

Princeton Public Schools - ISD 477

Tuesday, February 3, 2015 at 7:00 PM

Regular School Board Meeting

District Office Board Room

OUR VISION

NO BOUNDARIES TO LEARNING

OUR MISSION

TO DEVELOP THE POTENTIAL IN EACH PERSON THROUGH ACADEMIC & EXTRA-CURRICULAR PROGRAMS

1. PROCEDURAL ITEMS

- a. Call to Order and Pledge of Allegiance
- b. Roll Call
- c. Citizen Comments

2. REPORTS

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

3. APPROVE AGENDA

4. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

5. CONSENT AGENDA

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

- a. Personnel 6
 - Early Retirement Incentive Plan 7
- b. Student Open Enrollments 10
- c. Gifts 11
- d. Field Trip 12

6. INFORMATION/REPORTS/DISCUSSION ITEMS

- a. Health Insurance Review
- b. First Readings - Policies #214, 415, 503, 522, 595, 709, 806 14
- c. Policy Update - #299 School Board Member Compensation & Expenses 60
- d. Budget Boot Camp 61

e. School Reports by the Principals	62
f. Naming the new school	
7. ACTION ITEMS	
a. Budget Parameters	72
8. MEETINGS TO BE SET	
9. ADDITIONS TO AGENDA	

Call to order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **20th day of January 2015, at 7:00 p.m.** in the District Office Board Room.

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

Members Absent: None

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Stacie Vos, and the Director of Teaching and Learning Julie Williams.

Student Council Representative: Melinda Meyer

Citizen Comments: None

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

Howard Vaillancourt: Project Oversight, Teaching & Learning, and Policy meetings.
Chad Young: Minnesota School Board Association Leadership Conference and Policy meeting.

Eric Minks: Minnesota School Board Association Leadership Conference
Jeremy Miller: Teaching & Learning meeting
Deb Ulm: Agenda planning meeting, Minnesota School Board Association Conference, Policy, and Project Oversight meetings.

Student Council Report: The council is preparing for the February Student Council Conference. SnowDayz crowning is on Friday, January 23, 2015, and each day this week there is a theme for what to wear to school. The members are still working on narrowing down which fundraisers they will be participating in the rest of the school year.

Superintendent Report: Make up day two because of school closing will be held on March 31. Yesterday was a staff development day, and it was productive. At the Minnesota School Board Association Conference our High School was featured for their Biggest Learner Program.

APPROVE AGENDA

Motion made by Eric Minks, and seconded by Howard Vaillancourt, to approve the agenda. Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion by Chad Young, and seconded by Howard Vaillancourt, to approve the January 6, 2015 Regular Board meeting minutes and the January 6, 2015 Organizational Board meeting minutes as presented. Motion passed unanimously.

CONSENT AGENDA

Motion made by Jeremy Miller, and seconded by Eric Minks, to approve the consent agenda items: Personnel, Gifts, Fundraisers, Student Open Enrollments, Enrollment Update, Wire Transfers, Treasurer's Report, and the check register. Motion passed unanimously.

INFORMATION

***Facility Update** Vaughn Dierks provided the board with an update of the new school building.

Budget Parameters 2015-16 – Director of Business Services Michelle Czech

The finance committee met and discussed the 15-16 budget and what parameters we would consider. Areas to consider are salary increases, additional funds for technology and curriculum and the projected state revenue.

ACTION ITEMS

Program of Studies – High School Principal Barbara Muckenhirn and Director of Teaching and Learning Julie Williams provided the board with an overview of the 2015-16 High School Course offerings.

Motion was made by Howard Vaillancourt, and seconded by Eric Minks, **to approve the 15-16 Registration Guide draft and allow any future editing changes.** Motion passed unanimously.

Early Retirement Process

Motion was made by Eric Minks, and seconded by Craig Johnson, **to approve the Early Retirement Memo of Understanding.** Upon roll call the following voted in favor of: Eric Minks, Jeremy Miller, Howard Vaillancourt, Craig Johnson, Chad Young, and Deb Ulm. The following voted against: Chuck Nagle. Motion passed 6:1.

Board Goals and Action Plan

Motion was made by Howard Vaillancourt, and seconded by Eric Minks, **to approve the Board Goals and Action Plan as presented.** Motion passed unanimously.

An **amendment** was made by Jeremy Miller, and seconded by Howard Vaillancourt, **for additions** (1) In the student achievement area to create a plan for grade weighting implementation in the High School courses, and (2) In the Teaching & Learning and Technology areas add 2b Develop an articulated plan for concurrent enrollment options. Motion passed unanimously.

Class Size Range Guidelines

Motion was made by Craig Johnson, and seconded by Eric Minks, **to approve the Class Size Ranges for 2015-16 Guidelines as presented.** Motion passed 6:1. Member Chuck Nagle opposed.

2015 School Board Committee Assignments

*The board members were given their 2015 committee assignments.

ADDITIONS TO AGENDA - None

ADJOURN - The meeting was adjourned at 8:32 p.m.

Recorder: Bridget Sorensen

Chair Deb Ulm

Clerk Eric Minks

*Full report is located as an attachment on the meeting agenda located at on the home page of the district website at www.princeton.k12.mn.us scroll down to the School Board box and click on meeting agenda access. Locate the January 20, 2015 meeting.

February 3, 2015

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Anderson, Mary	New	District Accounts Payable	Indiv.	Jake Tou	2/9/2015	2014-15 \$21.00/Hr 2015-16 \$22.00/Hr
Bergstrom, Courtney	Resignation from extra duty only	Web Program Advisor - M.S.	PEA	N/A	6/4/2015	N/A
Johnson, Matthew	Termination	Paraprofessional - NE	PARA	N/A	1/22/2015	N/A
Miller, Ashley	New	Special Education Paraprofessional - HS	PARA	Vicky Warren	1/21/2015	\$13.50/hr

**MEMORANDUM OF AGREEMENT:
EARLY RETIREMENT INCENTIVE PLAN**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 477, Princeton (“District”) and the Princeton Education Association (“Union”).

WHEREAS, the Union and the District are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions for teachers employed by the District; and

WHEREAS, the District would like to offer eligible teachers a one-time early retirement incentive that would be in addition to any retirement benefits, insurance benefits, or severance provided under the 2013-15 CBA between the District and the Union; and

WHEREAS, the District’s reasons for offering a one-time early retirement incentive are to protect jobs, to provide greater stability in the workplace, to improve staff morale, and to improve the District’s financial status;

NOW, THEREFORE, the District and the Union agree as follows:

1. **Eligibility.** To be eligible for the severance payment provided under this MOA, a teacher must meet all of the following requirements:
 - a. On or before 4:00 p.m. on February 1, 2015, the teacher must use the attached form to apply for the severance payment and to submit an irrevocable notice of retirement, effective June 30, 2015, to the District’s Director of Human Resources.
 - b. The teacher must be one of the first eight (8) otherwise eligible teachers to submit the attached form to the District’s Director of Human Resources.
 - c. The teacher must have at least twenty-five (25) years of teaching service in the District.
 - d. The teacher must be licensed, in good standing, and a member of the teachers’ collective bargaining unit through June 30, 2015. A teacher who is discharged for cause or who resigns after receiving notice that the District intends to initiate termination or discharge proceedings, is not in good standing for purposes of this MOA.
2. **Severance Payment.** On or before June 30, 2015, the District will make a one-time payment in the amount of ten thousand dollars and zero cents (\$10,000) to each eligible teacher’s Minnesota State Retirement System (“MSRS”) account. This payment is in addition to any severance, retirement, insurance, or other benefits described in the CBA.
3. **Limitation.** The District’s obligation to make the payment described in the preceding paragraph of this MOA is subject to all Federal and State laws. If the payment under this MOA plus the amount of any severance under the CBA (excluding payments for accumulated sick leave, if any) exceeds the teacher’s annual salary for 2014-2015, the payment under this MOA will be reduced in compliance with Minnesota Statutes section

465.72 so that the total amount of severance does not exceed the teacher's annual salary for 2014-2015.

4. **No Future Employment.** Teachers who accept the benefit provided under this MOA may not apply for full-time employment with the District in the future.
5. **Sunset.** This MOA provides a "one-time" benefit and will sunset on June 30, 2015.
6. **Separate from CBA.** This MOA is separate from, and not a part of, the CBA. Nothing in this MOA may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOA or submit it in any proceeding or case as evidence of a precedent or practice.
7. **Entire Agreement.** This MOA constitutes the entire agreement between the parties related to the early retirement incentive provided under this MOA. Neither party has relied on any statements, promises, or representations that are not stated in this MOA. The terms of this MOA supersede any and all prior agreements between the parties related to the early retirement incentive provided under this MOA. No amendments or modifications of this MOA will be valid unless they are in writing and signed by both parties. A copy of this MOA will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures. This MOA will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

PRINCETON EDUCATION ASSOCIATION

Union President

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 477, PRINCETON

School Board Chair

Date: _____

School Board Clerk

Date: _____

**INDEPENDENT SCHOOL DISTRICT NO. 477, PRINCETON
EARLY RETIREMENT INCENTIVE APPLICATION
AND NOTICE OF INTENT TO RETIRE**

Name: _____

Position Title: _____

I am an employee of Independent School District No. 477, Princeton (“District”). By signing this document, I am applying to receive the early retirement incentive (severance payment) that is fully described in the attached Memorandum of Agreement (“MOA”) between the District and my union, the Princeton Education Association. By signing this document, I am also providing written notice to the District that I am voluntarily retiring from all employment with the District effective June 30, 2015.

Except as stated below, my notice of retirement is irrevocable and cannot be rescinded. I understand and agree that upon retiring, I may not apply for, or be granted, full-time employment with the District in the future. I acknowledge that I have no right to any future employment with the District after June 30, 2015.

I am fully aware that my receipt of the severance payment described in the attached MOA is subject to all the terms and conditions stated in the MOA. For example, I understand that to be eligible to receive the severance payment described in the attached MOA, the District must conclude that I meet all the criteria set forth in the MOA. I also understand that the District is the sole arbiter of whether I am eligible for the severance payment described in the MOA. If the District determines that I am not an eligible teacher under the MOA, this notice will be null and void and my retirement will be rescinded.

Employee Signature

Date

c: Personnel file

RASW: 10020

	A	B	C	D	E	F
1	Open Enrolled Students (Out/In) as of February 3, 2015					
2	In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
3	Out	1/20/2015	Princeton	Elk River	11	Reason not provided - survey sent
4	Out	9/8/2015	Princeton	Elk River	K	Sibling already attends Elk River.
5	IN	1/27/2015	Elk River	Princeton	11	Reason not provided - survey sent
6						
7						

Gifts to Princeton Schools
February 3, 2015

School/Program	Amount/Item	Donor	Purpose
Early Childhood Program	\$214.75	Sarah Stang	For promotional items for Early Childhood recruitment.

PRINCETON HIGH SCHOOL FIELD TRIP REQUEST FORM

April 26-28
FFA State

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

Name of Field Trip Supervisor: <i>Jessie Lupkes/Kristen Reiman</i>	Name of group, club, or department: <i>FFA</i>
Descriptive name of this field trip? (i.e. FFA State Convention, college visit, Valley Fair Physics Day) <i>FFA State Convention</i>	Destination: <i>St. Paul/Minneapolis</i> Round Trip Miles: (Attach mapquest map)
Number of Students expected to participate: <i>20-30</i> Number of Teacher/Advisor Chaperones: <i>2</i> Number of adult volunteers/chaperones: <i>0</i>	Grade level/s of student participants: (circle all that apply) <i>9 10 11 12</i>
Date of Departure: <i>Sunday - 12 NOON</i> Time of Departure: <i>ON April 26</i>	Date of Return: <i>Tuesday - 5 pm on</i> Time of Return: <i>April 28</i>
School Hours Missed: (for single day trips) 1 2 3 4 5 (circle hours that apply) <input type="checkbox"/> outside the school day	# School Days Missed: (if more than one day) 1.5 <i>(2)</i> 2.5 3 3.5 4 other ____ <input type="checkbox"/> outside the school day
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> This field trip extends past 6:00 p.m. on a Wednesday.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No This field trip occurs on a Sunday.

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

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

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

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

- CATEGORY B: Supplemental** (policy 610: students voluntarily participate, usually take place outside the regular school day) (check all that apply)
 - All students in a course or club/activity will participate
 - Students participate by choice or selection
 - This is an enrichment opportunity

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

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

I.	Transportation Code: _____	# of round trip miles _____ X \$1.45 = \$ _____	# of hours _____ X \$17.34 = \$ _____	
		# of buses needed _____ X the combination of the two subtotals above = \$ _____ (A)		
II.	Lodging Code: _____	# of rooms _____ X # of nights _____ = total rooms _____ X cost of room _____ = \$ _____ (B)		
III.	Registration Code: _____	# of students _____ X cost of registration _____ = \$ _____ (C)		
		# of adults _____ X cost of registration _____ = \$ _____ (D)		
IV.	Substitute Code: _____	# of teachers needing a substitute _____ X # of hours _____ X \$25 (approx) = \$ _____ (E)		
		OR		
		# of teachers needing a substitute <u>2</u> X # of days <u>2</u> X \$125 (approx) = \$ <u>250</u> (F)		
V.	Meals Code: _____	# of students & adults _____ X approximate cost of meal _____ X # of meals = \$ _____ (G)		
		TOTAL ESTIMATED COST OF FIELD TRIP (Add A-G): \$ _____ \approx \$2500.00 \$3000.00		

F. Complete this section for instructional field trip requests.

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

Date Received (Office): _____

G. Building Administrative Review					
<i>[Signature]</i>	<u>1/12/15</u>	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>
Activities Director Signature	Date				
<i>[Signature]</i>	<u>1/13/15</u>	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>
Principal Signature	Date				
District Review for Extended Trips					
<i>[Signature]</i>	<u>1.26.15</u>	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>
Superintendent Signature	Date				
_____	_____	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>
School Board Chairperson Signature	Date				

PRINCETON PUBLIC SCHOOLS**OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS****I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

**School board members will be allowed to attend one National Conference per term of service.*

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement (refer to Princeton Policy 412.1).

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
 Minn. Stat. § 471.661 (Out-of-State Travel)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: Princeton Policy 212 (School Board Member Development)
 Princeton Policy 412 (Expense Reimbursement)
 Princeton Policy 412.1 (Employee Travel & Related Expenses)

Adopted: February 14, 2006
 Revised: October 27, 2009
 Revised: November 23, 2010
 Reviewed: November 8, 2011
 Reviewed: June 11, 2012
 Reviewed: June 12, 2013
 Reviewed: January 20, 2015

PRINCETON PUBLIC SCHOOLS**MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS****I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of

drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

- G. “Caregiver” means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. “School Personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the designated county entity.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: Princeton Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
Princeton Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
Princeton Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Princeton Policy 406 (Public and Private Personnel Data)
Princeton Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Adopted: May 24, 2005
Revised: November 24, 2009
Revised: December 21, 2010
Revised: January 20, 2015

PRINCETON PUBLIC SCHOOLS**STUDENT ATTENDANCE****I. PURPOSE**

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY**A. Responsibilities****1. Student's Responsibility**

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

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's

responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are **REQUIRED** to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Illness.
 - (2) Serious illness in the student's immediate family.
 - (3) A death or funeral in the student's immediate family or of a close friend or relative.

- (4) Medical, dental, or orthodontic treatment, or a counseling appointment.
- (5) Court appearances occasioned by family or personal action.
- (6) Religious instruction not to exceed three hours in any week.
- (7) Physical emergency conditions such as fire, flood, storm, etc.
- (8) Official school field trip or other school-sponsored outing.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) Family emergencies.
- (11) Active duty in any military branch of the United States.
- (12) A student's condition that requires ongoing treatment for a mental health diagnosis.
- (13) Other reasons approved by building administrators.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within time frame stated in the student handbook. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:
 - (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Any other absence not included under the attendance procedures set out in this policy other than those approved by building administrator.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56. Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (2) In cases of recurring unexcused absences, each building will follow the processes outlined in their handbook for communicating with the parents of the student about the absences. Administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minn. Stat. §§ 260C.007 Subd. 6, section 14.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.

- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Consequences of tardiness may include parent conference, detention, suspension or referral to county agency.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days or more if the child is in middle school or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to

school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school, or a child who is ~~16~~ or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.28 (School Boards and Teachers, Duties)
Minn. Stat. § 120A.30 (Attendance Officers)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: Princeton Policy 506 (Student Discipline)

Adopted: March 22, 2005
Revised: December 20, 2011
Revised: January 20, 2015

PRINCETON PUBLIC SCHOOLS**STUDENT SEX NONDISCRIMINATION****I. PURPOSE**

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates Human Resource Director at 706 First Street, Princeton, Minnesota 55371 (763-389-6181) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex

discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates Human Resource Director, at 706 1st St., Princeton, MN, 55371, and phone number 763-389-6181, as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Human Resource Director Title IX coordinator and human rights officer(s), including office mailing addresses of 706 1st St, Princeton, MN 55371 and telephone number 763-389-6181.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation

may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

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

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding

or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
 Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: Princeton Policy 102 (Equal Educational Opportunity)
 Princeton Policy 413 (Harassment and Violence)
 Princeton Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: May 11, 2004
 Revised: November 24, 2009
 Reviewed: March 22, 2011
 Reviewed: May 8, 2012
 Revised: October 8, 2013
 Revised: January 20, 2015

INDEPENDENT SCHOOL DISTRICT NO. 0477

UNLAWFUL SEX DISCRIMINATION TOWARD A STUDENT

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward a Student

Independent School District No. 0477 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex: _____

If the alleged unlawful sex discrimination was toward another person, identify that person: _____

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

Where and when did the incident(s) occur: _____

List any witnesses that were present: _____

This complaint is filed based on my honest belief that _____ has unlawfully discriminated against me or a student on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

PRINCETON PUBLIC SCHOOLS

WEB PAGE AUTHORIZING AND PUBLISHING

The availability of Internet and intranet access at Independent School District #477 provides an opportunity for Princeton Public Schools to contribute to the school's presence on the World Wide Web. Princeton's Internet Web site provides information to the world about our school curriculum, instruction, school-authorized activities, and other general information relating to our school's mission.

Content Standards

The District Technology Coordinator is responsible for all non-full time staff Web page approval prior to publication on the web. All full time teaching staff that post information on their web page will be monitored and directed by their building administrator. Web page content expectations are outlined by the building administrator.

Subject Matter

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, and general information. Therefore, neither staff nor students may publish personal home pages as part of Princeton's Web sites or home pages for other individuals or organizations not directly affiliated with the school.

Quality

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link to objectionable material. The judgment of the administration or Web Master will prevail regarding the question of quality or propriety of Web page material, appearance, or content.

Ownership and Retention

All Web pages of Princeton's server are property of Princeton Public Schools.

Student Safeguards

1. Web page documents may include only the first name of students enrolled in the Princeton Public Schools. Only unidentified group photographs may be used without parent permission.
2. Documents may not include a student's telephone number, address, last names of other family members, or last names of friends.

3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.
4. In order to publish student pictures and/or work (written or art), a parent permission form must be received by the Web Master.
5. Web page documents may not include any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in activities.

School Policies

All documents on Princeton's server must conform to all school policies and procedures. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related policies include the following:

1. Electronic transmission of materials is a form of copying. No unlawful copies of copyrighted materials may be knowingly produced or transmitted via the school's equipment, including the web server.
2. Links on the Princeton Web Site will meet the criteria for use as an instructional resource.
3. Any links on Princeton's Web pages that are not specifically curriculum related will meet the criteria established in the Policy IIA. Any other noncurricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be exclusively devoted to community interests or child welfare or are nonprofit and nondiscriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
4. Any student information communicated via Princeton's Web pages will comply with the school's policies on data privacy and public use of school records.
5. Any deliberate tampering with or misuse of Princeton's Internet/intranet network services or equipment will be considered vandalism and will be handled in accordance with the school's policies.

Technical Standards

Consistency

Each Web page added to the school's Web site must contain certain elements that will provide general consistency for Princeton's Web pages.

1. At the top of the Web page, there must be a link that returns the user to the appropriate point(s) in the school's Web pages.
2. All Web pages must be reviewed by the Web Master prior to submission for approval and placement on Princeton's server.
3. The Building Administrator, Technology Coordinator, and Web Master will edit and test the pages for accuracy of links and check so that the page conforms with standards outlined in this policy.
4. Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated but not yet developed, the text that will provide such a link should be included. However, the actual link to said pages may not be made until the final page is actually in place on the school's server.
5. Any graphics, sounds, or video used on Web pages must conform to standard Web formats.
6. Web pages *may not contain any student e-mail address links.*
7. Final decisions regarding access to active Web pages for editing content or organization will rest with the school's administration.
8. All Web pages for the Princeton School District will be located on one Web server. This web server is hosted by rSchooltoday.com

Cross References:

Princeton Policy 524 (Internet Acceptable Use and Safety)
Princeton Policy 426 (Cell Phones)

Adopted: December 15, 1998
Revised: March 12, 2002
Revised: April 22, 2008
Reviewed: April 13, 2010
Revised: July 28, 2011

Princeton School District
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 in grades kindergarten (K) through 10 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 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 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 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 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 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, 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, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. 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 cocurricular 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.

(1) Elementary (K-6)

1st offense – warning

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

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

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

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

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) 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.

(4) 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.

(5) 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.

(6) 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.

(7) 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:
 - a. 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.
 - b. 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.
 - c. 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 pretrip 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 nontraffic 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 preemployment 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. A 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 Multifunction 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 Pre-school 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 Districts; 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: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: May 23, 1995
Revised: November 14, 1995
Revised: May 14, 1996
Revised: January 14, 1997
Revised: April 8, 1997
Revised: September 23, 1997
Revised: May 23, 2000
Revised: November 14, 2000
Revised: August 28, 2001
Revised: May 24, 2005
Revised: September 15, 2005
Revised: December 8, 2009
Revised: August 9, 2011
Revised: November 13, 2012
Revised: July 15, 2014
Revised: January 20, 2015

PRINCETON

CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation,

building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency.

Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel. For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Princeton Public Schools Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

- D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]
Princeton Public Schools is a sister district with Big Lake Public Schools should the Monticello Nuclear Power Plant have an accident or incident at the power plant. There are plans included in the Crisis Manual.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Princeton School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Princeton School District Policy 413 (Harassment and Violence)
Princeton School District Policy 501 (School Weapons Policy)
Princeton School District Policy 506 (Student Discipline)
Princeton School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Princeton School District Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Adopted: May 22, 2007
Revised: July 20, 2010
Revised: June 25, 2013
Revised: January 20, 2015

PRINCETON PUBLIC SCHOOLS

SCHOOL BOARD MEMBER COMPENSATION AND EXPENSES

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

Official Princeton School Board Committees

Activities

Certified Negotiations

Classified Negotiations

Community Education/Early Childhood Family Education

Finance

Meet & Confer

MN State High School League

Oak Land Vocational Program*

Project Oversight Committee

Rum River Special Education Cooperative

Schools for Equity in Education (SEE)

Teaching and Learning

Transportation

Wellness

*Oak Land Vocational Program reimburses Board members directly.

The board's compensation is part of the Organizational Meeting and will be reviewed at that time. School board members who attend meetings outside the school district will receive reimbursement for expenses as outlined in school district policy 412.

Adopted: July 2, 1987
 Revised: January 12, 1993
 Reaffirmed: January 4, 1994
 Reaffirmed: January 3, 1995
 Reaffirmed: January 9, 1996
 Revised: January 14, 1997
 Reaffirmed: January 13, 1998
 Reaffirmed: January 12, 1999
 Reaffirmed: January 11, 2000
 Revised: June 26, 2007
 Revised: February 14, 2012
 Reaffirmed: May 14, 2013
 Revised: January 20, 2015

Program Initiative Ideas

1. Spanish Immersion Program-
2. Wellness Work Stations (desks/treadmill)
3. Farm to Table Initiative
4. STEAM programs/STEM Program expanded
5. Computer programming course
6. Video technology/producing
7. Response to Intervention funding/comprehensive plan
8. Online options
9. Accelerated math, science, language arts scope and sequence
10. Buy time for curriculum work - solid curriculum focus - strong selling point - this is not a sexy item, but it is super foundational and fits with the one-time money mentality.
11. Training and Resources to support our academic scope and sequences
12. School within a School Gifted and Talented Program
13. Equipment upgrades in kitchens
14. Alternative Services-ALC, Targeted, Online Programs, Care and Treatment, gifted
15. 3-D Printers
16. Redesign learning spaces
17. Begin development of 1:1 in 3 grade levels
18. Keep our music programming, allied arts, and programming at current level and beyond

Celebrations



- Marzano - Learning Goals and Scales
- Practice MCA Testing
- Film Festival - <http://goo.gl/JgwfoF> - National and State film festival entries
- Be Brave Theme - Hero Banks in the community
- Brave it Forward Challenge



c Dd Ee Ff Gg Hh

Our Scales that Define Our

Math

4.0 I can demonstrate strategies that will be best to use when completing operations with a given pair of fractions.

3.0 I can solve real-world mathematic problems that require operations with fractions, decimals, & mixed numbers.
I can model addition and subtraction of fractions & decimals using a variety of representations.

2.0 I can add & subtract:

- decimals
- fractions with like denominators
- fractions with unlike denominators
- mixed numbers

I can answer in simplest proper form.

I can recognize & recall these terms:

- fraction
- mixed number
- improper fraction
- common denominator
- equivalent
- simplest form
- decimal
- lowest terms
- place value
- reduce

1.0 with help, partial success at 2.0 content and 3.0 content.

3

3 I can:

Solve mathematical problems by adding and subtracting fractions.

2

2 I can:

- add & simplify fractions with like denominators
- subtract fractions with like denominators
- show the multiples and least common multiples for numbers
- show the least common denominators for fractions
- add & subtract fractions with unlike denominators.
- add & subtract mixed numbers

1 with help, partial success at 2.0 & 3.0 content

4

4 I can create a drama, poem or prose with correct structure.

3

3 I can determine a theme of a prose, drama or poem from details in the text.

I can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem.

2

2 I can: POEM

- Describe how stanzas fit together in a poem.
- Describe the key parts of rhyme & meter in a poem.
- Recognize the theme of a poem.

DRAMA

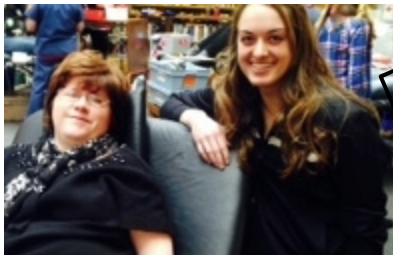
- Describe how acts/scenes fit together in a drama.
- Describe the key parts of a drama: setting, characters, stage directions, dialogue, and descriptions.
- Recognize the theme of a drama.

1

1 With help, partial success at 2.0 & 3.0 content

0

0 Even with help, no success



NHS Blood Drive



Onward Program



King Justin and Jackie

64



Ms. Joseph

Celebrations

- Marzano - Learning Goals and Scales
 - 2/3 district 3/6 Building 103 Observations
- Career and College ready
 - John Baylor ACT Test Prep Student Portfolios April 28
- Student Activities
 - WE DAY STUDENT COUNCIL NHS ROBOTICS ONE ACT
- Programs
 - ONWARD FOCUS ASD
- Staff
 - 48% CARING INVOLVED POSITIVE SUPPORTIVE

Learning Goal: Students will be able to apply problem solving skills to issues related to daily living situations.

Learning Goal in Special Education Classroom

SECURITY



MEDIA CENTER
UPGRADE



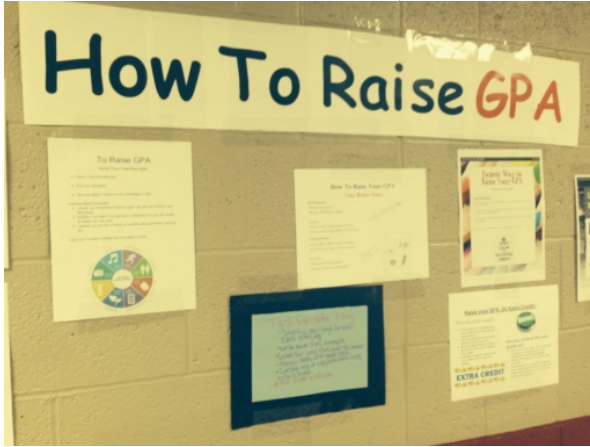
COOPERATION



NEW PAC CYC
& WEB SITE



BIGGEST LEARNER

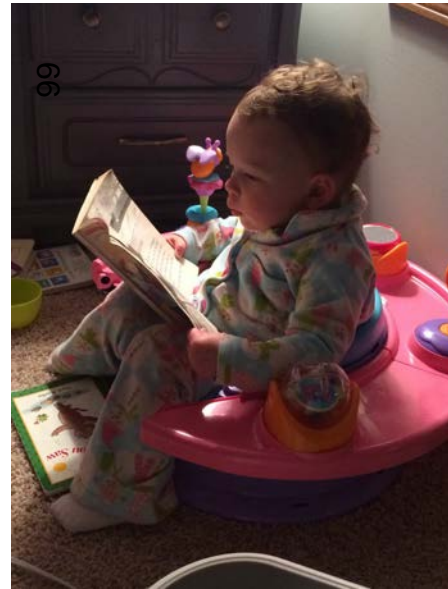


CREATIVITY



EARLY CHILDHOOD

INSTRUCTIONAL ROUNDS - JAN. 21



Tigers in Training

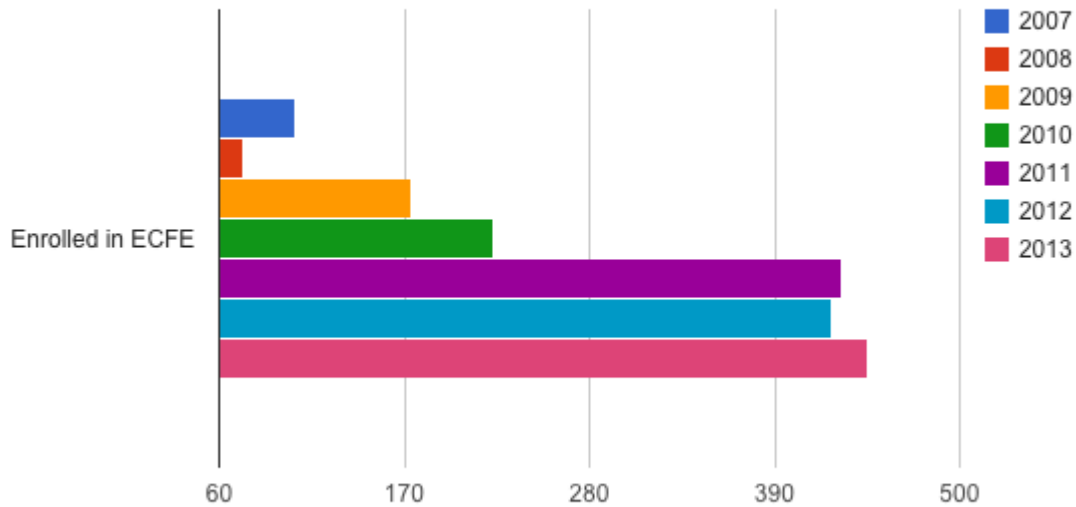
67

Reaching out to our cubs.



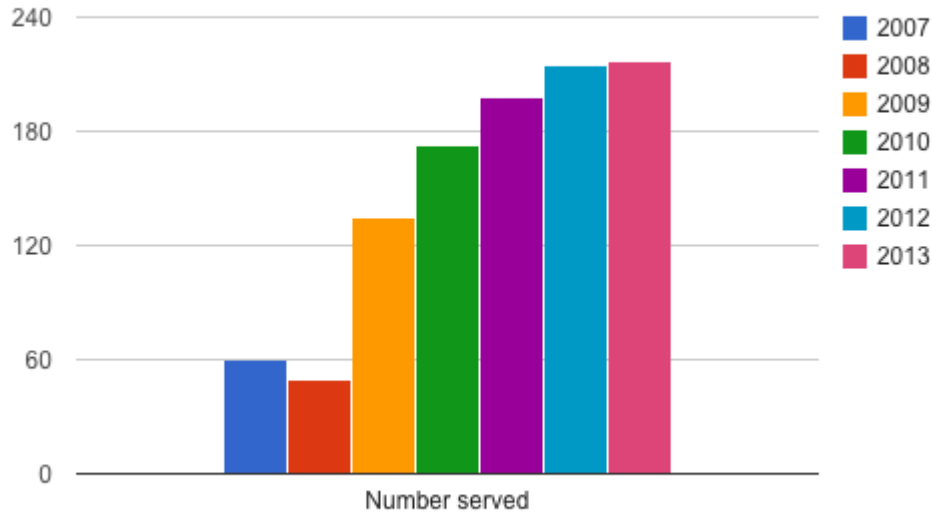
Enrollment ECFE

ECFE Enrollment History



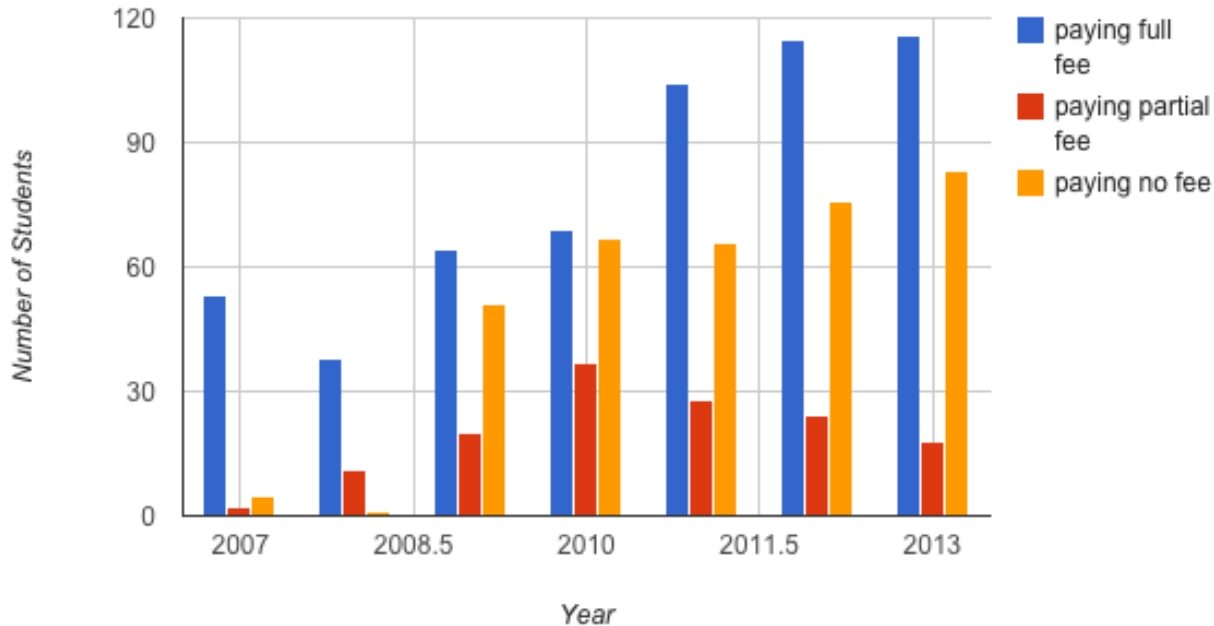
Hand in Hand Preschool

School Readiness Enrollment History



Hand in Hand Scholarships

Scholarship History





Princeton Middle School Building Goals 2014-15

Developed by the MS data team and MS BLT

Focus District Goals

- The percentage of all students enrolled in grades 3-8 & 10 at Princeton Public Schools who earn an achievement level of Meets or Exceeds the Standards in **reading** on all state accountability tests (MCA, MTAS, MOD) will increase from 58.0% in 2014 to 65.0 % in 2015, and increase in **math** 54.5% in 2014 to 59.5 % in 2015.

2014-2015 MS MCA Smart Goals

- **Reading Goal:** The percentage of all students enrolled in grades 6-8 at Princeton Middle School who earn an achievement level of Meets or Exceeds the Standards in **reading** on all state accountability tests (MCA, MTAS, MOD) will increase from **58.6% in 2014 to 63.6 % in 2015**
- **Math Goal:** The percentage of all students enrolled in grades 6-8 at Princeton Middle School who earn an achievement level of Meets or Exceeds the Standards in **math** on all state accountability tests (MCA, MTAS, MOD) will increase from **54.5% in 2014 to 59.5 % in 2015**
- **Future Goals:**
 - **MCA Reading:** 13-14: 58.6% 14-15: 63.6% 15-16: 68.6%
 - **MCA Math:** 13-14: 54.5% 14-15: 59.5% 15-16: 64.5%

PBIS Goal

- To maintain or increase positive behavior as evidence by no more than 900 behavioral referrals for the 2014-15 school year. Developing positive relationships with students, being clear with expectations, and maintaining current PBIS initiatives will accomplish this.

Action Plan to reach goals in 2014-15

1. Focus on Rigorous “Core” instruction, teaching to “Learning Goals” tied to state standards and course curriculum guides.
2. Carefully “track student” progress on “learning goals”. Goal = 80% students meet/exceed “Learning Goals”/standards. Use of common, formative, summative assessment of student learning.
3. Implement targeted interventions and enrichments to accelerate learning of all students.
4. Know, understand, and be able to do Common Core strategies in all areas.
5. Focus on improving instructional practices through Marzano strategies/observations.
6. Work towards grading for learning so grading reflects student achievement towards meeting the standards.

“Sticks in a bundle are unbreakable” Kenyan Proverb

The Finance Committee Reviewed the 2015-2016 Budget Parameters. The Finance Committee discussed the following areas:

- Enrollment- The attached document from the School Finance Projection Model show 2015-2016 total enrollment PK-12 to be 3173.7. The committee is suggesting we use the Projection Model number minus an additional 5 students to be extra cautious.
- State Increases-have been no lower than 1% other than the 2 years when the economy was in a severe downturn. The committee is suggesting we use a 1% increase in our parameters.
- Negotiations-the committee did talk about this area and did suggest we plan for salary increases.
- Teaching & Learning Plan & Technology Plan-the committee felt we should support as robustly as we financially can.
- Class Size-the committee suggests we stay with the guidelines but staff using the upper end of the guide lines.
- Assigned Fund Balance Use-the committee suggests we look at everything else before we consider the assigned fund balance.

ENROLLMENT GRAPHS & TABLES

PRINCETON

477

Method

The selected History for Tables & Graphs was: *END OF YEAR A.D.M.*

with *MERGED*

(8)

	Enrollment History							Enrollment Projections				
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	24.0	22.5	20.4	19.1	24.7	27.8	23.9	23.0	23.0	23.9	23.6	23.3
K	254.6	237.1	238.4	260.1	230.5	215.6	223.2	215.1	215.1	223.6	220.9	217.8
1	241.7	261.7	239.0	247.4	258.7	242.2	221.1	229.2	220.9	220.9	229.6	226.8
2	288.6	258.1	264.9	228.0	240.2	249.0	247.0	220.8	228.4	220.1	220.1	228.8
3	255.6	277.4	260.3	261.0	223.3	230.3	249.8	244.8	218.6	226.1	217.9	217.9
4	266.1	256.5	281.8	262.9	256.3	223.5	238.6	254.5	249.3	222.9	230.5	222.2
5	270.5	274.7	260.0	282.9	263.1	255.7	232.2	244.0	259.9	254.7	228.0	235.7
6	266.1	276.1	275.2	260.6	278.0	262.9	261.9	235.2	246.9	262.9	257.6	230.8
7	273.0	259.7	276.9	271.8	257.9	268.0	270.9	264.3	237.2	249.0	265.1	259.8
8	254.9	265.4	260.7	285.3	252.4	256.9	263.8	266.7	260.2	233.3	245.0	261.1
9	270.5	252.2	273.6	262.4	273.9	257.9	260.8	265.8	268.5	262.0	235.0	246.8
10	268.8	263.3	244.1	269.4	253.6	264.9	252.8	254.7	259.7	262.3	255.9	229.2
11	253.8	246.8	247.7	226.8	248.4	247.1	238.5	231.7	233.6	238.4	240.9	234.7
12	243.3	236.3	238.0	238.1	206.2	234.6	232.8	224.0	217.5	219.4	224.1	226.5
K-12	3407.7	3365.1	3360.5	3356.5	3242.4	3208.3	3193.3	3150.7	3115.7	3095.6	3070.6	3037.9
Pre K-12	3431.7	3387.6	3380.9	3375.5	3267.1	3236.2	3217.2	3173.7	3138.7	3119.5	3094.2	3061.1
% Change K-12		-1.25%	-0.14%	-0.12%	-3.40%	-1.05%	-0.47%	-1.34%	-1.11%	-0.64%	-0.81%	-1.07%

73

ENROLLMENT ANALYSIS (END OF SEPTEMBER TO END OF YEAR)

Building	End of Sept	End of Year	Variance	End of Sept	End of Year	Variance	End of Sept	Proj End of Year	Avg Variance
	2012-2013			2013-2014			2014-2015		
SOUTH	744.00	730.42	-13.58	722.00	714.03	-7.97	698.00	687.23	-10.78
NORTH	741.00	742.65	1.65	701.00	709.49	8.49	709.00	714.07	5.07
MIDDLE	804.00	788.23	-15.77	794.00	787.75	-6.25	804.00	792.99	-11.01
HIGH SCHOOL	1,005.00	982.14	-22.86	1,040.00	1,005.00	-35.00	1,022.00	993.07	-28.93
TOTAL	3,294.00	3243.44	-50.56	3,257.00	3216.27	-40.73	3,233.00	3,187.36	-45.65

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GENERAL EDUCATION FORMULA INCREASE	2%	1%	0%	0%	1%	1%	1.50%	1.50%	
OTHER STATE CHANGES AFFECTING FUNDING	K weighting inc from .557 to .612	\$51 One time add't gen. ed aid				Literacy incentive aid based on 3rd grade proficiency & 4th grade growth		All Day K fully Funded Declining Enrollment Revenue	New special Education Formula Local Optional Revenue \$424
								Location Equity Revenue \$212	
								Uniform General Levy Reinstated	
	House-Democratic	House-Democratic	House-Democratic	House-Republican	House-Republican	House-Democratic	House-Democratic	House-Republican	
	Senate-Democratic	Senate-Democratic	Senate-Democratic	Senate-Republican	Senate-Republican	Senate-Democratic	Senate-Democratic	Senate-Democratic	
	Governor-Republican	Governor-Republican	Governor-Republican	Governor-Democratic	Governor-Democratic	Governor-Democratic	Governor-Democratic	Governor-Democratic	