE OF GIFTS FORM

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

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

Donor name: Emery & Bernadette Blakeley

Description of gift: \$100 donation to Fay's classroom (KG)
donation to Cook's classroom (2nd)

Pre-Condition, Condition, or Limitation on use: _____
to use in their classroom, as they see fit for needs

How this gift specifically relates to the program or school: Teachers will be
able to purchase classroom items that the
students need.

This gift meets all requirements of Policy 706 _____

Accepted Not Accepted

Staff Name _____
Principal or Director [Signature] Date: 2/22/19

Accepted Not Accepted

Superintendent [Signature] Date: 3/6

Accepted Not Accepted

School Board Chairperson

Code Assigned: _____ Program Name _____

Routeing:

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

Date of fundraiser: <i>March April 2019</i>		Projected profit: <i>\$500</i>	Amount earned:
Group or organization proposing the fundraiser: <i>MS Band</i>		Item(s) being sold: <i>Oreo Creams</i>	
Company/organization supplying items to be sold: <i>Pizza Barn</i>			
The money raised will be used for: <i>Band Activity Account, Trip to Mall America.</i>			
The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.			Place a checkmark beside each box to indicate whether the criteria for fundraising are met.
Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:			
		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. <i>(Students Not Selling)</i>	X	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable). <i>Not Applicable</i>		
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product. <i>Optional to purchase</i>	X	
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	X	
5.	Information is going home with the students to the parents explaining the district's fundraising policy. <i>Students & parents Not Selling</i>		
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	X	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	X	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: • K-8: Only allowed if a parent or guardian is with the student • 9-12: Groups of two or more students working together.		<i>No Door to Door</i>
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: <i>2/28/19</i>	Teacher/Sponsor Signature: <i>Carol Gallahan</i>		
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED			
Date: <i>2/28/19</i>	Administrator Signature: <i>[Signature]</i>		
Date: <i>3/6/19</i>	Superintendent Signature: <i>[Signature]</i>		
Date:	School Board Chair Signature:		

Pizza Barn will be selling as concessions and will donate proceeds to MS Band Program.

**ADDENDUM TO MEMORANDUM OF UNDERSTANDING FOR FAMILY TIES
SOCIAL WORK SERVICES**

The parties to this Addendum (“Addendum”) to an existing Memorandum of Understanding for Family Ties Social Work Services (“Agreement”) are Independent District No. 477 (“District”) and Mille Lacs County (“County”).

WHEREAS, the District and the County are parties to an Agreement with a term that began on July 1, 2016;

WHEREAS, pursuant to the Agreement, the County assigns a duly licensed and trained social worker (“Social Worker”) to provide services each week to children and youth who are enrolled in the District and to their families;

WHEREAS, Minnesota Statutes section 124D.23, subdivision 5 states:

(a) The school district, county, and public health entity members of a family services collaborative may inform each other as to whether an individual or family is being served by the member, without the consent of the subject of the data. If further information sharing is necessary in order for the collaborative to carry out duties under subdivision 2 or 3, the collaborative may share data if the individual, as defined in section 13.02, subdivision 8, gives written informed consent. Data on individuals shared under this subdivision retain the original classification as defined under section 13.02, as to each member of the collaborative with whom the data is shared.

(b) If a federal law or regulation impedes information sharing that is necessary in order for a collaborative to carry out duties under subdivision 2 or 3, the appropriate state agencies shall seek a waiver or exemption from the applicable law or regulation.

WHEREAS, among other services, the Social Worker performs institutional services and functions that would otherwise be performed by a District employee; and

WHEREAS, the parties want to amend the Agreement to identify the Social Worker as a “school official” solely for purposes of the Family Educational Rights Privacy Act (“FERPA”), 20 U.S.C. § 1232g, its implementing regulations at 34 C.F.R. § 99.31(a), and the Minnesota Government Data Practices Act (“MGDPA”), Minnesota Statutes section 13.32;

NOW, THEREFORE, IN CONSIDERATION OF the forgoing, the promises contained in this Agreement, and other valuable consideration, the sufficiency of which is acknowledged, the District and the County agree as follows:

1. **Designation as School Official.** To the extent that the Social Worker performs services that would otherwise be performed by a District employee, the parties hereby amend the Agreement to designate the Social Worker as a “school official” solely for purposes of FERPA, its implementing regulations, and the MGDPA. By way of example, but without limitation, the Social Worker performs services that would otherwise be performed by a

District employee when the Social Worker makes home visits at the request of a District employee, responds to allegations or concerns of neglect that were raised by a District employee, or acts in response to a truancy report from a District employee. When the Social Worker performs such services, the Social Worker will be under the direct control of the District with respect to the use and maintenance of "education records" and other "educational data" that the Social Worker accesses while acting as a school official.

2. **Definitions.** For purposes of this Addendum, "education records" are records that are maintained by the District (or a person acting for the District) and directly relate to a current or former student of the District. Educational data mean data that are maintained in any recorded form by the District (including a person acting for the District) and directly relate to a current or former student of the District.
3. **No Unauthorized Disclosure.** To the extent that the Social Worker creates, collects, receives, stores, or accesses confidential education records or private educational data as a result of acting as a school official under this Agreement, the Social Worker must comply with FERPA and the MGDPA in administering the data. The Social Worker may not disclose confidential education records or private educational data to a third party outside the school system, including other parties to this Agreement, unless the Social Worker: (a) is legally authorized to make the disclosure as a school official under FERPA and the MGDPA; (b) makes the disclosure in order to perform a legally appropriate function of a school official; (c) has received prior written consent from the parent or from the student, if the student is 18 years of age or older; (d) has received a lawfully issued subpoena or court order and has, in consultation with the District, provided advance notice of the subpoena or court order to the parent or student (if 18 or older) in compliance with FERPA. This provision may not be construed to prohibit the social worker from making any type of mandatory report.
4. **Relationship of the Parties.** The County and the District are not changing their relationship and are not entering into a partnership or a joint venture. Each party is considered to be an independent contractor relative to the other party, and the Social Worker is considered to be an employee of the County for all purposes, including, but not limited to, supervision and evaluation, payroll and deductions, maintenance of all required insurance (e.g. workers' compensation insurance, unemployment insurance, liability insurance), any labor disputes or grievances, and any employment disputes.
5. **Conflict with Agreement.** To the limited extent that this Addendum conflicts with the Agreement, the terms of this Addendum control and modify the Agreement. Those provisions of the Agreement that do not conflict with this Addendum remain in full force and effect. To be valid, this Addendum must be signed by duly authorized representatives for each party. A signed copy of this Addendum will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have caused this Addendum to be duly executed and intend to be bound by it.

FOR MILLE LACS COUNTY



Chairperson, Mille Lacs County Board of
Commissioners

2-19-2019
Date

INDEPENDENT SCHOOL DISTRICT NO. 477

School Board Chair
Independent District No. 477

Date

School Board Clerk
Independent District No. 477

Date

ECRAC/ACHF Certification – Organization

Follow the ACHF Organization Grant Instructions (p.7) to complete this proposal certification.

No adjustments are allowed in the wording of the certification.

We, the undersigned, certify that our board of directors supports the project as described in this application and that all the information in the attached application is true and correct to the best of our knowledge. Further, we resolve to carry out the project as it is described in the attached proposal and to abide by program guidelines if funding is awarded by ECRAC. We also certify that: the applicant is an organization established in Minnesota that primarily serves Region 7E; the applicant is eligible; the proposed activities are not exclusively for curriculum development; the applicant does not propose or include activities that are not open and accessible to the entire general public; the applicant does not propose or include activities that are essentially for the religious socialization of the participants or audience; the proposed activities do not support salaries and overhead of public or private schools, or colleges; the proposed activities do not include establishing any type of nonprofit or for-profit organization; the applicant does not propose or include payment of debts incurred before the grant period begins; the applicant does not propose or include activities that attempt to influence any state or federal legislation or appropriation; the applicant is not requesting funds for a fundraising campaign; the applicant is in compliance with any grant contract with the East Central Regional Arts Council; the project complies with applicable start and end dates as specified in the grant guidelines; the applicant does not propose or include activities in which artists are required to pay excessive fees in order to exhibit or perform; we will not substitute traditional sources of funding with this ACHF grant; that all project costs will be documented including director or program costs and that ACHF funds spent on administration will be only those directly related to and necessary to carry out the project; and the proposed project takes place in Region 7E.

CERTIFICATION SIGNATURES

Print name of Board officer/fiscal agent

Michelle Cunningham

Print name of Project Director

Board officer/fiscal agent signature

Michelle Cunningham

Project Director signature

Board officer/fiscal agent title

8th Grade English Teacher

Title

Date signed

3-8-19

Date signed

PRINCETON PUBLIC SCHOOLS

POLICY 614 - SCHOOL DISTRICT TESTING PLAN

I. PURPOSE

It is the purpose of this policy to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to implement procedures for testing, test security, documentation, and record keeping. Princeton Public Schools will follow all procedures and guidelines as outlined in the Procedures Manual for the Minnesota Assessments, published by the Minnesota Department of Education on an annual basis and found here:

<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

In addition, the Princeton District Test Security Procedure will be updated on an annual basis and is found here:

[2018-19 Princeton District Test Security Procedure](#)

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. The Superintendent will designate a District Assessment Coordinator and a District Technology Coordinator to follow all requirements as outlined in the Procedures Manual for the Minnesota Assessments.

1.

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
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)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: Princeton Public Schools Policy 601 (School District Curriculum and

Instruction Goals)

Princeton Public Schools Policy 613 (Graduation Requirements)

Princeton Public Schools Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)

Princeton Public Schools Policy 616 (School District System Accountability)

Adopted: June 20, 1985

Revised: June 22, 1999

Adopted: April 23, 1996

Revised: July 21, 1998

Revised: April 22, 2008

Reviewed: October 20, 2015

Revised: January 17, 2017

Revised: March 19, 2019

PRINCETON PUBLIC SCHOOLS

POLICY 615 - BASIC STANDARDS AND GRADUATION REQUIRED TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEP, SECTION 504 ACCOMMODATION, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students..

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 1. The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 3. The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 4. The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings

to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

5. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
 - b. MTAS participation decisions must not be made on the following factors:
 1. Student's disability category;
 2. Placement;
 3. Participation in a separate, specialized curriculum;
 4. An expectation that the student will receive a low score on the MCA;
 5. Language, social, cultural, or economic differences;
 6. Concern for accountability calculations.
- B. Alternate ACCESS for ELs
1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 1. the student must have cognitive functioning significantly below age level;
 2. the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 3. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
 3. Alternate ACCESS participation decisions must not be made on the following factors:
 - a. Student's disability category
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;

- d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.
- C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through personaccess.com

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

See chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

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

Legal References: Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 Minn. Rules Parts 3501.0640-3501.0635 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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

Adopted: July 21, 1998

Revised: April 22, 2008

Reviewed: November 23, 2010

Revised: November 18, 2014

Revised: October 20, 2015

Revised: January 17, 2017

Revised: March 19, 2019

**PRINCETON SCHOOL DISTRICT
707-TRANSPORTATION OF PUBLIC SCHOOL STUDENTS**

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deaf, blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care

facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a).
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, et seq.). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)

- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11).

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)

- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as

determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd.1(b)(4), for a resident child with a disability not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall be subject to a 50 mile radius distance requirement. for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the

day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours and within a 50 mile radius of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions,

for care and treatment, the school district shall provide the necessary transportation at the expense of the school district within a 50 mile radius of the school district.

- G. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- H. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- I. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - a. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.. (42 U.S.C. § 11432(g)(1)(J)(iii)(I)).
 - b. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of

origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II)).

- c. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21).

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1).

Each school year, the School Board authorizes the Superintendent and/or designee to determine the safest method to stop the buses. Locations will be along Hwy 95 and certain in town bus stops based on statute 169.443. The use of a 4-way light system versus using the 8-way amber light system will be labeled on all stops within the routing system. All drivers will be trained in the appropriate manner regarding both types of stopping.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right) Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School District's, Transportation) Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States) Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility) Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind) Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts) Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, et seq. (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, et seq. (Americans With Disabilities Act)

Cross References: Princeton Public Schools Policy 708 (Transportation of Nonpublic School Students)

Princeton Public Schools Policy 709 (Student Transportation
Safety Policy)
Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

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PRINCETON PUBLIC SCHOOLS
708 - TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. §§ 123B.88 and 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)
- B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 2(a))
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely,

economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries. (Minn. Stat. § 123B.86, Subd. 2(b))

- D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services, if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students and any other matter relating thereto shall be within the sole discretion, control and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Rules Part 7470.1600, Subd. 1)
- C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- D. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References: Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.84 (Policy)
 Minn. Stat. § 123B.86 (Equal Treatment)
 Minn. Stat. § 123B.88 (Independent School District's, Transportation)
 Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. Ch. 125A (Children With a Disability)
 Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)

Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288

Minn. 1996, 179 N.W.2d 146 (Minn. 1970)

Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)

Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)

Cross References: MSBA/MASA Model Policy 707 (Transportation of Public School Students)
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
 MSBA Service Manual, Chapter 2, Transportation

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**PRINCETON PUBLIC SCHOOLS
POLICY 709-STUDENT TRANSPORTATION SAFETY POLICY**

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled with age-appropriate school bus safety training of the following concepts:
 - a) transportation by school bus is a privilege, not a right;
 - b) school district policies for student conduct and school bus safety;
 - c) appropriate conduct while on the bus;
 - d) the danger zones surrounding a school bus;
 - e) procedures for safely boarding and leaving a school bus;
 - f) procedures for safe vehicle lane crossing; and
 - g) school bus evacuation and other emergency procedures.
2. All students in grades Pre K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades Pre K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in

their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades Pre K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades Pre K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades Pre K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a) Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b) Respect the property of others while waiting at your bus stop.
- c) Keep your arms, legs, and belongings to yourself.
- d) Use appropriate language.
- e) Stay away from the street, road, or highway when waiting for the bus.
- f) Wait until the bus stops before approaching the bus.
- g) After getting off the bus, move away from the bus.
- h) If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i) No fighting, harassment, intimidation, or horseplay.
- j) No use of alcohol, tobacco, e-cigarettes or drugs.

3. Rules on the Bus

- a) Immediately follow the directions of the driver.
- b) Sit in your seat facing forward.

- c) Talk quietly and use appropriate language.
- d) Keep all parts of your body inside the bus.
- e) Keep your arms, legs, and belongings to yourself.
- f) No fighting, harassment, intimidation, or horseplay.
- g) Do not throw any object.
- h) No eating, drinking, or use of alcohol, tobacco, e-cigarettes or drugs.
- i) Do not bring any weapons or dangerous objects on the school bus.
- j) Do not damage the school bus.

4. Consequences

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

The administration will develop procedures for appropriate education and consequences for students at the bus stop and riding the bus.

Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to

the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

- A. Parent and Guardian Notification: The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.
- B. Parents/Guardians Responsibilities for Transportation Safety: Parents/Guardians are responsible to:
 - 1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
 - 2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
 - 3. Communicate safety concerns to their school administrators;
 - 4. Monitor bus stops, if possible;

5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
 - E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
 - F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training:

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model

School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.
- B. Evaluation: School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:
1. Safely operate the type of school bus the driver will be driving;
 2. Understand student behavior, including issues relating to students with disabilities;
 3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
 5. Handle emergency situations; and
 6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand- held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - i. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - ii. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within

the driver's compartment and must be marked to indicate their identity and location.

- iii. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- 1) safe operation of a type III vehicle;

- 2) understanding student behavior, including issues relating to students with disabilities;

- 3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - 4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - 5) handling emergency situations;
 - 6) proper use of seat belts and child safety restraints;
 - 7) performance of pre trip vehicle inspections;
 - 8) safe loading and unloading of students, including, but not limited to:
 - a. utilizing a safe location for loading and unloading students at the curb, on the non traffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - b. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - c. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - d. placing the type III vehicle in "park" during loading and unloading;
 - e. escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - 9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn.

Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator's employer requires pre employment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol- related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business

location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multi-function School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Preschool Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

- g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School District's; Transportation) Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties) Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)

Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. §181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations) 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)

Cross References: Princeton Public Schools Policy 416 (Drug and Alcohol Testing)
Princeton Public Schools Policy 506 (Student Discipline)
Princeton Public Schools Policy 515 (Protection and Privacy of Pupil Records)
Princeton Public Schools Policy 707 (Transportation of Public Students)
Princeton Public Schools Policy 708 (Transportation of Nonpublic Students) MSBA/MASA Model Policy 710 (Extracurricular Transportation)
[Princeton Public Schools Guidelines and Consequences for Bus Stop and Bus Procedures](#)

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Student Transportation Expectations and Consequences

Our goal is to provide safe transportation and a positive experience for all students. Transportation to and from school by bus is a privilege, not a right. This privilege can be suspended or terminated. Students are expected to follow the same behavior expectations while riding school buses, or at the bus stop, as those on school property, at school activities, functions, or events. All school rules are in effect while a student is riding the bus or at the bus stop. Consequences for inappropriate behaviors on the school bus and at the bus stop will be reported to, and handled by, school administration or designee. Illegal conduct will be reported to law enforcement.

School Bus and Bus Stop Expectations

The district school bus expectations will be posted on every bus and reviewed with students at each school. Students who violate expectations on school transportation or at designated bus stops will receive a bus referral, and consequences will follow. Consequences are progressive and may include suspension of bus privileges.

- Arrive at your bus stop five minutes prior to scheduled pick up time.
- Wait for bus driver's signal. Cross 10 feet in front of bus.
- Get on and off only at designated stop or school.
- Respect the bus driver and monitors by following directions.
- Respect other students and their personal belongings.
- Use respectful language and appropriate voice level.
- Stay seated in assigned area or seat at all times.
- Keep all parts of your body, and all possessions, inside of the bus.
- Eating or drinking are allowed at the discretion of the bus driver.
- Keep the bus clean and litter-free. Throwing of any items on the bus is prohibited and unsafe.
- Large items are not allowed on the bus without permission from the driver.
- Respect the school bus and equipment. Student will be responsible for cost of damages to property. Bus riding privileges may be withheld until an acceptable plan of restitution is made.
- Physical contact on the bus is unsafe and unacceptable. This includes pushing, hitting, kicking, horseplay, intimidation, and fighting.
- The use and/or possession of illegal substances, or related items, is strictly prohibited. This includes, but is not limited to the use or possession of alcohol, drugs and drug paraphernalia, lighters, tobacco, vaping or e-cigarettes products, weapons or look-alike weapons.

Students who do not follow the bus stop and/or bus expectations may lose their bus riding privileges for a period of time. Students are still required to attend school when they are suspended from school transportation. Parent(s) are then responsible for transportation to and from school. Transportation by school bus is a privilege, not a right, for an eligible student. (Minnesota Statutes, Sec. 4 (123.801).

Guidelines and Consequences for Not Following Bus/Bus Stop Expectations

We expect all students to follow the expectations on school transportation and display positive and safe behaviors. Consequences are progressive and may include suspension of bus privileges. Consequences for school bus and/or bus stop misconduct will apply to field trips, activities, and regular or late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (field trips, competitions, and activities) will be at the sole discretion of the school district. Parents or guardians will be notified of any bus suspension or loss of riding privileges and are responsible for the student's transportation during the suspension. Consequences for the school bus and bus stop will be reported to and handled by school administration or designee.

Minor Incidents: Disrespectful behavior, minor physical contact or horseplay, taking personal items from others, name calling, not following directions, littering, excessive noise level, leaving seat, inappropriate language or gestures, inappropriate use of cell phone or technology, arguing, disobedience towards driver or monitor, other incidents reported and deemed inappropriate.

Major Incidents: Major physical aggression (fighting, kicking, punching, etc), profanity and abusive language directed at driver, monitor, or another student, sexual or racial language, damage or theft of property, intimidating or threatening behaviors, insubordination toward driver or monitor, possession or use of illegal substances or related items (tobacco, drugs, e-cigs, weapons), throwing items out of the bus, throwing items at other students.

Early Childhood, Primary and Intermediate Elementary: Response to Bus Referrals				
	1st Incident	2nd Incident	3rd Incident	4+ Incident
Minors	Education, parent contact, written warning	Education, parent contact, up to 1 day bus suspension and/or a) restitution b) meeting with driver c) assigned seat	Education, parent contact, up to 3 day bus suspension and/or a) restitution b) meeting with driver c) assigned seat d) in-school consequences	Education, up to 5 day bus suspension and a parent meeting, possible loss of bus service and/or a) restitution b) meeting with driver c) assigned seat d) in-school consequences
Majors	Education, parent contact, written warning and in-school consequence, or 1 day suspension and/or a) restitution b) assigned seat	Education, parent contact, up to a 3 day bus suspension and/or a) restitution b) assigned seat c) meeting with driver, d) in-school consequences	Education, up to a 5 day bus suspension and a parent meeting and/or a) restitution b) assigned seat c) meeting with driver, d) in-school consequences	Education, up to a 7 day bus suspension and a parent meeting, possible loss of bus service and/or a) restitution b) assigned seat c) meeting with driver, d) in-school consequences

Education may include: Re-teaching bus expectations, counselor referral, conference with student, individual plan, role playing, reading replacement behavior stories, apology, etc.

Secondary: Middle and High School: Response to Bus Referrals				
	1st Incident	2nd Incident	3rd Incident	4+ Incident
Minors	Education, parent contact, and/or written warning	Education, parent contact, up to 3 day bus suspension and/or a) restitution b) meeting with driver c) assigned seat	Education, parent contact, up to 5 day bus suspension and/or a) restitution b) meeting with driver c) assigned seat d) in-school consequences	Education, parent contact, up to 10 day bus suspension, possible loss of bus service and/or a) restitution b) meeting with driver c) assigned seat d) in-school consequences
Majors	Education, parent contact, written warning and in-school consequence, up to a 5 day suspension and/or a) restitution b) assigned seat	Education, parent contact, up to a 7 day bus suspension and/or a) restitution b) assigned seat c) meeting with driver d) in-school consequences	Education, parent meeting, up to a 10 day bus suspension and parent meeting and/or a) restitution b) assigned seat c) meeting with driver d) in-school consequences.	Education, parent meeting, up to 20 day bus suspension with possible loss of bus service and/or a) restitution b) assigned seat c) meeting with driver d) in-school consequences.

*The principal or other designated administrator may impose other consequences, longer bus suspensions, and/or other school discipline as deemed appropriate on a case by case basis. Driver has the authority to assign seats at any time.

**PRINCETON PUBLIC SCHOOLS
POLICY 710-EXTRACURRICULAR TRANSPORTATION**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

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

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

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

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

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

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

V. FEES

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

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

Cross References: Princeton Public Schools Policy 610 (Field Trips)
Princeton Public Schools Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

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**PRINCETON PUBLIC SCHOOLS
POLICY 711-VIDEO RECORDING ON SCHOOL BUSES**

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus/van is a significant factor in the safety and efficiency of school transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that videotaping student passengers and employees on the school vehicles will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus videotaping system.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. The school district will begin to equip each and every school bus owned, leased, contracted and/or operated by the school district with a fully-enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded on tape.
2. A video camera will not necessarily be installed in each and every school vehicle owned, leased, contracted and/or operated by the school district, but cameras may be rotated from vehicle to vehicle without prior notice to students.
3. Video cameras will be placed on a particular school vehicle, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Videotape

1. A videotape of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee, arising out of the student's or employee's conduct on the vehicle.
2. A videotape will be released to the public only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations promulgated thereunder.
3. Videotapes will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
4. A videotape will be retained by the school district for a period of six (6) weeks, or until the conclusion of disciplinary proceedings in which the video tape is used for evidence.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 121A.585 (Notice of Recording Device)
 Minn. Rules Parts 1205.0100-1205.2000
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 34 C.F.R. Secs. 99.1-99.67

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
 MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)
 MSBA Service Manual, Chapter 2, Transportation

Adopted: March 13, 2007

Revised: April 19, 2016

Revised: October 18, 2016

Reviewed: August 7, 2018

Reviewed: March 19, 2019

PRINCETON PUBLIC SCHOOLS
904 - DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NON
SCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by non staff and non students on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for non school persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.
- C. Friday folders may only be used for communications generated of materials, the school, a school sponsored event or activity, or an activity feeder program.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. "Materials" includes all materials and objects intended by non school persons or non school organizations for distribution. Examples of non school sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. "Non school person" means any person who is not currently enrolled as a student in or employed by the school district.
- D. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would

find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "Minor" means any person under the age of eighteen (18).

F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walkout, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

A. Non school persons and organizations may, within the provisions of this

policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

B. Requests for distribution of materials will be reviewed by the Superintendent on a case by case basis. However, distribution of the following materials is always prohibited. Material is prohibited that: ¶

1. is obscene to minors; ¶
2. is libelous; ¶
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended; ¶
4. advertises any product or service not permitted to minors by law; ¶
5. advocates violence or other illegal conduct; ¶
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin); ¶
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations. ¶

C. Permission for non school persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the Superintendent will consider factors including, but not limited to the following: ¶

1. whether the material is educationally related; ¶
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline or school activities; ¶
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways; ¶

4. the quantity or size of materials to be distributed; ¶
5. whether distribution would require assignment of school district staff, use of school district equipment or other resources; ¶
6. whether distribution would require that non school persons be present on the school grounds; ¶
7. whether the materials are a solicitation for goods or services not requested by the recipients. ¶
8. is in direct violation with state & federal statute. ¶

D. No political campaigning by individuals will be permitted on school property.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place and manner of distribution will be solely within the discretion of the Superintendent, ¶consistent with the provisions of this policy. ¶

VI. PROCEDURES

- A. Distribution of material on school district property guidelines and form is available on the school district website and at the school district center.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Legal Reference:

U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir.

2007)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987) *Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)¶

Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)

Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)

Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___U.S. ___, 132 S.Ct. 592 (2011)

Cross References:

Princeton Public Schools Policy 512 (School Sponsored Student Publications)

Princeton Public Schools Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

[Distribution of Materials of School Property Procedures](#)

Adopted: January 10, 2006

Revised: October 27, 2009

Revised: April 5, 2012

Revised: March 17, 2015

Reviewed: May 17, 2016

Reviewed: August 16, 2016

Revised: May 1, 2018

Revised: March 19, 2019



PRINCETON PUBLIC SCHOOL DISTRICT 477
Procedures, Guidelines, and Form for Distribution of Materials
on School District Property by non-school persons/groups
[Policy 904 - Reference](#)

March 2019

I. Purpose- The purpose of this form is to provide non-staff and non students procedures, guidelines and permission to distribute materials or information on school district property as it relates to School District Policy 904. The policy allows the distribution of materials which support the mission and vision of the school district and will not disrupt the educational program nor interfere with the educational objectives of the school district.

STEP 1: Review Policy 904 to determine if materials are permissible to distribute.

- [Policy 904](#) is available on Princeton School District Website under Community Relations.
 - Prohibited materials: Obscene to minors, libelous, indecent or vulgar language, advertises products or services to minors, advocates violence or illegal conduct, expressions of injuring or harassing others or groups of people (race, religion, ethnic origin, etc), political related activities, content has a likelihood of causing substantial or material disruption of the school or school activities.

STEP 2: Fill out the Distribution of Materials form along with materials to be distributed.

- The following information to be included: Name and phone number of person submitting request, dates and time(s) of day of requested distribution, if material is intended for students, the grades of students to whom the distribution is intended, proposed method of distribution.

STEP 3: Submit form to Superintendent at least five days prior to distribution.

- The Superintendent will review the request and render a decision.
- The administration will assign a location and method of distribution and will inform person(s) submitting the request.
- Permission or denial of permission to distribute material does not imply approval or disapproval by either the school, the administration of the school, school board, or the individual reviewing the material submitted.
- In the event that permission to distribute materials is denied, the non school person or organization may request reconsideration of the decision by the school board. The request for reconsideration must be in writing and must set forth the reason why distribution is desirable and in the best interest of the school community.

Core Values





**Distribution of Materials on School District Property - Form
Princeton School District**

This form is used to obtain approval from Superintendent.

Name (Person submitting request): _____

Phone Number (Person submitting request): _____

Organization involved if any: _____

Date(s) and time(s) of day or request: _____

Explanation of material to be distributed (grades of students to whom it is intended): _____

Explanation of proposed method of distribution: _____

PRE-APPROVAL SIGNATURES:

Signatures indicate preliminary approval to distribute materials on school district property by non school persons that are appropriate to the school setting and does not disrupt the educational program nor interfere with the educational objectives of the school district.

Requester

Date

Superintendent

Date

Routing: Superintendent

Exec Asst to the Supt

Building Administrator

Pearl Crisis Center

2018 Annual Data Report of YIP (Youth Intervention Program)



Introduction

This report explains the evaluation results of Pearl Crisis Center's Youth Intervention Programming in 2018. This report provides the in-school curriculum, Safe Dates, which is an evidence-based program designed to stop or prevent the initiation of psychological, physical, and sexual abuse on dates or between individuals involved in a relationship. The Substance Abuse and Mental Health Services Administration designates it as a model program. Purposes of this early intervention programming are to change adolescent dating violence norms, change adolescent gender-role norms, improve conflict resolution skills, promote victims' and perpetrators' beliefs in the need for help and awareness of community resources, promote help-seeking by victims and perpetrators, and improve peer help-giving skills. During the preteen and teen years, youth are learning skills needed to form positive relationships with others. Pearl Crisis Center believes this is the best time to promote healthy relationships, positive choices, and best practices for conflict resolutions skills that will prevent patterns of abusive behaviors that can last well into adulthood. In 2018, Pearl Crisis Center delivered Safe Dates to 357 students in Onamia High School, Princeton Middle and High Schools, and Milaca High School.

An added component to Safe Dates is Pearl Crisis Center's teen task force known as TADA (Teens Against Dating Abuse) that is facilitated/mentored by the Safe Dates Coordinator. TADA is a remote program that helps reduce risk factors and increase protective factors for its members while bringing the goals and objectives of the Safe Dates curriculum into real-life practice. TADA members receive 3-4 texts weekly through the Remind application with various information, including notifications each time there is a domestic violence-related murder in Minnesota, quizzes, and uplifting and positive messages. TADA members mentor and model healthy behavior to their peers and refer other teens to our crisis center. TADA is unique as it allows the youth members to guide their mission and choose future goals of the group thus empowering and giving voice to its members as more than two-thirds of teens never report abuse to anyone (www.teendvmonth.org). A total of 93 students were involved in TADA in 2018.

Evaluation methods

Pearl Crisis Center administered pre-tests, post-tests, and other various surveys to students, teachers, and students' parents to inform intended outcomes for its youth programming. Safe Dates comes with an existing pre- and post-test that is aligned with its curriculum and should remain consistent with its original design. However, Pearl Crisis Center created a supplement to gather more additional data from students about the prevalence and descriptions of violence they may be experiencing in their lives. In 2017, Pearl Crisis Center worked to improve data entry and storage practices by using online survey services such as Survey Monkey.

The following table presents the number of respondents to each source of data collection.

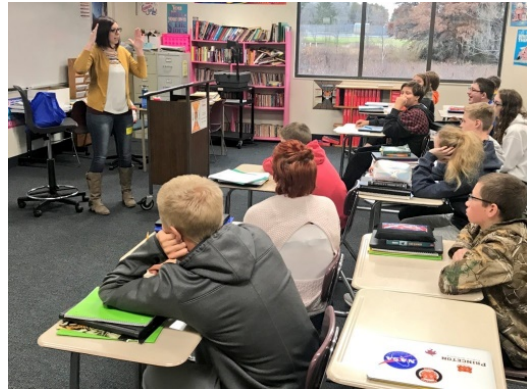
Program area	Source	Number of respondents
Safe Dates	Student pre- and post-test survey	357
	Student supplemental survey	333
	Parent survey	4
	Teacher survey	6
TADA	Average number of active students in TADA/month	87

Results

Safe Dates

Pre-test and post-test (N = 357)

Demographics



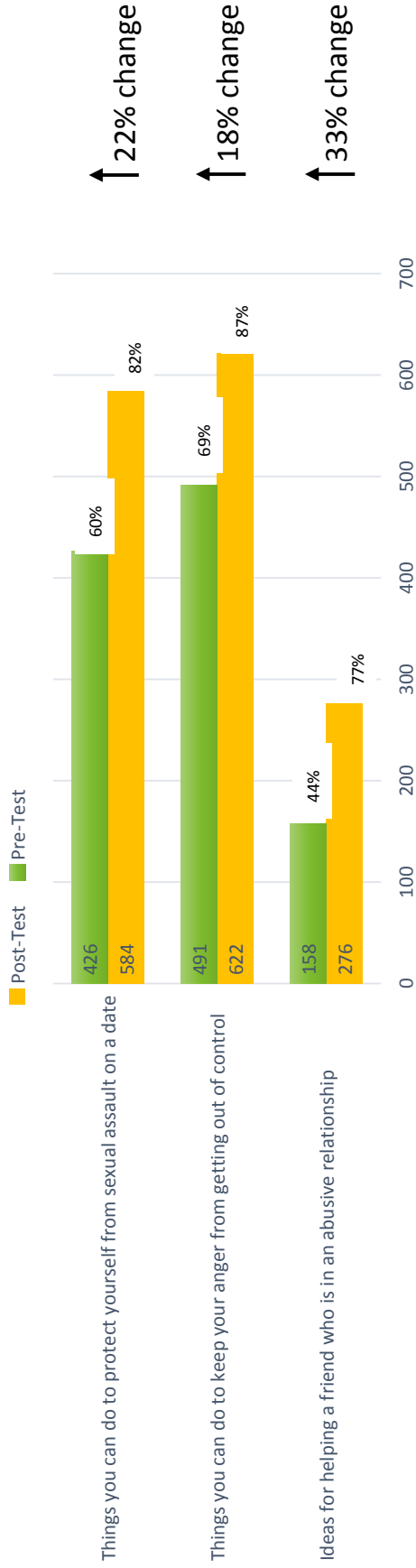
A few more boys than girls participated in Safe Dates.

Gender	Onamia (8 th graders, n=24)	Onamia (10 th graders, n=35)	Milaca (10 th graders, n=85)	Princeton (8 th graders, n=213)	Overall (n=357)
Girl	10 (42%)	17 (49%)	40 (47%)	92 (50%)	159 (45%)
Boy	14 (58%)	18 (51%)	45 (53%)	121 (50%)	198 (55%)
Total	24 (100%)	35 (100%)	85 (100%)	213 (100%)	357 (100%)

Aligning with area demographics, most of Safe Dates participants are white.

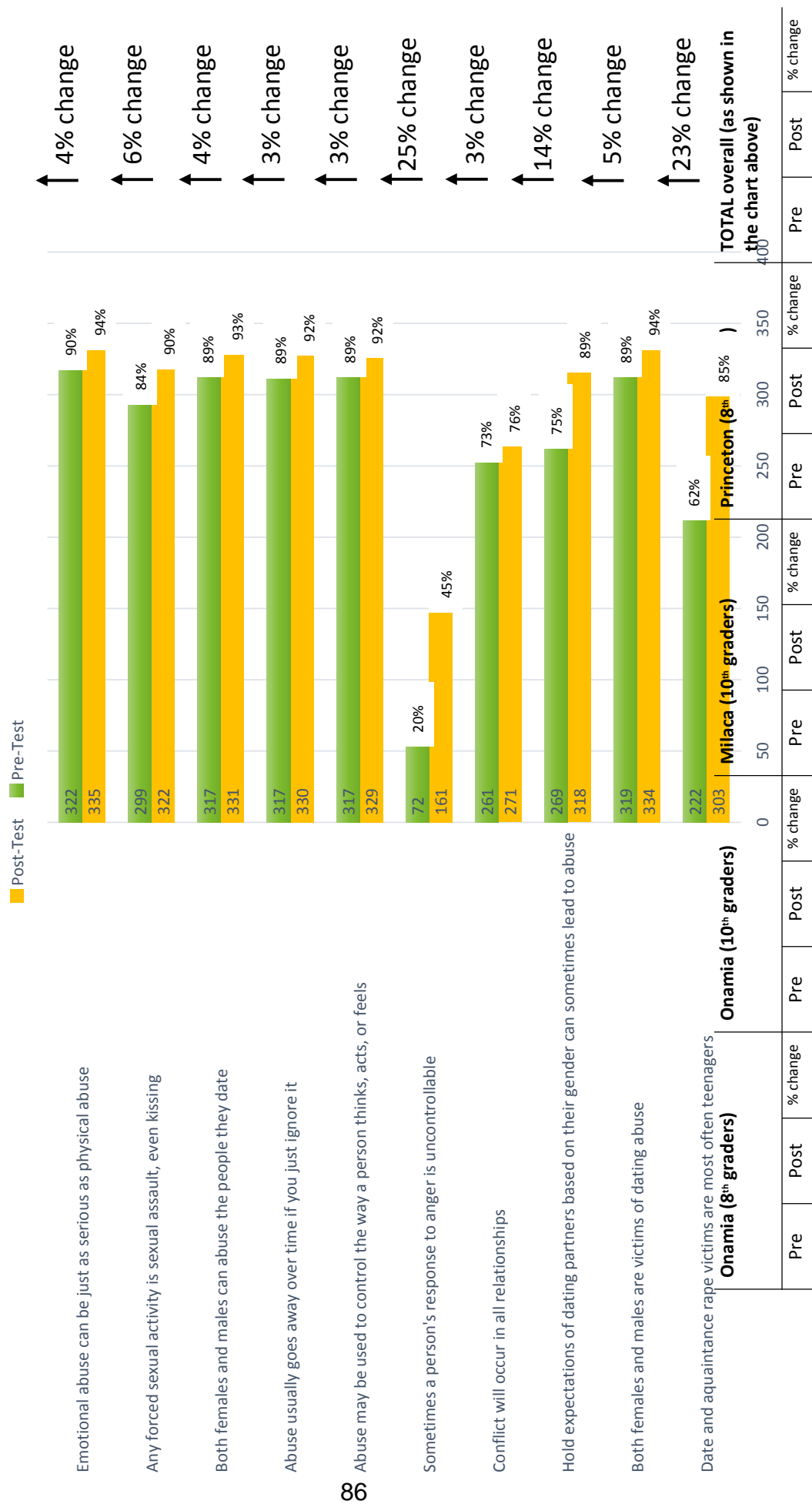
Race (choose all that apply)	Onamia (8 th graders, n=24)	Onamia (10 th graders, n=35)	Milaca (10 th graders, n=85)	Princeton (8 th graders, n=213)	Overall (n=357)
White	6 (25%)	22 (63%)	81 (95%)	176 (83%)	285 (72%)
Mixed	7 (29%)	7 (20%)	2 (2%)	11 (5%)	27 (13%)
American Indian	10 (42%)	6 (17%)	0 (0%)	4 (2%)	20 (6%)
Other	0 (0%)	0 (0%)	0 (0%)	6 (3%)	6 (2%)
Asian	0 (0%)	0 (0%)	0 (0%)	2 (1%)	2 (1%)
Latino/a	1 (4%)	0 (0%)	1 (1%)	0 (0%)	2 (1%)
African American	0 (0%)	0 (0%)	0 (0%)	2 (1%)	2 (1%)
African	0 (0%)	0 (0%)	0 (0%)	2 (1%)	2 (1%)
Unknown	0 (0%)	0 (0%)	0 (0%)	10 (5%)	10 (3%)

Results show an increase in the percentage of correct examples written by students about ways to address dating violence.



	Onamia (8 th graders)			Onamia (10 th graders)			Milacia (10 th graders)			Princeton (8 th graders)			TOTAL overall (as shown in the chart above)		
	Pre	Post	% change	Pre	Post	% change	Pre	Post	% change	Pre	Post	% change	Pre	Post	% change
Things you can do to protect yourself from sexual assault on a date	52%	65%	↑13%	51%	83%	↑32%	73%	88%	↑15%	56%	81%	↑25%	60%	82%	↑22%
Things you can do to keep your anger from getting out of control	63%	79%	↑16%	71%	81%	↑10%	75%	92%	↑17%	67%	87%	↑20%	69%	87%	↑18%
Ideas for helping a friend who is in an abusive relationship	33%	67%	↑34%	46%	71%	↑25%	55%	86%	↑31%	41%	76%	↑35%	44%	77%	↑33%

Overall, students' ability to correctly answer true-or-false statements about dating violence increased from pre- to post-test.



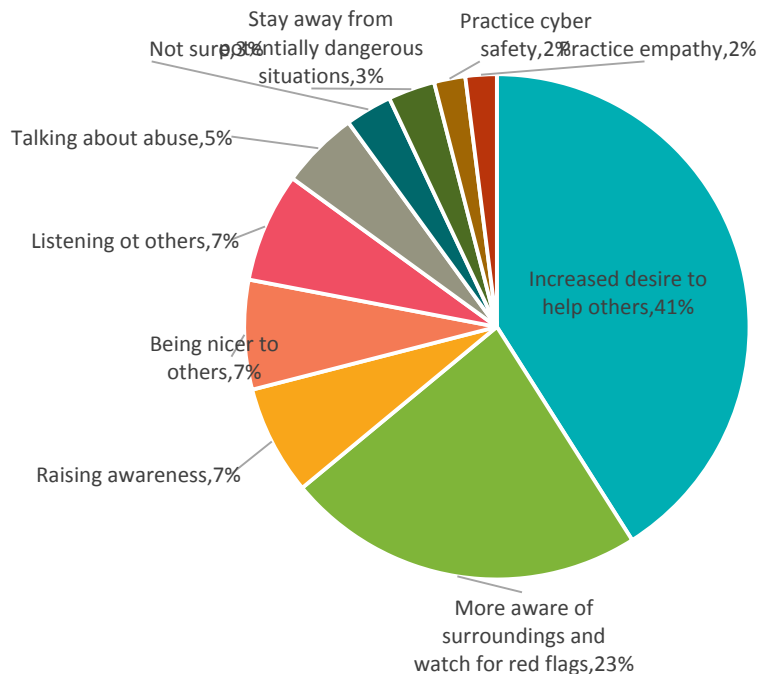
Date and acquaintance rape victims are most often teenagers	71%	75%	↑4%	71%	86%	↑15%	75%	94%	↑19%	54%	82%	↑28%	62%	85%	↑23%
Both males and females are victims of dating abuse	75%	83%	↑8%	83%	86%	↑3%	96%	96%	0%	89%	95%	↑6%	89%	94%	↑5%
Holding expectations for dating partners based on gender can lead to abuse	33%	79%	↑44%	71%	77%	↑6%	82%	92%	↑10%	78%	91%	↑13%	75%	89%	↑14%
Conflict will occur in all relationships	63%	67%	↑4%	69%	77%	↑8%	86%	85%	↓1%	70%	73%	↑3%	73%	76%	↑3%
Sometimes a person's response to anger is uncontrollable	46%	50%	↑4%	26%	49%	↑23%	22%	51%	↑29%	15%	42%	↑27%	20%	45%	↑25%
Abuse may be used to control the way a person thinks, acts or feels	75%	75%	↑4%	86%	86%	0%	94%	94%	0%	89%	94%	↑5%	89%	92%	↑3%
Abuse usually goes away over time if you just ignore it	83%	88%	↑5%	77%	86%	↑9%	59%	93%	↑34%	89%	94%	↑5%	89%	92%	↑3%
Both males and females can abuse the people they date	79%	83%	↑4%	80%	86%	↑6%	95%	96%	↑1%	89%	93%	↑4%	89%	93%	↑4%
Any forced sexual activity is sexual	71%	83%	↑12%	77%	86%	↑9%	94%	95%	↑1%	82%	90%	↑8%	84%	90%	↑6%

Post-test only write-in responses

Students were asked on the post-test to answer the following two open-ended questions: “What is something you are inspired to do more of or differently?” And “In one sentence, describe what a healthy relationship is to you.” The following are themes from the responses to each question.

“What is something you are inspired to do more of or differently?”

Of 303 students responding, the most common response was the increased desire to help others (41%). This was followed by 23% who mentioned they would be more aware of their surroundings and watch for red flags.



“In one sentence, describe what a healthy relationship is to you.”

317 students responded to this question with great examples of their definition of a healthy relationship. Here are some responses:

“Giving each other space, support them, love and care for them, comfort them, talk through things.”

“A healthy relationship is love, respectful, with someone who makes me feel equal and cared for.”

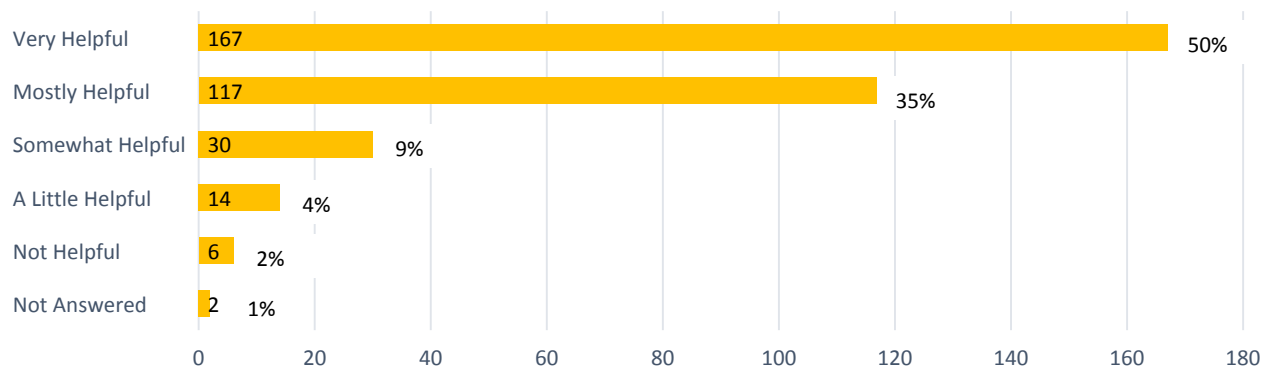
“A healthy relationship is communication, having trust, and being able to talk to that person no matter what.”

“A relationship filled with love and compassion.”

Safe Dates, Students' supplement survey (N = 336)

336 students completed and returned the Safe Dates survey. Numbers in the following charts will be based off these 336 students.

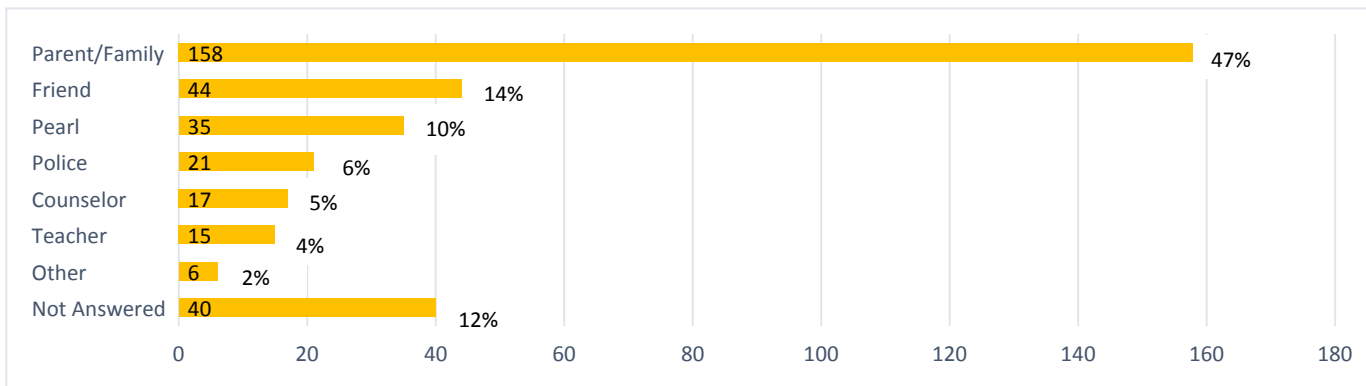
Eighty-five percent of students reported that Safe Dates was mostly or very helpful.



Helpfulness	Onamia (8 th graders, n=25)	Onamia (10 th graders, n=37)	Milaca (10 th graders, n=74)	Princeton (8 th graders, n=200)	Total (n=336)
Very helpful	15 (60%)	20 (54%)	31 (42%)	101 (51%)	167 (50%)
Mostly helpful	6 (24%)	9 (24%)	25 (34%)	77 (39%)	117 (35%)
Somewhat helpful	2 (8%)	4 (11%)	9 (12%)	15 (7%)	30 (9%)
A little helpful	0 (0%)	3 (8%)	6 (8%)	5 (2%)	14 (4%)
Not helpful	2 (8%)	0 (0%)	3 (4%)	1 (1%)	6 (2%)
Not Answered	0 (0%)	1 (3%)	0 (0%)	1 (1%)	2 (1%)
Percent of youth that found Safe Dates very or mostly helpful	84%	78%	76%	90%	85%

When asked who they would tell if they were experiencing abuse, 47% of students reported they would tell their parents or a family member, outpacing the percentage that would tell friends and mandated reporters, such as teachers and police officers.

Pearl Crisis Center is pleased that such a large portion of students view their parents as resources for dealing with abuse. This also demonstrates the need for preparing parents for handling such disclosures.



	Onamia (8 th graders, n=25)	Onamia (10 th graders, n=37)	Milaca (10 th graders, n=74)	Princeton (8 th graders, n=200)	Total (n=336)
Parent/Family	12 (48%)	19 (51%)	27 (36%)	100 (50%)	158 (47%)
Friend	1 (4%)	4 (11%)	20 (27%)	19 (10%)	44 (14%)
Pearl	0 (0%)	1 (3%)	0 (0%)	34 (17%)	35 (10%)
Police	5 (20%)	5 (14%)	9 (12%)	11 (6%)	21 (6%)
Counselor	0 (0%)	1 (3%)	4 (5%)	12 (6%)	17 (5%)
Teacher	0 (0%)	2 (5%)	5 (7%)	8 (4%)	15 (4%)
Other	1 (4%)	0 (0%)	0 (0%)	5 (3%)	6 (2%)
Not Answered	6 (24%)	5 (14%)	9 (12%)	11 (6%)	40 (12%)

The table presents the results; note that students could choose more than one type of abuse and more than one location. 141 students answered this question. **Of those students, 30 stated that they have missed school or their school work has suffered because of the abuse.**

Type	Have you experienced or witnessed any type of abuse? Yes, I have experienced this	Where did (or, does) it take place?			
		My house	My school	Someone's house	Other
Sexual	35	9	6	9	11
Emotional	85	39	29	17	24
Physical	53	20	14	15	10
Bullying	111	14	96	12	17

Students wrote examples of abuse they have experienced in their lives, whether it was directly targeted at them or if they had witnessed abuse. The following are excerpts from student's disclosures on the survey:

"Well sexual, would be rape. Bullying, people hurt my feelings. I almost wanted to kill myself but I stayed strong and pulled through."

"It was more verbal than anything. I felt like my heart sank into my stomach, but I didn't cry."

"Don't want them to find me."

"Happens every day to people too much to tell."

"Girlfriend at the time being raped by step dad for 3 years, now is in prison because I told a social worker."

"It's all resolved now but I witnessed a lot of physical and emotional and sexual abuse growing up. Done to me and my mother."

"My mother and I were beaten with bats in front of my little brothers. I've had someone sexually assault me when I was younger."

"Watched my mother be physical, verbal, emotional abused. I was sexually abused when I was 10-12, the guy who did it got in trouble and he got his papers served recently."

"If I didn't do sexual stuff with my abuser, he would lash out at me. He was constantly making me feel terrible about myself and tried, and succeeded, at taking me away from my friends."

"He was a little drunk, happened one time."

"I am bullied on the daily, I don't like coming here."

"I was in a relationship with a lot of emotional abuse, and this presentation showed me that I was/am not over reacting. I hope you can come back in 10th grade."

"My mother stabbed a guy my mother got strangled."

"It happened in the summer last year. It was a stranger. (Sexual Assault)"

"I was repeatedly put down and I learned that (because of the relationship) I have major depression disorder. She would make me cut my wrist to show my love."

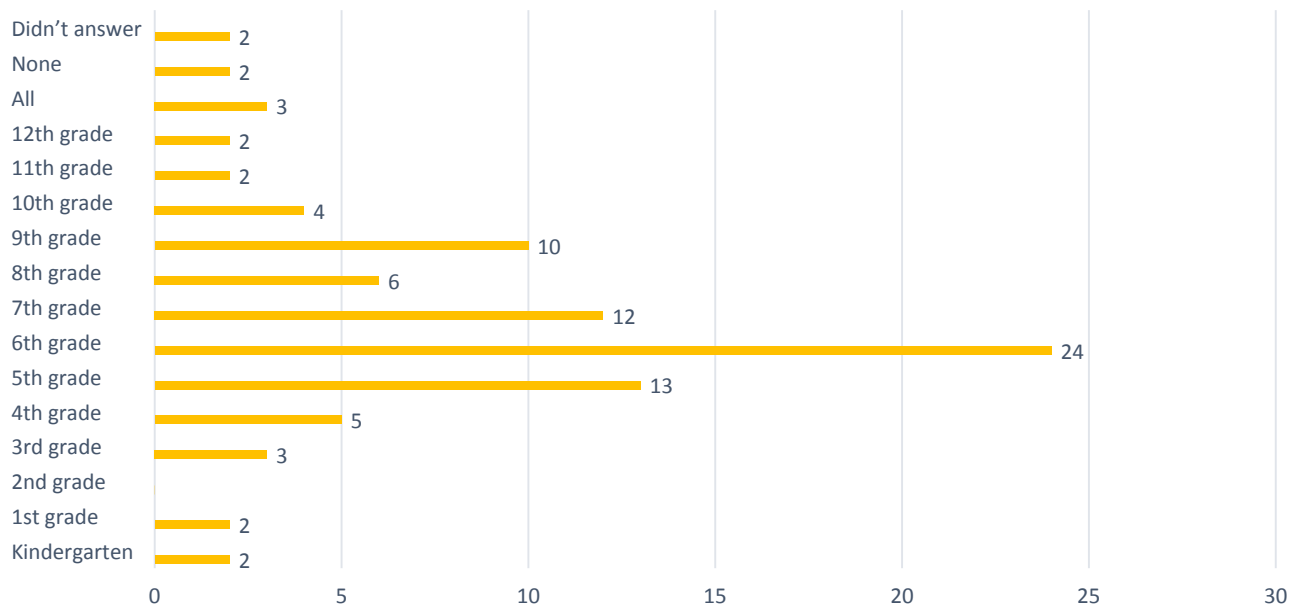
"I have been touched in unwanted places before without giving consent and one of my past partners still tries to embarrass me and while we were together threatened to commit suicide several times."

"My mom's old boyfriend used to yell at us all the time. He would sometimes hurt my mom as well. I would wake up at night to yelling or a loud crash from something being broken."

"I have experienced my dad hitting me. I have been raped by my cousins best friend last year."

12 students noted that they would like to hear this presentation again in 10th grade or high school. 3 of these students also noted that this curriculum should be taught at an earlier age, 6th or 7th grade.

A survey was administered at the 2018 OCC (Operation Community Connect) where community members were asked what grade they felt students should be learning about Safe Dating/healthy relationships. The following results align with the above requests from students to have Safe Dates taught at a younger age than we currently are teaching (8th and 10th depending on school). The following results are based off the 92 completed surveys collected at the 2018 OCC.



There have been some other very strong indicators that Safe Dates should be taught at a younger age. Safe Dates was recently presented to a large group (5 classes) of 8th grade middle school students. They were asked to raise their hand if they knew someone in their grade and school that has sent or received sexts (sexualized images of themselves or someone else) in the past. Almost every student in every class raised their hand. They were also asked if they have heard of a dating situation in their grade where one person tried to break up with another and the other threatened to commit suicide if they followed through with the break up. Once again, almost every student in every class raised their hand. These results alone are great proof that students are dating and becoming sexualized younger and younger and youth need to be educated on dating and healthy relationships before they begin them. Education and timing are the key to successful prevention.

Throughout the year many students voice how much Safe Dates has helped and empowered them to come forward with their story and/or questions about getting help.

A student approached me (Safe Dates Coordinator) after a class session asking questions regarding MN sexting laws after the sexual assault portion of Safe Dates. They were wondering about the legality of an 18-year-old sending nude photos to a friend who is 16. I referred them to the school liaison officer.

Another student shared after class about how he was “living in hell” the first 8 years of his life. He was severely abused by his parents. He would be locked in his room for days, when he was allowed to sit at the table to eat, he had to wait until they were done to have his share. This young man shared with me multiple times during the 8 days I spent at the school different things he struggles with, and how he has healed from this traumatizing past. He is now adopted by a loving family and is receiving regular counseling.

A student came up to me to ask a question about safety while dating online. This 8th grade male has had multiple girlfriends online.

An 8th grade student anonymously left me a note asking for advice, they are being sent nude photos from an adult male. They are scared to come forward for fear of him finding them and/or hurting them.

After one of the classes a student stayed to talk. She said before we presented the Safe Dates, she thought she was overreacting about the things that were happening in her relationship and that as we were presenting, she was able to recognize all the abusive behaviors that were happening. She also learned what to do if she was in that situation, so she acted on that new knowledge. She shared that she had recently tried breaking up with her boyfriend and he began to threaten he would commit suicide if she did. She was afraid that it would be her fault if she didn’t stay in the relationship. She said that many of the things we were teaching rang true in her relationship and she was relieved that her gut instinct was correct. She said she would have never realized that what was happening was serious and that she needed to tell someone if we hadn’t been there. We provided her with some resources and our contact information if she needed any more help. We ended up meeting with her one on one another time and then again with her mom, aunt, and school Assistant Principal. This young girl is now a TADA member and is very active with her participation. She recently sent this message as a response to a text that was sent out about dealing with anger and emotions in a healthy way.

“I have been doing that now, it helps a lot. I'm glad to have learned that from you guys!”

Safe Dates, Teacher survey (N = 6)

Most teachers felt that the Safe Dates program met or mostly met their expectations on a range of topics relating to dating abuse.

Information or skill	Met	Mostly met	Somewhat met	Did not meet	Did not answer
	<i>Number and percentage of teachers</i>				
a. Dating abuse	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
b. Identifying different forms of abuse (physical, emotional, mental)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
c. Identifying warning signs of abuse.	5 (83%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)
d. Fostering respect among peers.	3 (50%)	1 (17%)	2 (33%)	0 (0%)	0 (0%)
e. Alleviating misconceptions about abuse.	3 (50%)	2 (33%)	1 (17%)	0 (0%)	0 (0%)
f. How to talk to/support a friend who is being abused.	5 (83%)	0 (0%)	1 (17%)	0 (0%)	0 (0%)
g. How to talk to/support a friend who is abusive.	3 (50%)	2 (33%)	0 (0%)	1 (17%)	0 (0%)
h. Alleviating distorted images of people based on gender, culture, etc.	4 (67%)	1 (17%)	1 (17%)	0 (0%)	0 (0%)
i. Increase communication skills.	3 (50%)	1 (17%)	2 (33%)	0 (0%)	0 (0%)
j. Know safety plan, protocol for abuse	4 (67%)	1 (17%)	0 (0%)	0 (0%)	1 (17%)
k. Express opinions respectfully.	4 (67%)	0 (0%)	1 (17%)	0 (0%)	1 (17%)
l. Use of alcohol/substances.	2 (33%)	2 (33%)	1 (17%)	0 (0%)	1 (17%)

While teachers were highly impressed by the program, some teachers did provide feedback regarding areas of improvement.

“Maybe a little more information on Sexting and Social Media.”

“It might be good to educate students more about online predators and the risk of developing online relationships.”

“Students need to learn more about what healthy relationships look like. I do think we need to work on how you would confront an abuser.”

“It is a time problem – lots of info – not enough time.”

“Something along the lines to do with self-abuse.”

“I think it would be nice to have more time. Would help to slow things down. Sometimes I think students would like to spend more time on specific topics but have to move on because of lack of time. I think we should expand the time given to Safe Dates. This would allow students time to ask more questions. This would better meet the needs of our students.”

“I would have been nice to have you in our classes longer, but our schedule just couldn’t permit it. The only thing I would suggest would be to perhaps put the pre and post tests on a google form online.”

Additional Comments:

“Very valuable information and resources in our county for students to know about. Even if some students knew some of the info, it was good for them to hear it again.”

“We love this presentation. The activities and student interaction are huge for keeping students focused.”

“I love this program! It is SO needed!”

Safe Dates Parent Survey (N=4)

A parent survey is sent home after the Safe Dates presentation is complete. Unfortunately, this year we only received back 4 parent surveys.

3 of the 4 parents reported that they are actively having conversations with their child surrounding dating and healthy relationships.

TADA (Teens Against Dating Abuse)

Youth messaging

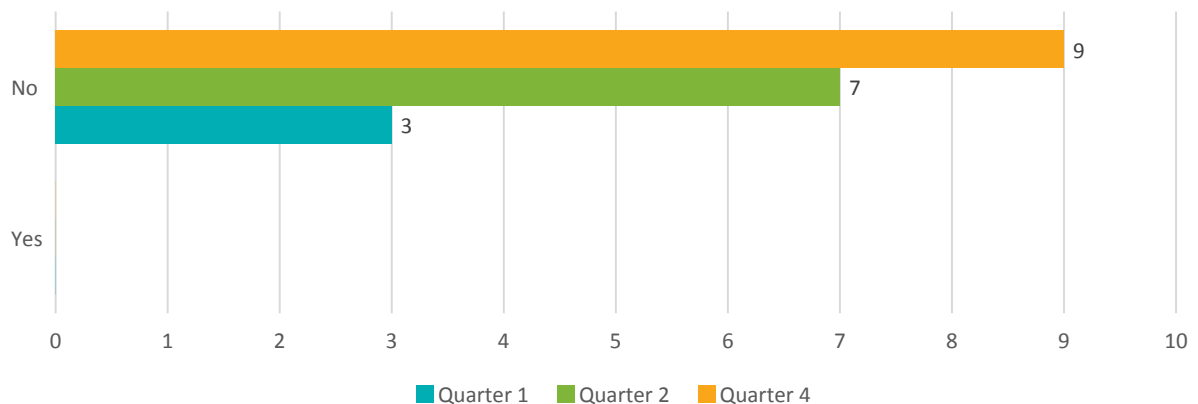
Through the TADA program, the Safe Dates Coordinator sent an average of 15 emails a month to youth who participated in the program. These emails included a wide range of materials such as news articles, quizzes and informational handouts.

An online survey is sent out to all TADA members quarterly. Survey responses from quarters 1, 2, and 4 are displayed below.

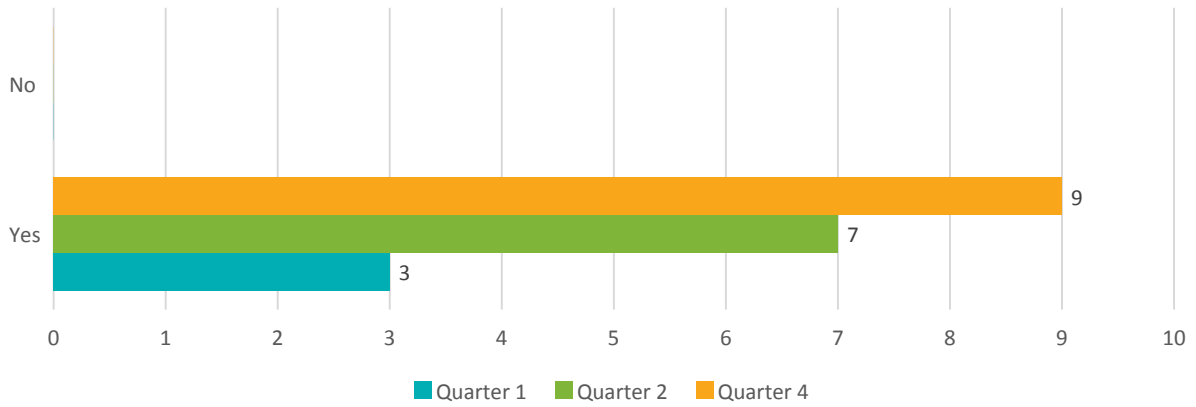
Q1. How do you like receiving TADA messages?

	Love it!	It's good!	It's ok...	Not sure how I feel about it...	Hate it...
Quarter 1 (n=3)	1 (33%)	2 (67%)	0 (0%)	0 (0%)	0 (0%)
Quarter 2 (n=7)	2 (29%)	4 (57%)	1 (14%)	0 (0%)	0 (0%)
Quarter 4 (n=9)	4 (44%)	4 (44%)	0 (0%)	1 (11%)	0 (0%)
Total (n=19)	7 (37%)	10 (53%)	1 (5%)	1 (5%)	0 (0%)

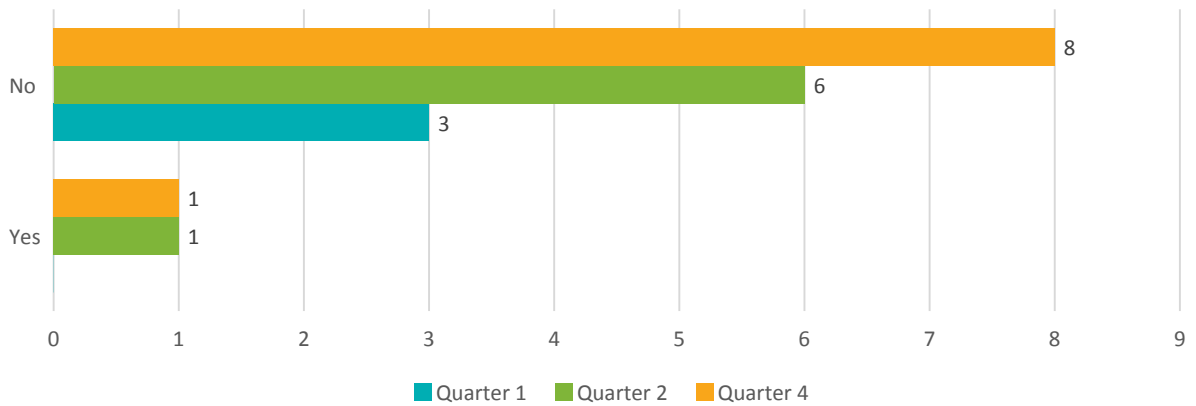
Q2. Are there any barriers that make it difficult for you to receive messages?



Q3. Does the information sent out help you in your daily life/relationships?



Q4. Is there anything you don't like about TADA?

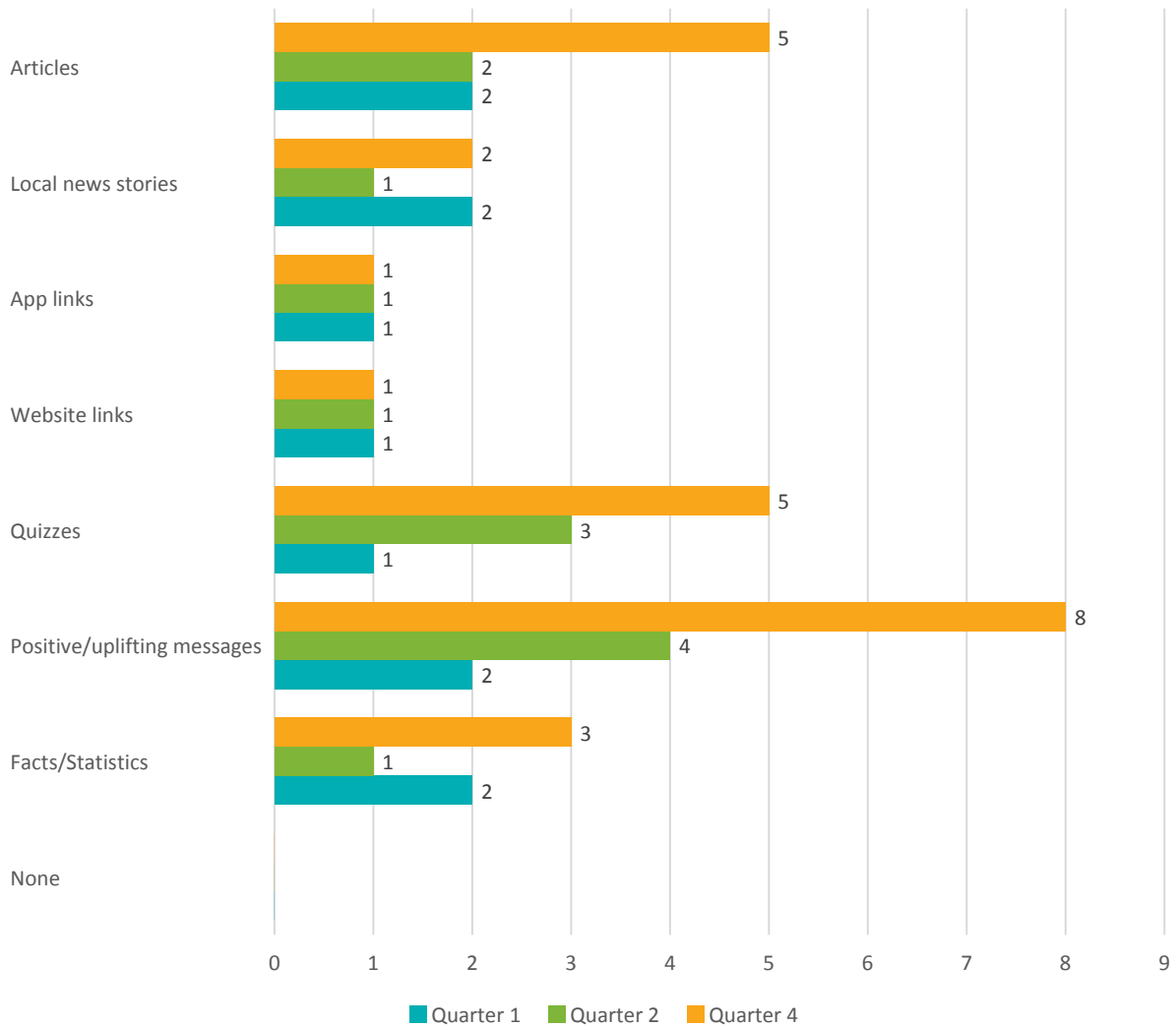


If yes, what don't you like?

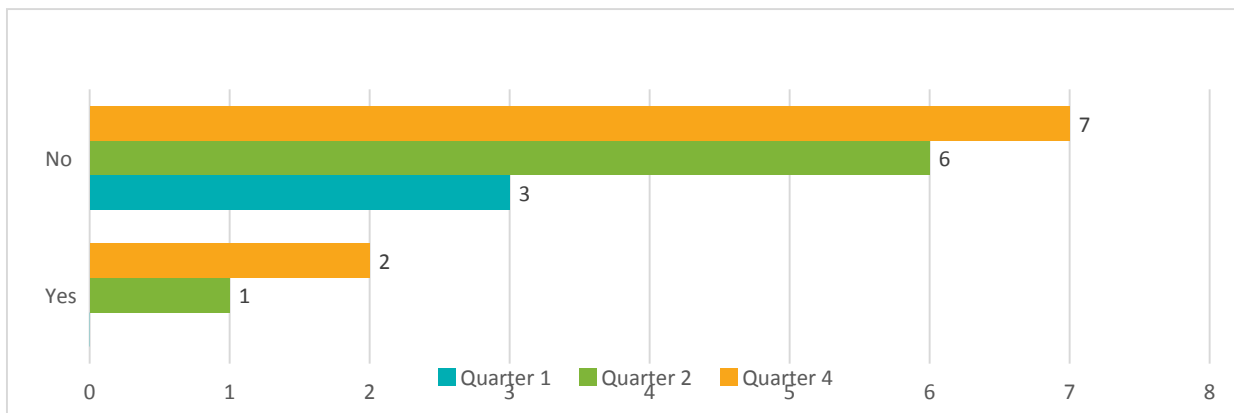
“There is like one meeting.”

“I would like to have more meetings, or just days that me and Alex come to do things.”

Q5. Which messages do you find most helpful? (participants were able to choose multiple answers)



Q6. Do you have a suggestion to improve TADA or for future topics?



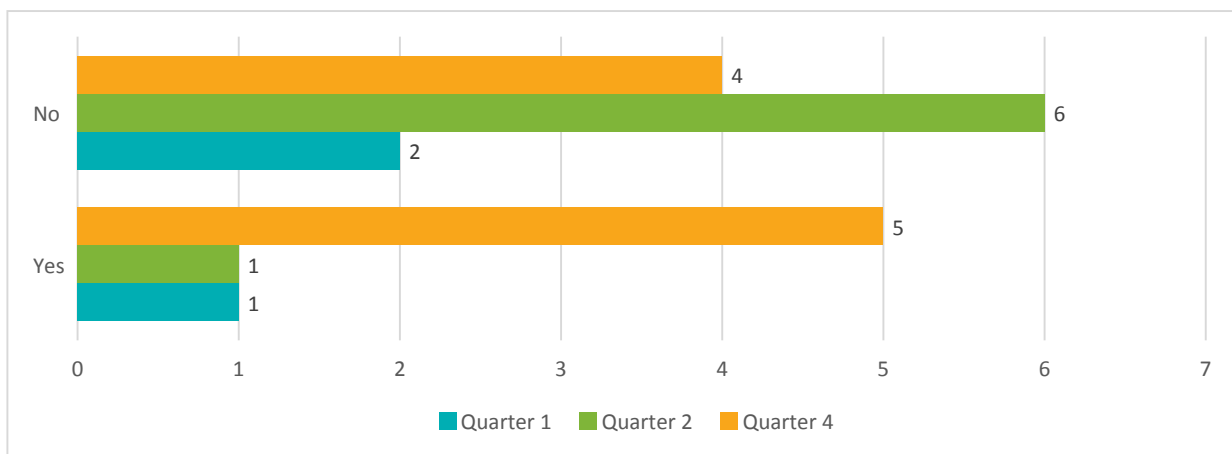
If yes, what are your ideas?

“More meetings.”

“Have me and Alex come.”

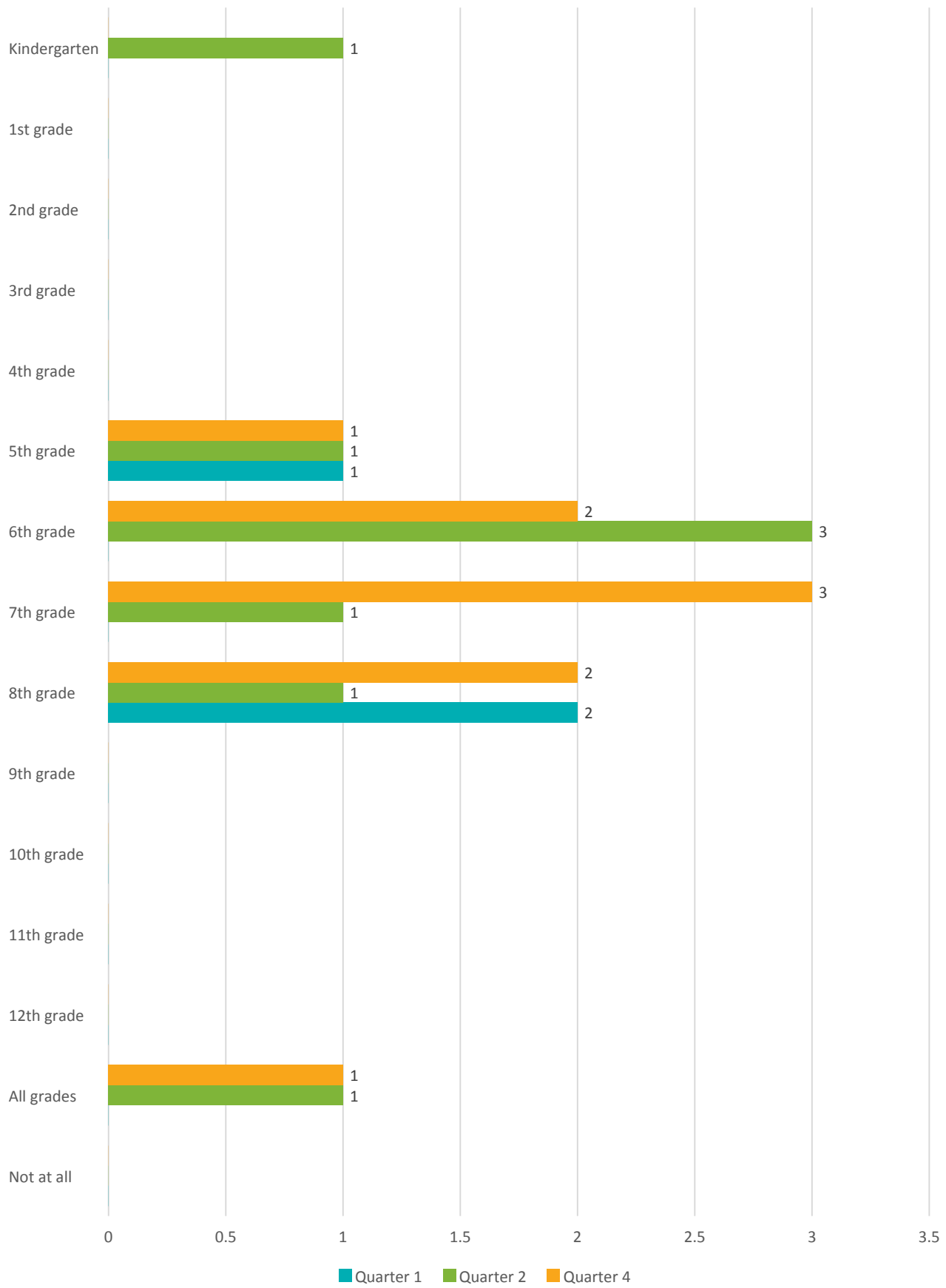
“Go back to only at Pearl.”

Q7. Have you referred anyone to Pearl Crisis Center because of the information you have received?

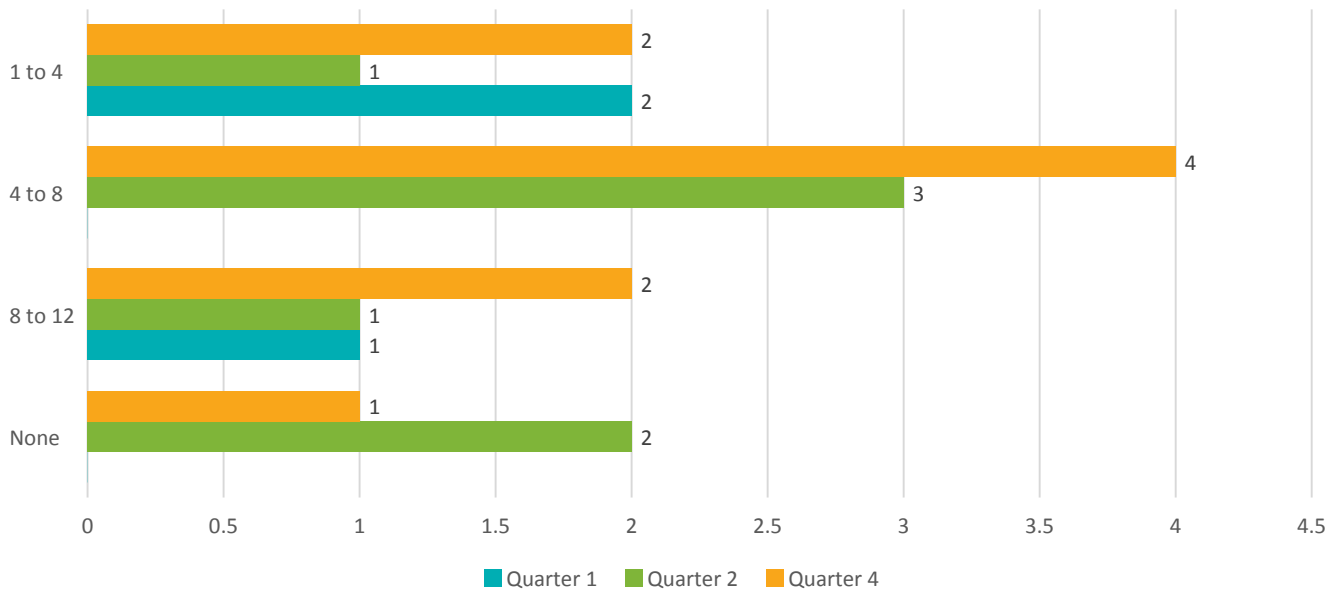


Q8. In what grade(s) should students be receiving age appropriate information on domestic/dating/sexual abuse/violence in school?

The following results reflect the survey results collected at the 2018 OCC (Operation Community Connect) event mentioned on page 13. Most agree that middle school age (5th-8th grade) is the most appropriate time to introduce the Safe Dates Curriculum.



Q9. How many times per year would you like to meet as a group face to face?



Q10. Could you please share an example of how you have used information from TADA to help/educate others?

“When a friend is in an unhealthy relationship, I show them the abusive wheel of relationships and how it escalates quickly.”

“I have helped myself out of an unhealthy relationship and showed others that something is wrong.”

“I shared that the red state is the most dangerous because we were talking about that in TA.”
(TA is homeroom class)

“A person I know was in a relationship that I saw many red flags in and explained to them what those red flags were.”

“A friend is in a bad relationship and helping her see the red flags and reasons it is emotionally abusive.”

“People have asked what to do and I have told them to tell an adult.”

“Telling them the statistics and seeing their reactions.”

“I use information I learn to help my aunt and grandma when they’re having a hard time dealing with other people.”

Remind Messages

A little over half of members read TADA emails throughout the year, on average.

	Youth active in program	Number of TADA emails/texts youth receive from Pearl Crisis Center	Number of emails/texts read per month	Average number of youth who read an email/text per day	Number of youth responses per month
January	82	17	739	43	21
February	83	14	628	45	10
March	83	13	549	42	25
April	85	14	621	44	20
May	86	16	702	44	10
June	86	14	631	45	16
July	86	14	635	45	8
August	87	19	805	42	91
September	86	13	587	45	13
October	93	18	833	46	20
November	93	13	618	48	24
December	93	10	492	49	12
AVERAGE	87	15	653	45	23

Additional Presentations/Events

This year the Safe Dates coordinator was asked to be a weekly presenter to the Milaca 6th grade class during their “Wolves Den” time. This is a daily 10-minute session. So far, the mini presentations have been very well received by the students. Weekly topics have so far included; resources offered at Pearl Crisis Center, information about TADA, the definition of abuse (physical, emotional, digital), what is an Order for Protection & Harassment Restraining Order, the cycle of abuse, etc. At least 3-5 students come up afterward to ask questions after the presentation.



Safe Dates Coordinator and another Pearl Crisis Center staff attended Milaca Public School’s Homecoming Block Party in September. TADA trivia was the activity this year. The booth was very busy almost the entire span of the event (4-6pm). Prizes were given out based on how many questions were answered correctly by each student. Prizes ranged from a piece of candy to a

TADA sweatshirt or gift certificate to a local business. A few students also took information about joining TADA.

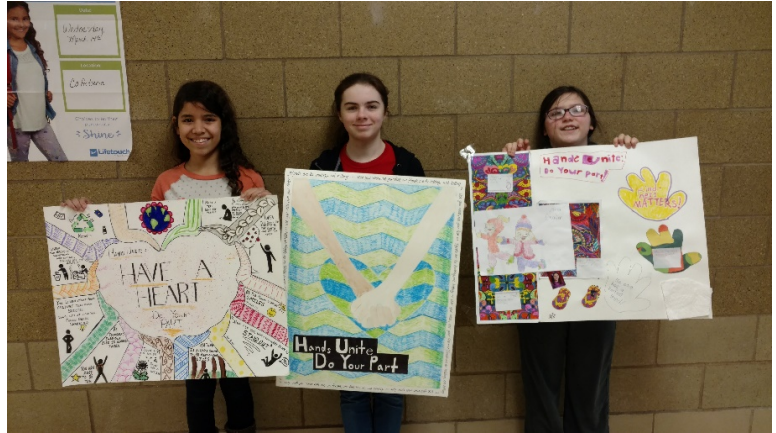
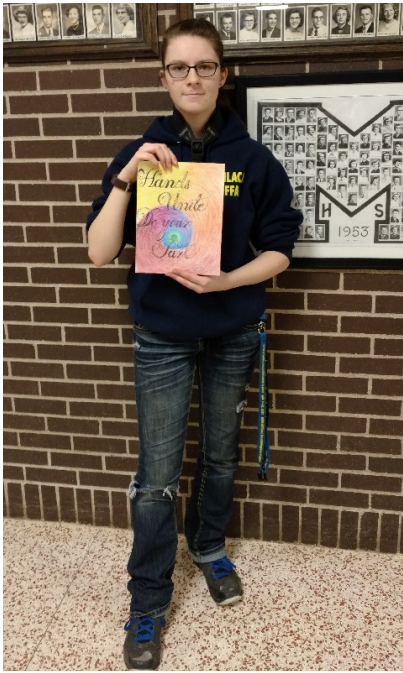
During Quarter 2, Safe Dates Coordinator and Pearl Staff held a membership drive in the Milaca High School during lunch. We handed out 5 applications and received 2 back.

In August, Pearl Crisis Center holds an annual Lot Sale. This is a very busy event and lots of help is always needed. 5 TADA members volunteered during this sale!

Each February, Pearl Crisis Center holds a contest in honor of Teen Dating Violence Awareness Month in Milaca, Princeton Middle, and Onamia schools. This year a poster contest was held in Milaca and Princeton, and a rock painting contest was held in Onamia. In front of our Pearl office we have a memorial rock garden where rocks are decorated to honor the lives of victims who are killed in MN as a result of Domestic Violence each year. The 2017 femicide report put out by the Minnesota Coalition for Battered Women was brought to the school along with some rocks. Students were able to sign up next to a name, take a rock, and decorate it in honor of that victim. We had 5 participants, one of which was a teacher who painted a rock for a friend he went to high school with who was killed. We then put the participants (students) into a drawing for a JBL Pulse 2 Bluetooth Speaker.



Pearl also hosted a Poster Contest. This year's theme was "Hands Unite: Do Your Part" (the theme used is always the national theme from teendvmonth.org). We hosted the contest in the Milaca High School as well as the Princeton Middle School. Students were given poster board and were asked to create something to represent the theme. Participants posters were then displayed. School staff and other students were given the opportunity to vote on the posters. The top 3 participants won a prize. There was 1 participant in Milaca and Princeton Middle had 6.



Safe Dates 2018

Princeton

What is Safe Dates?

- Safe dates is a nine session curriculum.
- It is an evidence-based curriculum that prevents teen dating abuse.
- Helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.
- Safe Dates is designated as a Model Program by the Substance Abuse and Mental Health Services Administration (SAMSHA).
- In 2006, Safe Dates was selected for the National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings on all criteria.
- The Safe Dates program is proven to be effective by three best practices.
- Safe Dates fits into the National Academic Standards/ Health Education Standards for grades 6-12th grades.
- Pearl Crisis Center has been using the Safe Dates curriculum in Mille Lacs County schools since 2005.

How many students participated?

Princeton 8

- 92 girls
- 121 boys

TOTAL: 213 students

	Milaca (10 th graders)			Princeton (8 th graders)		
	Pre	Post	% change	Pre	Post	% change
Things you can do to protect yourself from sexual assault on a date	73%	88%	↑15%	56%	81%	↑25%
Things you can do to keep your anger from getting out of control	75%	92%	↑17%	67%	87%	↑20%
Ideas for helping a friend who is in an abusive relationship	55%	86%	↑31%	41%	76%	↑35%

Helpfulness	Onamia (8 th graders, n=25)	Onamia (10 th graders, n=37)	Milaca (10 th graders, n=74)	Princeton (8 th graders, n=200)	Total (n=336)
Very helpful	15 (60%)	20 (54%)	31 (42%)	101 (51%)	167 (50%)
Mostly helpful	6 (24%)	9 (24%)	25 (34%)	77 (39%)	117 (35%)
Somewhat helpful	2 (8%)	4 (11%)	9 (12%)	15 (7%)	30 (9%)
A little helpful	0 (0%)	3 (8%)	6 (8%)	5 (2%)	14 (4%)
Not helpful	2 (8%)	0 (0%)	3 (4%)	1 (1%)	6 (2%)
Not Answered	0 (0%)	1 (3%)	0 (0%)	1 (1%)	2 (1%)
Percent of youth that found Safe Dates very or mostly helpful	84%	78%	76%	90%	85%

Have you experience or witnessed any type of abuse?
Where did it (or, does it) take place?

92 students answered this question

	Yes	At home	At school	Someone's House	Other
Sexual	11	2	5	3	1
Emotional	54	26	21	11	6
Physical	31	9	13	6	4
Bullying	72	7	69	5	1
TOTAL	168	44	108	25	12
Number of students who stated they have missed school or their school work suffered due to abuse.				14 students	

111

“I was in a relationship with a lot of emotional abuse, and this presentation showed me that I was/am not over reacting. I hope you can come back in 10th grade.”

“My mother stabbed guy my mother got strangled.”

“It happened in the summer last year. It was a stranger.” (Sexual Assault)

“My step-dad got drunk and hit my mom and was yelling at her so now he's not allowed to drink.”

“My friend with her parents got physically by her dad and also sexually by her old boyfriend.”

“I was dating a guy he was a few years older and it didn't do the way I wanted it to he was really nice but he was abused by his dad as a kid so that's all he knew. He brought that into the relationship and I was sexual, emotional, and physical abused.”

“School bullying is all over it doesn't stop. I got bullied for the clothes I wore or my hair color stuff like that so I changed my style and I didn't feel like myself and I developed anxiety.”

“I have experienced my dad hitting me. I have been raped by my cousins best friend last year.”

“My dad drinks a lot and has a short temper and at school I am bullied constantly without a end.”

“The people at our school are in some bad relationship like someone threat to cut themselves.”

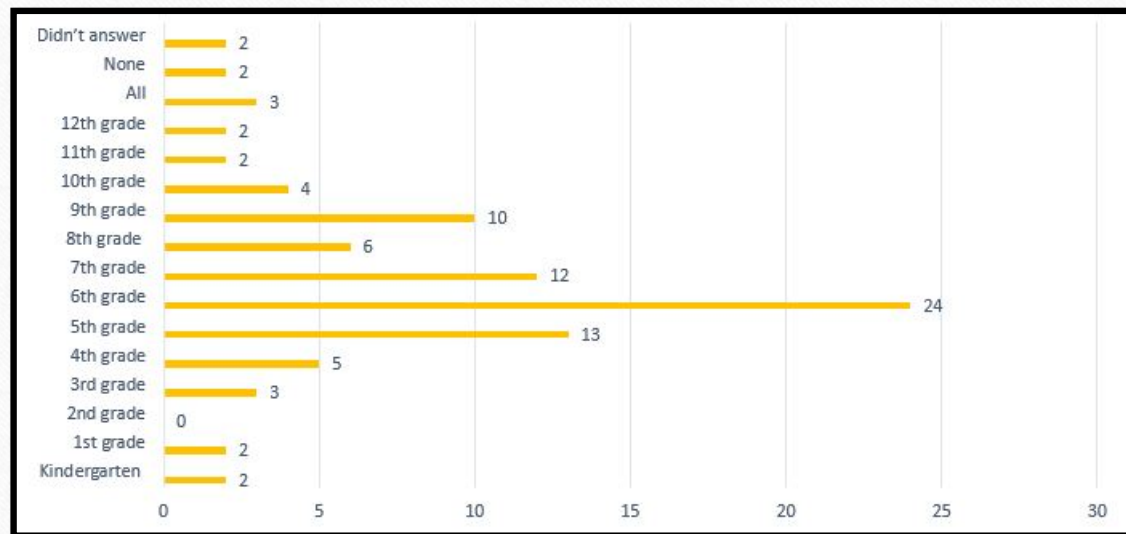
“I have been touched in unwanted places before without giving consent and one of my past partners still tries to embarrass me and while we were together threatened to commit suicide several times.”

“My mom's old boyfriend used to yell at us all the time. He would sometimes hurt my mom as well. I would wake up at night to yelling or a loud crush from something being broken.”

“Someone touching me in an inappropriate way someone also saying things to make feel bad about myself.”

“I was repeatedly put down and I learned that (because of the relationship) I have major depression disorder. She would make me cut my wrist to show my love.”

Operation Community Connect: What grade do you believe students should be taught safe dating/healthy relationships?



Princeton High School
Mental Health Fair Survey
(140 participants)

What issues are you and/or your peers facing today?

Bullying: 104 Teen Dating Violence: 40 Digital Abuse: 58
Sexting: 49 Others answers included: anxiety and
depression, drugs, alcohol, vaping, stress, social/communication
skills, family issues, and being alone.

What grade do you feel it is appropriate to bring education
on Teen Dating Violence?

12-9: 35 8-6: 83 5 or younger: 4
Multiple grades: 17 Never: 1

Right now, Safe Dates is taught during the 8th grade. Do you
feel it would be beneficial to hear this again in high school?

Yes: 133 No: 7

Do you remember hearing the Safe Dates
presentation when you were in the 8th grade?

Yes: 56 No: 84

If yes, what was the most important info you remember?

- The amount of cycles to get out of an abusive relationship.
- To always talk to someone.
- You're not alone and you can get help.
- Consent is important.
- It's not your fault.
- Respect your partner.
- It's okay to say no.
- Being safe.
- Be careful online.
- Leave if you don't feel safe.
- How emotional abuse is an abuse that is just as bad as physical abuse.
- I remember that there are many different things that can be signs of teen dating violence or that is it always important to feel safe and comfortable in a relationship.

TADA

(Teens Against Dating Abuse)

Princeton had 47 members active in
2018.

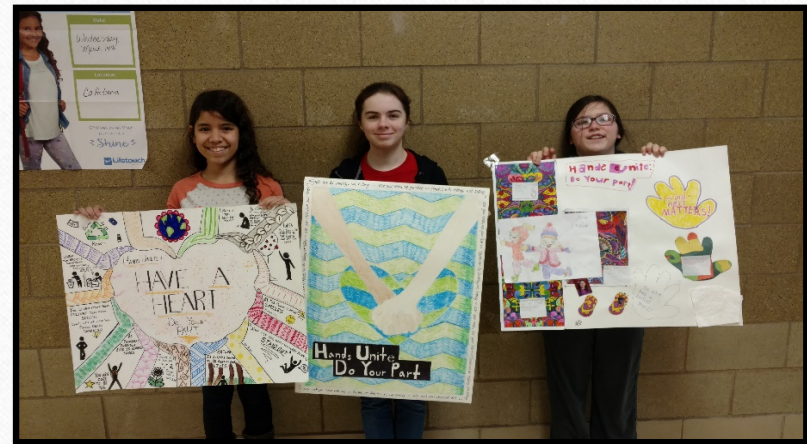


Poster Contest

February is Teen Dating Violence Awareness month.

Annual Poster Contest with national theme.

Last year was “Hands Unite: Do Your Part”



Dating Bingo

DIRECTIONS

1. Read each box below.
2. Circle the five traits that are most important to you in a dating partner.
3. Find five different people in the room who have circled one of the same traits.
4. Have them sign in that box.
5. The first person to get all five boxes signed by a different person shouts "Bingo."


I like someone who is...

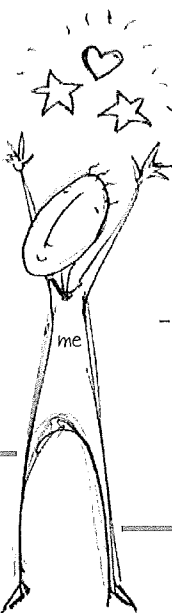





funny :-)	unique	older than I am	popular	weird and wacky
independent	adventurous	honest	nice to other people	confident
romantic	smart bd	rich \$	a movie fanatic	outgoing
athletic	a good listener	supportive	passionate	artsy

Ways I Want to Be Treated by a Dating Partner

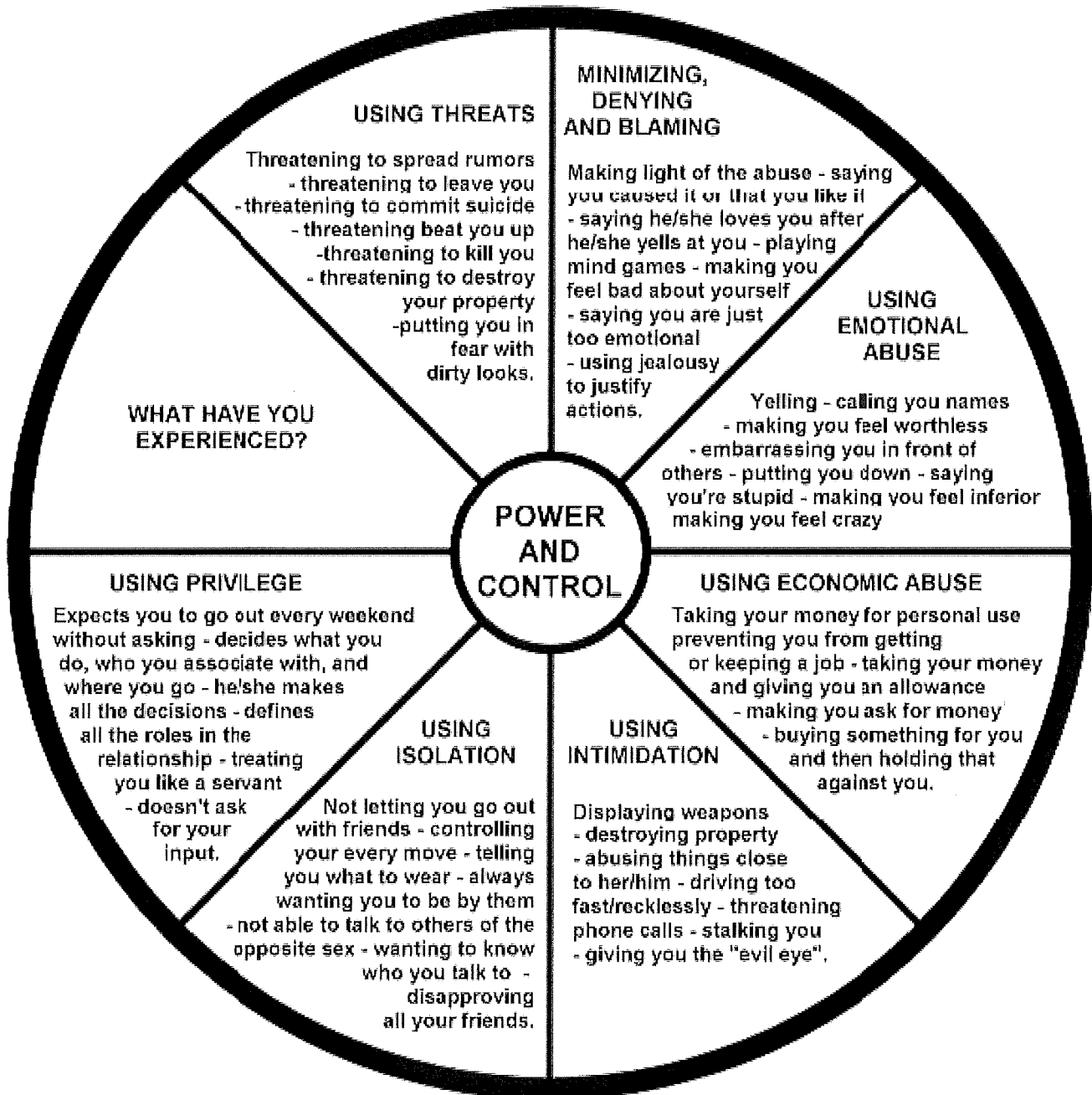
DIRECTIONS

Below is a figure and a list of ways dating partners may treat each other. The figure represents you. On the two solid lines next to the figure, write the two most important ways you want to be treated by a dating partner. On the five dotted lines farther away from the figure, list five additional actions by a dating partner that are important to you. Feel free to write in ideas that aren't on the list.

I WANT TO BE  BY MY BOYFRIEND/GIRLFRIEND.

respected	-----		-----	controlled
nurtured	-----		-----	romanced
trusted 	-----		-----	excited
supported	-----		-----	 loved
taken care of	-----		-----	provided for
treated equally =	-----		-----	committed to
encouraged	-----		-----	treated honestly
protected	-----		-----	 abused
treated as an inferior <	-----		-----	cared for
impressed 	-----		-----	needed
treated like a king or queen	-----		-----	challenged
amused or made to laugh 	-----		-----	cheated on

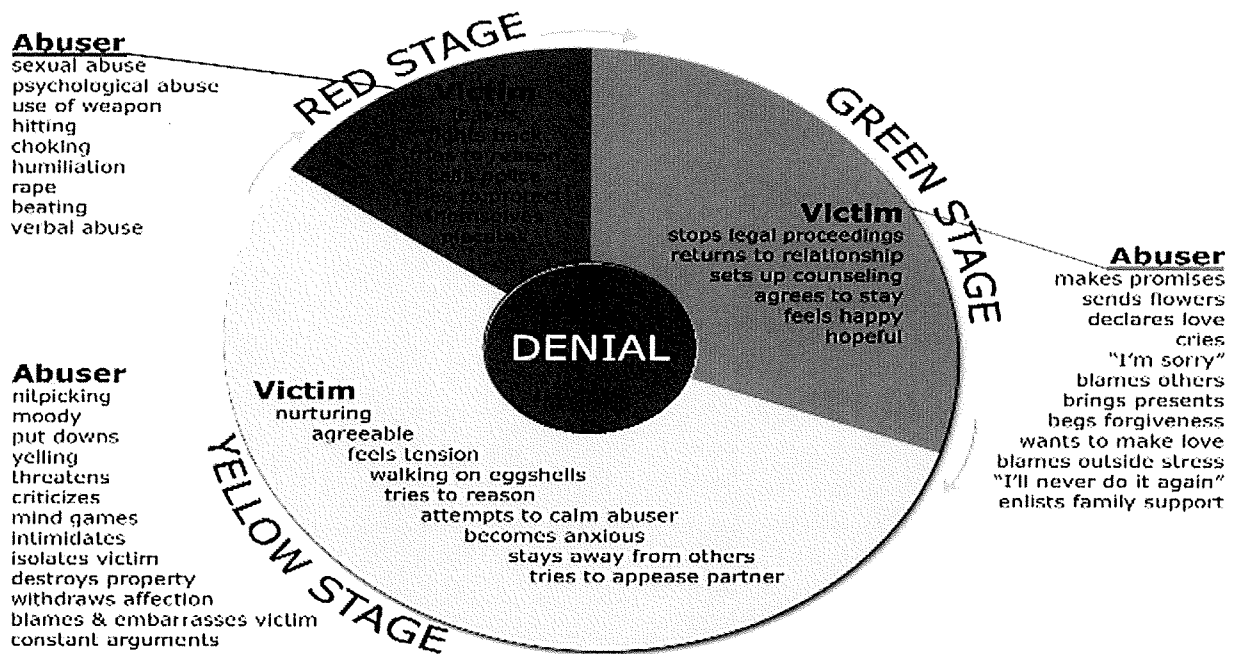
TEEN VIOLENCE WHEEL



ALEXANDRA HOUSE INC, 1993

Special thanks to Anoka/Northern Hennepin area High Schools for providing us with this information. Power and control wheel design adapted from Domestic Abuse Project.

CYCLE OF ABUSE



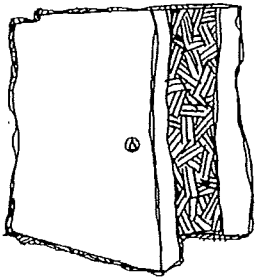
1) The cycle starts with the *green stage*, which is exemplified as being a state when both partners are happy to be in a relationship, at this point the relationship is loving and enjoyable.

2) The next stage is the *yellow stage* in which tension is building within the relationship. The couple may be getting into small arguments, and the abuser may become frustrated with their partner. The victim does their best to reason with the abuser, calm the abuser, and stays away from their friends and family to try and work on the relationship. This is the same stage where the abuser is nitpicking at the victim. They are yelling, screaming, threatening and blames everything on the victim. This is also the period where the abuser may act sullen and withdrawal affection from the victim. This phase lasts the longest it could last from days, to weeks, months, or even years.

3) The last stage is the *red stage*. This stage is usually the shortest stage and the most harmful. This stage is based on one specific incident that leads to an explosion of anger. The abuser may sexually, physically, psychologically or verbally harm their partner. Some abusers may use a weapon against the victim, pull their hair, and publicly humiliate the victim. This is the time when the victim may call the police, fight back and leave the relationship.

4) The abuser quickly defaults into the *green stage* again to make up for their behavior. This is when the abuser will bring flowers, declare their love for the victim, say they are sorry, and may even enter counseling. During this time the abuser will blame outside forces for the abuse, say they are stressed and makes empty promises that things will change. The victim at this time will end all legal procedures against the abuser, go back to the relationship, agrees to work things out and feels hopeful that things will change.

Once the cycle is in place it becomes difficult to break. Visually, the cycle shows the different stages and the roles that the abuser and victim take in each stage; it also visualizes the length of time of each stage. The cycle of abuse is based around *denial*, because when the both parties deny the abuse, there is no way to stop the pattern.



Should I Stay or Should I Go?

The decision to end a difficult relationship, or to stay and keep trying to make it better, is always a hard one. The purpose of this activity is to help you figure out what's the best move for you.

Below, list every reason you can think of for continuing to work at the relationship, and every reason you can think of to end the relationship.

Reasons to Stay

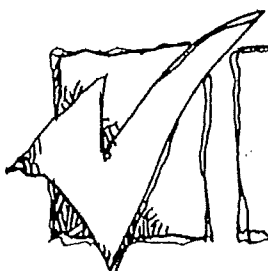
Reasons to Go

Not every reason you have listed will have equal weight in your decision – go back and put 2 stars next to the reasons that have 'double weight' (or 3 stars for triple weight) in your decision.

Here are some more things to think about if you haven't already. Consider how your relationship has affected the following areas of your life, or your partner's life. Add them to one side or the other of your list, if they apply.

- Physical health
- Family
- Self-esteem
- Goals in Life
- Friendships
- School Attendance/Performance
- Activities you enjoy
- Spirituality

You may want to talk over your list with someone you trust, to make sure it is complete and honest.



CHECKPOINT: Are you ready to make a decision about whether to stay or go?

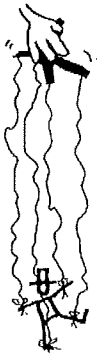
Yes _____ No _____

If yes, what is it? _____

Dating Abuse Red Flags

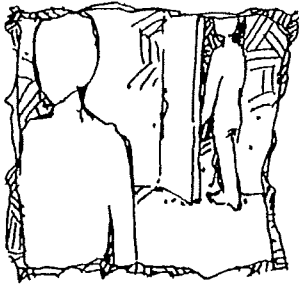
****Red Flags****
for People Who May Be in an Abusive Relationship

- * being physically hurt
- * feeling afraid of your dating partner
- * feeling isolated, maybe even alone
- * losing your friends
- * changing your behavior because of your dating partner's jealousy
- * feeling embarrassed, put down, ashamed, or guilty
- * being threatened
- * feeling manipulated or controlled
- * being afraid to express your own feelings of anger
- * feeling a nervous or sick feeling in your stomach when your dating partner is irritated, frustrated, or angry
- * feeling a pounding or fluttering in your chest when your dating partner isn't happy
- * not being allowed to, or being afraid to, make decisions for yourself
- * noticing that your dating partner has very traditional (stereotypical) beliefs about women and men
- * noticing that your dating partner's beliefs about the position of men and women in society are different from your own
- * feeling as if your dating partner gets too personal or touches you in an unwanted way
- * not having your thoughts or wishes for personal space respected



*****Red Flags*****
for People Who May Be Abusing Their Dating Partner

- * physically assaulting your dating partner (hitting, slapping, pushing, kicking)
- * intimidating your dating partner >:-(<
- * becoming angry if your dating partner is spending time with other people
- * asking your dating partner to change his or her behavior because you're jealous
- * verbally threatening your dating partner !@#\$%*
- * using "guilt trips" to get your dating partner to do something
- * feeling unable to control your own feelings of anger
- * making your dating partner afraid of you
- * forcing your dating partner to do sexual things that he or she is not comfortable doing



Ending A Relationship

Ending a relationship is never easy. Your relationship is something you have probably invested a lot of emotional energy in, and it's a letdown that things didn't turn out the way you planned. It might help to remember that you have grown from your experiences in this relationship – even from the most painful parts of it – and what you have learned from this relationship can help to make future relationships more successful. Also remember that you have the right to end a relationship any time you want to.

How do I end the relationship?

That depends. If your partner has ever been violent or threatened violence, even once, then it is very important that you not attempt to break up until you have a safety plan in place. Work with your counselor to complete the Safety Plan in this workbook.

If you have no concerns about your physical safety:

1. First, be clear about your reasons for breaking up, and be sure that ending the relationship is what you want to do. It's normal to feel confused at times, but never tell someone you want to break up with them as a way of manipulating them or getting them to do something you want them to do. Don't say you want to break up if you don't mean it.

What are your reasons for ending the relationship? _____

Are you sure that breaking up is what you want to do? _____

2. Choose a time when you have plenty of time to talk about your reasons for the break-up and for both of you to let out your feelings about it. (However, don't be surprised or angry if your partner does not want to talk about it too much and leaves abruptly. This is his or her way of saying s/he is overwhelmed with emotions and needs some time alone to think about it.)

This is when I will tell my partner: _____

3. Choose a quiet, private place to let your partner know in person that you want to end the relationship. Don't do it on the phone, through a friend or by letter (unless you are concerned about violence). Even if you're not concerned about violence, it's still a good idea not to be too isolated – be within ear shot of other people just in case things get out of control, but somewhere you can have privacy to talk and cry if necessary.

This is where I will tell my partner: _____

4. Be clear, honest and 'firm but gentle' when telling your partner you want to end the relationship. Don't be wishy-washy, because it might lead your partner to think he or she can change your mind, and it's unfair to lead someone on like this. But don't be cruel either – there is no reason to put your partner down or try to make them feel bad. Use your assertiveness skills and "I" messages. (Work with your counselor on assertiveness skills if you haven't already.)

These are the words I will use to let my partner know I want to end the relationship: _____

5. It's OK to agree to be friends, but it's a good idea to limit your time together so you can both have time to process your feelings and move on. And don't be surprised if your partner does not want to be friends – it may be too painful right now to be around you. However, even if you decide you can't be friends, you can still respect the relationship you had by being polite if you run into each other and by not badmouthing your ex.

6. Be prepared to cope with difficult feelings about breaking up, so you don't end up going back to a relationship you really don't want to be in. Work with your counselor to complete the worksheet on Dealing with a Breakup.

The Consequences of Dating Abuse

THE RESULTS OF HARMFUL BEHAVIORS

1. **harmful behavior:** A girl doesn't let her boyfriend talk to other girls.

	short-term	long-term
consequences for the BOY:		
consequences for the GIRL:		

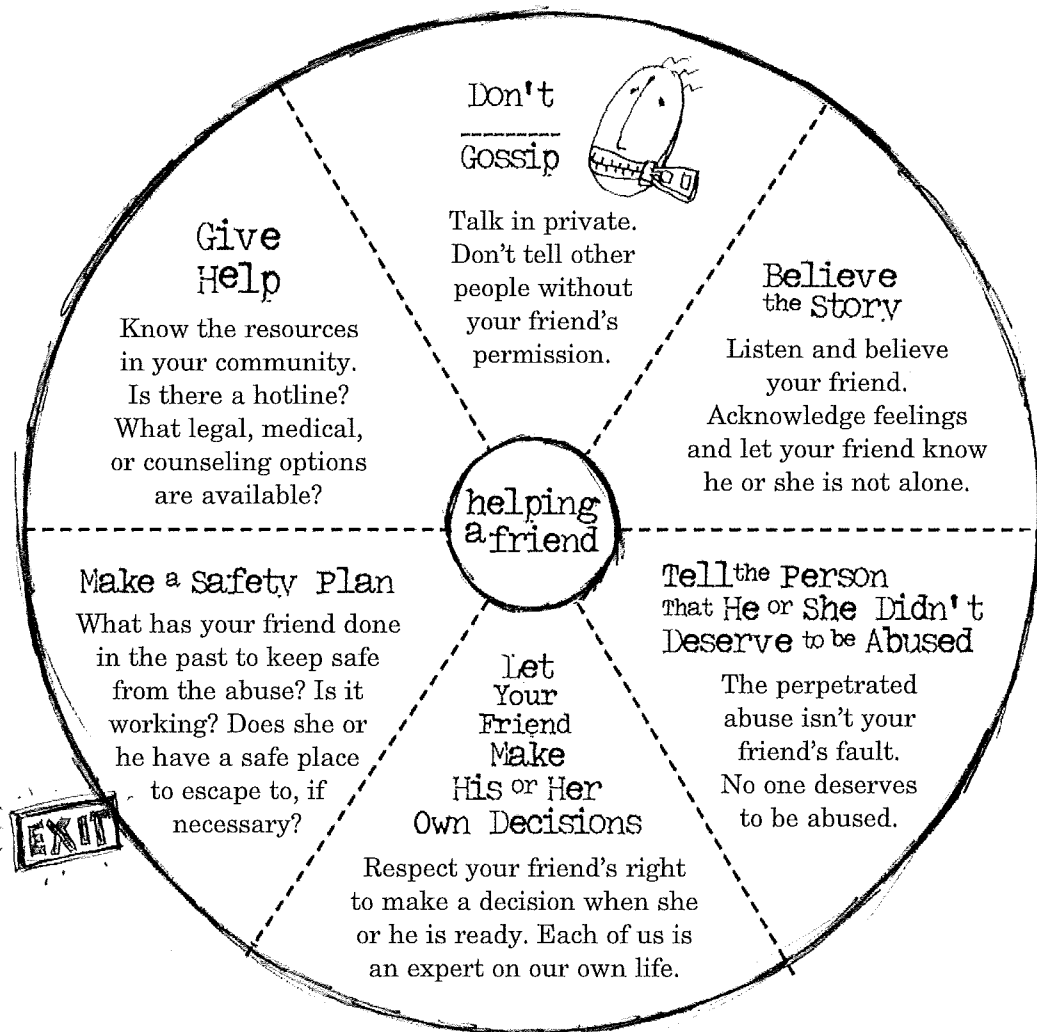
2. **harmful behavior:** A boy frequently hits his girlfriend with his fist because she doesn't do what he says.

	short-term	long-term
consequences for the BOY:		
consequences for the GIRL:		

3. **harmful behavior:** A boy constantly texts his girlfriend on her cell phone to make sure she's where she said she was going to be.

	short-term	long-term
consequences for the BOY:		
consequences for the GIRL:		

Friends Wheel



Used with permission from: Pathways of Courage, Inc/WoMen and Children's Horizons of Kenosha, Wisconsin.



Dating Abuse: Who Can Help You?

People at Our School:

In Our Community:

Other Resources:

National Teen Dating Abuse Helpline: 1-866-331-9474

Rape, Abuse, and Incest National Network (RAINN): 1-800-656-HOPE (4673)

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

Break the Cycle: www.breakthecycle.org

The Safe Space: www.thesafespace.org

That's Not Cool: www.thatstnotcool.com

National Youth Violence Prevention Resource Center: www.safeyouth.org

Hot Buttons



DIRECTIONS

Hot buttons are things that make you irritated, angry, or enraged. They may be something other people do, think, or say. They may be something that others do to you, to others, or to themselves. Take a few minutes and think about what makes you angry. List some of your hot buttons below:

.....

.....

.....

.....

.....

Cues to Anger

Immediate Anger

- 1.
- 2.
- 3.
- 4.
- 5.

Pent-Up Anger

- 1.
- 2.
- 3.
- 4.
- 5.

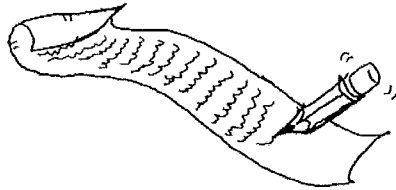
When a hot button has been pushed and I am feeling my personal cues to anger, I can calm down by:

Immediate Calming Strategies

- 1.
- 2.
- 3.

Later Calming Strategies

- 1.
- 2.
- 3.



Feelings

afraid	embarrassed	inferior	remorseful
aggressive	empty	insulted	righteous
agonized	enraged	intimidated	sad :--(
angry	enthusiastic	irritated	satisfied
annoyed	envious	jealous	secure
anxious	exasperated	joyful	sedate
apologetic	excited (woohoo!)	left out	self-conscious
argumentative	exhausted	lonely	self-pitying
arrogant	fabulous	mad	sheepish 
ashamed	foolish	malicious	shocked
at peace 	friendly	mellow	shy
bashful	frightened	mischievous	silly
belligerent	frustrated	miserable	smart (cocky)
blissful	funky	mixed-up (confused)	sorrowful
bored	funny	negative	sour
brave	grateful	nervous 	spiteful
cautious	greedy	nice	strange
cheerful 	grief-stricken	obstinate	superior
cold	grieving	optimistic	surprised !!!
conceited	guilty	pained	suspicious
contemptuous	happy	paranoid	sympathetic
crabby	hateful	peevied	tenacious
cruel	heartbroken	perplexed -huh?	tense
depressed ... sigh...	helpless	persecuted	timid
determined	hopeful	pleasant	uneasy
devilish	horrified	private	unworthy
disappointed	hurt <:-(proud	vengeful
disapproving	hysterical	puzzled	victimized
disdained	impatient	regretful	vindictive
disgusted	independent	relieved (whew!)	wary
dumb	indifferent		worried

Four SAFE skills for Building Equal Power through Communication

Stay calm.

- Use calming strategies to feel cool and collected.



Ask questions.

- Ask honest and open questions to better understand the situation.
- Don't jump to conclusions.
- After listening to your dating partner's answers, you may realize that the conflict was all a misunderstanding.

Find out feelings.

- Find out how the other person feels about the situation that is causing the disagreement. :-(
- Express your own feelings—be honest and specific, referring to the situation and what about it upsets you.
- Use "I statements" when expressing your feelings.

Exchange ideas for a possible solution.

- With all of this information, suggest possible solutions.
- Talk about which ones work best for the two of you.

For example:

I feel _____ (an emotion) when you _____ (a specific action)

because _____

Date Rape Drug Precautions

- * Don't put a drink down and leave it.
- * Don't accept drinks from anyone you don't know well.
- * Remember that dating sexual abuse and date rape is committed by people you know, so it is best to accept drinks that have not already been opened.
- * Be especially careful about drinks at parties and clubs.
- * Don't drink anything that tastes funny, even if your friends are drinking it.
- * Don't drink alcohol. The majority of date rapes happen when someone has been drinking.

To learn more about dating sexual abuse and rape drugs, go to the following Web sites:

www.nida.nih.gov/Infofax/clubdrugs.html

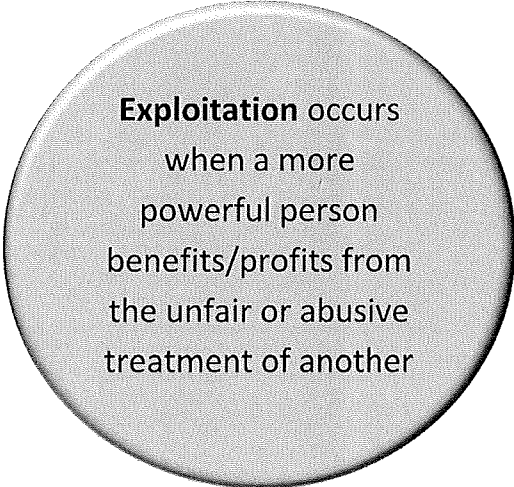
www.womenshealth.gov/faq/date-rape-drugs.cfm

Trading Sex

What is CSET? (Commercial Sexual Exploitation & Trafficking)

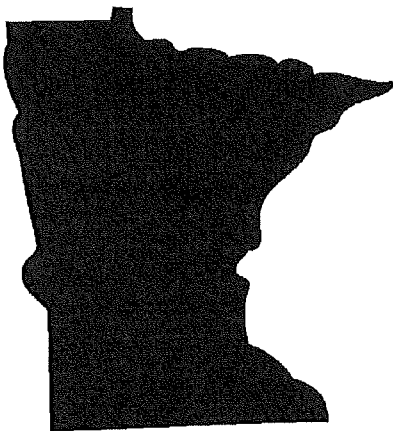
Commercial Sexual Exploitation: Any sexual activity that is traded or exchanged for something of value (or the promise of something of value), often for survival

- Sexual activity also includes survival sex/prostitution, sexting (sending nude or sexual pictures), pornography, stripping, exotic dancing, escorting, erotic massage, sugar daddy arrangements, webcamming, internet and street exploitation
- Something of value includes, but is not limited to, money, a place to stay, food, clothes, rent, transportation, drugs, alcohol, medication, protection, diapers, a job, or survival



Exploitation occurs when a more powerful person benefits/profits from the unfair or abusive treatment of another

Trafficking: Any commercial sexual activity where there is a third-party involved (driver, partner, date, friend, “daddy,” pimp, trafficker, manager, recruiter, etc.) that profits, facilitates, or aids in the commercial sexual exploitation of another individual



Minnesota Safe Harbor Law

Under the Safe Harbor Law, any Minnesota youth age 17 and younger who engage in (regardless of whether they agree to it or are forced) the exchange of sexual activity for money or “something of value,” are considered crime victims. Under the law, minors 17 and younger are decriminalized and will not face prostitution-related charges. Youth age 24 and younger are eligible for safe housing, advocacy, counseling, and supportive services.

People of all ages and genders can be commercially sexually-exploited and trafficked.

Grooming

A person may be “grooming” you for sexual exploitation/The Life/sex industry if they/he/she/ze...

- Is a gang member, deals drugs, or is in The Life themselves
- Has sex with other people or has multiple girlfriends or “wives”
- Tries to get you to have sex with other people
- Promises you money, protection, a job and/or a better life if you are with them or work for them
- Tells you they have a job, yet doesn't tell you explicitly what or where it is
- Is very generous and often gives gifts
- Pressures you to get a tattoo
- Is secretive and doesn't want you looking at their phone
- Pressures you to keep secrets about them and what you do together
- Invites you to parties/hangouts with drugs, alcohol, and older men
- Controls who you hang out with, what you wear, what you do etc.
- Makes you feel very special, and plays a partner or parental role
- Tells you how attractive you are and says you should model
- Often has new, nice things
- Has a lot of cash on-hand
- Asks for nude or sexual pictures and videos
- Is preoccupied with your sexual history


Grooming:

the process of “preparing” someone to be abused/exploited

Sometimes grooming can take place over a long period of time and be very subtle

or asks you very personal questions soon after meeting you

- Pressures you to do sex acts that make you feel uncomfortable
- Invites you to travel with them
- Takes you shopping, offers you money, or buys you things after you have sex with them/others
- Has you lie about your age to other people
- Lives in a motel/hotel
- Lives with many women
- Gets serious too quickly and speaks of marriage early on in the relationship
- Tells you to call them “Daddy” or “Mama”
- Another person offers you to have sex with their partner
- Watches porn with you
- You feel used
- Makes you walk behind them



Anyone can be a trafficker!

How do I know if I am being pimped/exploited/trafficked?

A trafficker can be someone you know, trust, and love (a date, intimate partner, family member, male or female friend) or a stranger!

- Arranges “clients,” dates, or people with whom you are asked to do sexual things with



- Gives gifts, promises to take you shopping, or buys you things after you do what they say (sexually) with them or other people
- Takes all or some of the money you earn
- Takes nude or sexual pictures and videos of you and shares them with other people or puts them up on the Internet and/or porn sites
- Makes you hustle drugs or steal for them
- Coaches you on what to say or tells you to lie about your age, address, or other personal information
- Has you work at places where you are legally required to be 18 years old

Do you know the signs of an abuser?

- Is possessive and jealous
- Discourages you and makes you feel bad about yourself
- Expects you to take care of them, yet gets bothered or annoyed when you express your own needs or have expectations of them
- Tries to damage your relationships, school work, job performance, etc.
- You often feel confused, anxious, and/or afraid
- Tells you that you are “too sensitive,” or that you overreact
- Denies or justifies hurtful things
- Often makes jokes about women, degrades women, or makes sexist comments
- Wants to spend all their time with you and controls who you get to hang out with
- Manipulates you, blames you, and twists your words to make you feel like everything is your fault
- Tells you they are the only person who will ever love you
- Tries to make you feel crazy or irrational
- Accuses you of being unfaithful or untrustworthy

**Abusers desire power
and control over you.**

They often feel entitled to your
time, your body, and your
constant attention and
affirmation.

- Guilts you or makes you feel like you are a burden/inconvenience
- Says they'll self-destruct (drink, use drugs, commit suicide) if you leave
- Punishes you (i.e., withholds affection, money, or care, if you don't do what is asked of you)
- Acts like the victim and talks about how everyone has wronged them
- Intimidates you when they're angry
- Holds double standards- a different set of rules for your behavior versus their own behavior



I think someone I know is being sexually exploited. What do I do?

Call CMSAC to speak with an advocate. We serve all survivors of sexual violence (all ages, genders, and forms of sexual violence) in Stearns, Benton, Sherburne, and Wright counties.

Whether you've been sexually assaulted, abused, harassed, had pornography made of you, or had to trade sex to survive, we are here to help and assist you in getting the services you need and addressing safety concerns.

We offer free, non-judgmental, and confidential services. We can meet you at our center, your school, shelter, treatment center, church, group home, or another public location of your choice!

Phone

Crisis Line: 320-251-4357 (available 24/7)

Text-only line: 320-297-4357

Office

15 Riverside Drive NE

Saint Cloud, MN 56304

Open M-F, 8:30 a.m. – 4:30 p.m.

W.O.W. is a weekly 10-session educational group for adult women who are, or who have been commercially sexually exploited in any form. Topics covered include: healthy relationships, self-esteem, shame, abuse, and recovery. Call us to learn more!

WOW

W O M E N O F W O R T H

Sexual Assault Quiz

DIRECTIONS

Write a "T" for true or "F" for false for each question in the column labeled "Your Answer."

Your
Answer
↓

Correct
Answer

- | | | | |
|------|------|----|---|
| ---- | ---- | 1. | Sexual assault usually occurs because people cannot control their wild and spontaneous passions. |
| ---- | ---- | 2. | Most people who commit rape appear to be well adjusted. They may even be well-liked and popular people. |
| ---- | ---- | 3. | One out of every four girls and one out of every six boys are sexually assaulted before they reach adulthood. |
| ---- | ---- | 4. | The majority of rapes occur between people of different races. |
| ---- | ---- | 5. | The majority of rapes that are reported are committed by acquaintances, friends, or dates. |
| ---- | ---- | 6. | Date rape and acquaintance rape victims are most often teenagers. |
| ---- | ---- | 7. | If a girl gets a guy sexually excited, then it isn't rape if he forces her to have sex. |
| ---- | ---- | 8. | Forced sexual activity isn't a crime if two people have been dating a long time and have had sex many times before. |
| ---- | ---- | 9. | Girls who try to resist rape are likely to get injured badly. |




The Relationship BILL of RIGHTS

I hereby declare that I have the following rights in my intimate relationships. I also recognize and respect that all other people are entitled to the same rights at all times.

1. To have and express my own feelings and opinions, whether or not others agree.
2. To make decisions about myself, and to have equal decision-making power in my relationships.
3. To say "no" to physical closeness or any other act that makes me uncomfortable, at any time.
4. To refuse a date at any time.
5. To choose my own friends, and to maintain relationships with those friends.
6. To participate in activities that do not include my boyfriend or girlfriend.
7. To control my own money and other possessions.
8. To live free from fear and abuse.
9. To end a relationship.
10. _____

Signed _____ Date _____



Princeton MS
Standard Based
Reporting
March 19, 2019

What is the purpose of Grading?

I. Purpose/Definition of Grading:

The purpose of grading is to show what students know and are able to do in relation to course standards.

- *Reflects learning and academic achievement*
- *Contains meaningful feedback*
- *Aligns with State & Princeton Schools Curriculum*
- *Reflects consistency among classes, grade levels, and/or departments*

Finding the best way to assess learning

- ▶ 2014 - Review of research based educational articles on grading and assessing.
- ▶ 2015 - Create [Princeton Middle School Grading Policy](#). (Show/Explain - Link)
- ▶ 2016 - All Staff Book Read/Discussion. Rethinking Grading by Cathy Vatterott. Staff Survey
- ▶ 2017 - Staff create course [reporting categories](#), personal skills, marking reporting. PE - Pilot.
- ▶ 2018 - Goal to launch Standard Based Reporting

Comparison of Grading vs. Assessment

Traditional Grading

- ▶ Add total points
 - ▷ Grade everything
 - ▷ Average points
 - ▷ Based on 100 pt.
 - ▷ Grade (A-F)
 - ▷ One and done

Standard Based Reporting

- ▶ Assess Knowledge/skills
 - ▷ Assess summative
 - ▷ Provide practice
 - ▷ Allow mistakes & re-do's.
 - ▷ Report progress on standards

Traditional Grading Report Example

Class Grades

Madison (Princeton Middle School) [Display Options](#)

Grades posted to the report card are in **bold**.
Current grades are **highlighted**.

Class	M1	T1	M2	T2	M3	T3
T/A -803 Period 0 (8:10 AM - 8:30 AM) Kate Rysavy	U	S-		U		
College/Career Period 1 (8:34 AM - 9:24 AM) Kellie Bloom						
Phy Ed 6 Period 1 (8:34 AM - 9:24 AM) Tom Henke		2		3		
Choir 6 M-F Period 2 (9:27 AM - 10:17 AM) Marianne Meidl	C	C	B+	B+		
Math 6 Period 3 (10:20 AM - 11:10 AM) Danielle Mathson	B	C	D-	D+		
STEAM Art 6 Period 4 (11:43 AM - 12:33 PM) Julie McClure	B+	B+				
STEAM Technology Period 4 (11:43 AM - 12:33 PM) Shannon Arens			A	A-		
STEAM 6 Period 4 (11:43 AM - 12:33 PM) Lyssa Weyer						
STEAM Technology Period 4 (11:43 AM - 12:33 PM) Shannon Arens					B-	B-
Physical Science 6 Period 5 (12:09 AM - 12:10 AM) Kellie Bloom	A	A	C	B+		
Minn History 6 Period 6 (12:11 AM - 12:12 AM) Melissa Borich	A	A	C	B-		
English 6 Period 7 (12:13 AM - 12:14 AM) Michelle Majerus	B	D	C-	B		

Standard Based Reporting Example

Subject: [Edit Subject](#) [Delete Subject](#) [Add/Edit Skills](#) [Attachments](#)

Academic Practice 2 (1,2,3,4,IE,NA,CO,NHI) Grade this Subject: **N**

Skills:	T1	T2	T3	T4
Scientific Inquiry and Human Interactions 2 (1,2,3,4,IE,NA,CO,NHI)	✓			
Rocks and Minerals 2 (1,2,3,4,IE,NA,CO,NHI)	✓			
Weathering and Erosion 2 (1,2,3,4,IE,NA,CO,NHI)		✓		
Earth's Structure and Tectonic Processes 2 (1,2,3,4,IE,NA,CO,NHI)		✓		
Energy Resources 2 (1,2,3,4,IE,NA,CO,NHI)			✓	
Meteorology 2 (1,2,3,4,IE,NA,CO,NHI)			✓	
Earth, Moon, Sun System 2 (1,2,3,4,IE,NA,CO,NHI)				✓
Solar System and the Milky Way 2 (1,2,3,4,IE,NA,CO,NHI)				✓

PERSONAL MANAGEMENT 3 (1,2,3)

Skills:

Behavior

3 (1,2,3)

Effort

3 (1,2,3)

Timeliness

3 (1,2,3)

Why Standard Based Reporting? Philosophy

- ▶ Focus on Learning - ALL students can learn
- ▶ Students learn at different speeds (faster or slower)
- ▶ Students need more or less support during learning process
- ▶ Students need multiple opportunities to show mastery
- ▶ Assessments are used to communicate academic progress
- ▶ Mistakes are part of learning
- ▶ Contain meaningful feedback to students and parents
- ▶ Grades will reflect consistency among classes & grades
- ▶ Grading will be based on evidence of learning

Next Steps

- ▶ Continue to do what is best for students
- ▶ Finish our work on details of reporting.
- ▶ Provide staff time to prepare their assessments
- ▶ Communicate & educate parents
- ▶ Continuously improve our practices
- ▶ Provide support for students, staff, parents



2018-19 Middle School Grading Guidelines & Policy

Created May 2015

I. Purpose/Definition of Grading:

The purpose of grading is to show what students know and are able to do in relation to course standards.

- Reflects learning and academic achievement
- Contains meaningful feedback
- Aligns with Princeton Public Schools Curriculum
- Reflects consistency among classes, grade levels, and/or departments

II. Formative (practice) and Summative (achievement) grading percentages

- **Academic Practice (Formative) Assessments** are given while a student is learning the material. This is designed to provide direction for both students and teachers.
 - Feedback for students from this kind of assessment will show students what adjustments are still needed to master the material such as further review and/or additional practice. Or it may confirm that the student is ready to move forward.
 - For teachers, it may provide feedback indicating a need to change instructional strategies or to provide additional practice. Or it may signal that you are ready to move forward.
 - Practice (formative) assessments include activities such as teacher observations, quizzes, homework, rough drafts, peer editing, and notebook checks, etc.
 - Each teacher will identify and explain academic practice (formative) assessments in gradebook and course outline which is provided to students and parents.
 - Practice (formative) assessments will make up 25% of a student's overall grade.
- **Academic Achievement (Summative) Assessments** are given after completing a sequence of instruction and practice and students are ready to be responsible for the material.
 - This provides information used to make judgments about a student's achievement/grade.
 - Academic achievement (summative) assessments include: final drafts, tests, exams, projects, and essays, and performances.
 - Each teacher will identify and explain academic achievement assessments in gradebook and course outline which is provided to students and parents.
 - Academic Achievement (Summative) Assessments will make up 75% of a student's overall grade.

II. Recommendations and Guidelines

Conversion from Learning Progression/Rubrics (4-3-2-1) to Grades

- Many schools and districts have traditional A, B, C, D letter grades. To translate the average score learning goals into a grade the following conversions may be used. The score signifies the knowledge a student has towards that learning goal. It moves from simple (2.0) to more complex (3.0) with a score of (4.0) requiring synthesis and knowledge utilization. A score of 3.0 is the proficient level of mastering the targeted learning goal.

Conversion 1

Conversion 2

Conversion 2

A = 3.0 - 4.0
B = 2.5 - 2.99
C = 2.0 - 2.49
D = 1.0 - 1.99
N = Below 1.0

A = 3.51 - 4.00
A- = 3.00 - 3.50
B+= 2.84 - 2.99
B = 2.67 - 2.83
B- = 2.50 - 2.66

C+ = 2.34 - 2.49
C = 2.17 - 2.33
C- = 1.84 - 2.16
D+ = 1.84 - 1.99
D = 1.67 - 1.83
D - = 1.50 - 1.66
N = 0.00 - 1.49

Conversion 3

A = 3.50 - 4.0
A- = 3.25 - 3.01
B+= 3.00 - 3.24
B = 2.75 - 2.99
B- = 2.50 - 2.74

Conversion 3

C+= 2.25 - 2.49
C = 2.00 - 2.24
C- = 1.75-1.99
D+= 1.50 - 1.74
D = 1.25 - 1.49
D- = 1.00 - 1.24

Conversion 4

A = 3.58 - 4.00
A- = 3.38 - 3.57
B+= 3.18 - 3.37
B = 2.97 - 3.17
B- = 2.77 - 2.96

Conversion 4

C+ = 2.57 - 2.76
C = 2.35 - 2.56
C- = 2.15 - 2.34
D+= 1.95 - 2.14
D = 1.73 - 1.94
D- = 1.50 - 1.72

III. Grading Research and Best Practices

- A. Late Work -** Submitting late work is an issue of punctuality. While it is important, it should not adversely affect what a student knows or understands. Teachers will establish clear due dates and deadlines that provide students adequate time to complete assigned work.
- B. Homework-** Homework should be used as extended practice and be part of the practice assessment. It should be used as feedback tool for student learning and understanding, not a reward for hard work. Homework should be used to help students practice and give feedback on practice and should relate to the learning goal rather than just work completion.
- C. Extra Credit-** Extra credit, if used at all, should provide additional academic work in order to enhance learning of course standards. It can only count as a small percentage of academic practice grade and should not be used as a last-minute effort to raise summative grade.
- D. Retakes-** Middle school students need multiple chances to grow and show what they know. Benefits both high and low achieving students, and has shown to increase student involvement, achievement, and motivation. Students should not be penalized for retaking assessments. We can design and explain what steps students need to take to retake tests.
- E. Zeros-** Giving students “zeros” for missing work does not allow grades to accurately show learning comprehension. Students are not motivated by receiving zeros on assignments and therefore is an ineffective strategy. An appropriate response for students failing to complete an assignment is to remove student privileges, like free time, unstructured class time.

Notes: The MS building leadership team reviewed current education research from numerous scholarly articles to help our school staff and students develop best practices.



Grading Beliefs and Grading Philosophy

Belief statements.

- All students can learn
- Students can learn, even Brilliantly, without any sort of grade being in the picture
- Students learn at different speeds (faster or slower)
- Students need more or less support or practice in the learning process
- Students should have multiple opportunities to show mastery.
- Assessments and grades are used to communicate academic progress.
- Mistakes are a natural part of learning and students need hope to recover.
- Grading and assessments will reflect students learning - What students can do, understand, and know.
- Contain meaningful feedback to students and parents
- Grades will reflect consistency among classes, grade levels, and/or department
- Grading will be based on evidence of learning and teacher professional judgment.

Grading and philosophy statement:

The purpose of grading is to show what students know, understand and are able to do in relation to course standards. Grading and assessments will reflect learning and academic achievement and contains meaningful feedback to students. Students will receive feedback on personal management skills.

Reporting Grades for Courses

Next step - What will each course report - Essential Standards / examples of other schools. Behavior/Attitude/

Common Decision Points - Assessment (Formative/Summative) Homework, Reassessments, zero's, etc

6th Grade					7th Grade					8th Grade					Intermediate Algebra (Advanced Class)																																																																																			
Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3																																																																															
6.1.1.1 6.1.1.6 6.1.2.1 6.1.2.3 6.1.2.4 6.2.1.1 6.2.1.2 6.1.1.3 6.1.3.3	Rates, Ratios, and Proportions	x		x	7.1.1.1 7.1.1.2 7.1.1.3 7.1.1.4 7.1.1.5 7.1.2.1 7.1.2.2 7.1.2.3 7.1.2.4 7.1.2.6	Recognize, Compare and Compute Rational Numbers	X	X		8.1.1.1 8.1.1.2 8.1.1.3 8.2.3.1 8.2.3.2	Number Sense	X			8.2.4.1, 8.2.4.2 8.2.2.1, 8.2.2.2 8.2.2.3 8.2.4.1 8.2.4.3 8.3.2.1 8.3.2.2 8.3.2.3 8.4.1.2 8.4.1.3	Equations and Linear Functions	X																																																																																	
6.1.3.4 6.2.3.1 6.2.3.2 6.3.1.2 6.3.1.3					Area of Polygons					x											Ratios, Rates, and Proportions	X	X		8.2.4.1 8.2.4.2	Equations and Proportions	X			8.2.4.7 8.2.4.8	Systems	X																																																																		
6.1.1.2 6.1.1.4 6.1.1.6 6.1.1.7 6.1.3.1 6.1.3.2 6.1.3.4 6.1.3.5 6.2.3.1 6.2.3.2 6.3.1.2																									Operations with whole numbers, fractions, and decimals					x					x		Proportional Relationships	X	X		8.2.1.1 8.2.1.2 8.2.1.3 8.2.1.4 8.2.1.5 8.2.2.4 8.2.2.5 8.4.1.1	Functions	X	x		8.2.4.9 8.3.1.1 8.3.1.2 8.3.1.3	Right Triangles & Pythagorean Theorem	X																																																		
6.1.3.4 6.2.3.1 6.2.3.2 6.3.1.1																																									Surface Area of Prisms and Pyramids					x							Probability and Data Analysis	X			8.2.2.1 8.2.2.2 8.2.2.3 8.2.4.1 8.2.4.3 8.3.2.1 8.3.2.2 8.3.2.3 8.4.1.2 8.4.1.3	Linear Functions	X			Polynomials	X																																			
6.1.1.1 6.1.1.2 6.1.1.5 6.1.1.6 6.1.2.3 6.2.1.1 6.2.1.2 6.2.2.1 6.2.3.1 6.2.3.2 6.3.1.1 6.3.1.2																																																									Algebra and Number Theory									x			Geometry	X	X		8.2.4.1 8.2.4.7 8.2.4.8	Systems	X			9.2.1.3 9.2.1.4 9.2.1.5 9.2.1.6 9.2.2.1	Quadratics	X	X																	
6.1.3.4 6.2.1.1 6.2.3.1 6.3.1.1 6.3.1.2 6.3.2.1 6.3.2.2 6.3.2.3 6.3.3.1 6.3.3.2																																																																									Geometry and Measurement					x					x		Simplifying and Evaluating Expressions	X	X		8.1.1.4 8.1.1.5	Exponents	X			9.2.2.6 (part) 9.2.3.6 (for square) 9.2.4.7 9.3.3.4 (Pyth. Thm) 9.3.4.1-3 (Fig.)	Radical Expressions	X		
6.1.1.4 6.1.2.1 6.4.1.1 6.4.1.2 6.4.1.3 6.4.1.4					Statistics and Probability															x	Equations and Formulas	X	X			8.2.4.4 8.2.4.5 8.2.4.6	Inequalities	X	X			9.2.3.2 9.2.3.4 9.2.4.8???? 9.2.4.2????	Rational Expressions																																																													X				
6.1.1.1 6.1.1.2 6.2.2.1																										Rational Numbers and the Coordinate Plane																																																																								

6th Grade					7th Grade					8th Grade				
Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3
6.4.1.1 6.4.2.2 6.4.3.3 6.4.3.3 6.4.5.5 6.4.6.6 6.4.7.7 6.4.9.9 6.4.10.10	Literature				7.4.1.1 7.4.2.2 7.4.3.3 7.4.4.4 7.4.5.5 7.4.6.6 7.4.10.10?	Literature (Reading)				8.4.1.1 8.4.2.2 8.4.3.3 8.4.4.4 8.4.5.5 8.4.6.6	Literature			
6.5.1.1 6.5.2.2 6.5.3.3 6.5.4.4 6.5.5.5 6.5.6.6 6.5.9.9 6.5.10.10	Informational Text				7.5.1.1 7.5.2.2 7.5.3.3 7.5.4.4 7.5.5.5 7.5.6.6 7.5.8.8? 7.5.10.10?	Informational Text (Reading)				8.5.1.1 8.5.2.2 8.5.3.3 8.5.4.4 8.5.5.5 8.5.6.6 8.5.9.9	Informational Text			
6.11.1.1 6.11.2.2 6.11.4.4	Language					Language				8.11.1.1 8.11.2.2 8.11.4.4	Language			
6.7.3.3 6.7.4.4 6.7.5.5	Writing				7.7.1.1 7.7.2.2	Writing				8.7.3.3 8.7.4.4 8.7.7.7	Writing			
6.9.4.4	Speak, View, Listen & Media					Speak, View, Listen & Media				8.9.4.4	Speak, View, Listen & Media			

6th Grade Technology			
Benchmarks	Report Card Categories	Qtr. 1	Qtr. 2
PETS MS 6.3	Keyboarding	x	x
PETS MS 2.1	Essential Google Apps Skills	x	
PETS MS 2.2			
PETS MS 6.1			
PETS MS 3.1			
PETS MS 1.2	Graphic Design	x	
PETS MS 6.1			
PETS MS 1.2	Multimedia Presentations	x	
PETS MS 2.1			
PETS MS 2.2			
PETS MS 6.1			
PETS MS 1.3	Concept Mapping	x	
PETS MS 2.2			
PETS MS 4.1			
PETS MS 6.1			
PETS MS 1.2	Coding		x
PETS MS 4.1			
PETS MS 4.1			
PETS MS 2.1	Web Design		x
PETS MS 2.2			
PETS MS 6.1			
PETS MS 1.2	Video Production		x
PETS MS 2.1			
PETS MS 2.2			
PETS MS 1.2	3-D Design & Printing		x
PETS MS 4.1			
PETS MS 6.1.1			
PETS MS 6.1.2			
Math 6.3.1.2	Architecture / CAD		x
Math 6.1.2.3			
Math 6.1.3.4			
PETS MS 1.2			
PETS MS 4.1			

6th Grade					7th Grade					8th Grade																	
Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3	Benchmarks	Report Card Categories	Tri 1	Tri 2	Tri 3													
6.1.2.1 6.1.4.3 6.1.2.2 6.1.4.4 6.1.1.1 6.1.5.1 6.1.3.1 6.1.6.1 6.1.3.2 6.1.6.2 6.1.3.4 6.1.7.1 6.1.3.5 6.1.8.1 6.1.3.6 6.1.4.1 6.1.4.2	Movement and Motor Skills				7.1.2.1 7.1.4.3 7.1.2.2 7.1.4.4 7.1.1.1 7.1.5.1 7.1.3.1 7.1.6.1 7.1.3.2 7.1.6.2 7.1.3.4 7.1.7.1 7.1.3.5 7.1.8.1 7.1.3.6 7.1.4.1 7.1.4.2	Movement and Motor Skills				8.1.2.1 8.1.4.3 8.1.2.2 8.1.4.4 8.1.1.1 8.1.5.1 8.1.3.1 8.1.6.1 8.1.3.2 8.1.6.2 8.1.3.4 8.1.7.1 8.1.3.5 8.1.8.1 8.1.3.6 8.1.4.1 8.1.4.2	Movement and Motor Skills																
6.2.1.1 6.2.1.3 6.2.2.1 6.2.2.2 6.2.3.1 6.2.4.1 6.2.4.2 6.2.5.1 6.2.6.1		Knowledge of Concepts and Strategies					7.2.1.1 7.2.1.3 7.2.2.1 7.2.2.2 7.2.3.1 7.2.4.1 7.2.4.2 7.2.5.1 7.2.6.1	Knowledge of Concepts and Strategies					8.2.1.1 8.2.1.3 8.2.2.1 8.2.2.2 8.2.3.1 8.2.4.1 8.2.4.2 8.2.5.1 8.2.6.1	Knowledge of Concepts and Strategies													
6.3.3.1 6.3.3.2 6.3.3.4 6.3.3.5 6.3.3.6			Understanding and Maintenance of Health-Enhancing Level of Fitness						7.3.3.1 7.3.3.2 7.3.3.4 7.3.3.5 7.3.3.6	Understanding and Maintenance of Health-Enhancing Level of Fitness						8.3.3.1 8.3.3.2 8.3.3.4 8.3.3.5 8.3.3.6	Understanding and Maintenance of Health-Enhancing Level of Fitness										
6.4.1.1 6.4.1.2 6.4.2.1 6.4.3.1 6.4.4.1 6.4.5.1				Personal and Social Responsible Behavior								7.4.1.1 7.4.1.2 7.4.2.1 7.4.3.1 7.4.4.1 7.4.5.1	Personal and Social Responsible Behavior						8.4.1.1 8.4.1.2 8.4.2.1 8.4.3.1 8.4.4.1 8.4.5.1	Personal and Social Responsible Behavior							
6.5.2.1 6.5.1.2 6.5.3.1 6.5.3.2					Value of Physical Activity for Social Enjoyment and Challenge										6.5.2.1 6.5.1.2 6.5.3.1 6.5.3.2	Value of Physical Activity for Social Enjoyment and Challenge						6.5.2.1 6.5.1.2 6.5.3.1 6.5.3.2	Value of Physical Activity for Social Enjoyment and Challenge				

2018-2019 Approved Capital Recommendation				2019-2020 Capital Recommendation			
2018 Fund Balance		\$2,147,067.76		2019 Estimated Fund Balance		\$2,090,222.00	
2019 Estimated Revenue		\$591,324.00		2019 Estimated Revenue		\$585,000.00	
Oakland Reimbursement		\$51,830.55					
	Project Needs	Project Plan			Project Needs	Project Plan	
FAMILY CENTER				FAMILY CENTER			
PRIMARY				PRIMARY			
Walk between Primary & Int		\$3,500.00	01.110.850.000.302.520				
INTERMEDIATE				INTERMEDIATE			
MIDDLE				MIDDLE			
HIGH SCHOOL				HIGH SCHOOL			
3 New building Gym Lights	\$6,000.00	\$6,000.00	01.350.850.000.302.530				
TRANSPORTATION				TRANSPORTATION			
Van-aging out	\$50,000.00			Van-aging out	\$50,000.00	\$60,000.00	
Bus Cameras	\$10,000.00	\$10,000.00	01.005.760.000.302.530	Bus Cameras	\$10,000.00	\$5,000.00	
BUILDINGS & GROUND				BUILDINGS & GROUND			
Bucket Truck & Cube Van		\$40,000.00	01.005.810.700.302.530	Bucket Truck			
Other Equipment		\$20,000.00	01.005.810.700.302.530	Other Equipment		\$20,000.00	
STUDENT SERVICES BUILDING				STUDENT SERVICES BUILDING			
TECHNOLOGY				TECHNOLOGY			
DW One to One Student Technology Initiative	\$307,000.00	\$307,000.00	01.005.630.000.302.466	DW One to One Student Technology Initiative	\$307,000.00	\$307,000.00	
Classroom Hardware	\$67,000.00	\$33,500.00	01.005.630.000.302.555	Classroom Hardware	\$67,000.00	\$33,500.00	
Copiers-move to operational lease	\$20,000.00	\$20,000.00	01.005.108.705.302.370	Copiers-move to operational lease	\$20,000.00	\$25,000.00	
Infrastructure	\$35,000.00	\$35,000.00		Infrastructure	\$35,000.00	\$35,000.00	
Staff Devices	\$117,000.00	\$58,500.00	01.005.630.000.302.465	Staff Devices	\$117,000.00	\$58,500.00	
(there may be movement among the technology categories based on priority)				(there may be movement among the technology categories based on priority)			
(student technology would be first priority)				(student technology would be first priority)			
OTHER				OTHER			
Furniture, Fixtures, and Equipment	\$150,000.00	\$151,500.00	01.005.110.700.302.530	Furniture, Fixtures, and Equipment	\$150,000.00	\$150,000.00	
Districtwide Emergency	\$15,000.00	\$15,000.00	01.005.810.803.302.530	Districtwide Emergency	\$15,000.00	\$0.00	
Total	\$777,000.00	\$700,000.00		Total	\$771,000.00	\$694,000.00	
Variance		-\$6,845.45		Variance		-\$109,000.00	

CAPITAL ANALYSIS OF PLANNED SPEND DOWN	
2019 Capital Fund Balance	\$2,147,067.00
Estimate of Total Capital	\$785,000.00
Reduction from Capital for Alt Facility Bond	-\$200,000.00
Estimate of Total Available	\$585,000.00
Planned Spend Down per year until bond is paid off	\$200,000.00
6 Years	\$1,200,000.00
Total Fund Balance Available	\$2,147,067.00
Planned Spend Down	\$1,200,000.00
Estimated Total Fund Balance Available end of 2024	\$947,067.00

2020 UNASSIGNED BUDGET ANALYSIS	
2019 Unassigned Revenue	\$33,733,165.00
2020 Estimated Increase	\$400,000.00
TOTAL Estimated Revenue	\$34,133,165.00
2019 Unassigned Expenses	\$34,384,752.00
2020 Estimated Expense Increases	\$1,450,000.00
Total Estimated Expenses	\$35,834,752.00
VARIANCE	-\$1,701,587.00
REVENUE CHANGES	
State Increase	
Special Education	
Enrollment	
Compensatory	
County	
EXPENSE CHANGES	
Salary Increase Estimated	
Technology & T&Ling	
Insurances	
Severance Changes	
Transportation	
Special Education	
Building & Grounds	
Building Allocations	
Other	

2019 ESTIMATED FUND BALANCE

	2018 Actual Fund Balance	2019 Estimated Revenues	2019 Estimated Expense	2019 Estimated Fund Balance	2018 Estimated Variance
UNASSIGNED	\$5,538,832.00	\$33,733,165.00	\$34,384,752.00	\$4,887,245.00	-\$651,587.00
TOTAL FUND BALANCE	\$10,919,778.00	\$37,228,338.00	\$38,241,006.00	\$9,907,110.00	-\$1,012,668.00
Unassigned Fund Balance History					
2013 Actual UA Fund Balance	\$4,730,680.97				
2014 Actual UA Fund Balance	\$4,448,158.41				
2015 Actual UA Fund Balance	\$4,519,239.07				
2016 Actual UA Fund Balance	\$4,995,328.00				
2017 Actual UA Fund Balance	\$5,114,331.00				
2018 Actual UA Fund Balance	\$5,538,832.00				
Total Fund Balance History					
2013 Actual Total Fund Balance	\$14,020,156.14				
2014 Actual Total Fund Balance	\$12,508,726.79				
2015 Actual Total Fund Balance	\$12,551,274.92				
2016 Actual Total Fund Balance	\$11,138,730.00				
2017 Actual Total Fund Balance	\$10,477,930.00				
2018 Actual Total Fund Balance	\$10,919,778.00				

2020 ESTIMATED FUND BALANCE

2020 ESTIMATED FUND BALANCE					
2020A1					
Without Additions Requested	2019 Estimated Fund Balance	2020 Estimated Revenues	2020 Estimated Expense	2020 Estimated Fund Balance	Estimated Variance
UNASSIGNED	\$4,887,245.00	\$34,133,165.00	\$35,834,752.00	\$3,185,658.00	-\$1,701,587.00
2020A2					
Requested Additions	Add'l				
UNASSIGNED	\$4,887,245.00	\$34,133,165.00	\$35,834,752.00	\$3,185,658.00	-\$1,701,587.00

2020A1

A		B		C		D	
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
2018 Actual Fund Balance	\$5,538,832.00	2018 Actual Fund Balance	\$5,538,832.00	2018 Actual Fund Balance	\$5,538,832.00	2018 Actual Fund Balance	\$5,538,832.00
2019 Estimated Revenues	\$33,733,165.00	2019 Estimated Revenues	\$33,733,165.00	2019 Estimated Revenues	\$33,395,833.35	2019 Estimated Revenues	\$33,901,830.83
2019 Estimated Expenses	\$34,384,752.00	2019 Estimated Expenses	\$33,697,056.96	2019 Estimated Expenses	\$34,040,904.48	2019 Estimated Expenses	\$34,728,599.52
2019 Estimated Fund Balance	\$4,887,245.00	2019 Estimated Fund Balance	\$5,574,940.04	2019 Estimated Fund Balance	\$4,893,760.87	2020 Estimated Fund Balance	\$4,712,063.30
100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended		100% of Revenues Received & 100% of Expenditures Expended	
2020 Estimated Revenues & Expenses		2020 Estimated Revenues & Expenses		2020 Estimated Revenues & Expenses		2020 Estimated Revenues & Expenses	
2019 Estimated Fund Balance	\$4,887,245.00	2019 Estimated Fund Balance	\$5,574,940.04	2019 Estimated Fund Balance	\$4,893,760.87	2019 Estimated Fund Balance	\$4,712,063.30
2020 Estimated Revenues	\$34,133,165.00	2020 Estimated Revenues	\$34,133,165.00	2020 Estimated Revenues	\$34,133,165.00	2020 Estimated Revenues	\$34,133,165.00
2020 Estimated Expenses	\$35,834,752.00	2020 Estimated Expenses	\$35,834,752.00	2020 Estimated Expenses	\$35,834,752.00	2020 Estimated Expenses	\$35,834,752.00
2019 Estimated Fund Balance	\$3,185,658.00	2020 Estimated Fund Balance	\$3,873,353.04	2020 Estimated Fund Balance	\$3,192,173.87	2020 Estimated Fund Balance	\$3,010,476.30
	-\$1,701,587.00		-\$1,701,587.00		-\$1,701,587.00		-\$1,701,587.00
10% of unassigned Expenditures	\$3,500,000.00	10% of unassigned Expenditures	\$3,500,000.00	10% of unassigned Expenditures	\$3,500,000.00	10% of unassigned Expenditures	\$3,500,000.00
Est. Fund Balance Above 10%	-\$314,342.00	Est. Fund Balance Above 10%	\$373,353.04	Est. Fund Balance Above 10%	-\$307,826.13	Est. Fund Balance Above 10%	-\$489,523.70
Adjustments to maintain 10% in Unassigned	\$300,000.00	Adjustments to maintain 10% in Unassigned	\$0.00	Adjustments to maintain 10% in Unassigned	\$310,000.00	Adjustments to maintain 10% in Unassigned	\$500,000.00
		100% of Revenues Received & 98% of Expenditures Expended		99% of Revenues Received & 99% of Expenditures Expended		100.5% of Revenues Received & 101% of Expenditures Expended	
		2019 Estimated Fund Balance	\$5,574,940.04	2019 Estimated Fund Balance	\$4,893,760.87	2019 Estimated Fund Balance	\$4,712,063.30
		2020 Estimated Revenues	\$34,133,165.00	2020 Estimated Revenues	\$33,791,833.35	2020 Estimated Revenues	\$34,303,830.83
		2020 Estimated Expenses	\$35,118,056.96	2020 Estimated Expenses	\$35,476,404.48	2020 Estimated Expenses	\$36,193,099.52
		2020 Estimated Fund Balance	\$4,590,048.08	2020 Estimated Fund Balance	\$3,209,189.74	2020 Projected Fund Balance	\$2,822,794.61
			-\$984,891.96		-\$1,684,571.13		-\$1,889,268.70
		10% of unassigned Expenditures	\$3,500,000.00	10% of unassigned Expenditures	\$3,500,000.00	10% of unassigned Expenditures	\$3,500,000.00
		Est. Fund Balance Above 10%	\$1,090,048.08	Est. Fund Balance Above 10%	-\$290,810.26	Est. Fund Balance Above 10%	-\$677,205.39
		Adjustments to maintain 10% in Unassigned	\$0.00	Adjustments to maintain 10% in Unassigned	\$300,000.00	Adjustments to maintain 10% in Unassigned	\$680,000.00

2019-2020 ADJUSTMENT BUDGET PLANNING

Option 1		Option 2		Option 3	
\$100,425.00	Retirees not Replaced (1)	\$0.00	Retirees not Replaced (0)	\$100,425.00	Retirees not Replaced (1)
\$25,612.00	Replace Retirees (3)	\$53,579.00	Retirees Replaced (4)	\$25,612.00	Replace Retirees (3)
\$48,692.00	Replace Long Term Leaves (2)	\$48,692.00	Replace Long Term Leaves (2)	\$28,490.00	Replace Long Term Leaves (1)
\$80,000.00	Staff Development Chargeback if needed	\$80,000.00	Staff Development Chargeback if needed	\$92,660.00	Long Term Leave not Replaced (1)
\$35,000.00	Assigned Fund Balance Shift from Technology if needed	\$35,000.00	Assigned Fund Balance Shift from Technology if needed	\$80,000.00	Staff Development Chargeback if needed
\$44,000.00	Reduce 1 Bus Route	\$44,000.00	Reduce 1 Bus Route	\$35,000.00	Assigned Fund Balance Shift from Technology if needed
\$33,662.00	Plan for Custodial Charge in CE	\$33,662.00	Plan for Custodial Charge in CE	\$44,000.00	Reduce 1 Bus Route
\$100,000.00	Payment back from Rum River	\$100,000.00	Payment back from Rum River	\$33,662.00	Plan for Custodial Charge in CE
\$225,000.00	Other Reduction (0)	\$300,000.00	Other Reductions (?)	\$100,000.00	Payment back from Rum River
				\$160,000.00	Other Reductions (?)
\$692,391.00	Total	\$694,933.00	Total	\$699,849.00	Total

					DISTRICT AVERAGE CLASS SIZE NUMBERS			
Grade/Dept.	Sect.	Hi	Low	Ave. Size	Spanish Ims	Total Students	Avg Class	Extra Help
12/13/2018								
Kindergarten	10	19	18	18.4	24,25	233	19.4	
First Grade	10	22	21	21.9	21,21	261	21.75	
Second Grade	9	22	19	21.1	19,19	228	20.72	
Third Grade	9	22	21	21.3	18,18	230	20.91	
Fourth Grade	10	27	23	25.8		258	25.8	Spell
Fifth Grade	9	28	27	27.8		250	27.78	Sci
Ave. Class Size K-5					Range 18-28			
MIDDLE SCHOOL	Sect.	Hi	Low	Ave. Size			Board Approved Class Size Ranges	
Grade Six (278)							Kindergarten	19-21
English	10	31	25	27.6			First Grade	20-23
Math	8	29	25	27.5			2nd and 3rd	22-25
Pre-Alg	2	27	26	26.5			4th and 5th	24-27
Social Studies	10	30	26	27.8			6th -8th	25-30
Science	10	30	25	27.8			9th -12th	25-30
PE	6	49	42	45.5				
STEAM 6	10	29	26	27.9				
Band	1	56	56	56				
Choir	1	46	46	46				
Choir MF	2	83	41	62				
Art	10	29	26	27.9				
Tech	20	29	26	27.8				
Grade Seven (265)								
English	10	28	21	26.4				
Pre-Alg	8	29	22	25.5				
Alg	2	30	28	29				
Social Studies	10	28	24	26.4				
Science	10	28	23	26.5				
PE	6	48	37	44				
STEAM 7	10	29	23	26.2				
World Lang	10	29	24	26				
Health	10	29	23	26.2				
Band	1	71	71	71				
Choir	1	73	73	73				
Choir MW	1	39	39	39				
Art	10	29	23	26.2				
Grade Eight (253)								
Science	10	27	23	25.3				
Social Studies	10	27	24	25.3				
English	10	29	22	25.2				
Algebra 8	8	27	23	24.5				

Int Alg	2	28	26	27			
PE	6	50	36	42			
STEAM 8	10	28	24	25			
World Lang	10	28	24	24.9			
Health	10	28	24	25			
Band	1	72	72	72			
Choir	1	47	47	47			
Choir MW	1	21	21	21			
Music Lab	4	25	19	22.75			
Ave Class Size 6-8					21-31		
HIGH SCHOOL	Sect.	Hi	Low	Avg Size	Registered		
Ag. Ed							
Weld I/Weld II	6	24	22	23	138		
Construct	2	24	16	20	40		
Electrical	2	28	26	27	54		
Game Animals	2	26	21	23.5	47		
Companion anim	1	29	29	29	29		
Animal Sci	3	29	13	20	60		
Woods I	5	30	20	26.2	131		
Woods II	4	26	19	22	88		
Woods III	1	23	23	23	23		
Small Engines	4	29	18	23.75	95		
Tech & Engine	3	29	28	28.67	86		
Art							
Photo I	3	30	24	26.67	80		
Basic Art	4	30	28	28.5	114		
Draw I	3	28	27	27.67	83		
Pottery	5	27	24	25.4	127		
Water Paint	2	27	26	26.5	53		
Business							
Exploring Business	1	26	26	26	26		
Intro to Marketing	1	32	32	32	32		
Personal Finance	2	32	24	28	56		
English							
	9	6	34	30	31.17	187	
ACC 9	2	31	29	30	60		
	10	7	30	26	28.57	200	
ACC 10	2	29	24	26.5	53		
	11	7	32	25	28.29	198	
AP Lit	1	24	24	24	24		
	12	6	30	20	27.67	166	
College Eng	2	20	18	19	38		

FACS								
Baking	6	32	21	28.33	170			
Child Develop	2	27	23	25	50			
Meals	5	29	21	24.4	122			
Int Design	2	28	23	25.5	51			
Math								
Int Alg	6	32	29	30	180			
Geo	9	32	25	28.56	257			
Adv Alg	8	30	20	26.25	210			
AP Calc	2	28	18	23	46			
Math Analysis	5	27	23	25.8	129			
Music								
Concert Band	1	56	56	56	56			
Varsity Band	1	57	57	57	57			
Symph Winds	1	54	54	54	54			
Audacia	1	69	69	69	69			
Mixed Choir	1	69	69	69	69			
Concert Choir	1	63	63	63	63			
PE/Health								
PE 9	8	36	25	30	240			
Health 10/11	8	35	24	30.38	243			
Health Care Ex	1	27	27	27	27			
Raquet Sports	2	35	30	32.5	65			
Rec Games	6	37	35	35.33	212			
Science								
Physical	5	33	31	32.2	162			
ACC Physical	3	30	26	28	84			
Bio	9	32	22	28.67	258			
College Bio	1	29	29	29	29			
Applied Chem	7	30	18	25.86	181			
Anatomy	2	28	27	27.5	55			
Astronomy	3	29	23	26.67	80			
College Chem	3	27	19	23.67	71			
AP Physics	1	26	26	26	26			
Forensics	4	31	23	28	112			
Social Studies								
World Studies	9	32	19	27.44	247			
US History	7	33	29	31.14	218			
AP US History	1	27	27	27	27			
Geography	6	28	24	26.83	161			
Am Government	5	34	27	30.6	153			
College Am Gov	1	25	25	25	25			

AP Human Geo	2	33	26	29.5	59		
Psychology	2	30	26	28	56		
Econ	5	35	31	32	160		
AP Micro Econ	2	23	16	19.5	39		
Study Hall	6	45	18	27	162		
College and Career	7	35	22	31.14	218		
World Language							
Spanish I	7	33	25	29.43	206		
Spanish II	5	32	22	26.4	132		
Spanish III	2	33	28	30.5	61		
Spanish IV	2	30	22	26	52		
German III/IV	1	24	24	24	24		
Online	18	41	26	36	648		
Grade 9					249		
Grade 10					275		
Grade 11					269		
Grade 12					305		
					1098		