

Princeton Public Schools - ISD 477  
Tuesday, March 6, 2018 at 6:00 PM  
Regular School Board Meeting  
District Office Board Room Located @ City Hall (Use City Hall Entrance)

**Our Mission**

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

**Our Vision**

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

1. **PROCEDURAL ITEMS**
2. Call to Order and Pledge of Allegiance
3. Roll Call
4. Citizen Comments
5. Fall Commendations
6. **REPORTS**
  - a. Board Members Committee Reports
  - b. Student Council Report
  - c. Superintendent Report
7. **APPROVE AGENDA**
8. **DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES** 3
9. **CONSENT AGENDA**

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

  - a. Personnel 5
  - b. Gifts 6
  - c. Fundraisers 9
  - d. Community Education Agreement 12
  - e. American Indian Parent Advisory Committee Continuance 15
10. **INFORMATION**
  - a. First Reading of Policies- # 801, 802, 805, 806, 807, 808, 901, 902, 903, 904, 905, 907, 908. 22
  - b. Strategic Plan Update - Goal 4 101

|   |     |
|---|-----|
| c. High School Registration   | 110 |
| d. Primary School Principal Search  | 116 |
| <b>11. ACTION</b>   |     |
| a. Revised Budget 2017-2018<br><i>I move to approve the Revised Budget for 2017-2018.</i>   | 117 |
| b. Long Term Facility Maintenance<br><i>I move to approve the 2018 summer projects list and direct Administration to continue to plan for an 8 year bond cycle to address the long term facility needs starting with the 2019 summer projects. This process will not increase local taxpayers levies.</i> | 126 |
| c. Capital Budget<br><i>I move to approve the Capital plan for 2018-2019.</i>   | 130 |
| d. Building Improved Assigned 2018-2019<br><i>I move to approve the Building Improved plan for the 2018-2019 school year.</i>   | 131 |
| e. Parameters   |     |
| Class Size Guidelines<br><i>I move to approve the 2018-2019 class size guidelines as presented.</i>   | 132 |
| Enrollment<br><i>I move to approve the 2018-2019 estimated enrollment as calculated by the School Finance.spreadsheet with the exception of K in which we are estimating 230 students totaling 3,246 K-12 students.</i>   | 133 |
| f. Superintendent Search<br><i>I move to authorize the Director of Human Resource to move forward with the Superintendent search.</i>   | 136 |
| g. 2018-19 and 2019-2020 School Calendars<br><i>I move to approve the 2018-19 calendar and the 2019-20 calendar.</i>  | 148 |
| h. Police School Liaison Contracts<br><i>I move to accept the school liaison tentative contract as presented.</i>   | 150 |
| i. RRSEC<br><i>I move to support the approval of Rum River Special Education Cooperative to become fiscally independent.</i>  | 165 |
| <b>12. ADDITIONS TO AGENDA</b>  |     |
| <b>13. FUTURE MEETINGS</b>  |     |
| Executive Committee- March 13, 4:00 P.M.  |     |
| Policy Meeting- March 20th, 5:00 P.M.   |     |
| Board Work Session- March 20th, 6:00 P.M.   |     |
| <b>14. ADJOURN</b>  |     |



**Call to Order and Pledge of Allegiance**

The regular meeting of the School Board of District #477 was called to order by Chair Eric Minks on the **20th day of February, at 6:00 p.m.** in the District Center Board Room.

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

Members Absent: None

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Sarah Marxhausen

Student Council Representative: Lacey Broding-No report

Citizen Comments: None

**REPORTS**

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

Howard Vaillancourt

Eric Strandberg

Deb Ulm

Eric Minks

Sue VanHooser

Long Range Planning

Long Range Planning, Wellness

Long Range Planning

Schools for Equity in Education; Wellness; Long Range Planning

Craig Johnson

Chad Young

Policy

Superintendent Report: Board member appreciation week.

**APPROVE AGENDA**

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

**DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES**

Motion made by Deb Ulm, seconded by Howard Vaillancourt, **to approve the February 6th, regular/closed meeting minutes.** Motion passed unanimously.

**CONSENT AGENDA**

Motion made by Sue VanHooser, seconded by Chad Young, **to approve the consent**

**agenda as presented.** Personnel, Bills, Wire Transfers, Treasurer's Report, Gifts.  
Motion passed unanimously.

Howard Vaillancourt wished to reopen the discussion on the Band Field trip due to the increased number of students participating. The board agreed to add that the trip will include 79 students and is approved.

**WORK SESSION-** The board started their Work Session at 6:05 p.m. The topics for discussion were.

- 2017-18 Revised Budget
- Parameters for 2018-19 Budget
  - Enrollment
  - Class Size
- Long Term Facility Maintenance Planning
- Capital and Assigned Building Projects Planning
- Superintendent Search Process

**ADJOURN**

The work session was adjourned at 8:40 p.m.

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Chair Eric Minks

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Clerk Sue VanHooser

Recorder- Emily McKinnon

03.06.2018

| Status   | Last Name  | First Name | Building               | Job Title                 | Group       | Replacing      | Effective Date | Wage        |
|----------|------------|------------|------------------------|---------------------------|-------------|----------------|----------------|-------------|
| New Hire | Del Carmen | Maria      | Primary & Intermediate | Spanish Immersion Teacher | PEA         | Isabel Fillat  | 7.1.18         | \$65,897.00 |
| New Hire | McConville | Kellie     | Student Services       | Secretary                 | Secretaries | Emily McKinnon | 3.12.18        | \$20.19     |

| Status      | Last Name  | First Name | Building       | Job Title         | Group      | Replacing | Effective Date | Wage |
|-------------|------------|------------|----------------|-------------------|------------|-----------|----------------|------|
| Resignation | Cole       | Keri       | High School    | Science Teacher   | PEA        | N/A       | 2.09.18        |      |
| Resignation | Strickland | Karly      | High School    | Volleyball Coach  | Activities | N/A       | Fall 2018      |      |
| Resignation | Gross      | Jen        | Middle School  | SpEd Teacher      | PEA        | N/A       | 6.01.18        |      |
| Resignation | Baird      | Brenda     | Primary School | Yearbook Advisory | Activities | N/A       | 3.1.18         |      |
| Retiring    | Maples     | Elaine     | High School    | Math Teacher      | PEA        | N/A       | 6.01.18        |      |
| Retiring    | Lorentz    | Terri      | Family Center  | ECSE Teacher      | PEA        | N/A       | 6.01.18        |      |
| Retiring    | Zytkovicz  | Josie      | Intermediate   | PE Teacher        | PEA        | N/A       | 6.01.18        |      |

| Status           | Last Name | First Name | Building      | Job Title    | Group | Replacing | Effective Date | Wage |
|------------------|-----------|------------|---------------|--------------|-------|-----------|----------------|------|
| Intermittent LOA | Peterson  | Michelle   | Family Center | ECSE Teacher | PEA   | N/A       | 2.14.18        |      |
| Intermittent LOA | Klug      | Mary       | High School   | SpEd Para    | Para  | N/A       | 2.20.18        |      |

| Status               | Last Name | First Name | Building    | Job Title       | Group | Replacing | Effective Date     | Wage       |
|----------------------|-----------|------------|-------------|-----------------|-------|-----------|--------------------|------------|
| Change in Assignment | Borich    | Brandon    | High School | Science Teacher | PEA   | Keri Cole | 3.07.18 to 5.31.18 | \$4,619.16 |
| Change in Assignment | Lehmann   | Katie      | High School | Scient Teacher  | PEA   | Kari Cole | 3.07.18 to 5.31.18 | \$4,693.78 |

| Status     | Last Name  | First Name | Building    | Job Title                     | Group       | Replacing    | Effective Date | Wage       |
|------------|------------|------------|-------------|-------------------------------|-------------|--------------|----------------|------------|
| Extra Duty | Valdveso   | Pedro      | High School | Assistant Track & Field Coach | Activities  | Matt Zook    | 3.2018         | \$3,165.00 |
| Extra Duty | Pipenhagen | Laura      | Primary     | Secretary                     | Secretaries |              | 9.5.17         | 1 hour/day |
| Extra Duty | Weir       | Char       | Primary     | Yearbook Advisory             | Activities  | Brenda Baird | 3.1.18         | \$593.50   |

PRINCETON PUBLIC SCHOOLS  
**ACCEPTANCE OF GIFTS FORM**

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

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

Donor name: Princeton Used Clothing Center  
Princeton, MN

Description of gift: \$250.00 Check # 4676  
Monetary donation  
6<sup>th</sup> gr. Deep Portage Trip

Pre-Condition, Condition, or Limitation on use:  
Check # 4676, \$250.00  
Deep Portage account  
# 10-310-298-280-000-099

How this gift specifically relates to the program or school: \_\_\_\_\_  
This monetary donation helps  
to pay student fees who cannot  
afford to attend the trip.

This gift meets all requirements of Policy 706

Accepted  Not Accepted [Signature] Date: 2/26/18  
Principal or Director

Accepted  Not Accepted [Signature] Date: 2.27.18  
Superintendent

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_  
School Board Chairperson

Code Assigned: \_\_\_\_\_ Program Name \_\_\_\_\_

Routing:  
Principal or Director (thank you note attached)  Copy to Building   
Business Services

Board Approval  Revised: May 14, 2013



**PRINCETON**  
PUBLIC SCHOOLS

**ACCEPTANCE OF GIFTS FORM**

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

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

Donor name Lifetouch

Description of gift wallboards of staff for each Building to post at District Center

Pre-Condition, Condition, or Limitation on use \_\_\_\_\_  
\_\_\_\_\_

How this gift specifically relates to the program or school: \_\_\_\_\_  
\_\_\_\_\_

This gift meets all requirements of Policy 706

Accepted  Not Accepted Sarah Markhausen  
Principal or Director Staff Name Date 2/20/2018

Accepted  Not Accepted Julia Espe  
Superintendent Date 2.27.18

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_  
School Board Chairperson

Code Assigned: \_\_\_\_\_ Program Name \_\_\_\_\_ Routing: \_\_\_\_\_

Principal or Director (thank you note attached)

Copy to Building  Business Services  Board Approval



**PRINCETON**  
PUBLIC SCHOOLS

**ACCEPTANCE OF GIFTS FORM**

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

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

Donor name FCS

Description of gift 3 Apple Watches for Prizes

Pre-Condition, Condition, or Limitation on use \_\_\_\_\_

How this gift specifically relates to the program or school: Wellness Program Challenge

This gift meets all requirements of Policy 706

Accepted  Not Accepted

Margaret Segler  
Staff Name

[Signature]  
Principal or Director Date: 2/26/18

Accepted  Not Accepted

Julia Espe  
Superintendent Date: 2.26.18

Accepted  Not Accepted

\_\_\_\_\_  
School Board Chairperson

Code Assigned: \_\_\_\_\_ Program Name \_\_\_\_\_ Routing: \_\_\_\_\_

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

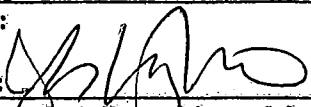
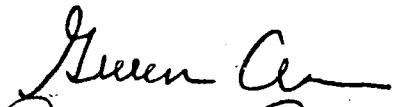
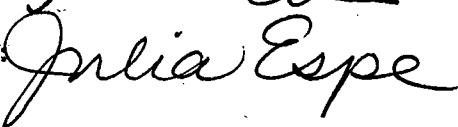
## FUNDRAISING APPROVAL FORM

|   |   |                                      |   |
|---|---|--------------------------------------|---|
| Date of fundraiser: February -<br>End of April  |   | Projected profit: 200 <sup>00</sup>  | Amount earned:  |
| Group or organization proposing the fundraiser:<br>VEX IQ Robotics - Fabulous 4 Worlds Team   |   | Item(s) being sold:<br>Hexbug robots |   |
| Company/organization supplying items to be sold:<br>VEX Robotics  |   |                                      |   |
| The money raised will be used for:<br>Worlds Competition - shirts/banner  |   |                                      |   |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. |   |                                      | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:  |   |                                      |   |
|   |   | Yes                                  | No  |
| 1.  | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.  | ✓                                    |   |
| 2.  | The charity involved has been selected by the student body as one in which they wish to participate (if applicable).  | ✓                                    |   |
| 3.  | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.   |                                      | ✓   |
| 4.  | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.  | ✓                                    |   |
| 5.  | Information is going home with the students to the parents explaining the district's fundraising policy.  | ✓                                    |   |
| 6.  | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.  | ✓                                    |   |
| 7.  | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.   | ✓                                    |   |
| 8.  | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> <li>• K-8: Only allowed if a parent or guardian is with the student</li> <li>• 9-12: Groups of two or more students working together.</li> </ul> | ✓                                    |   |
| I have reviewed Policy #511 Fundraising and agree to its provisions:  |   |                                      |   |
| Date: 2-14-18   | Teacher/Sponsor Signature: <i>Brundage Baird</i>  |                                      |   |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. <u>  </u> APPROVED <u>  </u> NOT APPROVED   |   |                                      |   |
| Date: 2/14/18   | Administrator Signature: <i>J.E.</i>  |                                      |   |
| Date: Feb. 16, 2018   | Superintendent Signature: <i>Julia Espe</i>   |                                      |   |
| Date:   | School Board Chair Signature:   |                                      |   |

FUNDRAISING APPROVAL FORM

|   |   |                                     |   |
|---|---|-------------------------------------|---|
| Date of fundraiser:<br><i>May 18<sup>th</sup> &amp; 19<sup>th</sup></i>   |   | Projected profit:<br><i>7400</i>    | Amount earned:  |
| Group or organization proposing the fundraiser:<br><i>Princeton Tigers Hockey</i>   |   | Item(s) being sold:<br><i>Brats</i> |   |
| Company/organization supplying items to be sold:<br><i>Coburns</i>  |   |                                     |   |
| The money raised will be used for:<br><i>Equipment needs / off setting sign up fees</i>   |   |                                     |   |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. |   |                                     | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:  |   |                                     |   |
|   |   | Yes                                 | No  |
| 1.  | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.  | <input checked="" type="checkbox"/> |   |
| 2.  | The charity involved has been selected by the student body as one in which they wish to participate (if applicable).  | <i>N/A</i>                          |   |
| 3.  | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.   | <i>N/A</i>                          |   |
| 4.  | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.  | <i>N/A</i>                          |   |
| 5.  | Information is going home with the students to the parents explaining the district's fundraising policy.  | <input checked="" type="checkbox"/> |   |
| 6.  | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.  | <input checked="" type="checkbox"/> |   |
| 7.  | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | <input checked="" type="checkbox"/> |   |
| 8.  | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards:<br>• K-8: Only allowed if a parent or guardian is with the student<br>• 9-12: Groups of two or more students working together.      | <i>N/A</i>                          |   |
| I have reviewed Policy #511 Fundraising and agree to its provisions:  |   |                                     |   |
| Date: <i>1/23/18</i>  | Teacher/Sponsor Signature: <i>[Signature]</i>   |                                     |   |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. _____ APPROVED _____ NOT APPROVED   |   |                                     |   |
| Date: <i>2.6.18</i>   | Administrator Signature: <i>[Signature]</i>   |                                     |   |
| Date: <i>2.9.18</i>   | Superintendent Signature: <i>[Signature]</i>  |                                     |   |
| Date:   | School Board Chair Signature:   |                                     |   |

FUNDRAISING APPROVAL FORM

|   |   |   |   |
|---|---|---|---|
| Date of fundraiser:<br>Aug 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup>   |   | Projected profit:<br>\$700                              | Amount earned:  |
| Group or organization proposing the fundraiser:<br>Princeton Tigers Archery   |   | Item(s) being sold: Working<br>a game booth @ Game Fair |   |
| Company/organization supplying items to be sold:<br>MA Bow Hunters  |   |   |   |
| The money raised will be used for:<br>Equipment needs / off setting gym up fees   |   |   |   |
| The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public. |   |   | Place a checkmark beside each box to indicate whether the criteria for fundraising are met. |
| Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:  |   |   |   |
|   |   | Yes   | No  |
| 1.  | Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.  | ✓   |   |
| 2.  | The charity involved has been selected by the student body as one in which they wish to participate (if applicable).  | N/A   |   |
| 3.  | Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.   | N/A   |   |
| 4.  | The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.  | N/A   |   |
| 5.  | Information is going home with the students to the parents explaining the district's fundraising policy.  | ✓   |   |
| 6.  | I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.  | ✓   |   |
| 7.  | The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities. | ✓   |   |
| 8.  | Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards:<br>• K-8: Only allowed if a parent or guardian is with the student<br>• 9-12: Groups of two or more students working together.      | N/A   |   |
| I have reviewed Policy #511 Fundraising and agree to its provisions:  |   |   |   |
| Date: 1/23/18   | Teacher/Sponsor Signature:    |   |   |
| As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction. APPROVED NOT APPROVED   |   |   |   |
| Date: 2.6.18  | Administrator Signature:    |   |   |
| Date: 2.9.18  | Superintendent Signature:   |   |   |
| Date:   | School Board Chair Signature:   |   |   |

**Princeton Public Schools**  
**Community Education Agreement**  
**Updated February 1, 2018**

**At-Will Employment**

The District will employ Community Education employees, on an at-will basis, to perform the outlined duties. This is an at-will agreement where the District may discipline as the District sees fit. The District may also discharge Community Education employees and unilaterally terminate this Agreement as the District sees fit. The District is not required to provide advance notice or show cause in connection with disciplining or discharging Community Education employees from employment or in connection with terminating this Agreement. Community Education employees may resign from the District at any time and for any reason.

**Pay Schedules**

Lane advancement based on annual performance evaluation conducted by Program Coordinator or Community Education Director.

**Benefits**

The Community Education Agreement will follow the Paraprofessional CBA (Collective Bargaining Agreement) regarding health insurance, dental insurance, life insurance, LTD (Long-term disability), and tax deferred matching plan (403b) for any employee who qualifies based on the definition of the Affordable Care Act. Currently, under the ACA, positions working less than 30 hours per week do not receive the below listed benefits.

**Leaves of Absence**

**Sick Leave and Emergency Family Leave**

The Community Education Agreement will follow the Paraprofessional CBA (Collective Bargaining Agreement) regarding sick leave and emergency family leave.

**Vacation**

Employees who are School Board approved to work (12) twelve months in a school year will earn vacation on a monthly basis. Two (2) vacation days may be rolled over to the next year.

- a) Upon hire through year six (6) of consecutive employment, employees will earn one day of vacation per month. - 12 days (96 hours)
- b) Years 7 through 15 of consecutive employment, employees will earn 1.25 days of vacation per month. - 15 days (120 hours)

**Personal Leave**

Employees who are School Board approved to work 9 months or more in a school year will be eligible for two (2) days of personal leave per year, non-accumulative, for situations requiring the employee's personal attention.

**Paid Holidays**

Employees who work 30 or more hours in a week and 9 months or more, may be granted the following holidays:

- |                        |                          |
|------------------------|--------------------------|
| Independence Day       | New Year's Eve Day       |
| Labor Day              | New Year's Day           |
| Thanksgiving Day       | President's Day          |
| Day after Thanksgiving | Good Friday Memorial Day |
| Christmas Eve Day      | Memorial Day             |
| Christmas Day          |                          |

Holidays will be paid based on the employees regular scheduled duty day. Less than 12-month employees will receive all listed holidays that fall within their working calendar.

***Tiger Club***

| <b>Position</b>                               | <b>A</b>                                       | <b>B</b>              | <b>C</b>            | <b>D</b>             |
|---|--|-----------------------|---------------------|----------------------|
| <b>Tiger Club Site Supervisor</b>             | Wage Scale is based on Para Contract Class IV  |                       |                     |                      |
| <b><i>Tiger Club Lead</i> - seasonal</b>      | Wage Scale is based on Para Contract Class III |                       |                     |                      |
| <b><i>Tiger Club Assistant</i> - seasonal</b> | Min. Wage                                      | Min. Wage Plus \$0.25 | Min Wage Plus \$.50 | Min. Wage Plus \$.75 |

Paraprofessional within District will receive same rate of pay as they do during the school year for Tiger Club Lead position

***ECFE***

| <b>Position</b>                                      | <b>A</b>                                       | <b>B</b> | <b>C</b> | <b>D</b> |
|--|--|----------|----------|----------|
| <b>ECFE Childcare</b>                                | Wage Scale is based on Para Contract Class II  |          |          |          |
| <b>ECFE Classroom Assistant &amp; Lead Childcare</b> | Wage Scale is based on Para Contract Class III |          |          |          |

***Aquatics- Part time positions***

| <b>Position</b>                              | <b>A</b>                                      | <b>B</b>              | <b>C</b>              | <b>D</b>              |
|--|---|-----------------------|-----------------------|-----------------------|
| <b><i>Pool Coordinator</i></b>               | Wage Scale is based on Para Contract Class IV |                       |                       |                       |
| <b>Lead WSI - (Swimming Lessons)</b>         | Min. Wage Plus \$3.50                         | Min. Wage Plus \$4.00 | Min. Wage Plus \$4.50 | Min. Wage Plus \$5.00 |
| <b>WSI - Assisting with Swimming Lessons</b> | Min. Wage                                     | Min. Wage Plus \$1.00 | Min. Wage Plus \$2.00 | Min. Wage Plus \$3.00 |
| <b>Lifeguard or Aid</b>                      | Min. Wage                                     | Min. Wage Plus \$0.25 | Min. Wage Plus \$0.50 | Min. Wage Plus \$0.75 |

LifeGuard with WSI certification = Additional \$0.25/hour

***CE - Recreation and Enrichment***

***(The typical CE course is proposed by the instructor and individual agreements, based on these proposals, are established - most instructors, if paid, are paid a percentage of proceeds and based on individual instructor agreements. In the event that we pay an instructor an hourly rate the maximum hourly rate is set at \$25/hour)***

| <b>Position</b>                             | <b>A</b>                        | <b>B</b>              | <b>C</b>              | <b>D</b>              |
|---|---------------------------------|-----------------------|-----------------------|-----------------------|
| <b>Assistant</b>                            | Min. Wage                       | Min. Wage Plus \$0.20 | Min. Wage Plus \$0.40 | Min. Wage Plus \$0.60 |
| <b><i>Publication layout and design</i></b> | Based on Secretary Class III    |                       |                       |                       |
| <b><i>CE site supervisor</i></b>            | Based on Para Contract Class II |                       |                       |                       |

Paraprofessional within District will receive same rate of pay as they do during the school year for CE Site Supervisors.

## AIPAC and District Compliance Documentation

### District Identification Information

District/School Name and Number: Princeton Public Schools, iSD 477

Indian Education Program Lead: Gary Loch,

### Please Choose One:

#### Option 1: A Resolution of Concurrence

- The AIPAC met and issued a vote of **concurrence**. An official Resolution citing this **concurrence** was signed by the AIPAC Chairperson, in the presence of committee members, on **February 5, 2018**.
- The AIPAC presented the **signed** Resolution of Concurrence to the district school board on **February 6, 2018**

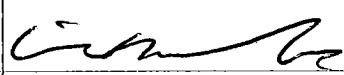
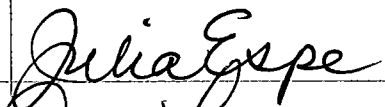

#### Option 2: A Resolution of Non-Concurrence

- The AIPAC met and issued a vote of **non-concurrence**. An official Resolution citing this **non-concurrence** was signed on (M/D/YR):
- The AIPAC presented the **signed** Resolution of non-concurrence to the district school board along with specific recommendations for improvement on (M/D/YR):
- The AIPAC, Superintendent, and School Board recognize that the district school board is **required** to respond, in writing, to each specific recommendation, and that that response must be received within 60 days of recommendations being put forth.

#### Option 3: Our District Does Not Yet Have an AIPAC

- Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, Section 124D.78. The district Superintendent will contact the Office of Indian Education immediately to receive guidance on this process, its expectations, and requirements.

### Signatures

| Personnel Role           | Printed Name   | Signature  | Date    |
|--------------------------|----------------|--|---------|
| School Board Chairperson | Eric Minks     |  | 2-26-18 |
| Superintendent/Director  | Dr. Julia Espe |  | 2.9.18  |
| AIPAC Chairperson        | Jane Leuer     |  |         |

# Resolution

## American Indian Parent Advisory Committee

### Due Annually on March 1

**WHEREAS**, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community.

**WHEREAS**, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s), and

**WHEREAS**, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning, and,


**WHEREAS**, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

**THEREFORE BE IT RESOLVED**, that the AIPAC concurs that the school board and district are compliant with MN Statutes, Section 124D.78, and that the school board and district are meeting the needs of American Indian students.

**We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We agree with the contents and implementation of the Indian Education Program Plan and commit to evaluating the IEPP at the end of school year to ensure that it is continuing to meet the needs of American Indian students, **OR**

**We, the American Indian Parent Advisory Committee**, issue a **Vote of Non-Concurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Signature: \_\_\_\_\_



Date: \_\_\_\_\_

FEB. 5, 2018

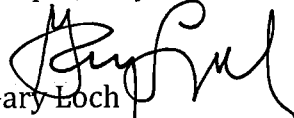
Addendum to the Princeton School District, American Indian Parent Advisory Committee Vote of Concurrence, February 5<sup>th</sup>, 2018

On Monday, February 5<sup>th</sup>, the Princeton And Milaca School Districts, American Indian Parent Advisory Committees met and discussed the Question, "Is our school district meeting the needs of our American Indian students?"

The Princeton Committee members enthusiastically voted in agreement that Princeton Schools were meeting the needs of our American Indian Students.... however, more can be done. The Parents Committee asked that the curriculum be expanded to include more cultural information not only for American Indian students, but for all Princeton students. They have requested cultural inclusions in language, history, visual arts, language arts as the basis of an equity and social justice curriculum.

The consensus was that needs were being met but more could be done. The discussion was lively and overwhelmingly appreciative of support from the school board, our superintendent, teachers and staff.

Respectfully submitted,



Gary Loch  
American Indian Education Liaison,  
Princeton and Milaca Schools



## American Indian Parent Advisory Committee (AIPAC)

### Representative Roster

Print and fill out by hand. Print names clearly. Scan and remit via email with your completed IEPP.

| Representative                  | American Indian  | Committee Role  | Primary Area of Representation  |
|---------------------------------|--|---|---|
| Name: <i>Jame Leuer</i>         | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input checked="" type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input checked="" type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: <i>Amy White Mountain</i> | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input checked="" type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: <i>Verna Cleveland</i>    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input checked="" type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input type="checkbox"/> | Parent <input checked="" type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |

| Representative                 | American Indian  | Committee Role  | Primary Area of Representation  |
|--------------------------------|--|---|---|
| Name:<br>DAVID Cloud           | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input checked="" type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Carrie Goldsmith Hale | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input checked="" type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Laura Linder          | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input checked="" type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Werdna Leith          | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input checked="" type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Lia Durant Szilbor    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |

| Representative          | American Indian  | Committee Role  | Primary Area of Representation  |
|-------------------------|--|---|---|
| Name:<br>Ethan Linder   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Emily Erickson | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>Tyler Lewis    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input type="checkbox"/>            | Parent <input type="checkbox"/><br>Secondary Student <input type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/>            |
| Name:<br>KATY Hess      | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name:<br>TASHINA BARTA  | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |

| Representative         | American Indian  | Committee Role  | Primary Area of Representation  |
|------------------------|--|---|---|
| Name: James Urevis     | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: Bryce Hess       | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: Evan Miede       | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: DONOVAN WHITTING | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |
| Name: CHRISTIAN TALAUT | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Chairperson <input type="checkbox"/><br>Vice-Chairperson <input type="checkbox"/><br>Secretary <input type="checkbox"/><br>General Representative <input checked="" type="checkbox"/> | Parent <input type="checkbox"/><br>Secondary Student <input checked="" type="checkbox"/><br>AI Community Member <input type="checkbox"/><br>AI Teacher/Paraprofessional <input type="checkbox"/><br>Other District Staff <input type="checkbox"/> |

## Summary of Policy Changes

801 - Changed definitions of grades within Elementary and Secondary schools.

805 - MSBA updates

806 - MSBA updates

807 - MSBA updates

808 - Misspelling corrected

902 - Procedures separated into sections

903 - MSBA updates

**PRINCETON PUBLIC SCHOOLS  
POLICY 801-EQUAL ACCESS TO SCHOOL FACILITIES**

**I. PURPOSE**

The purpose of this policy is to implement the Equal Access Act by granting equal access to elementary and secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of this school district not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in elementary and secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
  - 1. influence the form or content of any prayer or other religious activity;
  - 2. require any person to participate in prayer or other religious activity;
  - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
  - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

### III. DEFINITIONS

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. "Elementary school" means any school with enrollment of pupils in kindergarten through grade ~~6~~ 5 or any portion thereof.
- C. "Secondary school" means any school with enrollment of pupils ordinarily in grades ~~7~~ 6 through 12 or any portion thereof.
- D. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- E. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- F. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.
- G. "Nonschool person" means any person who is not currently enrolled as a student or employed by the school district.

### IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;

- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

## V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
  - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
  - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
  - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
  - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
  - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.

- D. The building principal has responsibility to:
  - 1. Keep a log of application information.
  - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
  - 3. Note the condition of the facilities and equipment before and after use.
  - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
  - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

**Legal References:** 20 U.S.C. §§ 4071-74 (Equal Access Act)  
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)  
*Board of Educ. of Westside Community Schools v. Mergens*, 496 U.S. 226, 1105 S.Ct. 2356 (1990)  
*Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)  
*Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist.* 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

**Cross References:** MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

MSBA Service Manual, Chapter 13, School Law Bulletin "O" (Equal Access Act)

Independent School District #477  
Princeton, Minnesota 55371

Adopted: February 28, 2006  
Reviewed: May 17, 2016  
Reviewed: August 16, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 802-DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL**

**I. PURPOSE**

The purpose of this policy is to provide guidelines for the Superintendent to assist in timely disposition of obsolete equipment and material.

**II. GENERAL STATEMENT OF POLICY**

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

**III. DEFINITIONS**

- A. "Contract" means an agreement entered into by the School District for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

**IV. MANNER OF DISPOSITION**

A. Authorization

The Superintendent or the Director of Business Services shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the School Board. The Superintendent or the Director of Business Services shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$100,000

- 1. If the value of the equipment or materials is estimated to exceed \$100,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and

contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the School Board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School Board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the Board may re-advertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation

results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the School District as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$100,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$100,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the School District may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the School District may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

G. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

H. Sales to Employees

No officer or employee of the School District shall sell or procure for sale or possess or control for sale to any other officer or employee of the School District any property or materials owned by the School District unless the property and materials are not needed for public purposes and are sold to a School District employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A School District employee may purchase no more than one motor vehicle from the School District in any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the School District from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

I. Exceptions for Surplus School Computers

A School District may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;

J. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the School District may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

K. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

L. Sales to Employees

No officer or employee of the School District shall sell or procure for sale or possess or control for sale to any other officer or employee of the School District any property or materials owned by the School District unless the property and materials are not needed for public purposes and are sold to a School District employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A School District employee may purchase no more than one motor vehicle from the School District in any 12-month period. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the School District from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

M. Exceptions for Surplus School Computers

A School District may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;
3. the board of trustees of Minnesota State Colleges and Universities;  
or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

**Legal References:** Minn. Stat. § 13.591 (Business Data)

Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)

Minn. Stat. § 123B.29 (Sale of School Building at Auction) Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 645.11 (Published Notice)

**Cross References:** MSBA Service Manual, Chapter 13, School Law Bulletin “F” (School District Contract and Bidding Procedures)

Adopted: December 20, 2011

Revised: May 17, 2016

Reviewed: August 16, 2016

**PRINCETON PUBLIC SCHOOLS  
WASTE REDUCTION AND RECYCLING**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

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

- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)
- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))
- K. “Source-separated compostable materials” means materials that:
  - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
  - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
  - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;

4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the material.

(Minn. Stat. § 115A.03, Subd. 32a)

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

(Minn. Stat. § 115A.03, Subd. 36b)

#### **IV. WASTE DISPOSAL**

- A. The school district will attempt to decrease the amount of waste consumable materials by:
  1. reduction of the consumption of consumable materials whenever practicable;
  2. full utilization of materials prior to disposal;
  3. minimization of the use of non-biodegradable products whenever practicable.

- B. Each school district facility will have containers for at least three of the following recyclable materials: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
  1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
  2. develop and implement a plan for managing the potential liability; and
  3. submit the information in (1) and (2) above to the PCA.

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

- E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
  1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
  2. the land unless approved by the PCA; or

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

(Minn. Stat. § 115A.916)

- F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
  1. in solid waste; or
  2. in a wastewater disposal system. (Minn. Stat. § 115A.932, Subd. 1(a))
  
- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
  1. in a solid waste processing facility; or
  2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites

designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

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

- J. The school district may not place yard waste:

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

(Minn. Stat. § 115A.93)

- K. The school district may not place a telephone directory:

1. in solid waste;
2. in a disposal facility; or
3. in a resource recovery facility, except a recycling facility. (Minn. Stat. § 115A.951, Subd. 2)

- L. The school district may not:

4. place major appliances in mixed municipal solid waste; or
5. dispose of major appliances in or on the land or in a solid waste

processing or disposal facility.

(Minn. Stat. § 115A.9561)

M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)

N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

## V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16B.122, Subd.3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16B.122, Subd. 3(b))
- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
  2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight
  3. purchase paper which has not been dyed with colors, excluding

pastel colors;

4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
5. use reusable binding materials or staples and bind documents by methods that do not use glue;
6. use soy-based inks;
7. purchase printer or duplication cartridges that:
  - a. have 10 percent post-consumer material; or
  - b. are purchased as re manufactured; or
  - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. §115A.03, Subd. 25b.
8. produce reports, publications, and periodicals that are readily recyclable;
9. purchase paper which has been made on a paper machine located in Minnesota; and
10. print documents on both sides of the paper where commonly accepted publishing practices allow.

(Minn. Stat. § 16B.122, Subd. 2)

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

carpet recycling company in their bids. (Minn. Stat. § 16B.122, Subd. 3(b))

## VI. OTHER

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

**Legal References:** Minn. Stat. § 16B.122 (Purchase and Use of Paper Stock; Printing) Minn. Stat. § 115A.03 (Definitions)  
Minn. Stat. § 115A.15 (State Government Resource Recovery)  
Minn. Stat. § 115A.151 (State and Local Facilities) Minn. Stat. § 115A.46 (Requirements)  
  
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste) Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited) Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)  
  
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)  
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions) Minn. Stat. § 115A.931 (Yard Waste Prohibition)  
Minn. Stat. § 115A.932 (Mercury Prohibition)  
Minn. Stat. § 115A.951 (Telephone Directories) Minn. Stat. § 115A.9561 (Major Appliances)  
  
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)  
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)  
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)  
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)  
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)  
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)  
  
*National Solid Waste Management Ass'n v. Williams, et al.*, 966 F.Supp. 844 (D. Minn. 1997)

## Cross References:

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## PRINCETON PUBLIC SCHOOLS 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 emergency responders and other relevant community organizations. The school district will ensure that relevant emergency 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 first responder 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 Princeton Crisis Management Procedures to assist in the development of building-specific crisis management plans. **Finally**, All general crisis procedures will address specific procedures for the safe evacuation of children and employees 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.

(Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended).

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 updated regularly 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 will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to emergency 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 emergency responders or sharing the documents with emergency 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 and Notification 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. The school district should consider and alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing 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. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the

procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. 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 behavioral health crisis intervention 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.

#### I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery

### **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

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. Ch. 12A (Natural Disaster; State Assistance)  
 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. § 326B.02, Subd. 6 (Powers)  
 Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
 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 Every Student Succeeds Act**)

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)

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 Reviewed: August 16, 2016

## PRINCETON SCHOOL DISTRICT HEALTH AND SAFETY POLICY

### I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

### III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

### IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
  - 1. Asbestos
  - 2. Fire and Life Safety
  - 3. Employee Right to Know
  - 4. Emergency Action Planning
  - 5. Combustible and Hazardous Materials Storage
  - 6. Indoor Air Quality
  - 7. Mechanical Ventilation
  - 8. Mold Cleanup and Abatement
  - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
  - 10. Infectious Waste/Bloodborne Pathogens

11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
345. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working

conditions or practices.

- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

## V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The Superintendent or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

## VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

**Legal References:** Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)

Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)  
Minn. Stat. § 182.676 (Safety Committees)  
Minn. Rules Part 5208.0010 (Applicability)  
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

**Cross References:** Princeton Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)  
Princeton Policy 701 (Establishment and Adoption of School District Budget)  
Princeton Policy 806 (Crisis Management Policy)

Reviewed: June 25, 2013  
Reviewed: June 17, 2014  
Reviewed: August 18, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 808-SERVICE ANIMALS IN SCHOOLS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

**A. Service Animal**

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

**B. Handler**

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

**C. “Works or Tasks”**

1. “Work or tasks” are those functions performed by a service animal. The “work or tasks” performed by a service animal must be directly related to the handler’s disability.
2. Examples of “work or tasks” include, but are not limited to,

assisting individuals who are blind or have low vision with navigation and other tasks alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling wheelchair assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

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

D. Trainer

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

#### IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e individuals with disabilities or ~~ainers~~ trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right:
  - (a) to be present on school district property
  - (b) to attend or participate in a school sponsored event, activity, or program; or
  - (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school

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

1. If the animal is required because of a disability; and
  2. What work or tasks the animal has been trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.
- D. An individual with a disability may not be required to provide documents such as proof that the animal has been certified, trained, or licensed as a service animal.

#### **V. MANAGEMENT OF SERVICE ANIMALS**

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

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

- A. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning, and toileting. Neither the school district nor its staff will assume such responsibilities. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the direction of the building administrator.
- B. Individuals with disabilities who are assisted by service animals are

responsible for providing the supplies and equipment needed by the service animal.

- C. Owners of service animals are liable for any harm or injury caused by the service animal to other students, staff, visitors and/or property.

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building or a school-sponsored program or activity, if:
  1. The service animal is out of control and the handler does not take effective action to control it;
  2. The service animal is not housebroken;
  3. The presence of the animal would fundamentally alter the nature of a service, program or activity; or
  4. The handler fails to submit proof of current vaccinations and immunizations of the service animal.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

## **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

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

- A. They type, size and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken;

- D. Whether the miniature horse's presence in a specific building or on school grounds compromised legitimate safety requirements that are necessary for safe operation; and
- E. Whether the miniature horse's presence is contrary to any other provision of this Policy.

**IX. ALLERGIES; FEAR OF ANIMALS**

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

**X. ANIMALS FOR STUDENTS WITH IEPS OR SECTION 504 PLANS**

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

**XI. SERVICE ANIMALS FOR EMPLOYEES**

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

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

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

Adopted: September 6, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 901-COMMUNITY EDUCATION**

**I. PURPOSE**

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

**II. GENERAL STATEMENT OF POLICY**

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

**III. COMMUNITY EDUCATION ADVISORY COUNCIL**

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within

the boundaries of the school district; and any other groups participating in the community education program in the school district.

- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings as stipulated in the by laws.
- D. The council will implement a procedure to reduce and eliminate program duplication within the school district.

**Legal References:** Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)  
 Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Non curricular Purposes)  
 Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

**Cross References:** Policy 902 (Use of School District Facilities and Equipment)

Adopted: July 22, 2008  
 Revised: October 13, 2009  
 Reviewed: May 17, 2016  
 Reviewed: August 18, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 902-FACILITY USE**

**I. Policy**

It is the policy of Independent School District 477 to make the use of school facilities available primarily by citizens of the district. The implementation of this policy requires both individual and community cooperation. School facility rules and regulations under this policy apply to all property owned and managed by the school district and are in effect at all times when the school property is not in use for regular educational programs.

**II. Administration**

The administration, through the Community Education Department, will develop and execute appropriate guidelines for the use of school facilities.

**III. Scheduling**

Community Education processes requests for use of all district facilities before and after the regular school day, as well as weekends and vacations. Individuals or groups interested in using school facilities should make such requests through Community Education, which will determine the availability and appropriate usage of the facilities.

District Facilities are available for use according to the following hours of operation.

|                     |             |                |                |                 |
|---------------------|-------------|----------------|----------------|-----------------|
| District Center     | Mon. - Fri. | 6am - 10:30 pm |                |                 |
| Family Center       | Mon.- Fri.  | 6am -10:30 pm  |                |                 |
| Primary School      | Mon. - Fri. | 6am - 10:30 pm | Sat. 8am - 4pm | Sun. 12pm - 4pm |
| Intermediate School | Mon. - Fri. | 6am - 10:30 pm |                |                 |
| Middle School       | Mon. - Fri. | 6am - 10:30 pm | Sat. 8am - 4pm | Sun. 12pm - 4pm |
| High School         | Mon. - Fri. | 6am - 10:30 pm | Sat. 8am - 4pm | Sun. 12pm - 4pm |

Sunday usage would require a Site Supervisor to oversee practice events. Custodial coverage is required for all public performances and games. Sunday rentals are based on an hourly rate only. Usage outside of these hours of operation may be requested and additional staffing charges will be incurred based on needs.

Class 1 (District sanctioned events) will absorb additional costs for events held outside of the building hours of operation.

Classes 2-4 Will absorb additional costs based on needs.

### **Designated Contract Holidays**

Labor Day\*  
 Memorial Day\*  
 Presidents Day\*  
 Christmas Eve  
 Christmas Day  
 Thanksgiving Day  
 Day-after Thanksgiving\*  
 New Years Eve\*  
 New Years Day  
 Independence  
 Day Good  
 Friday\*  
 Other Dates - to be determined

### **\*Exceptions:**

District sponsored practice type events must have a designated school employee responsible for supervision of attendees and securing school buildings on the following Designated Contract Holidays:

1. Labor Day
2. Memorial Day
3. Presidents Day
4. Day-After Thanksgiving
5. New Years Eve
6. Good Friday

### **All events held on these days must follow the requirements outlined below:**

1. Practice & Scrimmage type events are allowed.
2. Games or Performances are not allowed.
3. Princeton High School & Middle School are the only buildings available for access on these days.
4. Only events with a valid Facility Use Permit issued by the Community Education are allowed on these days.
5. The holder of the permit is responsible for securing the High School during and at the conclusion of the event.
6. Onsite Supervisors must be trained in securing the building.

7. Any Expenses incurred by the district (i.e. alarm fees, damages, staff expenses or other costs) as a result of these events will be billed to the event.
8. Program or events that do not comply with these guidelines will be denied the privilege of further building use on these designated contract holidays.

Any party found to be using district facilities without a facility use permit issued by the Community Education Department will be charged for the time used and may be charged a \$100 fee per instance of unauthorized usage.

Sponsored events or activities are defined as individual programs or activities in which the district or a recognized supporting organization directly and completely coordinates, funds, plans, and operates.

Co-sponsored events or activities are defined as individual programs or activities in which the district or a recognized supporting organization, through a joint arrangement with another agency, organization or individual, assists in one or more of the following ways: coordinating, funding, planning or operating.

The district reserves the right to cancel or postpone any activity due to conflict, disregard of policies, or other uncontrollable circumstances, including Class I activities. Wednesday evenings are designated as Activity-Free for students in the district. School authorities will schedule and/or plan all District Sponsored E-12 student programs or meetings must conclude before 6:00 p.m. on Wednesday. Certain Community Education sponsored events may take place at this time. Facilities may be rented to groups on Wednesdays after 6:00pm.

Should the need to schedule events (i.e. games, performances etc.) at these times be unavoidable, special request must be completed and submitted to the Director of Community Education and Superintendent. If approved, a Facility Use permit will be issued for the event.

Only events with a valid Facility Use Permit issued by the Community Education are allowed at these times. Program or events that do not follow these guidelines will be denied the privilege of further building use at these times.

### **User Group Classifications**

The Superintendent, or his/her designee, has the authority to alter the fees for the use of Princeton Public Schools facilities and equipment. However, in no instance will the school district incur additional expenses to accommodate a request for facility use (i.e., direct custodial costs).

To make maximum use of school facilities with minimum conflict, it is necessary to arrange groups on a priority basis. Groups using the facilities are classified as 1 through 4, with Class 1 having highest priority for use when developing the annual master calendar. Thereafter, priority is on a first-come, first-served basis.

The classification of the group or organization is determined by its status and activity. The following classification criteria, listed in priority order, should be followed for the use of all facilities. Examples of users in each classification have been listed.

**CLASS 1 - DISTRICT SANCTIONED EVENTS**

All directly related school activities and events such as musical events, athletic events, school productions, All-Night Senior Class Party, staff meetings, and community education activities. Any direct personnel, equipment costs or damages may be assessed to the activity. Any student meetings or booster club non-event meetings are also included in class 1. Outside local agencies wishing to use district conference rooms during hours of operations will not incur a charge.

**No Rental Cost**

**CLASS 2 - LOCAL NONPROFIT GROUPS & PUBLIC AGENCIES**

Public Agencies, School Booster Organizations major events, youth nonprofit organizations and nonprofit civic and service groups with nonprofit tax status. (Non-Profit Filing Number issued by the Secretary of State is required.)

Any direct personnel, equipment costs or damages may be assessed to the activity.

**Rate: 30% of established Rental Rate or by alternate agreement for youth activities.**

**CLASS 3 - RESIDENT INDIVIDUALS AND GROUPS**

Individuals, groups or organizations that have headquarters within the boundaries of District 477. Any direct personnel, equipment costs or damages may be assessed to the activity.

**Rate: 60% of established Rental Rate.**

**CLASS 4 - OUT-OF-DISTRICT GROUPS**

Nonresidents whose headquarters are outside the Princeton School District boundaries. Any direct personnel, equipment costs or damages may be assessed to the activity.

**Rate: 100% of established Rental Rate**

**IV. Application Procedure**

1. A person requesting use of district facilities or grounds will obtain a School Facility Use Application from the Community Education Office. Applications are available on the district web page under Community Education/Facility Use Application.
2. Complete Facility Use Application and include a \$15 non-refundable Application Fee payable to District 477. Return it to the Community Education Office either by mail or in person at least 10 working days in advance of the proposed date(s) of usage. District Sanctioned Events need not include Application Fee.
3. Community Education staff will review the form, complete the approval section, and establish costs according to the Facility Use Policy.

Facility Use Application will be reviewed to:

- A. Determine availability and appropriate facility to meet the request (including personnel and equipment, if applicable).
  - B. Determine the requester's classification.
  - C. Determine estimated cost of application.
  - D. Determine method of fee collection.
4. When these criteria have been determined, a confirmation (Facility Use Permit) will be prepared and emailed to applicant and other parties that may be impacted such as the Building Principal, Buildings and Grounds Coordinator, PAC Manager (when PAC is reserved) and Custodian at the facility being used.
  5. External applicants will be informed through Facility Use Permit after the

Community Education Office completes approval. Internal applicants receive booking into requested facility unless conflicts exist. (Permits may not be issued to internal applicants for routine facility use.) Community Education will prepare billings for charges or fees pursuant to this policy.

6. If the request is to be denied, the requester needs to be informed with reason(s).

They may appeal by calling, writing or meeting with the community education director. If the director upholds the decision, the requester can appeal to the superintendent, who will review the request and make a final decision.

7. Facilities calendar is available on the district website under community education for building principal, buildings and grounds coordinator, lead building custodian and general public.
8. Requests for use of school grounds or equipment will utilize the same procedures and applicants will complete a similar form.

### **Application Fee**

A \$15 nonrefundable Application Fee payable to District 477 for all external rental groups or individuals will be submitted along with each use Facility Use Application before an application is processed.

A \$10 non-refundable rescheduling fee is charged for each revision of an existing permit.

### **Cancellations & No Shows**

Changes, additions or cancellations must be made through the Community Education Department at least seven working days in advance of scheduled use to receive a refund. Application fees will not be refunded for any reason. Any direct costs already incurred on the user's behalf must be paid in full.

No-Shows will be responsible for all estimated charges and will be assessed a \$50 No-Show fee. All charges for No-Shows must be paid prior to further use of facilities.

### **Indemnification and Liability Insurance**

1. All organizations (including an individual, informal groups, commercial

entities, political subdivisions, and nonprofit entities regardless of legal status) must agree to indemnify and hold harmless the district, its officers and employees against any and all losses, claims, damages or liability to which the organization, its officers, or participants may become subject in connection with the conduct of any activity on the premises by the authorized organization. All organizations must agree to reimburse the district, its officers and employees in connection with defending any actions relating thereto.

2. All commercial and nonprofit organizations that are legally established within the State of Minnesota are required to furnish a yearly certificate confirming liability insurance in the minimum amounts of \$1,000,000 for combined single limit for bodily injury and property damage.

### **General Rules and Regulations**

1. All permits are revocable and are not considered as a lease. The School Board or its authorized agent may reject any applications or cancel any permit. It may be necessary, on occasion, to pre-empt usage for school requirements. Any rejection, revocation, cancellation, or preemption of any application/permit must have the approval of the community education director with notification to the user within 48 hours or sooner, if possible.
2. The district will attempt to provide equity in the use of its facilities after regular school sponsored uses. Generally those organizations of the school will have first priority.
3. A school district employee capable of providing for the security of the school facility and for service to the user must be on duty as "site supervisor" whenever building facilities are being used. The "school district employee" under this policy shall be limited to: custodian, Community Education building staff, and co-curricular supervisors during the time they are supervising students assigned to their co-curricular assignment. Cost for the school district employee and other charges may be billed to the user.
4. Permits are nontransferable and are restricted to the stated hours and intended use of the facility as stated on the Facility Use Permit. The requester is responsible for notifying Community Education when their group wants to make changes to a confirmed permit.
5. Permit holders are responsible for providing competent and adequate

supervision for all activities at all times. Children will have adult supervision at all times. Failure to do so may result in a Community Education employee being assigned such supervision responsibilities at the user's expense. A school district employee will supervise the operation of the facilities but not be required to supervise a group or its activities.

6. The use of school district-owned equipment for private purposes either on or off school property is prohibited without predetermined use of district property being included in the facilities use contractual agreement.
7. Any apparatus or other equipment moved into the building must have prior approval and must be removed promptly so as not to interfere with the E -12 school program.
8. All facilities and grounds of the Princeton School District are TOBACCO/E-Cig-FREE. Alcohol and other drugs may not be consumed in/on school district properties. Abusive and obscene language will not be tolerated.
9. All local and state ordinances and laws of the police and fire department must be observed.
10. Requester will be responsible for leaving the facilities in the same condition as upon arrival. The requester will be billed for any cleaning, maintenance or repair costs incurred as a result of their use of the facility.
11. The school district is not responsible for lost or stolen items.
12. The school district shall not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on school district property. OSHA standards will apply.
13. Any use of recreational, audio-visual, stage lighting, piano or other music or other school equipment must show item approval on the facility use permit prior to use. Competent equipment operators, approved by the administration, must be available; and any charge will be assessed to the permit holder.
14. The School Board reserves the right to refuse or approve the use of certain school facilities when it determines it would be in the best interest of the community to do so.

15. Any donation or gift solicitation must follow District Policy #706 which requires the submission of the Acceptance of Gifts Form as well as approval by the School Board.

### **Fees**

Community Education will determine the appropriate charges for the use of district facilities based on the following:

1. Classification of the organization or individual requesting use
2. Nature of the activity
3. Size of the facility necessitated by the activity
4. Personnel costs
5. Equipment
6. Fee schedule

Class 1 users will not be charged facility use fees. However, all classes of users may be charged a standard hourly rate for additional costs (equipment, personnel, etc.). Requester will be responsible for leaving the facilities in the same condition as upon arrival. The requester will be billed for any cleaning, maintenance or repair costs incurred as a result of their use of the facility. Facility users will be billed for overtime pay for district employees on designated holidays.

### **V. Payment Procedures**

Facility Use Application Fee (\$15) is due at the time the application is submitted. This fee is non-refundable any circumstances.

A payment of 50% of the estimated charges is due upon receipt of contract or permit. Facility Use charges of \$20 or less are due in full at this time. Remaining charges will be billed monthly and must be paid within 30 days. A late charge of \$20 will be assessed if the bill is overdue.

Checks are to be made payable to District 477. Failure to pay will result in future permits being denied. If personnel services are necessary, the hours will be verified and the user charged accordingly.

A deposit may be required for any or all groups at the discretion of the Community Education Department.

### **Supervision**

Building custodial personnel or designated site supervisor will supervise the use of facilities. Community Education will inform the facility user and building custodian of the rules and regulations specific to each facility.

The district reserves the right to require police supervision at any event as deemed necessary by the administration or Community Education. The requester will pay for the police supervision.

### **Overnight Use**

Overnight stays by local groups are not encouraged but are permitted by the district. Facilities may be used to house out-of-town visitors for a one-time use under the following conditions:

1. The district will require a district employee or a paid supervisor to be assigned to the building during use.
2. The visiting agency or group will have a roster of all participants available at all times.
3. No heating appliances of any type will be allowed (hot plates, hair dryers) except in those areas so designated (kitchen, restrooms).
4. The requester/supervisor must be present at all times while the activity is in session. This requester/supervisor will be provided at no cost to the district. No one will be admitted to the facility until the requester/supervisor is present. The group will assume liability for any accidents that occur on the facilities during the time school grounds and buildings are in use.

### **Food, Alcoholic Beverages and Tobacco**

Food and beverages are permitted in designated areas only. The use of alcoholic beverages or illegal drugs in any form is prohibited. All district facilities and grounds are tobacco-free/E-Cig free.

### **Emergency Procedures**

The district reserves the right to cancel facility use if required by weather conditions. Local media stations and district website will carry announcements of school closing and, when possible, Community Education will notify the facility user.

### **Damages and Maintenance**

Any person found willfully damaging or defacing property belonging to the district shall be held responsible for the replacement or repair of such property and all costs shall be the obligation of the offender. Criminal charge may be filed against the offender.

If the individual offender is not known, the group/requester is liable for damages and costs. If the group refuses to make payment, it will not be allowed to use district facilities again.

### **Performing Arts Center (PAC)**

The PAC may be used for purposes and activities appropriate to the facility. Groups requesting use of an auditorium will need to list in detail their equipment needs when making a request. School principals or appropriate administrator will verify all requests for PAC use by internal users. No food or beverages allowed in the Performing Arts Center.

Requester is required to check permanent equipment at start of usage to determine any previous damage with PAC Director and designee. Such damage is to be documented on Walk-Through form and shown to the PAC Director and designee. If requestor refuses or fails to complete the walk-through, they will be denied use of the school district facility, as stated on the Walk-Through form. All groups will be held responsible for the cost of replacement of any items damaged, lost or stolen from school district facilities.

Equipment from the PAC such as lights, sound or grand piano may not be taken from the PAC without approval of the PAC Manager or administration. If the grand piano is moved to a location within the high school, it must be moved by no less than two adults and be included in the facility use agreement. Requestor will be charged custodial time and tuning of the piano after it is returned to the PAC stage.

### **Swimming Pool**

Properly certified Lifeguards are required anytime the pool is in use. Community Education will determine proper certification standards for Lifeguards. (Basic standards, current Lifeguard, First Aid & CPR certifications.)

The district will provide certified lifeguards during rentals. In certain long-term relationships the renter may be allowed to provide their own certified lifeguard.

Certified personnel must be on duty at all times during the rental. Community Education must grant approval for all Lifeguard personnel and copies of their current Lifeguard, First Aid & CPR certifications must be on file with Community Education. In-district users are required to have properly certified Lifeguards on duty at all times during pool use. Community Education may assist in providing lifeguards to these users.

### **Cafeterias - Food Service Guidelines**

Use of kitchen facilities and/or equipment before and after the regular school day may be permitted, subject to the following conditions:

1. The Food Service Director will be notified of all functions relating to the use of the kitchen prior to the event. Adequate time must be allowed for appropriate staffing.
2. To maintain a safe and sanitary food production environment, the Minnesota Department of Health recommendations regarding food preparation and storage will be followed.
3. Food and beverages must be served in the cafeteria or other approved lounges or locations within the school buildings.
4. No home baked/cooked foods may be stored, sold, or served in district facilities, except as allowed by Minnesota Statutes, section 157.22.
5. No food may be prepared or warmed outside of licensed food preparation areas.
6. A food service staff member is required when preparing food or using kitchen equipment. Cost of actual hours worked is billed to group requesting kitchen use.
7. The group is responsible for loss of food service inventory when using coolers, milk coolers or freezers for group events.
8. An estimate of fees for personnel and/or use of facilities and equipment will be provided by Community Education prior to the event.
9. Food service personnel may be assigned to supervise the use and clean up of all non production equipment (sinks, warming carts, refrigerator,

servicing tables). This employee will be trained and knowledgeable of equipment and sanitation requirements and may remain in the kitchen during the entire event.

10. Dinners and banquets may be catered through the district catering service or by an outside catering service. The Food Service Director must approve any requests for food service.
11. The Food Service Department will collect appropriate fees from the user to pay for food service personnel and equipment supplied for internal users. Community Education will collect appropriate fees from the user to pay for other direct personnel costs for a district function.

If renters choose to serve food without the use of District Food Services, they must hold a food service license or obtain a concession license through the Minnesota Department of Health and a copy of said licenses must be on file in the Princeton Community Education Services office prior to the first date of the event. The obtained license must also be posted by the food stand during the event.

Community Education will collect all fees aside from food service fees for non district functions (community use).

### **Classrooms**

The public (for purposes and activities appropriate to the facility) may schedule classrooms in elementary and secondary schools for use. Each building will be notified prior to community use to ensure storage of materials. Users will be expected to respect the teacher's and students' equipment, supplies and materials. Users also will be expected to leave the classroom in the same (if not better) condition than they found it.

### **Equipment**

The primary purpose of equipment in a school is education of students by district staff. Requests for equipment may be made with Community Education at the time a facility is reserved. Community Education will include equipment requests on all facility confirmations. Designated personnel will be responsible for the supervision and operation of requested equipment. When a usage cost is involved, the requester will pay the charge. Any loss or damage to district equipment is the full obligation of the requester. Property belonging to the district is not to be removed from the district premises for any reason except

when included as part of the facility use agreement.

### **Media Centers**

Media centers may be used for approved use, meetings and quiet study. Materials are to be requested in advance. Materials are not to be removed from the media centers.

### **Multi-Purpose Rooms and/or Gymnasiums**

School gymnasiums and multipurpose rooms may be used for purposes and activities appropriate to the facility. Gym shoes are required of participants in all active sports and games.

### **Scheduling Space**

Community Education will facilitate all scheduling of gymnasiums and facilities for organized community programs.

### **Outside Areas**

The use of outside areas (football, softball, baseball and soccer fields, tracks, parking lots) will also require completion of the Facility Use Application form.

Organizations using outside areas will be expected to clean up all trash, papers, cups, or anything littering the fields or areas surrounding the fields. Organizations not providing the clean up will be charged for groundskeeper/custodian wages as indicated on the fee schedule.

All outside facilities and grounds of District 477 Schools are TOBACCO-FREE. Alcohol and other drugs may not be consumed in/on school district properties. Abusive and obscene language will not be tolerated.

Community Education may require users to allow a minimum of one-half hour between the end of school activities and the beginning of community user activities, practices and games.

All non district outdoor practices, games and activities may be canceled when it rains to prevent damage to the fields. Community Education may rotate use of fields for aeration, drainage, re-seeding and maintenance. Fields may be fenced off by the Maintenance Department to prevent use. Signs will be posted to

prevent trespassing and use.

### **Revision**

The Community Education Director and the School Board Policy Committee will review these administrative guidelines annually. Should revisions be made, the approval of the Superintendent and the Board will be necessary before the changes take effect.

### **Facility Use Charges**

Extra charges for air-conditioning or other special services may be added to these charges.

**Class 1:** No Rental Charge

**Class 2:** 30% of established Rental rate

**Class 3:** 60% of established Rental rate

| Facility Types  |                             | Hourly Rate |
|---|-----------------------------|-------------|
| <b>Rates in this section are eligible for class discounts</b> |                             |             |
| Classroom   |                             | \$20.00     |
| Cafeteria/HS Commons  |                             | \$100.00    |
| Kitchen   |                             | \$100.00    |
| Media Center  |                             | \$100.00    |
| Hallway   |                             | \$20.00     |
| Computer Room   |                             | \$200.00    |
| Band Room   |                             | \$40.00     |
| Choir Room  |                             | \$40.00     |
| Gymnasium (per court)   | Intermediate & Primary      | \$40.00     |
| Gymnasium (per court)   | High School & Middle School | \$60.00     |
| Wrestling Room  |                             | \$40.00     |
| Stadium   |                             | \$300.00    |
| Track   |                             | \$100.00    |
| Swimming Pool   | No lifeguards included      | \$80.00     |
| Concession Stand  |                             | \$20.00     |
| Ballfield   |                             | \$20.00     |
| Tennis Court (per court)                                      |                             | \$10.00     |
| Locker Room   |                             | \$50.00     |
| Weight Room   |                             | \$200.00    |
| Ballfields (tournament use)                                   |                             | \$50.00     |

|   |          |
|---|----------|
| PAC- Performance, Tech, Dress Rehearsal Use | \$200.00 |
| PAC- Non-Performance Use                    | \$100.00 |

**Class 4:** 100% of established Rental rate

**Additional Fees (Not subject to class discounts)**

|  |                          |
|--|--------------------------|
| Lifeguard                                  | \$15 hr., 2-hour minimum |
| Application Fee                            | \$15 Non-refundable      |
| Permit Revision Fee                        | \$10                     |
| Building Monitor                           | \$16/hr., 2-hour minimum |
| Custodian                                  | \$30/hr., 2-hour minimum |
| Kitchen Staff                              | \$25/hr., 2-hour minimum |
| PAC or Tech Manager                        | \$30/hr., 2-hour minimum |
| Additional PAC Tech Student Staff          | \$12/hr., 2-hour minimum |
| Express Application Processing Fee         | \$40                     |
| (Less than 10 working days prior to event) |                          |
| Unapproved Event Fee                       | \$100                    |
| Riser/Platform                             | \$10/use                 |
| Resuscitation Annie                        | \$35/use                 |
| Portable Projection Screen                 | \$10/use                 |
| Overhead or Projector                      | \$5/use                  |
| Piano                                      | \$75/use                 |
| Scoreboard                                 | \$5/use                  |

**Other Fees**

1. Any time custodial services are needed; a custodian will be hired at the assigned rate. If special furniture and/or equipment are used for an activity, an additional custodial charge may also be assessed. The Community Education Director will determine such charge. A damage deposit may also be required.
2. Any time kitchen facilities are used; a facility use charge will be assessed and a kitchen employee assigned to the event will be charged at the assigned rate.
3. Other charges for facilities not identified in this policy will be determined when the request for facility use is made.
4. Additional fees may be charged for services such as police

security, ticket takers, field lining (marking), waste removal or additional cleanup.

**Cross References:** Princeton Policy 801: Equal Access to School Facilities  
Princeton Policy 706: Acceptance of Gifts

Adopted: June 27, 2000  
Revised: December 19, 2000  
Revised: February 12, 2002  
Revised: March 23, 2004  
Revised: November 23, 2004  
Revised: May 24, 2005  
Revised: April 25, 2006  
Revised: April 24, 2007  
Revised: October 13, 2009  
Revised: December 21, 2010  
Revised: April 4, 2014  
Revised: May 31, 2015  
Revised: May 17, 2016  
Revised: October 18, 2016

**PRINCETON PUBLIC SCHOOLS**  
**POLICY 903-VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES**

**I. PURPOSE**

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

**II. GENERAL STATEMENT OF POLICY**

A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

**III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS**

A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.

B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

**IV. RESPONSIBILITY**

A. The school district administration is responsible for visitor and post-secondary enrollment options student procedures and

requirements.

- B. ~~Upon request, it shall be the responsibility of the~~ The superintendent shall be responsible for providing ~~to provide~~ coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.

## V. VISITOR LIMITATIONS

- A. An individual, **post-secondary enrollment options student**, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, **including post-secondary enrollment options students**, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, **post-secondary enrollment options student**, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the

arrival of a police officer.

**Legal References:** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)  
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Adopted August 10, 2010  
Reviewed: June 25, 2103  
Revised: May 17, 2016  
Reviewed: August 18, 2016

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

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

- D. "Obscene to minors" means:
1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
  3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. "Minor" means any person under the age of eighteen (18).
- F. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walkout, or other related forms of activity.

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

- G. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in school lunch periods.
- H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him

or her in the esteem of the community.

#### IV. GUIDELINES

- A. Non school persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the Superintendent on a case by case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:
1. is obscene to minors;
  2. is libelous;
  3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
  4. advertises any product or service not permitted to minors by law;
  5. advocates violence or other illegal conduct;
  6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
  7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Permission for non school persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the Superintendent will consider factors including, but not limited to the following:
1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline or school activities;
  3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
  4. the quantity or size of materials to be distributed;
  5. whether distribution would require assignment of school district staff, use of school district equipment or other resources;
  6. whether distribution would require that non school persons be present on the school grounds;
  7. whether the materials are a solicitation for goods or services not requested by the recipients.
  8. is in direct violation with state & federal statute.
- D. No political campaigning by individuals will be permitted on school property.

## **V. TIME, PLACE, AND MANNER OF DISTRIBUTION**

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

## **VI. PROCEDURES**

- A. Any non school person wishing to distribute materials must first submit for approval a copy of the materials to the Superintendent at least five days in advance of desired distribution time, together with the following information:
1. Name and phone number of the person submitting the request.
  2. Date(s) and time(s) of day of requested distribution.
  3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
  4. The proposed method of distribution.

- B. The Superintendent will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether non school persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the non school person or organization may request reconsideration of the decision by the school board. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

## VII. VIOLATION OF POLICY

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

## VIII. IMPLEMENTATION

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

**Legal Reference:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)  
*Perry Education Ass'n v. Perry Local Educators' Ass'n*, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)

**Cross References:** Policy 512 (School Sponsored Student Publications)

Adopted: January 10, 2006

Revised: October 27, 2009

Revised: April 5, 2012

Revised: March 17, 2015  
Reviewed: May 17, 2016  
Reviewed: August 16, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 905-ADVERTISING**

**I. PURPOSE**

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

**II. GENERAL STATEMENT OF POLICY**

It is the school district's policy that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below. ■

**III. ADVERTISING GUIDELINES**

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the Superintendent. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school board or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment. ■

B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A

above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles. ¶

- C. Donations which include or carry advertisements must be approved by the school board. ¶
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar ¶ Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board. ¶
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law. ¶
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement. ¶

#### IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A year-end report shall be made to the school board by the Superintendent or Director of Business Services regarding the scope and

amount of such revenues.

**Legal References:** Minn. Stat. § 123B.93 (Advertising on School Buses)¶  
Minn. Stat. § 125B.022 (Contracts for Computers or Related  
Equipment or Service)  
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

**Cross References:** Policy 421 (Gifts to Employees)  
Policy 702 (Accounting)

Adopted: January 10, 2006

Revised: October 13, 2009

Revised: May 17, 2016

Reviewed: August 16, 2016

**PRINCETON PUBLIC SCHOOLS  
POLICY 907-REWARDS**

**I. PURPOSE**

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

**II. GENERAL STATEMENT OF POLICY**

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes. ¶

**III. APPROVAL OF OFFERING OF REWARDS**

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc. ¶

**IV. ESTABLISHMENT OF PROCEDURES**

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered. ¶

**Legal References:** Minn. Stat. § 123B.02, Subd. 22 (Reward)

Adopted: February 14, 2006

Reviewed: May 17, 2016

Reviewed: August 16, 2016

**PRINCETON PUBLIC SCHOOL  
POLICY 908-Data Access Policy for Members of the Public**

**I. PURPOSE**

It is the policy of Independent School District 477 that data access will be provided to the public as stipulated by law.

**II. PROCEDURES**

**A. Right to Access Public Data**

The Data Practices Act (Minnesota Statutes, Chapter 13) presumes that all government data are public unless a state or federal law says the data are not public. Government data is a term that means all recorded information a government entity has, including paper, email, CD-ROMs, photographs, etc.

The Data Practices Act also provides that Princeton Public must keep all government data in a way that makes it easy to access public data. You have the right to look at (inspect), free of charge, all public data that we keep. You also have the right to get copies of public data. The Data Practices Act allows us to charge for copies. You have the right to look at data, free of charge, before deciding to request copies.

**B. How to Make a Data Request**

To look at data or request copies of data that Princeton Public Schools keeps, make a written request. Make your written request for data to the appropriate individual listed in the Data Practices Contacts document. You may make your written request for data by email, mail, and fax or in person with the data request form.

If you choose not to use the data request form, your written request should include:

- that you, as a member of the public, are making a request for data under the Data Practices Act, Minnesota Statutes, Chapter 13;
- whether you would like to look at the data, get copies of the data, or both; and
- a clear description of the data you would like to inspect or have copied.

Princeton Public Schools cannot require you, as a member of the public, to identify yourself or explain the reason for your data request.

However, depending on how you want us to process your request (if, for example, you want us to mail you copies of data), we may need some information about you. If you choose not to give us any identifying information, we will provide you with contact information so you may check on the status of your request. In addition, please keep in mind that if we do not understand your request and have no way to contact you, we will not be able to begin processing your request.

### C. How We Respond to a Data Request

Upon receiving your written request, we will work to process it.

- If we do not have the data, we will notify you in writing as soon as reasonably possible. ¶
- If we have the data, but the data is not data for the public, we will notify you writing as soon as ¶ reasonably possible and state which specific law says the data are not public. ¶
- Arrange a date, time, and place to inspect data, for free, if your request is to look at the data, or ¶
- Provide you with copies of the data as soon as reasonably possible. You may choose to pick up your ¶ copies, or we will mail or fax them to you. If you want us to send you the copies, you will need to provide us with an address or fax number. We will provide electronic copies (such as email or CD- ROM) upon request if we keep the data in electronic format. ¶
- Copy or scan charges are 25 cents per page. We also expect pre-payment for the copies. There will be a \$5.00 fee for a CD-Rom. ¶
- Reports in electronic email versions/PDF format will be charged \$5.00 per file.

|           |                    |
|-----------|--------------------|
| Copy/Scan | 25 cents per page  |
| CD Rom    | \$5.00             |
| PDF       | \$5.00 per request |

If you do not understand some of the data (technical terminology, abbreviations, or acronyms), please let us know. We will give you an explanation if you ask.

The Data Practices Act does not require us to create or collect new data in response to a data request if we do not already have the data, or to provide data in a specific form or arrangement if we do not keep the data in that form or arrangement. (For example, if the data you request are on paper only, we are not required to create electronic documents to respond to your request.) If we agree to create data in response to your request, we will work with you on the details of your request, including cost and response time. In addition, the Data Practices Act does not require us to answer questions that are not requests for data.

#### D. Requests for Summary Data

Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals. The preparation of summary data is not a means to gain access to private or confidential data. Princeton Public Schools will prepare summary data if you make your request in writing and pre-pay for the cost of creating the data. Upon receiving your written request – you may use the data request form – we will respond within ten business days with the data or details of when the data will be ready and how much we will charge. *Minnesota Statutes, section 13.03, subdivision 2(b), requires us to have this document.*

### III. DATA PRACTICES CONTACTS

Princeton Public Schools:

#### **Responsible Authority Superintendent**

Name: Dr. Julia Espe  
 Address: 706 1<sup>st</sup> St  
 Princeton, MN 55371  
 Phone: 763-389-6190  
 Fax: 763-389-9142  
 Email: julia.espe@isd477.org

#### **Data Practices Designee(s) Superintendent Executive Assistant**

Name: Kari Plafcan  
 Phone: 763-389-6184  
 Fax: 763-389-9142  
 Email: kari.plafcan@isd477.org

Adopted: April 1, 2014  
 Reviewed: May 17, 2016  
 Reviewed: August 16, 2016



**Data Request Form – Members of the Public**

**Date of request:** \_\_\_\_\_

**I am requesting access to data in the following way:**

(Note: Inspection is free but Princeton Public Schools does charge for copies - 25 cents per page).

Inspection •Copies •Both inspection and copies

**The data I am requesting is:**

(Note: Describe the data you are requesting as specifically as possible. If you need more space, please use the back of this form).

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| Contact Information  |                      |
|--|----------------------|
| Name: _____  |                      |
| Address: _____   |                      |
| Phone Number: _____  | Email Address: _____ |
| <p>You do not have to provide any of the above contact information. However, if you want us to mail you copies of data, we will need some type of contact information. In addition, if we do not understand your request and need to get clarification from you, without contact information, we will not be able to begin processing your request until you contact us.</p> |                      |

Princeton Public Schools will respond to your request as soon as reasonably possible.



# Goal 4: Digital Learning

Eric Simmons, Director of Technology



# Guarantee creative and relevant **digital learning** opportunities

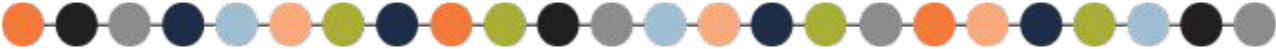
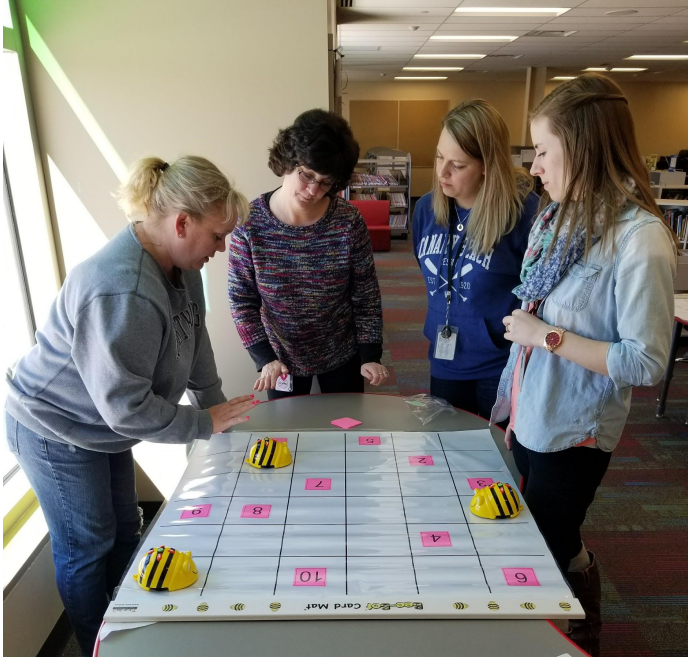


- ❖ **Align Leadership** to drive instruction.
- ❖ Assess current **instructional and technical** support infrastructures.
- ❖ Provide teachers with **anywhere learning, differentiated to meet every need.**



# Align Leadership to Drive Instruction

- Connect digital learning strategies to Princeton's Teaching Map.





Student Boot Camps [\(link\)](#)

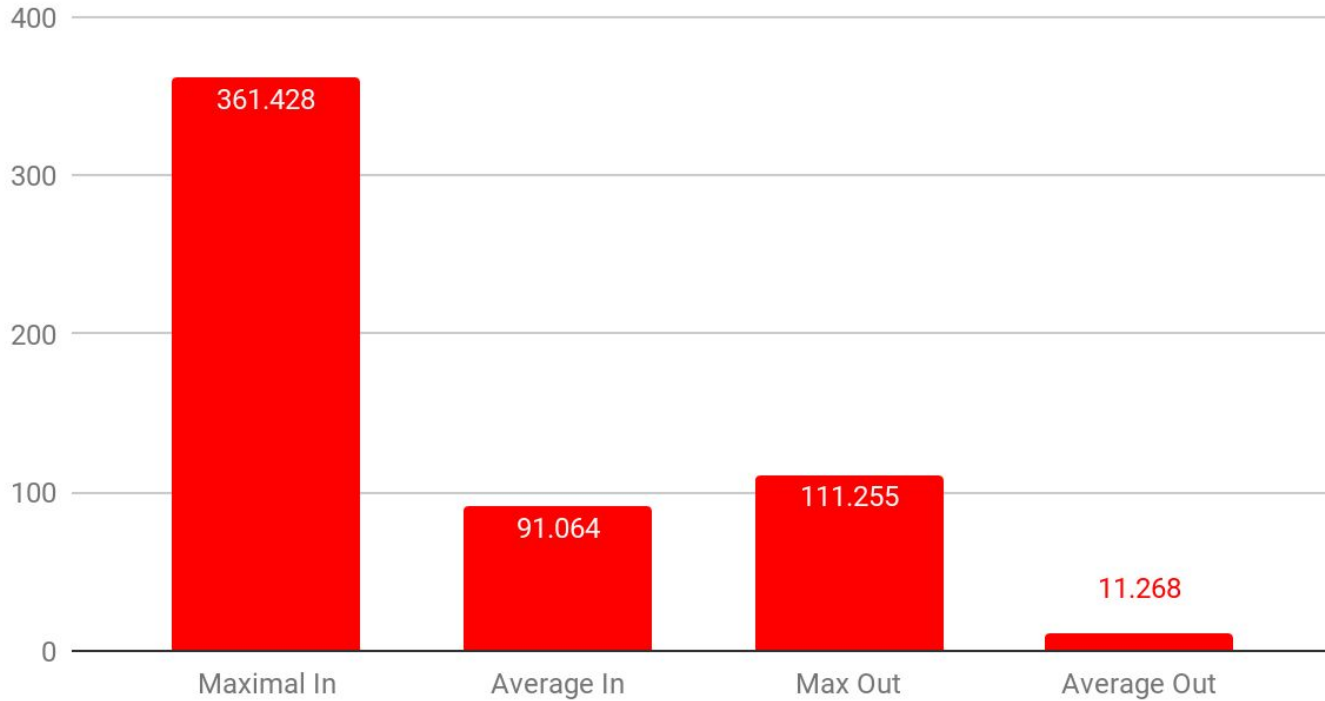
- Digital Citizenship, daily tools & supports

# Assess Current Instructional and Technical Support Infrastructures

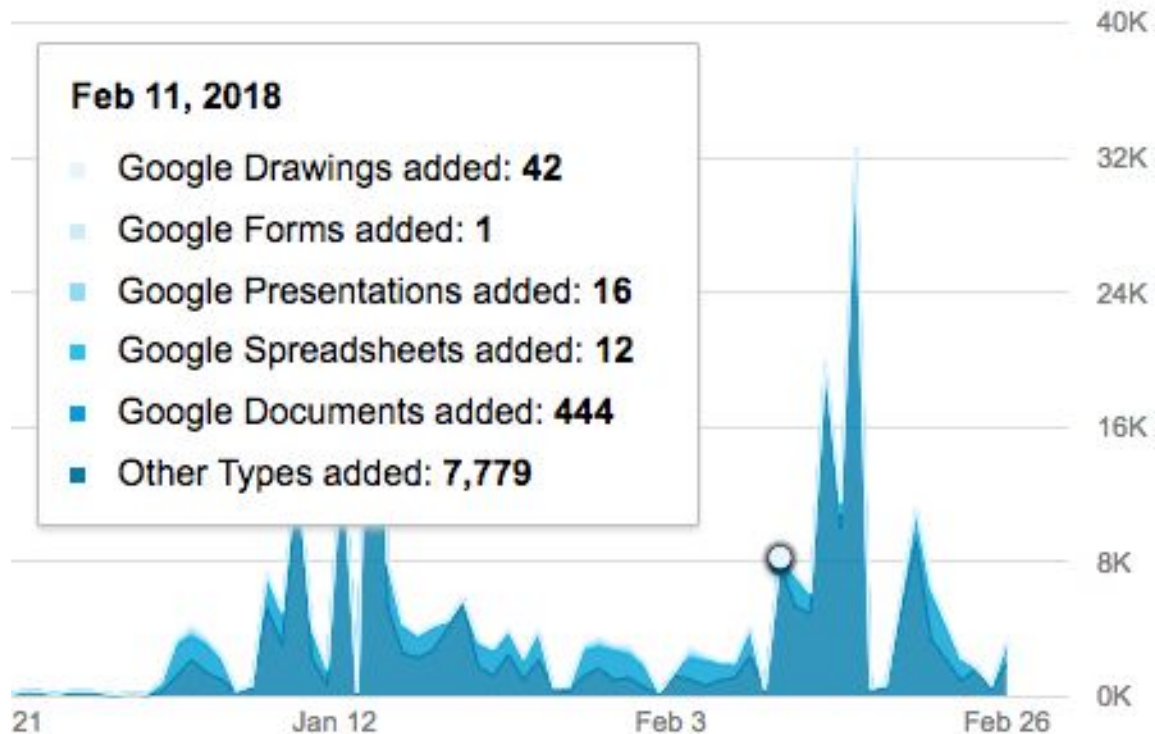
- **BrightBytes Survey** to provide data
  - Implementation of digital learning instructional strategies.
  - Measure effectiveness of technology supports and infrastructure.
- Monitor bandwidth, Google and digital tool usage to support growth.



## ISD 477 Daily Bandwidth Usage 2/28/2018 (in Mbps)



107



# Provide teachers with anywhere learning, differentiated to meet every need.



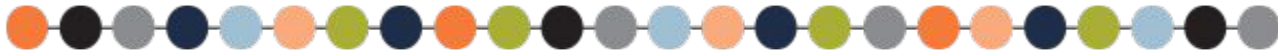
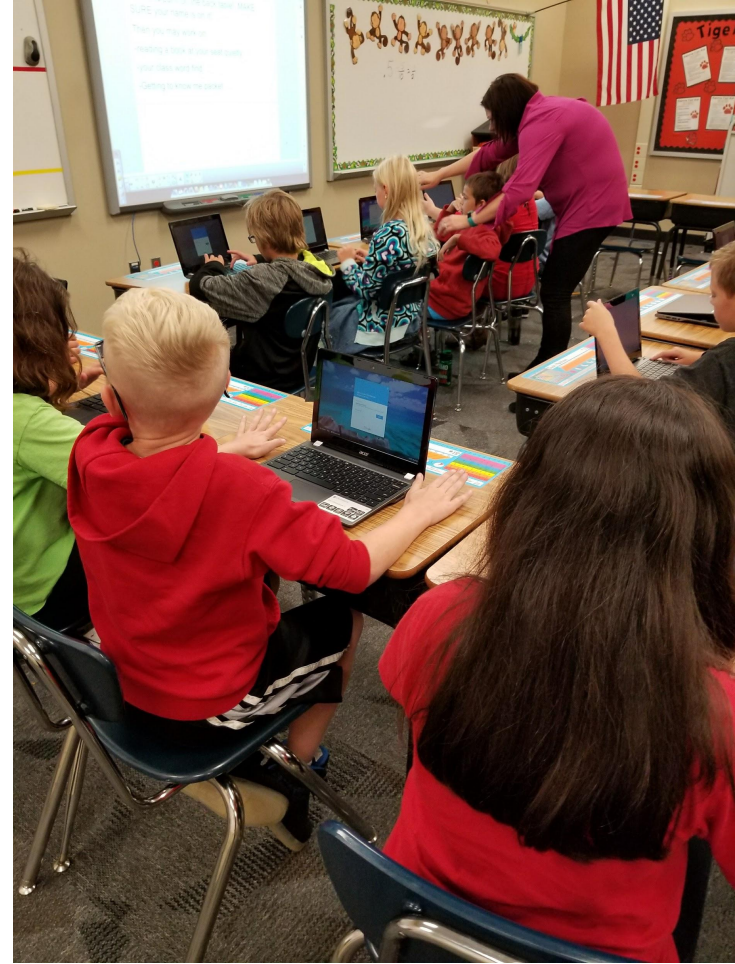
- Digital Learning Boot Camp.
- Face-to-face and online options for staff.
- Focus on instruction and learning.



# Questions?



110





TO: Dr. Julia Espe, *Superintendent*  
CC: Jessica Town-Gunderson, *Director of Teaching & Learning*  
FROM: Barb Muckenhirn, *High School Principal*  
RE: Registration Guide Update for 2018-2019  
DATE: Feb. 6, 2018

The purpose of this memo is to summarize the significant changes in the 2018-2019 Registration Guide. Not included are revisions of items for clarification purposes, changes in formatting, or minor clerical corrections and adjustments.

**1. New Course - AP Macroeconomics**

- Social Studies department elective
- 1 trimester
- Open to grade 11, 12
- Prerequisite: AP Microeconomics A & B
- Rationale:
  - Extension of current 2-trimester AP Microeconomics
  - Student interest suggests likely to have same numbers as current AP Micro
- Impact:
  - Cost of training for staff member in June. This is optional but desirable.
  - No cost for books as our current texts for AP Micro will be used.
  - Anticipated 1 additional section in social studies
  - This may be challenging for students to fit into their schedule as AP students tend to want all AP courses. This is typically not possible for everyone. We believe that current AP Micro students in grade 11 will want to pick up this course in grade 12.

**Note:** *Previous board decision provided flexibility to add AP courses as we are able to train and prepare. This is the next step in our AP journey.*

## 2. New Course - Forensics

- Science department elective
- 1 trimester
- Open to grades 10-12
- Prerequisite: none
- Rationale:
  - Combines the laws of biology, physics and chemistry through an emphasis on scientific investigation and critical thinking
  - Student Interest
  - Addresses an area needed on MCA (critical thinking)
- Impact:
  - Cost of texts and materials
  - Part of replacing 2 tris of Earth & Space with 2 new electives

## 3. New Course - Astronomy

- Science department elective
- 1 trimester
- Open to grades 10-12
- Prerequisite: none
- Rationale:
  - Student Interest
  - Replaces 2 tris of Earth & Space because as 9th graders, students access the geology standards, thereby reducing a redundancy in curriculum.
- Impact:
  - Cost of texts and materials
  - Part of replacing 2 tris of Earth & Space with 2 new electives
  - Allows more flexibility in student schedules (1 tri instead of 2 tris for Earth & Space)

## 4. Deletions

- Earth & Space A/B
  - Replaced by items 2 and 3 above - see rationale
- German II A/B
  - Step 2 of program phase out
- Food Chemistry A/B
  - This course was rolled into Applied Chemistry to reduce redundancies in curriculum and staffing/scheduling simplification. It will not be offered in 2018-2019.
- Entrepreneurship
  - Eliminating redundancies in courses while enhancing other electives
- AP Music Theory
  - Unsuccessfully offered music theory for several years and can not get enough to run.

## 5. New Support Tool - PHS Career Pathway Wheel (attached)

- The wheel is not yet included in Registration Guide, but will be distributed and used with registration events, communications and in Ramp Up activities.
- Although in its final format, the wheel is still considered a draft. Adjustments in clusters and pathways are expected as we begin to use it with students and parents. It is also expected that our wheel will be adjusted each year.
- Not all PHS courses are listed on the wheel. For example, required courses are generally not listed. World Language courses are generally not listed. Arguably, these courses could be listed under all or nearly all pathways, rendering the wheel unreadable and less helpful. Therefore, consideration is still being given as to how to reference certain courses.
- The wheel is designed as a tool to assist students in planning and is based on the *Minnesota Careers Fields, Clusters, and Pathways Wheel*.
- The wheel will assist in analyzing gaps and redundancies in PHS pathways and curricular offerings.
- How to read the wheel:
  - Career Fields: The six segments of the wheel identified by color
    - Example: Health Science Technology
  - Career Clusters: The colored, boxed headings within each field
    - Example: Health Science
  - Career Pathways: The bold, colored font headings under the Cluster boxes
    - Example: Veterinary Science
  - Courses: Bulleted list of courses under Career Pathways
    - Example: College Biology, Anatomy & Physiology, etc.

# Minnesota Career Fields, Clusters & Pathways

## ■ Marketing

- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

## ■ Business, Management, and Administration

- > Administrative Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

## ■ Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

## ■ Finance

- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

## ■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

## ■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Telecommunications
- > Visual Arts

## ■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications



Minnesota  
STATE COLLEGES  
& UNIVERSITIES

Minnesota  
Department  
of Education

## Foundation Knowledge and Skills

### Academic and Technical Literacy

Employability • Ethics • Systems  
Teamwork • Career Development  
Problem Solving • Critical Thinking  
Information Technology Application  
Legal Responsibilities • Communication  
Safety, Health and Environment  
Social Studies • Math • Science  
English • Personal Finance

## ■ Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

## ■ Human Services

- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

## ■ Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security
- > Planning
- > Public Management and Administration
- > Regulation

## ■ Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

## Health Science Technology

### ■ Health Science

- > Biotechnology Research and Development
- > Diagnostic Services
- > Support Services
- > Health Informatics
- > Therapeutic Services

## ■ Transportation, Distribution, and Logistics

- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

## ■ Architecture and Construction

- > Construction
- > Design/Pre-construction
- > Maintenance/Operations

## ■ Manufacturing

- > Production
- > Manufacturing Production Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

## ■ Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Mathematics

### Additional Resources

[www.cte.mnscu.edu/programs/index.html](http://www.cte.mnscu.edu/programs/index.html)  
[www.mnpos.com](http://www.mnpos.com)

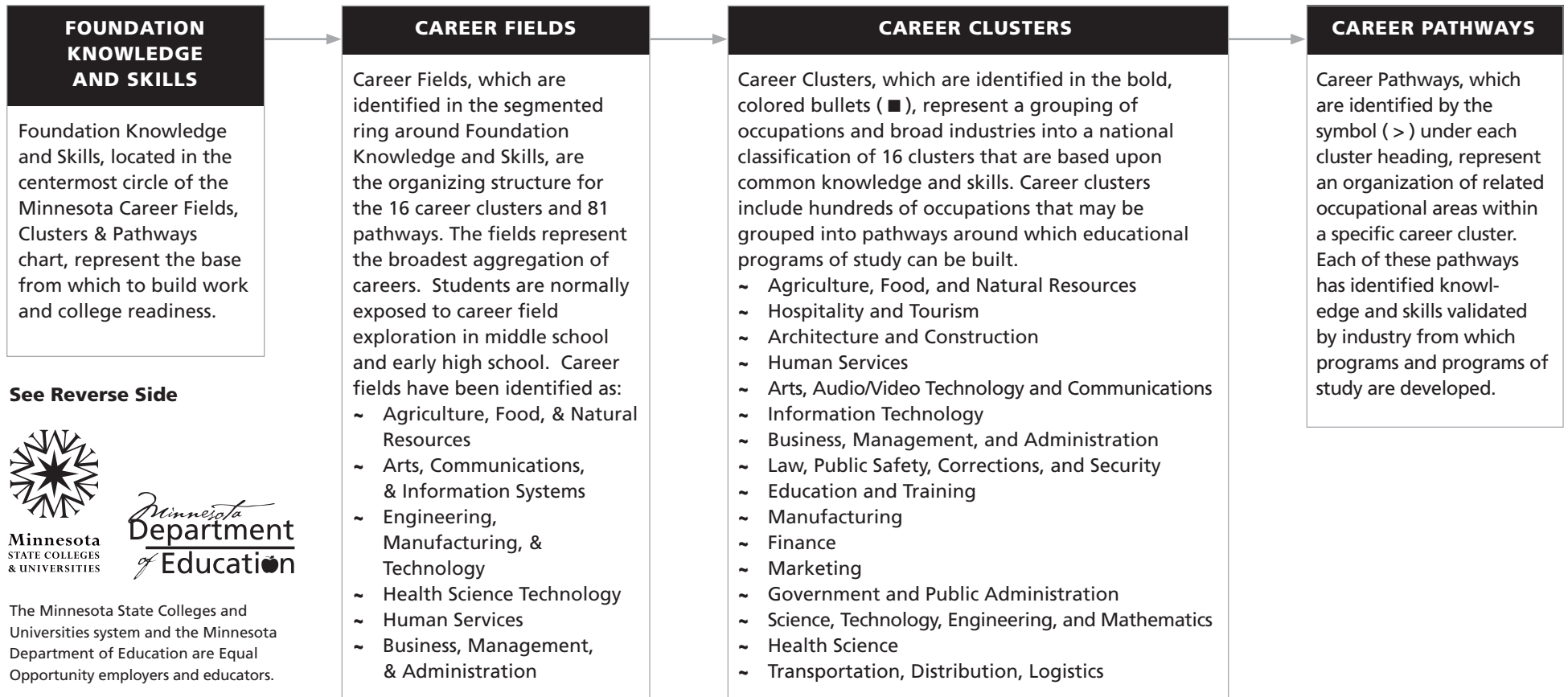
### Legend:

■ = Career Cluster

> = Career Pathway

Explanation provided on reverse side.

# Minnesota Career Fields, Clusters & Pathways Chart Explanation



## Minnesota Programs of Study

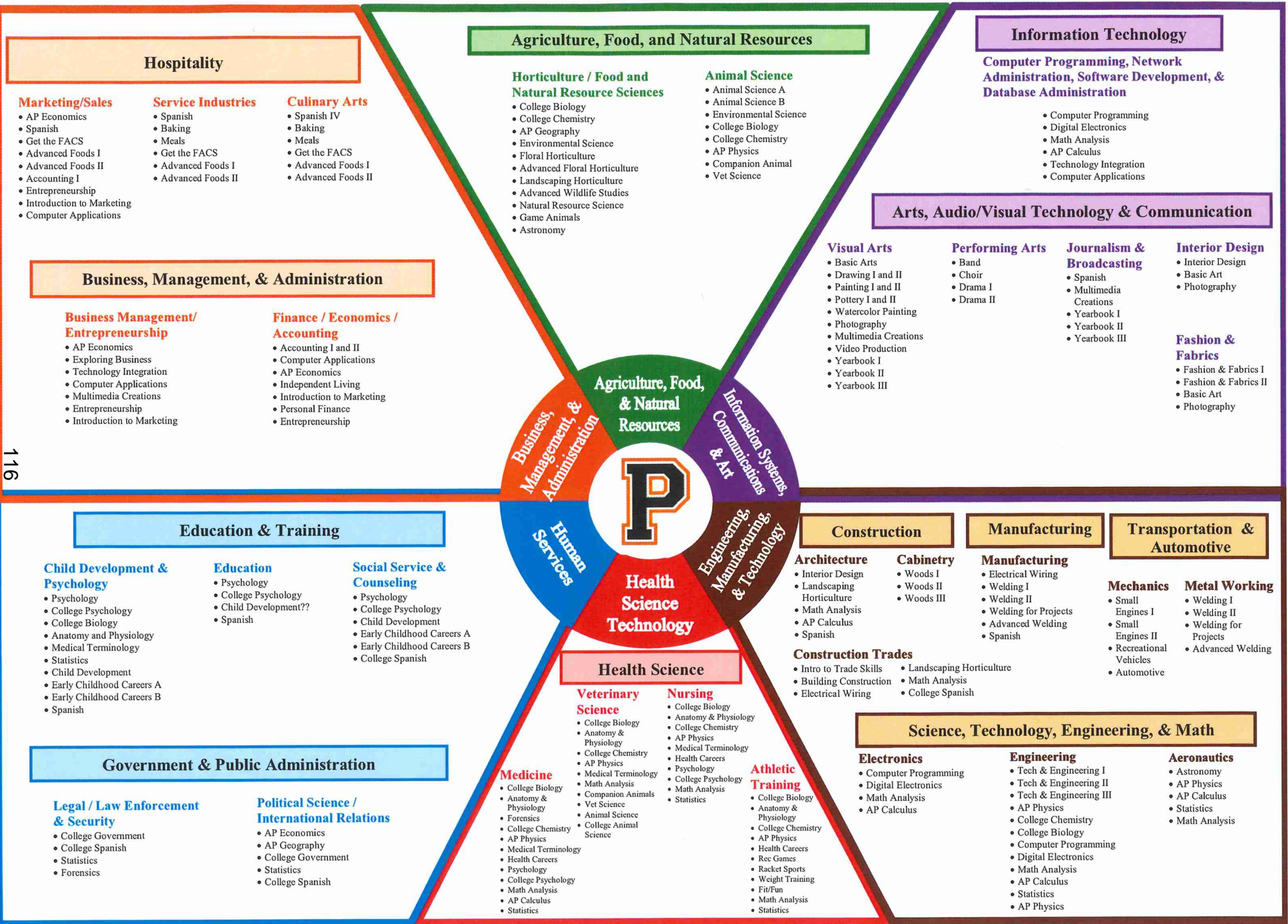
The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

**Programs of study** are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- ~ Competency based curricula tied to industry expectations and skill standards;
- ~ Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;

- ~ Flexible course and program formats convenient for learner segments;
- ~ Course portability for seamless progression;
- ~ Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
- ~ Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

# Career Pathways & Corresponding Princeton High School Academic Programs



116

## Hospitality

- Marketing/Sales**
  - AP Economics
  - Spanish
  - Get the FACS
  - Advanced Foods I
  - Advanced Foods II
  - Accounting I
  - Entrepreneurship
  - Introduction to Marketing
  - Computer Applications
- Service Industries**
  - Spanish
  - Baking
  - Meals
  - Get the FACS
  - Advanced Foods I
  - Advanced Foods II
- Culinary Arts**
  - Spanish IV
  - Baking
  - Meals
  - Get the FACS
  - Advanced Foods I
  - Advanced Foods II

## Business, Management, & Administration

- Business Management/Entrepreneurship**
  - AP Economics
  - Exploring Business
  - Technology Integration
  - Computer Applications
  - Multimedia Creations
  - Entrepreneurship
  - Introduction to Marketing
- Finance / Economics / Accounting**
  - Accounting I and II
  - Computer Applications
  - AP Economics
  - Independent Living
  - Introduction to Marketing
  - Personal Finance
  - Entrepreneurship

## Agriculture, Food, and Natural Resources

- Horticulture / Food and Natural Resource Sciences**
  - College Biology
  - College Chemistry
  - AP Geography
  - Environmental Science
  - Floral Horticulture
  - Advanced Floral Horticulture
  - Landscaping Horticulture
  - Advanced Wildlife Studies
  - Natural Resource Science
  - Game Animals
  - Astronomy
- Animal Science**
  - Animal Science A
  - Animal Science B
  - Environmental Science
  - College Biology
  - College Chemistry
  - AP Physics
  - Companion Animal
  - Vet Science

## Information Technology

- Computer Programming, Network Administration, Software Development, & Database Administration**
  - Computer Programming
  - Digital Electronics
  - Math Analysis
  - AP Calculus
  - Technology Integration
  - Computer Applications

## Arts, Audio/Visual Technology & Communication

- Visual Arts**
  - Basic Arts
  - Drawing I and II
  - Painting I and II
  - Pottery I and II
  - Watercolor Painting
  - Photography
  - Multimedia Creations
  - Video Production
  - Yearbook I
  - Yearbook II
  - Yearbook III
- Performing Arts**
  - Band
  - Choir
  - Drama I
  - Drama II
- Journalism & Broadcasting**
  - Spanish
  - Multimedia Creations
  - Yearbook I
  - Yearbook II
  - Yearbook III
- Interior Design**
  - Interior Design
  - Basic Art
  - Photography
- Fashion & Fabrics**
  - Fashion & Fabrics I
  - Fashion & Fabrics II
  - Basic Art
  - Photography



## Education & Training

- Child Development & Psychology**
  - Psychology
  - College Psychology
  - College Biology
  - Anatomy and Physiology
  - Medical Terminology
  - Statistics
  - Child Development
  - Early Childhood Careers A
  - Early Childhood Careers B
  - Spanish
- Education**
  - Psychology
  - College Psychology
  - Child Development??
  - Spanish
- Social Service & Counseling**
  - Psychology
  - College Psychology
  - Child Development
  - Early Childhood Careers A
  - Early Childhood Careers B
  - College Spanish

## Government & Public Administration

- Legal / Law Enforcement & Security**
  - College Government
  - College Spanish
  - Statistics
  - Forensics
- Political Science / International Relations**
  - AP Economics
  - AP Geography
  - College Government
  - Statistics
  - College Spanish

## Health Science

- Veterinary Science**
  - College Biology
  - Anatomy & Physiology
  - College Chemistry
  - AP Physics
  - Medical Terminology
  - Math Analysis
  - Companion Animals
  - Vet Science
  - Animal Science
  - College Animal Science
- Nursing**
  - College Biology
  - Anatomy & Physiology
  - College Chemistry
  - AP Physics
  - Medical Terminology
  - Health Careers
  - Psychology
  - College Psychology
  - Math Analysis
  - Statistics
- Medicine**
  - College Biology
  - Anatomy & Physiology
  - Forensics
  - College Chemistry
  - AP Physics
  - Medical Terminology
  - Health Careers
  - Psychology
  - College Psychology
  - Math Analysis
  - AP Calculus
  - Statistics
- Athletic Training**
  - College Biology
  - Anatomy & Physiology
  - College Chemistry
  - AP Physics
  - Health Careers
  - Rec Games
  - Racket Sports
  - Weight Training
  - Fit/Fun
  - Math Analysis
  - Statistics

## Construction

- Architecture**
  - Interior Design
  - Landscaping Horticulture
  - Math Analysis
  - AP Calculus
  - Spanish
- Cabinetry**
  - Woods I
  - Woods II
  - Woods III
- Construction Trades**
  - Intro to Trade Skills
  - Building Construction
  - Electrical Wiring
  - Landscaping Horticulture
  - Math Analysis
  - College Spanish

## Manufacturing

- Manufacturing**
  - Electrical Wiring
  - Welding I
  - Welding II
  - Welding for Projects
  - Advanced Welding
  - Spanish

## Transportation & Automotive

- Mechanics**
  - Small Engines I
  - Small Engines II
  - Recreational Vehicles
  - Automotive
- Metal Working**
  - Welding I
  - Welding II
  - Welding for Projects
  - Advanced Welding

## Science, Technology, Engineering, & Math

- Electronics**
  - Computer Programming
  - Digital Electronics
  - Math Analysis
  - AP Calculus
- Engineering**
  - Tech & Engineering I
  - Tech & Engineering II
  - Tech & Engineering III
  - AP Physics
  - College Chemistry
  - College Biology
  - Computer Programming
  - Digital Electronics
  - Math Analysis
  - AP Calculus
  - Statistics
  - AP Physics
- Aeronautics**
  - Astronomy
  - AP Physics
  - AP Calculus
  - Statistics
  - Math Analysis

## Primary School Principal hiring process

### Step 1: Post Position (February 20, 2018)

- Post Position to District HR

### Step 2: Pre-Screening Applications - Criteria Developed & Evaluated

- Appropriate Licensure
- Application - Resume, Cover Letter
- References - Quality
- Building/District level leadership
- Administrative experience
- Teaching experience
- Veterans preference
- Director of Teaching and Learning and Superintendent used criteria & offered interviews to up to 4 candidates

### Step 3: Create Interview Questions & Set-up interviews

- Director of Business Services and Superintendent created questions together
- Used job description as resource to get a sampling of questions that cover job duty responsibilities. [Job Description](#)
- Questions developed under the following categories: Background/Education/Experience, Leadership, Programming, Teaching and Learning, Communication/Teamwork, Parent Engagement
- Assistant to the Superintendent to set up the interviews

### Step 4: Assemble Interview Team

- Various grade level and positions
- Also Included - Secretaries, IS Principal, and Director of Teaching and Learning
- 12 total

### Step 5: Interviews - March 5th

- Review interview expectations, including confidentiality with team. [Confidentiality Agreement](#)
- Review the process we are using- each question ranked and tabulated by category. Top candidates identified by category criterion. Debriefed after the interviews & after each person individually scored the applicants
- Top candidates are identified by criterion
- Top candidate(s) - \_\_\_\_\_ (in scoring) was selected to move forward with an interview w/Superintendent

### Step 6: Interview with Superintendent-March 6th

- Top candidate(s) interview with Julia

### Step 7: Recommendation to board

- Primary School candidate selected for the PS Principal position slated as Information at the March 6th Board Meeting.

### Step 8: Final Action

- Primary School Principal position slated as action on March 20, 2018 Board Meeting.

**PRINCETON PUBLIC SCHOOL  
REVISED BUDGET 2017-2018  
February 2018**

|                          | 2018 REVISED<br>ESTIMATED<br>REVENUES | 2018 REVISED<br>ESTIMATED<br>EXPENDITURES |
|--------------------------|---------------------------------------|---|
| GENERAL FUND (01)        | \$ 35,329,347                         | \$ 36,946,410                             |
| FOOD SERVICE (02)        | \$ 1,747,000                          | \$ 1,880,513                              |
| COMMUNITY EDUCATION (04) | \$ 1,502,229                          | \$ 1,530,055                              |
| BUILDING FUND (06)       | \$ -                                  | \$ 24,034                                 |
| DEBT SERVICE (07)        | \$ 3,717,688                          | \$ 3,733,742                              |
| <b>TOTAL ALL FUNDS</b>   | <b>\$ 42,296,264</b>                  | <b>\$ 44,114,754</b>                      |

|                     | 2017<br>FUND BALANCE |
|---------------------|----------------------|
| GENERAL FUND        | \$ 10,477,930        |
| FOOD SERVICE        | \$ 471,373           |
| COMMUNITY EDUCATION | \$ 258,264           |
| BUILDING FUND       | \$ 24,034            |
| DEBT SERVICE        | \$ 5,424,702         |

**PRINCETON PUBLIC SCHOOLS  
GENERAL FUND REVISED BUDGET  
February 2018**

|                              | 2018 Estimated<br>Revenues | 2018 Estimated<br>Expenses | Variance     |
|------------------------------|----------------------------|----------------------------|--------------|
| Gifted & Talented-Restricted | \$ 46,166                  | \$ 66,346                  | \$ (20,180)  |
| LTFM-Restricted              | \$ 655,094                 | \$ 922,271                 | \$ (267,177) |
| Operating Capital-Restricted | \$ 565,443                 | \$ 720,000                 | \$ (154,557) |
| Staff Development-Restricted | \$ 439,496                 | \$ 455,938                 | \$ (16,442)  |
| Qcomp-Assigned               | \$ 868,627                 | \$ 855,433                 | \$ 13,194    |
| Technology-Assigned          | \$ 22,500                  | \$ 36,000                  | \$ (13,500)  |
| Building Improved-Assigned   | \$ 51,080                  | \$ 298,508                 | \$ (247,428) |
| Program Initiatives-Assigned | \$ 798,230                 | \$ 1,035,840               | \$ (237,610) |
| Activity Account-Assigned    | \$ 500,000                 | \$ 500,000                 | \$ -         |
| Unassigned                   | \$ 31,382,711              | \$ 32,056,074              | \$ (673,363) |
| <b>Total</b>                 | <b>\$ 35,329,347</b>       | <b>\$ 36,946,410</b>       |              |

\$ (35,329,347) \$ (36,946,410)

**2017 Fund  
Balance**

|                              |                      |
|------------------------------|----------------------|
| Gifted & Talented-Restricted | \$ 24,360            |
| LTFM-Restricted              | \$ 606,617           |
| Med Asst-Restricted          | \$ 7,057             |
| Operating Capital-Restricted | \$ 2,225,980         |
| Staff Development-Restricted | \$ 199,312           |
| Severance-Committed          | \$ 812,308           |
| Qcomp-Assigned               | \$ 161,349           |
| Technology-Assigned          | \$ 48,463            |
| Building Improved-Assigned   | \$ 422,542           |
| Program Initiatives-Assigned | \$ 649,982           |
| Activity Acct-Assigned       | \$ 124,117           |
| Non Spendable                | \$ 81,513            |
| Unassigned                   | \$ 5,114,331         |
| <b>Total</b>                 | <b>\$ 10,477,930</b> |

Audit report for 2017 was presented at the 1st board meeting in November and the fund balances for the 2016-2017 school year for each category are reflected above.

**PRINCETON PUBLIC SCHOOLS  
COMMUNITY EDUCATION FUND ORIGINAL BUDGET  
February 2018**

|                             | 2018<br>Estimated<br>Revenues | 2018<br>Estimated<br>Expenses |             |
|-----------------------------|-------------------------------|-------------------------------|-------------|
| Community Ed-Restricted     | \$ 884,669                    | \$ 971,315                    |             |
| Early Childhood-Restricted  | \$ 206,098                    | \$ 205,850                    |             |
| School Readiness-Restricted | \$ 394,809                    | \$ 334,799                    |             |
| Other-Restricted            | \$ 16,653                     | \$ 18,091                     |             |
|                             | \$ 1,502,229                  | \$ 1,530,055                  | \$ (27,826) |

**2017 Fund  
Balance**

|                             |            |
|-----------------------------|------------|
| Community Ed-Restricted     | \$ 149,889 |
| Early Childhood-Restricted  | \$ 100,334 |
| School Readiness-Restricted | \$ 5,124   |
| Other-Restricted            | \$ 1,079   |
| Non-Spendable               | \$ 1,839   |
|                             | \$ 258,264 |

Community Education is broken into four Restricted areas according to law. Other consists of Nonpublic aid that the state flows money through us to homeschool families for counseling, nursing, and textbooks based on homeschool families' applications. Preschool Screening is also in the other restricted fund. We receive funding based on the number of 3-5 year olds we screen each school year.

## **Revised Budget Document Explanation (2018-2019)**

### **Additions Noted by \***

#### **Gifted and Talented**

##### Revenue Sources

- State Aid

##### Expenditures

- Board approved on May 5, 2017
- Plan to spend out fund balance\*

#### **Long Term Facility Maintenance**

##### Revenue Sources

- Property Tax Levy
- Previously Health & Safety & Deferred Maint.

##### Expenditures

- Board approved on June 6, 2017
- Revised based on which year projects were completed\*

#### **Operating Capital**

##### Revenue Sources

- State Aid
- Property Tax Levy

##### Expenditures

- Board approved on June 6, 2017

#### **Staff Development**

##### Revenue Sources

- State Aid

##### Expenditures

- Board approved on 05.02.17
- Minor changes to original\*

#### **ATPPS (Qcomp)**

##### Revenue Sources

- State Aid

- Property Tax Levy

#### Expenditures

- Board approved on 05.02.17
- No changes at revised.\*

### **Building Improved Assigned**

#### Revenue Sources

- Previous revenue set aside for specific purpose

#### Expenditures

- None budgeted at this time
- Board approved on 09.17.17\*

### **Program Initiatives Assigned**

#### Revenue Sources

- Previous revenue set aside for specific purpose
- Student Enrollment

#### Expenditures

- Board approved on 05.02.17
- Updated staffing\*
- Updated for employment settlements\*

### **Technology Assigned**

#### Revenue Sources

- Student Fees

#### Expenditures

- Repairs of student devices
- Updated based on revenue received\*

### **Activity Account Assigned**

#### Revenue Sources

- Student fundraising
- Donations
- Participation Fees

#### Expenditures

- Field Trips
- Rewards for instructional participation

- Recreational Supplies

## **Unassigned**

### Revenue Sources

- State Aid
- Property Tax Levy
- Federal and/or State Grants
- Participation Fees
- Donations

### Based Revenue on:

- Enrollment of 3230 PK-12
- State Formula Increase
- Special Education Increase-Estimated
- Updated Special Education\*
- Updated Enrollment 3254 PK-12\*

### Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Building Instructional Supplies (Based on Per student amount)
- Operational Costs: Building Repairs, Utilities, Insurance, and Transportation
- Technology: Software, Technology Repairs
- Teaching and Learning: Instructional Materials
- Activities
- Severance
- Estimated Salary Increases
- Budget Guideline
  - Board approved on April 4, 2017
  - Math Coach Position
  - Primary Intervention Position
  - Delivery/Custodial add .375
  - Staff Containment when Positions Open
- Updated for employment settlements\*
- Addition of 1 FTE teacher for 1st Grade\*
- Updated for current staffing changes\*
- Reviewed and updated all areas based on current data\*

## **Food Service**

### Revenue Sources

- State Aid
- Federal Aid
- Participation Fees

### Base Revenue on

- Breakfast and Lunch Price increase
  - Board approved on 05.16.17

### Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Food Costs
- Supply Costs
- Operational Costs: Utilities and Custodial
- Equipment Costs
- Updated for employment settlements\*
- Updated for staffing changes\*
- Reviewed and updated all areas based on current data\*

## **Community Education Budget**

### Revenue Sources

- State Aid
- Property Tax Levy
- Participation or Registration Fees
- Grants
- Donations

### Expenditures

- Staff salaries, benefits and other contractual requirements
- General, Instructional Supplies & Field Trips
- Operational Costs: Utilities, Custodial, and Transportation
- Technology Costs which includes software
- Updated for employment settlements\*
- Updated for staffing changes\*
- Reviewed and updated all areas based on current data\*

## **Overall structure to ensure vitality of Community Education**

- **Recreation and Enrichment Category**
  - Pay 70% of total participation to fees collected to on-staff instructors after supply expenses and administrative expenses are subtracted from the total participation fees.
  - Pay 80% of total participation fees collected for outside service providers as there are no employer paid benefits.
- Aquatics and School Age Child Care
  - Instructors are paid an hourly rate and participants are charged a set fee.
- Drivers Education
  - Registration fee only
- Adults with Disabilities
  - Instructors paid an hourly rate and currently is a break even program.
- School Readiness Program
  - Instructors paid based on beginning steps/lanes of the teacher contract. Participants are charged a fee based on the choice they choose.

## **New Programs 2018**

- Programs are continually added throughout the year

## **Discontinued Programs 2017**

- Programs may be discontinued during the year.

Budget is developed based on previous year's revenue and expenditures. We also look at possible impacts of new programs and discontinued programs.

## **Building Construction Fund**

- Construction project will be finalized in 2017
- Last project to be expended in 2018\*

## **Debt Service Fund**

### Revenue Sources

- Property Tax Levy
- State Aid

### Expenditures

- Building Bond Payments

**\*Note: Does not represent all chargebacks that may be taken between funds.**

**PROPOSED SUMMER 2018 PROJECTS**

| <b>Location</b>     | <b>Project</b>                          | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Not currently<br/>in 10 yr plan</b> | <b>Priority</b> |
|---------------------|---|-----------------------|-----------------------|--|-----------------|
| High School         | Pool - Required Repairs                 | \$17,500              | LTFM                  |  | 2018            |
| High School         | Freezer Project                         | \$140,000             | LTFM                  |  | 2018            |
| High School         | Clearstory Water Leak                   | \$65,000              | LTFM                  |  | 2018            |
| Middle School       | Clearstory Water Leak                   | \$65,000              | LTFM                  |  | 2018            |
| Middle School       | Lighting Control                        | \$75,000              | LTFM                  | X                                      | 2018            |
| Intermediate School | Replace CO2 Sensors                     | \$18,350              | LTFM                  | X                                      | 2018            |
| Intermediate School | Storm Drainage Issue                    | \$50,000              | LTFM                  | X                                      | 2018            |
| High School         | Wrestling mat replacement - Fire Safety | \$22,000              | LTFM                  |  | 2018            |
| Family Center       | Public Address System                   | \$4,896               | LTFM                  | X                                      | 2018            |
|                     |   | <b>LTFM 2018</b>      | <b>\$457,746</b>      |  |                 |

**PROPOSED SUMMER 2019 PROJECTS**

| <b>Location</b>      | <b>Project</b>                     | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Priority</b>    |
|----------------------|------------------------------------|-----------------------|-----------------------|--------------------|
| High School          | Roof Replacement (39,020 SF)       | \$702,360             | LTFM                  | Summer 2019        |
| High School          | HS Pool Restoration Project        | \$803,125             | LTFM                  | Summer 2019        |
| High School          | Drainage Issue (Lake Debbie)       | \$35,000              | LTFM                  | Summer 2019        |
| High School          | Replace CU / Packaged Unit         | \$60,000              | LTFM                  | Summer 2019        |
| High School          | Door Replacement                   | \$57,500              | LTFM                  | Summer 2019        |
| High School          | Tennis Courts                      | \$200,000             | LTFM                  | Summer 2019        |
| High School          | Remodel Shop Area/Abatement        | \$250,000             | LTFM                  | Summer 2019        |
| Intermediate School  | HVAC Upgrade                       | \$635,500             | LTFM                  | Summer 2019        |
| Student Services     | Roof - Shingles                    | \$38,000              | LTFM                  | Summer 2019        |
| Student Services     | Window Replacement                 | \$35,000              | LTFM                  | Summer 2019        |
| Family Center        | Building Automation System upgrade | \$69,986              | LTFM                  | Summer 2019        |
| <b>Family Center</b> | <b>HVAC Upgrade</b>                | <b>\$995,000</b>      | <b>LTFM</b>           | <b>Summer 2019</b> |
|                      |                                    | <b>LTFM Level 1</b>   | <b>\$3,881,471</b>    |                    |

**LTFM PRIORITIES IN 10 YEAR PLAN**

| <b>Location</b>                 | <b>Project</b>                                    | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Priority</b> |
|---------------------------------|---|-----------------------|-----------------------|-----------------|
| High School                     | Remodel Chemistry/Science Labs Exhaust/Electrical | \$125,000             | Capital/LTFM          | 2               |
| High School                     | Parking lot - Chip seal, crack fill, Striping     | \$55,000              | LTFM                  | 2               |
| High School                     | Upgrade Security System                           | \$35,000              | LTFM                  | 2               |
| High School                     | Paint Atrium                                      | \$12,000              | LTFM                  | 2               |
| Middle School                   | Roofing   | \$2,625,000           | LTFM                  | 2               |
| Middle School                   | Condensing unit replacement (4)                   | \$160,000             | LTFM                  | 2               |
| Intermediate School             | Maint. Garage Shingle Replacement                 | \$20,000              | LTFM                  | 2               |
| Student Services                | Paint   | \$20,000              | LTFM                  | 2               |
| Student Services                | Replace 2 condensing units                        | \$65,000              | LTFM                  | 2               |
| Student Services                | Landscaping                                       | \$35,000              | LTFM                  | 2               |
| Student Services                | Replace Walks/Install retaining                   | \$20,000              | LTFM                  | 2               |
| Family Center                   | Elevator  | \$147,191             | LTFM                  | 2               |
| District Center                 | Entrance/Landscaping                              | \$87,000              | LTFM                  | 2               |
|                                 |   | <b>LTFM Level 2</b>   | <b>\$3,406,191</b>    |                 |
| <b>Location</b>                 | <b>Project</b>                                    | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Priority</b> |
| High School                     | UV Disinfection system                            | \$50,000              | LTFM                  | 3               |
| High School                     | Carpet - 8000 SF                                  | \$32,000              | LTFM                  | 3               |
| High School                     | Paint High School (Less Atrium & Addition)        | \$213,150             | LTFM                  | 3               |
| High School                     | Upgrade Track & CC timing system                  | \$5,000               | LTFM                  | 3               |
| High School                     | Power to ticket booths                            | \$18,700              | LTFM                  | 3               |
| High School                     | Update BAS  | \$48,500              | LTFM                  | 3               |
| High School                     | Folding Gym Wall                                  | \$22,500              | LTFM                  | 3               |
| High School                     | Add RTU's and ducting for commons area cooling    | \$250,000             | LTFM                  | 3               |
| High School                     | Concrete Walks/Drives/Curbs                       | \$136,000             | LTFM                  | 3               |
| Middle School                   | Paint Gym   | \$16,000              | LTFM                  | 3               |
| Middle School                   | Water Heater Replacement                          | \$25,000              | LTFM                  | 3               |
| Middle School                   | Bathroom Dividers                                 | \$48,000              | LTFM                  | 3               |
| Primary School                  | Parking lot - Chip seal, crack fill, Striping     | \$50,000              | LTFM                  | 3               |
| Intermediate School             | Carpet Media Center & Comp Lab                    | \$21,684              | LTFM                  | 3               |
| Intermediate School             | Replace sports floor in gym                       | \$30,000              | LTFM                  | 3               |
| Intermediate School             | Playground Asphalt                                | \$25,460              | LTFM                  | 3               |
| Family Center                   | Classroom LED Lighting                            | \$40,000              | LTFM                  | 3               |
| Family Center                   | Final Roof Section (PVC Roof)                     | \$100,000             | LTFM                  | 3               |
| Family Center                   | Paint   | \$85,000              | LTFM                  | 3               |
| Building and Grounds (Firehall) | Roof 3600 SF                                      | \$63,000              | LTFM                  | 3               |
| Building and Grounds (Firehall) | Garage/Office LED                                 | \$30,000              | LTFM                  | 3               |
|                                 |   | <b>LTFM Level 3</b>   | <b>\$1,309,994</b>    |                 |

**LONG TERM FACILITIES MAINTENANCE  
COMPARISON OF BOND OPTIONS**

This does not affect property taxes for individuals

|                                 |                           |                           |                           |                           |
|---------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| <b>15 Year Bond</b>             | <b>\$3,500,000.00</b>     | <b>\$4,500,000.00</b>     | <b>\$7,600,000.00</b>     | <b>\$9,000,000.00</b>     |
| <b>Interest</b>                 | \$1,014,488.00            | \$1,302,113.00            | \$2,199,600.00            | \$2,605,525.00            |
| <b>LTFM Remaining each Year</b> | \$820,000 up to \$975,000 | \$745,000 up to \$890,000 | \$510,000 up to \$610,000 | \$405,000 up to \$480,000 |
| <b>Last Payment Year</b>        | 2034                      | 2034                      | 2034                      | 2034                      |

|                                 |                           |                           |                           |
|---------------------------------|---------------------------|---------------------------|---------------------------|
| <b>8 Year Bond</b>              | <b>\$3,500,000.00</b>     | <b>\$4,500,000.00</b>     | <b>\$4,500,000.00</b>     |
| <b>Interest</b>                 | \$474,460.00              | \$609,280.00              | \$589,400.00              |
| <b>LTFM Remaining each Year</b> | \$630,000 up to \$749,000 | \$500,912 up to \$695,000 | \$437,000 up to \$650,000 |
| <b>Last Payment Year</b>        | 2027                      | 2027                      | 2027                      |

### 2017-2018 Capital Plan

|   |                      |                       |
|---|----------------------|-----------------------|
| 2017 Estimated Fund Balance   |                      | <b>\$2,225,980.00</b> |
| 2018 Estimated Revenue  |                      | <b>\$565,443.00</b>   |
|   | <b>Project Needs</b> | <b>Project Plan</b>   |
| <b>FAMILY CENTER</b>  |                      |                       |
| <b>PRIMARY</b>  |                      |                       |
| <b>INTERMEDIATE</b>   |                      |                       |
| Playground Surface  |                      |                       |
| <b>MIDDLE</b>   |                      |                       |
| Add Door to Office  | \$2,500.00           |                       |
| Create a MS Counseling Area   | \$30,000.00          |                       |
| <b>HIGH SCHOOL</b>  |                      |                       |
| 3rd Station Gym Floor   | \$50,000.00          |                       |
| Storage Units for Activities  | \$60,000.00          |                       |
| Banners/Murals & Records Displ  | \$20,000.00          |                       |
| <b>TRANSPORTATION</b>   |                      |                       |
| Van-aging out   | \$40,000.00          | <b>\$50,000.00</b>    |
| Bus Cameras   | \$10,000.00          | <b>\$10,000.00</b>    |
| <b>BUILDINGS &amp; GROUND</b>   |                      |                       |
| Bucket Truck & Cube Van   | \$40,000.00          |                       |
| Other Equipment   |                      | <b>\$20,000.00</b>    |
| <b>STUDENT SERVICES BUILDING</b>  |                      |                       |
| Create two classrooms   |                      |                       |
| <b>TECHNOLOGY</b>   |                      |                       |
| One to One Student Technology Initiative  | \$307,000.00         | <b>\$307,000.00</b>   |
| Classroom Hardware  | \$67,000.00          | <b>\$33,500.00</b>    |
| Copier operational lease  | \$20,000.00          | <b>\$20,000.00</b>    |
| Infrastructure  | \$35,000.00          | <b>\$35,000.00</b>    |
| Staff Devices   | \$117,000.00         | <b>\$58,500.00</b>    |
| (There may be movement among the technology categories based on priority)<br>(Student technology would be first priority) |                      |                       |
| <b>OTHER</b>  |                      |                       |
| Furniture, Fixtures, and Equipme  | \$150,000.00         | <b>\$130,000.00</b>   |
| Districtwide Emergency  | \$15,000.00          | <b>\$15,000.00</b>    |
| Kindergarten Classroom  |                      | <b>\$41,000.00</b>    |
| <b>Total</b>  | <b>\$963,500.00</b>  | <b>\$720,000.00</b>   |
| <b>Variance</b>   |                      | <b>-\$154,557.00</b>  |

### 2018-2019 Preliminary Capital Recommendation

|   |                      |                       |
|---|----------------------|-----------------------|
| 2018 Estimated Fund Balance   |                      | <b>\$2,071,423.00</b> |
| 2019 Estimated Revenue  |                      | <b>\$550,000.00</b>   |
|   | <b>Project Needs</b> | <b>Project Plan</b>   |
| <b>FAMILY CENTER</b>  |                      |                       |
| <b>PRIMARY</b>  |                      |                       |
| Walk between PS & IS  |                      | <b>\$3,500.00</b>     |
| <b>INTERMEDIATE</b>   |                      |                       |
| Playground Surface  |                      |                       |
| <b>MIDDLE</b>   |                      |                       |
| Add Door to Office  | \$2,500.00           |                       |
| Create a Counseling Area  | \$30,000.00          |                       |
| <b>HIGH SCHOOL</b>  |                      |                       |
| 3rd Station Gym Floor   | \$50,000.00          |                       |
| Storage Units for Activities  | \$60,000.00          |                       |
| Banners/Murals & Records Di   | \$20,000.00          |                       |
| 3 New building Gym Lights   | <b>\$6,000.00</b>    | <b>\$6,000.00</b>     |
| Signage   |                      |                       |
| Pole Vault & High Jump Pits   | <b>\$20,000.00</b>   |                       |
| <b>TRANSPORTATION</b>   |                      |                       |
| Van-aging out   | \$50,000.00          |                       |
| Bus Cameras   | <b>\$10,000.00</b>   | <b>\$10,000.00</b>    |
| <b>BUILDINGS &amp; GROUND</b>   |                      |                       |
| Bucket Truck & Cube Van   | <b>\$40,000.00</b>   | <b>\$40,000.00</b>    |
| Other Equipment   | <b>\$20,000.00</b>   | <b>\$20,000.00</b>    |
| <b>STUDENT SERVICES BUILDING</b>  |                      |                       |
| Create two classrooms   |                      |                       |
| <b>TECHNOLOGY</b>   |                      |                       |
| One to One Student Technology Initiative  | \$307,000.00         | <b>\$307,000.00</b>   |
| Classroom Hardware  | \$67,000.00          | <b>\$33,500.00</b>    |
| Copiers operational lease   | \$20,000.00          | <b>\$20,000.00</b>    |
| Infrastructure  | \$35,000.00          | <b>\$35,000.00</b>    |
| Staff Devices   | \$117,000.00         | <b>\$58,500.00</b>    |
| (There may be movement among the technology categories based on priority)<br>(Student technology would be first priority) |                      |                       |
| <b>OTHER</b>  |                      |                       |
| Furniture, Fixtures, and Equ  | <b>\$150,000.00</b>  | <b>\$151,500.00</b>   |
| Districtwide Emergency  | <b>\$15,000.00</b>   | <b>\$15,000.00</b>    |
| <b>Total</b>  |                      | <b>\$700,000.00</b>   |
| <b>Variance</b>   |                      | <b>-\$150,000.00</b>  |

| <b>Building Improved-Assigned (2018-2019)</b> |                     |                   |             |
|---|---------------------|-------------------|-------------|
| <b>2017 Fund Balance</b>                      | <b>\$422,542.00</b> |                   |             |
| <b>Estimated Expenses</b>                     |                     |                   |             |
| City of Princeton Police Station              | \$50,000.00         | Working on        |             |
| Professional Turf PO                          | \$10,000.00         | Done 01.17.18     |             |
| Council/Board Chambers                        | \$60,000.00         | Done 01.17.18     |             |
| Storm Sewer-Lake Debbie                       | \$0.00              | Move to LTFM      | \$45,000.00 |
| Hook Irrigation to City                       | \$50,000.00         | Still Checking on |             |
| City-7th ST                                   | \$0.00              | Pay each year     | \$54,654.00 |
| Update Security at Intermediate               | \$35,000.00         | Done 01.17.18     |             |
| <b>Tota Estimated Expenses</b>                | <b>\$205,000.00</b> |                   |             |
| <b>Estimated 2018 Fund Balance</b>            | <b>\$217,542.00</b> |                   |             |
| <b>Summer 2018 Projects</b>                   |                     |                   |             |
| 1st & 2nd Grade Rooms                         | \$80,000.00         |                   |             |
| Onward Remodel                                | \$60,000.00         |                   |             |
| District Center Public Address System         | \$8,046.00          |                   |             |
| <b>Total Estimated Expenses</b>               | <b>\$148,046.00</b> |                   |             |
| <b>Variance</b>                               | <b>\$69,496.00</b>  |                   |             |

# CLASS SIZE

# GUIDELINES

- Administrators and Board Approved 2013, 2014, 2015, 2016

- Kindergarten- 19-21
- 1st Grade- 20-23
- 2nd & 3rd Grade- 22-25
- 4th & 5th Grade- 23-26
- 6th through 8th- 25-30
- 9th through 12th- 25-30

- Proposed for 2018-2019: (2017-2018)

|  |           |
|--|-----------|
| Kindergarten                             | - 19 - 21 |
| 1 <sup>st</sup> Grade                    | - 20 - 23 |
| 2 <sup>nd</sup> & 3 <sup>rd</sup> Grade  | - 22 - 25 |
| 4 <sup>th</sup> & 5 <sup>th</sup> Grade  | - 24 - 27 |
| 6 <sup>th</sup> through 8 <sup>th</sup>  | - 25 - 30 |
| 9 <sup>th</sup> through 12 <sup>th</sup> | - 25 - 30 |

| <u>School Year</u> | <u>Number of Possible K Students in District</u> | <u>Year End Enrollment</u> | <u>% Enrolled out of Possible</u> | <u>Average</u> | <u>Best Percentage</u> | <u>Worst Percentage</u> |
|--------------------|--|----------------------------|-----------------------------------|----------------|------------------------|-------------------------|
| 2018-2019          | 359  |                            | 65%                               | 231.6          | 258.48                 | 211.81                  |
| 2017-2018          | 354  | 255 (72%)                  | 72%                               |                |                        |                         |
| 2016-2017          | 372  | 222(60%)                   | 60%                               |                |                        |                         |
| 2015-2016          | 365  | 217 (59%)                  | 59%                               |                |                        |                         |
| 2014-2015          | 343  | 230 (67%)                  | 67%                               |                |                        |                         |

| <b>2017-2018 Revised-Projected Enrollment</b> |                       |   |  |   |                       |                |                       |
|---|-----------------------|---|--|---|-----------------------|----------------|-----------------------|
| <b>Includes all Programs</b>                  |                       |   |  |   |                       |                |                       |
|   | <b>School Finance</b> | <b>September to Year End</b>                | <b>Avg of Current (Sept.- Dec.) Tracking</b> | <b>End of Year to End of Year (Average)</b> | <b>Administration</b> | <b>Average</b> | <b>Revised Budget</b> |
| <b>Primary School</b>                         | 707.2                 | 700.7                                       | 710.8  | 706.8                                       | 716.0                 | 708.3          | 709                   |
| <b>Intermediate School</b>                    | 773.4                 | 772.0                                       | 769.3  | 766.7                                       | 784.0                 | 773.1          | 775                   |
| <b>Middle School</b>                          | 749.4                 | 749.7                                       | 745.5  | 744.2                                       | 742.0                 | 746.2          | 748                   |
| <b>High School</b>                            | 1025.1                | 1028.7                                      | 1033.5                                       | 998.3                                       | 1034.0                | 1023.9         | 998                   |
| <b>Total</b>                                  | <b>3255.1</b>         | <b>3251.2</b>                               | <b>3259.0</b>                                | <b>3215.9</b>                               | <b>3276.0</b>         | <b>3251.4</b>  | 3230.0                |
| <b>2018-2019 Enrollment</b>                   |                       |   |  |   |                       |                |                       |
|   | <b>School Finance</b> | <b>Average Based on Prior 3 Years</b>       | <b>Highest Based on K Projections</b>        | <b>Lowest Based on K Projections</b>        | <b>Administration</b> | <b>Average</b> |                       |
| <b>Primary School (K)</b>                     | 210.8                 | 231.6                                       | 258.5  | 211.8                                       | 230.0                 | 228.5          |                       |
|   | <b>School Finance</b> | <b>End of Year to End of Year (Average)</b> | <b>End of Year to End of Year (Lowest)</b>   | <b>Administration</b>                       | <b>Average</b>        |                |                       |
| <b>Primary School (1-2)</b>                   | 491.5                 | 491.5                                       | 483.0  | 500.0                                       | 491.5                 |                |                       |
| <b>Intermediate School</b>                    | 746.3                 | 740.7                                       | 694.3  | 766.0                                       | 736.8                 |                |                       |
| <b>Middle School</b>                          | 804.8                 | 780.6                                       | 770.7  | 800.0                                       | 789.0                 |                |                       |
| <b>High School</b>                            | 1007.2                | 972.7                                       | 955.5  | 1012.0                                      | 986.8                 |                |                       |
| <b>Total</b>                                  | <b>3049.8</b>         | <b>2985.5</b>                               | <b>2903.4</b>                                | <b>3078.0</b>                               | <b>3004.2</b>         |                |                       |
| <b>K+Grades 1-12</b>                          | <b>3260.6</b>         | <b>3217.1</b>                               | <b>3161.9</b>                                | <b>3289.8</b>                               | <b>3234.2</b>         |                |                       |

# ENROLLMENT GRAPHS & TABLES

2/12/2018

PRINCETON

477

Method

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

with **Wt Ratio 2 Yrs**

(2)

|     |               | Enrollment History - END-OF-YEAR ADM DATA |         |         |         |         |         |         | Enrollment Projections - END-OF-YEAR ADM DATA |         |         |         |         |
|-----|---------------|---|---------|---------|---------|---------|---------|---------|---|---------|---------|---------|---------|
|     |               | 2011-12                                   | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19                                       | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| 136 | EC            | 19.1                                      | 24.7    | 28.4    | 30.4    | 31.0    | 29.3    | 24.0    | 24.0  | 24.0    | 24.0    | 24.0    | 24.0    |
|     | K             | 260.1                                     | 230.5   | 222.9   | 230.5   | 216.9   | 221.6   | 254.0   | 225.0   | 226.6   | 229.0   | 232.6   | 228.0   |
|     | 1             | 247.4                                     | 258.7   | 242.2   | 221.6   | 239.4   | 219.6   | 232.0   | 263.0   | 232.9   | 234.6   | 237.1   | 240.9   |
|     | 2             | 228.0                                     | 240.2   | 249.0   | 249.8   | 225.4   | 246.5   | 222.0   | 236.0   | 267.5   | 236.9   | 238.6   | 241.2   |
|     | 3             | 261.0                                     | 223.3   | 230.3   | 243.3   | 267.1   | 229.6   | 263.0   | 233.3   | 248.0   | 281.1   | 248.9   | 250.7   |
|     | 4             | 262.9                                     | 256.3   | 223.5   | 238.2   | 254.4   | 269.1   | 239.0   | 270.8   | 240.2   | 255.3   | 289.4   | 256.4   |
|     | 5             | 282.9                                     | 263.1   | 255.7   | 227.5   | 244.4   | 256.5   | 273.0   | 242.0   | 274.2   | 243.2   | 258.5   | 293.0   |
|     | 6             | 260.6                                     | 278.0   | 262.9   | 254.3   | 222.2   | 248.3   | 261.0   | 277.6   | 246.0   | 278.8   | 247.3   | 262.9   |
|     | 7             | 271.8                                     | 257.9   | 268.0   | 264.3   | 255.4   | 231.0   | 260.0   | 272.6   | 290.0   | 257.0   | 291.2   | 258.3   |
|     | 8             | 285.3                                     | 252.4   | 256.9   | 271.3   | 266.5   | 266.4   | 228.0   | 261.5   | 274.2   | 291.6   | 258.5   | 292.9   |
|     | 9             | 262.4                                     | 273.9   | 257.9   | 265.6   | 276.8   | 266.4   | 277.0   | 234.0   | 268.4   | 281.4   | 299.3   | 265.3   |
|     | 10            | 269.4                                     | 253.6   | 264.9   | 249.0   | 257.1   | 270.0   | 270.0   | 277.2   | 234.2   | 268.6   | 281.7   | 299.6   |
|     | 11            | 226.8                                     | 248.4   | 247.1   | 239.4   | 225.4   | 235.0   | 226.0   | 233.0   | 239.2   | 202.1   | 231.8   | 243.0   |
| 12  | 238.1         | 206.2                                     | 234.9   | 233.6   | 228.0   | 213.3   | 225.0   | 215.5   | 222.2   | 228.1   | 192.7   | 221.0   |         |
|     | K-12          | 3356.5                                    | 3242.4  | 3216.0  | 3188.3  | 3179.3  | 3173.3  | 3230.0  | 3241.4  | 3263.5  | 3287.8  | 3307.7  | 3353.1  |
|     | Pre K-12      | 3375.5                                    | 3267.1  | 3244.4  | 3218.7  | 3210.3  | 3202.6  | 3254.0  | 3265.4  | 3287.5  | 3311.8  | 3331.7  | 3377.1  |
|     | % Change K-12 |   | -3.40%  | -0.81%  | -0.86%  | -0.28%  | -0.19%  | 1.79%   | 0.35%   | 0.68%   | 0.74%   | 0.61%   | 1.37%   |

## Enrollment by Grade for Current Year 2017-18



# PRINCETON PUBLIC SCHOOLS



## POSITION DESCRIPTION- DRAFT March 1, 2018

### SECTION I: GENERAL INFORMATION

|   |   |  |
|---|---|--|
| <b>Position Title:</b><br>Superintendent of Schools   | <b>Department:</b><br>District Administration | <b>Bargaining Unit:</b><br>At-will agreement |
| <b>Immediate Supervisor:</b><br>Board of Education  | <b>Comparable Worth Rank:</b>                 | <b>FLSA Status:</b><br>Exempt                |
| <b>Job Summary:</b><br>To serve as the Chief Executive Officer of Princeton School District #477 and effectively lead, oversee and evaluate all operations, with an emphasis on ensuring that all educational programs and support systems are integrated with and advance the District's beliefs, mission, objectives, and strategic initiatives.<br><br>To formulate and recommend for Board action those policies, procedures and practices required to help ensure: a) effective integration of all learning, administrative and support programs; b) the District's capability and capacity to manage and leverage available personnel, funding and time resources; c) clear delineations of management roles and responsibilities; d) effective succession planning; and e) engagement of stakeholders in the Princeton Public Schools. |   |  |

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

#### Leadership and Board Relations

1. Demonstrates by example the integrity and commitment expected from all District personnel.
2. Demonstrates a clear commitment to achieving and advancing the District's beliefs, mission, objectives and strategic initiatives through consistently visible and respected leadership of assigned personnel; effective structuring and management of assigned function(s); professional growth and development; active participation in community-based, State and National organizations where there are mutual interests, and advocacy for continuous improvement in the design, delivery and evaluation of public education.
3. Develops and maintains collaborative work relationships that contribute to a pleasant and productive workplace.
4. Develops and maintains a current knowledge of the District's policies, procedures and practices that apply to this position insuring work responsibilities can be performed purposefully, confidently and independently within the position authority and responsibility parameters.
5. Keeps the Board current with the information it needs to function effectively in policy making and to meet its governance obligations, with an emphasis on a uniform understanding of the social, economic and political realities that impact the District now and into the future.

6. Provides opportunities for in-service sessions for Board members covering the roles and responsibilities of Board governance in public education.
7. Translates the District's beliefs, mission and objectives into recommended action initiatives including timelines and success measures for Board consideration.
8. Keeps current on pending and passed legislation and/or regulations at the Federal and State level and develops the District's position and/or response for Board consideration.
9. Ensures District compliance with all applicable laws and regulations and Board directives, preparing additional administrative guidelines when required to guide policy implementation, and reporting compliance status to the Board as scheduled or requested.
10. Effectively facilitates the Board's strategic planning process for producing short and longer-term plans, oversees the timely implementation and integration of approved plans.
11. Develops and presents recommendations to the Board for major additions, deletions and modifications to current academic program and/or support operations practices that fit the District's mission and resources required to achieve and sustain that mission.
12. Prepares and presents reports to the Board as scheduled or requested covering District operations and their relationship to the best practices of comparable districts.
13. Oversees and ensures the timely and secure recordkeeping of all reporting to the Board and of the Board's discussions and actions that must appear in its meeting minutes.
14. Actively participates and completes the Marzano District Leader Evaluation Model regarding performance evaluation of the Superintendent:
  - A data-driven focus to support student achievement,
  - Continuous support for improvement of instruction,
  - Continuous support for a guaranteed viable curriculum,
  - Community of Care and Collaboration,
  - District Core Values, and
  - Resource Allocation Management.

### **Management and Planning**

1. Oversees all aspects of the organization and promotes the effective integration of academic programs, projects and services; financial and support operations; physical resources and other affairs of the District.
2. Demonstrates the knowledge, skill and ability to effectively communicate and evaluate individual management roles; to encourage initiative and professional growth; to set parameters of management's individual and collective authority and accountability; and to evaluate and enhance performance outcomes expected by the District.
3. Leads the development, refinement and presentation of District goals and objectives to the Board and oversees implementation of programs and services to achieve goals and objectives approved by the Board.
4. Effectively leads the evaluation and documentation of all District educational programs and support operations.

5. Guide strategic roadmap articulating the District's mission (purpose), core value (drivers of words and actions), vision (the desired state in the short term), and strategic directions (focus of time and resources).

**Instruction, Programming, and Services**

1. Implement and oversee the Marzano Instructional Framework across the district, providing support to school Administrators, Directors, and teachers with implementation.
2. Regularly schedules monitoring reports (based on District performance of District goals) that communicate high quality data and analysis from the Administration to the Board.
3. Regularly evaluates and reports on results being achieved by the District's educational programs and services and also the degree to which: 1) programs are articulated and integrated by level, location and subject; 2) programs maximize educational opportunities and respond to individual needs with available resources; 3) programs and services are consistent with the findings of current research and best practices in public education.
4. Pursues continual enrichment of educational programs and services through innovations that can be supported by existing resources and/or new or expanded funding through such means as grants, categorical aids and voter-approved levy or bond referenda.
5. Oversees the annual evaluation of student achievement and all interpretations of the results for presentation to the Board and community.
6. Oversees and evaluates additional operational areas including but not necessarily limited to: procurement of materials, supplies, equipment, technology, furniture and facilities to support District educational programs and services; recordkeeping and student progress reporting; student behavior management; co-curricular programming; and treatment of enrollment options requests.

**Asset Management and Resource Utilization**

1. Monitors and continually evaluates the District's financial stability and takes appropriate actions to direct management of the assets, funding, expenses and any related - compliance obligations in areas including but not necessarily limited to: internal accounting and control; inventory control; procurement; and the annual audit.
2. Oversees the general development and enhancement of revenue sources and actively pursues additional resources through leading the development of partnerships, collaborations and special initiatives that unlock opportunities for broader financial support e.g. gifts, donations and grants.
3. Oversees the budget development process, prepares and directly monitors components of the budget relating to the Board of Education and Office of the Superintendent, and recommends an annual budget to the Board.
4. Oversees preparation of the District's long range financial planning and integrates the planning and projections into recommendations to the Board.

**Organizational Structure - Human Resources - Staff Development**

1. Develops and recommends an overall organizational structure for the District's educational programs, services and support operations that fits its mission and is compliant with any applicable laws and regulations.
2. Oversees the timely development, refinement, approval, communication and implementation of the District's Human Resources policies and procedures.

3. Through the Superintendent's line of authority, delegates appropriate responsibilities and accountabilities, assigns job functions consistent with the organizational structure, and ensures that all job documentation is current and complete to accurately reflect delegated responsibilities and accountabilities.

4. Oversees and participates in the collective bargaining process and monitors subsequent contract administration.

5. Ensures the provision of professional development opportunities for all staff within available resources and applicable contract agreements.

6. Ensures the provision of effective supervision and timely performance evaluations for all District staff.

**Communications and School/Community Relations**

1. Oversees the development, refinement, presentation and impact of major internal and external communications in whatever form is most appropriate to the target audience(s).

2. Develops, nurtures and sustains close working relationships with individuals, groups, organizations and agencies in a manner that invites and reinforces a level of interest and involvement in educational programs and services that helps advance the beliefs, mission, objectives and strategic initiatives of the District.

3. Seeks and welcomes opportunities to represent the District and to enhance its image and positive impact on the community.

**Professional Growth and Development**

1. Keeps current on trends and best practices in educational programs and services through reading professional literature, attendance at workshops, seminars, conventions or other in-service trainings, site visits to other innovative and exemplary schools, and active membership(s) in professional organizations.

\* Performs other job-related responsibilities as apparent or delegated by the Board.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

**RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS**

|                              | <b>Titles of Positions Directly Supervised</b> | <b># of Employees</b> |
|------------------------------|--|-----------------------|
| 1                            | Principals/Directors                           | 10                    |
| 2                            | District Administrative Support Staff          | 1                     |
|                              | <b>TOTAL</b>                                   | 11                    |
| <b>INDIRECT SUPERVISION:</b> |  |                       |
|                              |  |                       |

|   |                   |
|---|-------------------|
| <b>Number of employees indirectly supervised:</b><br>Assistant Principals, Teachers, Paraprofessionals, Support Staff | <b>Total:</b> 433 |
|---|-------------------|

|   |                                      |   |  |
|---|--------------------------------------|---|--|
| <b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>   |                                      |   |  |
| <b>REQUIRED EDUCATION/TRAINING (choose one)</b>   |                                      | <b>DEGREE INFORMATION:</b><br><b>Type of degree: (B.S., M.A., etc.)</b> |  |
|   | <b>less than high school diploma</b> |   | Bachelors of Science degree, Masters Degree in Education, Educational Administration license, and Superintendent license.  |
|   | <b>High school diploma or GED.</b>   |   | <b>Major field of study or degree emphasis:</b>  |
|   | <b>1 year college</b>                |   | <b>2 years college</b>   |
|   | <b>3 years college</b>               |   | <b>4 years college</b>   |
|   | <b>1st year graduate level</b>       |   | <b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>   |
| <b>x</b>  | <b>2nd year graduate level</b>       |   |  |
|   |                                      |   | <ul style="list-style-type: none"> <li>• Knowledge of Federal and State legal regulations and reporting requirements governing public education.</li> <li>• Knowledge of current issues and challenges impacting public education and current developments in educational programs and services to address the issues and meet the challenges.</li> <li>• Understand, analyze and interpret relevant statutes, regulations, and professional and technical documents.</li> <li>• Effectively use current technology tools to enhance personal productivity.</li> <li>• Write, present and/or publish reports, documents, articles, presentations, proposals and general correspondence in a clear and concise manner.</li> <li>• Perform all aspects of this position in compliance with all applicable legal requirements, District policies and Board directives.</li> </ul> |
| <b>Required Work Experience in Addition to Formal Education/Training:</b><br>Prefer minimum of five to seven years' of successful and progressive experiences in educational administration and/or a minimum of from three to five years' successful experience as a public school Administrator. |                                      |   |  |

|   |  |
|---|--|
| <b>LICENSE/<br/>CERTIFICATION</b>       | <b>Identify licenses/certification required:</b><br>Requires a valid driver's in the State of MN, Administrative license, and Superintendent license or working toward Superintendent license.   |
| <b>HAZARDOUS WORKING<br/>CONDITIONS</b> | <b>Unusual or hazardous working conditions related to performance of duties:</b><br>Duties are generally performed in a typical office/school setting where there are minimal environmental hazards and risks.<br>Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact. |

|  |   |
|--|---|
| <b>ESSENTIAL<br/>SKILLS<br/>REQUIRED TO<br/>PERFORM THE<br/>WORK</b> | <p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>● Providing leadership, purpose, and direction for groups and individuals, facilitating the development, formulation, planning and implementation of the Strategic plan in organizational changes.</li> <li>● Managing, supervising, evaluating, mentoring and handling personnel actions and concerns within the District.</li> <li>● Information collection, including gathering facts and data, seeking knowledge of policies, rules, laws, precedents and practices, managing data flow, and classifying and organizing information for decision making and monitoring of outcomes.</li> <li>● Observing, evaluating, mentoring, and supervising administrators.</li> <li>● Problem analysis and solving skills including analyzing information, framing issues and identifying causes, seeking additional information, framing and reframing possible solutions, demonstrating conceptual flexibility and assisting others in forming opinions.</li> <li>● Marzano District Leadership: <ul style="list-style-type: none"> <li>- A data-driven focus to support student achievement,</li> <li>- Continuous support for improvement of instruction,</li> <li>- Continuous support for a guaranteed viable curriculum,</li> <li>- Community of Care and Collaboration,</li> <li>- District Core Values, and</li> <li>- Resource Allocation Management.</li> </ul> </li> <li>● Organizational oversight, including scheduling work, using resources appropriately to meet goals, scheduling activity flow, monitoring procedures to regulate activities, as well as project deadlines.</li> <li>● Planning, formulating and implementing district programming, budgets, activities and services consistent with District directives and policies.</li> <li>● Delegation of authority, including assigning tasks so that they can be accomplished in a timely and appropriate manner, utilizing subordinates appropriately, and follows up on work tasks.</li> <li>● Coordinating public relations functions, activities and programs.</li> <li>● Excellent communication and presentational skills.</li> </ul> |
|--|---|

| <b>PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)</b> |             |                     |                           |                     |                                     |             |                     |                           |                     |
|---|-------------|---------------------|---------------------------|---------------------|-------------------------------------|-------------|---------------------|---------------------------|---------------------|
| <b>Amount of Time Spent</b>   |             |                     |                           |                     | <b>Amount of Time Spent</b>         |             |                     |                           |                     |
| <b>Physical Activities</b>  | <b>None</b> | <b>1/3<br/>Less</b> | <b>1/3<br/>to<br/>2/3</b> | <b>Over<br/>2/3</b> | <b>Lifting/Forcing<br/>Exerting</b> | <b>None</b> | <b>1/3<br/>Less</b> | <b>1/3<br/>to<br/>2/3</b> | <b>Over<br/>2/3</b> |

|                                     |   |   |   |   |               |   |  |   |  |
|-------------------------------------|---|---|---|---|---------------|---|--|---|--|
| Stand                               |   |   | x |   | Up to 10 lbs  |   |  | x |  |
| Walk                                |   |   | x |   | Up to 25 lbs  | x |  |   |  |
| Sit                                 |   |   | x |   | Up to 50 lbs  | x |  |   |  |
| Use hands to finger, handle or feel |   | x |   |   | Up to 100 lbs | x |  |   |  |
| Reach with hands and arms           |   | x |   |   | Over 100 lbs. | x |  |   |  |
| Climb or balance                    | x |   |   |   |               |   |  |   |  |
| Stoop, kneel, crouch or crawl       | x |   |   |   |               |   |  |   |  |
| Talk or hear                        |   |   |   | x |               |   |  |   |  |
| Taste or smell                      | x |   |   |   |               |   |  |   |  |

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**SECTION IV: CLASSIFICATION HISTORY AND APPROVAL**

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

\_\_\_\_\_  
**Director of Human Resource's Signature**

\_\_\_\_\_  
**Date**

**Classification History:**

Updated February 2018

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. the physical demands and work environment described here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*At the sole discretion of the District, the qualifications may be waived or alternate qualifications may be considered.*

**Date Board Adopted: March 6, 2018 (tentative)**



# Princeton Public School District #477

Superintendent of Schools

[www.isd477.org](http://www.isd477.org)

# WHO WE ARE

Princeton Public Schools is located in Princeton, MN. Our district includes the City of Princeton and eleven townships.



Princeton Public Schools has strong community support that passed a \$30 million bond referendum to build a new K-2 school and add technical education and gymnasium spaces to the high school.



The school collaborates with Chamber of Commerce and the Learning and Living Committee to assist in the development of The World's Best Workforce plan.



## DISTRICT *profile*

✔ Enrollment- 3,230 Students (K-12)

✔ SCHOOLS

- Family Center (Community Education & Early Childhood)
- Primary School (K-2)
- Intermediate School (3-5)
- Middle School (6-8)
- High School (9-12)
- Student Services (Online, ALC, Care & Treatment, Onward)

## FINANCIAL *highlights*

✔ 2017-2018 General Fund Revenue \$35,329,347

✔ 14% Unassigned fund balance

✔ \$1.8 million received in grants since 2014



## STRATEGIC PLAN *goals*



Provide personalized instruction for every student



Prepare 21st Century students to be Career and College Ready



Implement innovative programming



Digital learning



Communication

## DISTRICT MISSION

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

## DISTRICT VISION

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

## SCHOOL BOARD

- Eric Minks, Chair
- Eric Strandberg, Vice Chair
- Howard Vaillancourt, Treasurer
- Sue VanHooser, Clerk
- Chad Young, Acting Clerk
- Deb Ulm, Director
- Craig Johnson, Director

## LEADERSHIP *profile*

Princeton Public Schools is searching for a new superintendent. The School Board is committed to finding a candidate who:

- ✓ Leader with Marzano Instruction
- ✓ Demonstrates collective efficacy
- ✓ Solution-orientated
- ✓ Builds strong relationships
- ✓ Strengthens systems for growth
- ✓ Vision of continuous improvement and innovation
- ✓ Collaborative
- ✓ Committed to student-centered classrooms for rigor

"I never thought I would come back to Princeton to run our family business but in doing so its reminded me of how much our schools are the center of our community."

-Jody Stay, community member, business owner, parent

## DISTRICT *highlights*

- Districtwide common language of instruction utilizing the Marzano Instructional Framework
- Successful momentum toward student-centered classrooms for rigor
- Strong structures to support teacher growth and student achievement
- Double-digit growth since 2013 in reading proficiency in grades 3-8
- Six of seven grades performing above state proficiency in both reading and math
- Innovative Programming including STEAM, Spanish Immersion, state approved Online Academy, and Care and Treatment program with co-located educational services
- Award winning Fine Arts Program
- State and Nationally Recognized PBIS Program
- Creative and relevant Digital Learning program with phased in 1:1 technology in grades 3-12.
- Above national average AP test results
- Advanced Placement Honor Roll achievement
- Cutting edge elementary specialists schedules in art, phy ed, science, and music
- K-12 Robotics program
- The district's careful stewardship of taxpayer funds is recognized annually by the Minnesota Department of Education and the Association of School Business Officials International.

# SUPERINTENDENT SEARCH

## SALARY *and contract*

The district offers a competitive salary and an excellent comprehensive benefits package. The final salary for the successful candidate will be negotiated and determined based upon proven experience, qualifications, and meeting Board criteria.

## APPLICATION *requirements*

Completed application, letter of interest, current resume, copy of current Administrator license(s), 1 page statement of core values, 3-5 letters of recommendation, copy of official transcripts. Submit completed application materials to: <https://www.applitrack.com/princetonmn>

## SUPERINTENDENT *search timeline*

Application deadline: Friday, March 30, 2018

Start Date: July 1, 2018

Contact Sarah Marxhausen, Director of Human Resources, with any questions at [sarah.marxhausen@isd477.org](mailto:sarah.marxhausen@isd477.org) or (763)389-6181.



Princeton Public Schools is an equal opportunity educator and employer.

# Princeton Public Schools

## 2018-2019 School Calendar

| July 2018 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 | 31 |    |    |    |    |

| August 2018 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    | 1  | 2  | 3  | 4  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 26          | 27 | 28 | 29 | 30 | 31 |    |

| September 2018 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | Sa |
|                |    |    |    |    |    | 1  |
| 2              | 3  | 4  | 5  | 6  | 7  | 8  |
| 9              | 10 | 11 | 12 | 13 | 14 | 15 |
| 16             | 17 | 18 | 19 | 20 | 21 | 22 |
| 23             | 24 | 25 | 26 | 27 | 28 | 29 |
| 30             |    |    |    |    |    |    |

| October 2018 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              | 1  | 2  | 3  | 4  | 5  | 6  |
| 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 28           | 29 | 30 | 31 |    |    |    |

| November 2018 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 |    |

| December 2018 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            | 31 |    |    |    |    |    |

| January 2019 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |



| February 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 |    |    |



| March 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |
| 31         |    |    |    |    |    |    |

| April 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 |    |    |    |    |

| May 2019 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

| June 2019 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        |    |    |    |    |    |    |

 Holiday / School Closed  
 Last Day of Trimester

 Staff Development Day - No School for Students  
 First and Last Day of School

Aug 21-23 ..... New Teacher Workshops  
 Aug 28-30 ..... 3 Staff Development Days  
 Sep 3 ..... Labor Day  
 Sep 4 ..... First Day of School for Students  
 Oct 17 ..... 1 Staff Development Day-No School for Students  
 Oct 18-19 ..... MEA--No School for Staff/Students  
 Nov 21 ..... 1 Staff Development Day-No School for Students  
 Nov 22-23 ..... Thanksgiving Break--No School for Staff/Students  
 Nov 30 ..... Last Day of Trimester 1 (58 days)  
 Dec 3 ..... 1 Staff Development/Grading--No School for Students  
 Dec 24-Jan 1 ..... Winter Break--No School for Staff/Students

Jan 21 ..... 1 MLK Day - Staff Development Day-No School for Students  
 Feb 18 ..... President's Day--No School for Staff/Students  
 March 6 ..... Last Day of Trimester 2 (58 days)  
 March 7 ..... 1 Staff Development/Grading--No School for Students  
 March 8 ..... 1 Staff Development Day-No School for Students  
 April 19-22 ..... Spring Break - No School for Staff/Students  
 May 27 ..... Memorial Day--No School for Staff/Students  
 May 30 ..... Last Day of School/Trimester 3 (56 days)  
 May 31 ..... High School Graduation  
 May 31 ..... 1 Staff Development/Grading--No School for Students

# Princeton Public Schools

## 2019-2020 School Calendar

| July 2019 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

| August 2019 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

| September 2019 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | Sa |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

| October 2019 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

| November 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

| December 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

| January 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |



| February 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |



| March 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

| April 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

| May 2020 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |
| 31       |    |    |    |    |    |    |

| June 2020 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |

 Holiday / School Closed  
 Last Day of Trimester

 Staff Development Day - No School for Students  
 First and Last Day of School

- |              |   |             |  |
|--------------|---|-------------|--|
| Aug 20-22    | New Teacher Workshops                               | Jan 20      | 1 MLK Day - Staff Development Day-No School for Students |
| Aug 26-29    | 4 Staff Development Days                            | Feb 17      | President's Day--No School for Staff/Students            |
| Sep 2        | Labor Day   | March 5     | Last Day of Trimester 2 (58 days)                        |
| Sep 3        | First Day of School for Students                    | March 6     | 1 Staff Development Day-No School for Students           |
| Oct 16       | 1 Staff Development Day-No School for Students      | April 10-13 | Spring Break - No School for Staff/Students              |
| Oct 17-18    | MEA--No School for Staff/Students                   | May 25      | Memorial Day--No School for Staff/Students               |
| Nov 20       | 1 Staff Development Day-No School for Students      | May 28      | Last Day of School/Trimester 3 (56 days)                 |
| Nov 21-22    | Thanksgiving Break--No School for Staff/Students    | May 29      | High School Graduation                                   |
| Nov 29       | Last Day of Trimester 1 (58 days)                   | May 29      | 1 Staff Development/Grading--No School for Students      |
| Dec 2        | 1 Staff Development/Grading--No School for Students |             |  |
| Dec 23-Jan 1 | Winter Break--No School for Staff/Students          |             |  |

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## MEMORANDUM



TO: Michelle Czech, School Business Service  
Director  
FROM: Mark Karnowski, City Admin.  
SUBJECT: **Proposed Middle and High School Liaison  
Contracts**  
DATE: August 18, 2017

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Attached are the two proposed 4-year contracts (as opposed to the previous 3-year contract) between the District and the City for a school liaison officer to work in the Middle School and High School. The city's desire to change to a 4-year contract is based on the city's decision to dedicate one police officer to the Sherburne County Drug Task Force (DTF). That officer will serve one 4-year term and then a different officer will be appointed to the task force. In order to allow all officers the opportunity to participate in the DTF, we'd like the Liaison contract to run concurrently with the DTF contract.

I changed the beginning and ending date of the contracts to generically coincide with the school year beginning and ending dates. And made some additional minor changes. I've indicated the language proposed to be deleted with a ~~strikethrough~~ and the language to be added by both underlining and highlighting.

My understanding is that the language will be reviewed by the School Board at an upcoming meeting. If the Board finds the language acceptable, I'll have the City Council consider the contract language at their meeting.

Let me know if there are any issues.

**Contract to Provide for High School Liaison Officer Services, Student Services and Family Center Service Between Princeton School District No. 477 and the City of Princeton**

This contract by and between the City of Princeton (hereafter referred to as "City") and Princeton Independent School District No. 477 (hereafter referred to as "District") is entered into under Minnesota law. For the purposes of this contract the Princeton Police Department is acknowledged as an agent of the City of Princeton.

**1. Purpose**

This contract authorizes the assignment of a police officer for the Princeton High School, designated as the School Liaison Officer, to District schools located within the City, under the terms and conditions set forth herein, for the following general purposes:

The provision of more intensive and specialized law enforcement services than are provided under normal and customary law enforcement provider/user assumptions.

Intervention at a pre-delinquent state by the establishment of a closer working relationship between the Department and the District.

To provide for a rapid response in cases of serious threat to persons and property within the District authority.

To facilitate follow-up investigations through and enhanced relationship between students, faculty and staff and the School Liaison Officer.

To promote a positive image of police officers, the Department and the law enforcement profession.

**2. Officer Employed by the City**

City shall employ in accordance with applicable state statutes a police officer or officers to serve as School Liaison Officer in District schools. City shall do the selection and assignment of such officers in agreement with appropriate District personnel. City shall assume all obligations and payments with regard to officer's salaries and benefits including workers compensation, PERA, withholding taxes, etc. District will reimburse City as defined in this document. The District may refuse to accept for assignment in the School Liaison Officer position any individual it deems inappropriate or inadequate for the position.

**3. Term of Contract**

The term of this contract shall run for four (4) years and be concurrent with the school year. The date of implementation shall be from the first day of the school year through the last day of the school year. The District hereby guarantees to abide by the terms of this contract for a minimum of four (4) years.

**4. Duration of Cost**

It is the intent of both parties to share equally (50% each party) the net cost of providing a High School Liaison Officer. Any donations or grants received by either party with the expressed specific intent of offsetting the expense of providing a School Liaison Officer will also be shared equally. At the time of implementation, and prior to June 1 of each subsequent year, the City will provide the District with an estimated total annual net cost of providing a School Liaison Officer. The District will pay the City 50% of the District's estimated cost on or about January 1

of each year and the remaining 50% of the District's estimated cost on or about June 1 of each year. All discrepancies between the estimated annual net cost and the actual net cost will be adjusted with the June 1 payment unless they are significant enough to warrant an adjustment earlier in the year.

#### **5. Administration Responsibilities**

Law enforcement's services rendered to District shall be subject to the approval of the City in agreement with appropriate District administration. Standards of performance, discipline of the officer(s) assigned, and other internal matters, shall be under the authority of City and its policies, rules and general orders. If requested, District shall provide City with an appraisal of the services rendered.

The City in agreement with appropriate District administration shall determine matters not specifically addressed by this contract.

In the event there is a disagreement with changes in policy, program content, program direction, the School Liaison Officer, District Administrator(s), and Chief of Police will meet to work out agreements on the necessary changes.

#### **6. Responsibility of School District**

It shall be the responsibility of the School District to:

Organize and assign school personnel to a pupil-personnel team to work and meet with the School Liaison Officer.

Provide guidance and assistance to the School Liaison Officer through the principals, teachers, administrative staff, and student body.

Provide a private office, desk and telephone with an outside line for use by the School Liaison Officer to meet with people on both a public and private meeting basis.

Require its principals to coordinate the efforts of the School Liaison Officer within the schools.

Provide clerical assistance and supplies to the School Liaison Officer, as would be available to certified teaching staff, when needed within any school at which the officer is working in the capacity as a School Liaison Officer.

Not undertake to solicit the full-time employment of any School Liaison Officer.

The School shall be responsible for making its own determination as to its security needs, including but not limited to personal security and premises security, and shall not rely on the School Liaison Officer or the City to fulfill these needs.

#### **7. Responsibility of City**

It is the intention of the City to provide School Liaison Officer(s) to the District; and it shall be the responsibility of the City to:

Assign one officer to the High School during each school year from the first Tuesday in September through the end of the regular school year. (Note: A School Liaison Officer may be needed at other buildings, as needed.)

Provide Police Department equipment needed by the School Liaison Officer to perform necessary functions.

Provide training and education within the scope of the Police Department of the City.

Provide temporary replacements for the School Liaison Officer as deemed necessary by the Police Department.

**8. Duties of Officer**

The list of basic duties of the School Liaison Officer(s) shall be as defined in the School Liaison Officer Program Guidelines, which is an attachment to this contract.

\_\_\_\_\_  
Mayor

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
City Administrator

\_\_\_\_\_  
Clerk

## **High School Liaison Officer Program**

### **Program Goals**

The goals of this program are to establish and provide for a cooperative effort between the Princeton School District No. 477 and the Princeton Police Department focusing on the reduction of juvenile crime and delinquency in the schools and the community at large. The program will be proactive in its objectives and will seek to establish positive relationships between the students of the district and police officers that serve the community. The accomplishment of the law enforcement mission as it relates the schools in the Princeton School District, either directly or through the School Liaison Officer, and referral to the criminal justice and law enforcement agencies, shall be a goal of this program. In addition, the officer assigned will serve as an instructional resource in law enforcement issues and topics, and will facilitate other appropriate instructional opportunities by referral. The officer will provide a positive adult and law enforcement role model for students. Finally, the officer assigned may provide direct advisory services to individuals or groups as necessary within the scope of this program, consistent with the officer's expertise and training. In other situations the officer shall maintain linkage with other support services and agencies as may be required to meet the program goals.

### **Assignment to the Program**

Assignment to this program is not a promotion and no additional compensation will be given to those assigned. Officers will be assigned to the program from current department personnel, if qualified, and continued assignment shall be made at the discretion of the Police Department, with input from appropriate district personnel.

### **Direction and Control**

Officers assigned to the School Liaison Program will remain under the control and supervision of the Princeton Police Department and responsible for adherence to its policies, procedures, rules and General Orders. Reporting responsibility will be to the Department supervisor assigned.

Within the parameters of the program, the officer will cooperate with district and school administrators to facilitate the accomplishment of the program goals in concert with the law enforcement mission.

### **Scheduling of Time**

Scheduling of work hours for officers assigned will be done in cooperation of the City and the District to reasonable accommodate the needs and schedules of the District.

Officer(s) assigned to this program shall have the flexibility to adjust, but not expand, the number of hours worked in order to accomplish the goals of the program. No overtime is authorized without expressed prior approval of the department.

Officer(s) assigned to the program will work within the school facilities during the normal school year. The high school officer may be directed to respond to emergency situations outside the school at the discretion of the Police Chief. During those times when school is not in session (e.g., summer and winter breaks), the officer will be assigned duties within the Department consistent with his/her normal classification.

## **Duties and Responsibilities of the Police School Liaison Officer**

Conducts preliminary investigations, completes initial event reports as necessary, and processes assigned cases during school days. The cases may involve the following responsibilities:

Interview complainants, witnesses, victims, suspects, and taking statements when necessary. Suspect's parent(s) or guardian(s) must be notified prior to any interview.

Collect and preserve evidence and provide for its identification and analysis.

Complete reports.

Attend and participate in school functions. Build relationships with the school's staff as well as with students and parent groups.

Be visible within the school. (Example – Hallways & Lunchrooms)

Present completed cases for prosecution or diversion, in accordance with the guidelines set forth by the County Attorney and the Princeton Police Department.

Testify in court as required.

Work in cooperation with the School District, Juvenile Court, County Social Services and Corrections Department, and other referral agencies.

Process delinquency cases during school days when possible.

Investigates and coordinates mandatory reporting investigations involving child abuse in cooperation with school and county social workers.

Take enforcement action when necessary. The School Liaison Officer will be armed and carry handcuffs at all times.

Serve as a resource to staff, administration, parents, and students regarding police and juvenile policies and procedures.

Coffee and lunch breaks will normally be taken with faculty and students.

The School Liaison Officer will be required to work up to 10 extra-curricular activities. The District will attempt to identify the list of those 10 extra-curricular activities within the first month of the school year. The School Liaison Officer's hours worked on those required days should be adjusted to reduce or eliminate overtime hours.

Work closely with school administration, counselors, chemical health advisors, human rights officer, student assistance team and others as appropriate to assist in the identification of pre-delinquent children, and attempt to eliminate delinquency-producing factors. Accept assignments and follow-up referrals requested by school staff members.

Attend school staff meetings, when requested by the administration, as a resource person in developing and adopting procedures that will contribute to the prevention of juvenile delinquency.

Be a part of a total team effort to provide role models and prevent undesirable behavior patterns from developing. Endeavor to build and maintain rapport between youth, school and police by day-to-day contact as a resource person.

Become involved in school and outside youth activities in order to understand special problems of youth and how they may be positively addressed. Participate in community affairs as requested or assigned, and be available for lectures to school and community groups.

Upon request, assist and advise in security matters regarding school buildings and properties that are normally supervised by school staff members.

Maintain individual police skills, including physical conditioning. Stay abreast of developments in the crime prevention and youth relations fields and changes in related laws and ordinances.

Coordinate with the Police Chief on crime prevention and youth relation developments and perform other duties as assigned.

The officer must have knowledge of the practices and philosophy of the school district and the police department concerning the handling of troubled youth.

To follow all rules and regulations of the Princeton Police Department, City of Princeton and School District. (To the extent that school district rules and regulations are not in conflict with State law regarding peace officers.)

The officer is to consult, on a regular basis, with the School Administrators in order to determine any special concerns or needs.

Provide an in-house law enforcement resource for school, staff and students in the processing of child abuse, neglect, and other criminal matters.

Preparation and presentation of appropriate material to students of elementary, junior and senior high schools.

Work with other criminal justice and community-based agencies in serving the needs of school age children and other family members.

Provide direct intervention in situations on campus presenting a serious threat to people or property.

To project a positive image of the law enforcement profession, and to work to foster a mutual understanding of appropriate roles and responsibilities between youth and the police.

Maintain a proactive approach to identification of specific problems and development of solutions relating to the school/community interface.

Maintain a high visibility within the school building.

### **Exemplified of Unauthorized Tasks**

Duties, tasks and assignments which are likely to hold the program, the department or the officer up to scorn or ridicule, or which would cast them in an unfavorable or demeaning light.

Assignment as a monitor for classrooms.

Handling classroom discipline issues, unless the situation presents a clear threat of assault.

Handling routine truancy.

Counseling which requires training or expertise such that referral to a specialist is indicated.

### **Appearance Standard**

Officers assigned to this program are not subject to Department uniform regulations. The normal attire for officers assigned to this program will be non-uniform appearances, as deemed appropriate by the Police Chief, with badge worn visible to public.

### **Activity Reports and Periodic Updates Required**

Officers assigned to this program shall submit activity logs, which state, at minimum, the activity the officer undertakes in achieving the program goals.

As determined by the department, the officer shall provide periodic briefings of program activity to his/her supervisor.

**Contract to Provide for Middle, Intermediate, and Primary School Liaison  
Officer Services Between Princeton School District No. 477  
and the City of Princeton**

This contract by and between the City of Princeton (hereafter referred to as "City") and Princeton Independent School District No. 477 (hereafter referred to as "District") is entered into under Minnesota law. For the purposes of this contract the Princeton Police Department is acknowledged as an agent of the City of Princeton.

**9. Purpose**

This contract authorizes the assignment of a police officer for the Princeton Middle, Intermediate and Primary Schools designated as the School Liaison Officer, to District schools located within the City, under the terms and conditions set forth herein, for the following general purposes:

The provision of more intensive and specialized law enforcement services than are provided under normal and customary law enforcement provider/user assumptions.

Intervention at a pre-delinquent state by the establishment of a closer working relationship between the Department and the District.

To provide for a rapid response in cases of serious threat to persons and property within the District authority.

To facilitate follow-up investigations through and enhanced relationship between students, faculty and staff and the School Liaison Officer.

To promote a positive image of police officers, the Department and the law enforcement profession.

**10. Officer Employed by the City**

City shall employ in accordance with applicable state statutes a police officer or officers to serve as School Liaison Officer in District schools. City shall do the selection and assignment of such officers in agreement with appropriate District personnel. City shall assume all obligations and payments with regard to officer's salaries and benefits including workers compensation, PERA, withholding taxes, etc. District will reimburse City as defined in this document. The District may refuse to accept for assignment in the School Liaison Officer position any individual it deems inappropriate or inadequate for the position.

**11. Term of Contract**

The term of this contract shall run for four (4) years and be concurrent with the school year. The date of implementation shall be from the first day of the school year through the last day of the school year. The District hereby guarantees to abide by the terms of this contract for a minimum of four (4) years. Either party may terminate this Agreement at the end of the school year by giving written notice of such termination to the other party prior to April 1<sup>st</sup> in the year of termination.

**12. Duration of Cost**

It is the intent of both parties that the net cost of providing a Middle School Liaison Officer will be split seventy five percent (75%) for the District and twenty-five percent (25%) for the City, acknowledging the City would not pull this officer away from the District during the day at the Middle School. Any donations or grants received by either party with the expressed specific intent of offsetting the expense of providing a School Liaison Officer will also be shared equally. At the time of implementation, and prior to June 1 of each subsequent year, the City will provide the District with an estimated total annual net cost of providing a School Liaison Officer. The District will pay the City 50% of the District's estimated cost on or about January 1 of each year and the remaining 50% of the District's estimated cost on or about June 1 of each year. All discrepancies between the estimated annual net cost and the actual net cost will be adjusted with the June 1 payment unless they are significant enough to warrant an adjustment earlier in the year.

### **13. Administration Responsibilities**

Law enforcement's services rendered to District shall be subject to the approval of the City in agreement with appropriate District administration. Standards of performance, discipline of the officer(s) assigned, and other internal matters, shall be under the authority of City and its policies, rules and general orders. If requested, District shall provide City with an appraisal of the services rendered.

The City in agreement with appropriate District administration shall determine matters not specifically addressed by this contract.

In the event there is a disagreement with changes in policy, program content, program direction, the School Liaison Officer, District Administrator(s), and Chief of Police will meet to work out agreements on the necessary changes.

### **14. Responsibility of School District**

It shall be the responsibility of the School District to:

Organize and assign school personnel to a pupil-personnel team to work and meet with the School Liaison Officer.

Provide guidance and assistance to the School Liaison Officer through the principals, teachers, administrative staff, and student body.

Provide a private office, desk and telephone with an outside line for use by the School Liaison Officer to meet with people on both a public and private meeting basis.

Require its principals to coordinate the efforts of the School Liaison Officer within the schools.

Provide clerical assistance and supplies to the School Liaison Officer, as would be available to certified teaching staff, when needed within any school at which the officer is working in the capacity as a School Liaison Officer.

Not undertake to solicit the full-time employment of any School Liaison Officer.

The School shall be responsible for making its own determination as to its security needs, including but not limited to personal security and premises security, and shall not rely on the School Liaison Officer or the City to fulfill these needs.

### **15. Responsibility of City**

It is the intention of the City to provide School Liaison Officer(s) to the District; and it shall be the responsibility of the City to:

Assign one officer to Middle School during each school year from the first Tuesday in September through the end of the regular school year. (Note: A School Liaison Officer may be needed at other buildings, as needed.)

Provide Police Department equipment needed by the School Liaison Officer to perform necessary functions.

Provide training and education within the scope of the Police Department of the City.

Provide temporary replacements for the School Liaison Officer as deemed necessary by the Police Department.

**16. Duties of Officer**

The list of basic duties of the School Liaison Officer(s) shall be as defined in the School Liaison Officer Program Guidelines, which is an attachment to this contract.

\_\_\_\_\_

Mayor

\_\_\_\_\_

Board Chair

\_\_\_\_\_

City Administrator

\_\_\_\_\_

Clerk

## **Middle School Liaison Officer Program**

### **Program Goals**

The goals of this program are to establish and provide for a cooperative effort between the Princeton School District No. 477 and the Princeton Police Department focusing on the reduction of juvenile crime and delinquency in the schools and the community at large. The program will be proactive in its objectives and will seek to establish positive relationships between the students of the district and police officers that serve the community. The accomplishment of the law enforcement mission as it relates the schools in the Princeton School District, either directly or through the School Liaison Officer, and referral to the criminal justice and law enforcement agencies, shall be a goal of this program. In addition, the officer assigned will serve as an instructional resource in law enforcement issues and topics, and will facilitate other appropriate instructional opportunities by referral. The officer will provide a positive adult and law enforcement role model for students. Finally, the officer assigned may provide direct advisory services to individuals or groups as necessary within the scope of this program, consistent with the officer's expertise and training. In other situations the officer shall maintain linkage with other support services and agencies as may be required to meet the program goals.

### **Assignment to the Program**

Assignment to this program is not a promotion and no additional compensation will be given to those assigned. Officers will be assigned to the program from current department personnel, if qualified, and continued assignment shall be made at the discretion of the Police Department, with input from appropriate district personnel.

### **Direction and Control**

Officers assigned to the School Liaison Program will remain under the control and supervision of the Princeton Police Department and responsible for adherence to its policies, procedures, rules and General Orders. Reporting responsibility will be to the Department supervisor assigned.

Within the parameters of the program, the officer will cooperate with district and school administrators to facilitate the accomplishment of the program goals in concert with the law enforcement mission.

### **Scheduling of Time**

Scheduling of work hours for officers assigned will be done in cooperation of the City and the District to reasonable accommodate the needs and schedules of the District.

Officer(s) assigned to this program shall have the flexibility to adjust, but not expand, the number of hours worked in order to accomplish the goals of the program. No overtime is authorized without expressed prior approval of the department.

Officer(s) assigned to the program will work within the school facilities during the normal school year. The middle school officer may be directed to respond to emergency situations outside the school at the discretion of the Police Chief. During those times when school is not in session (e.g., summer and winter breaks), the officer will be assigned duties within the Department consistent with his/her normal classification.

## **Duties and Responsibilities of the Police School Liaison Officer**

Conducts preliminary investigations, completes initial event reports as necessary, and processes assigned cases during school days. The cases may involve the following responsibilities:

Interview complainants, witnesses, victims, suspects, and taking statements when necessary. Suspect's parent(s) or guardian(s) must be notified prior to any interview.

Collect and preserve evidence and provide for its identification and analysis.

Complete reports.

Attend and participate in school functions. Build relationships with the school's staff as well as with students and parent groups.

Be visible within the school. (Example – Hallways & Lunchrooms)

Present completed cases for prosecution or diversion, in accordance with the guidelines set forth by the County Attorney and the Princeton Police Department.

Testify in court as required.

Work in cooperation with the School District, Juvenile Court, County Social Services and Corrections Department, and other referral agencies.

Process delinquency cases during school days when possible.

Investigates and coordinates mandatory reporting investigations involving child abuse in cooperation with school and county social workers.

Take enforcement action when necessary. The School Liaison Officer will be armed and carry handcuffs at all times.

Serve as a resource to staff, administration, parents, and students regarding police and juvenile policies and procedures.

Coffee and lunch breaks will normally be taken with faculty and students.

The School Liaison Officer will be required to work up to 10 extra-curricular activities. The District will attempt to identify the list of those 10 extra-curricular activities within the first month of the school year. The School Liaison Officer's hours worked on those required days should be adjusted to reduce or eliminate overtime hours.

Work closely with school administration, counselors, chemical health advisors, human rights officer, student assistance team and others as appropriate to assist in the identification of pre-delinquent children, and attempt to eliminate delinquency-producing factors. Accept assignments and follow-up referrals requested by school staff members.

Attend school staff meetings, when requested by the administration, as a resource person in developing and adopting procedures that will contribute to the prevention of juvenile delinquency.

Be a part of a total team effort to provide role models and prevent undesirable behavior patterns from developing. Endeavor to build and maintain rapport between youth, school and police by day-to-day contact as a resource person.

Become involved in school and outside youth activities in order to understand special problems of youth and how they may be positively addressed. Participate in community affairs as requested or assigned, and be available for lectures to school and community groups.

Upon request, assist and advise in security matters regarding school buildings and properties that are normally supervised by school staff members.

Maintain individual police skills, including physical conditioning. Stay abreast of developments in the crime prevention and youth relations fields and changes in related laws and ordinances.

Coordinate with the Police Chief on crime prevention and youth relation developments and perform other duties as assigned.

The officer must have knowledge of the practices and philosophy of the school district and the police department concerning the handling of troubled youth.

To follow all rules and regulations of the Princeton Police Department, City of Princeton and School District. (To the extent that school district rules and regulations are not in conflict with State law regarding peace officers.)

The officer is to consult, on a regular basis, with the School Administrators in order to determine any special concerns or needs.

Provide an in-house law enforcement resource for school, staff and students in the processing of child abuse, neglect, and other criminal matters.

Preparation and presentation of appropriate material to students of elementary, junior and senior high schools.

Work with other criminal justice and community-based agencies in serving the needs of school age children and other family members.

Provide direct intervention in situations on campus presenting a serious threat to people or property.

To project a positive image of the law enforcement profession, and to work to foster a mutual understanding of appropriate roles and responsibilities between youth and the police.

Maintain a proactive approach to identification of specific problems and development of solutions relating to the school/community interface.

Maintain a high visibility within the school building.

### **Exemplified of Unauthorized Tasks**

Duties, tasks and assignments which are likely to hold the program, the department or the officer up to scorn or ridicule, or which would cast them in an unfavorable or demeaning light.

Assignment as a monitor for classrooms.

Handling classroom discipline issues, unless the situation presents a clear threat of assault.

Handling routine truancy.

Counseling which requires training or expertise such that referral to a specialist is indicated.

### **Appearance Standard**

Officers assigned to this program are not subject to Department uniform regulations. The normal attire for officers assigned to this program will be non-uniform appearances, as deemed appropriate by the Police Chief, with badge worn visible to public.

### **Activity Reports and Periodic Updates Required**

Officers assigned to this program shall submit activity logs, which state, at minimum, the activity the officer undertakes in achieving the program goals.

As determined by the department, the officer shall provide periodic briefings of program activity to his/her supervisor.

## TRANSITION AGREEMENT

This Transition Agreement (“**Agreement**”) is made and entered into by and between ISD No. 6079, the Rum River Special Education Cooperative (“**RRSEC**”), ISD No. 911, Cambridge Isanti Public Schools (“**Cambridge**”) and Education Minnesota Cambridge Isanti (“**Education Minnesota Cambridge**”). RRSEC, Cambridge and Education Minnesota Cambridge are interchangeably and generically referred to in this Agreement as “**Party**” and/or “**Parties**.”

WHEREAS, RRSEC is established pursuant to a Joint Powers Agreement (“**JPA**”) between Cambridge, ISD No. 314, Braham Public Schools, ISD No. 332, Mora Public Schools, ISD No. 333, Ogilvie Public Schools, ISD No. 473, Isle Public Schools, ISD No. 477, Princeton Public Schools and ISD No. 912, Milaca Public Schools; and

WHEREAS, pursuant to the JPA services such as payroll, accounting, budgeting and other financial functions (“**Fiscal Services**”) have been provided to RRSEC by Cambridge, and some staff assigned to RRSEC have been subject to the terms and conditions of the collective bargaining agreement between Cambridge and Education Minnesota Cambridge (“**CBA**”); and

WHEREAS, Cambridge and RRSEC disagree about whether staff assigned to RRSEC have been employees of Cambridge or RRSEC; and

WHEREAS, the Governing Board of RRSEC, at its meeting on January 23, 2018, voted unanimously to take action to clarify the employment relationship of all staff assigned to RRSEC and to revise the JPA to allow RRSEC to provide its own financial services; and

WHEREAS, the intention of the Parties is to facilitate a seamless transition so that terms and conditions of employment of staff assigned to RRSEC will not differ regardless of whether they were Cambridge employees or RRSEC employees; and

WHEREAS, in light of the intention of the Parties and the Governing Board’s actions, the Parties wish to clarify the employment status of staff members assigned to RRSEC.

NOW THEREFORE, the Parties agree as follows:

1. Staff assigned to RRSEC are employees of RRSEC and are not employees of Cambridge. However, Education Minnesota Cambridge will maintain its status as exclusive representative of employees in the teachers’ unit until completion of the unit determination process, as set forth in No. 2 of this Agreement.

2. RRSEC and Education Minnesota Cambridge shall submit a joint petition to the Bureau of Mediation Services (“BMS”) for a Determination of Appropriate Unit and Certification of Exclusive Representative, along with authorization cards and any other documentation as required by BMS. Subject to the BMS determination, effective July 1, 2018, RRSEC and the new Education Minnesota bargaining unit for RRSEC teachers and other employees, as required under the Public Employees Labor Relations Act (“PELRA”), will adopt the same terms and conditions of employment as those in the second year of the 2017-2019 Collective Bargaining Agreement (“CBA”) between Cambridge and Education Minnesota Cambridge. The new one (1) year CBA will acknowledge and identify RRSEC as the employer, and the new Education Minnesota unit and RRSEC will meet and negotiate the terms and conditions of employment for the 2019-2021 CBA.

3. The Rum River Special Education Cooperative Coordinators’ unit and RRSEC shall submit a joint petition to BMS to modify the BMS Determination dated October 10, 2015 so as to establish RRSEC as the employer for the Coordinators’ unit. Subject to the BMS determination, effective July 1, 2018, RRSEC and the Special Education Coordinators will adopt the terms and conditions of the 2015-2017 CBA between Cambridge and the Rum River Special Education Cooperative/Special Education Administrative Coordinators, until such time as the unit and RRSEC negotiate the terms and conditions of employment for a subsequent CBA.

4. The account balances of RRSEC employees’ sick leave, PTO, vacation, personal leave or other leaves whose records have been maintained by Cambridge will be transferred to RRSEC to be maintained by RRSEC, and such account balances will not be diminished as a result of this Agreement.

5. The Parties agree that the RRSEC employees currently embedded within the Cambridge seniority list for its teachers will be removed from the Cambridge list and a new seniority list will be established by RRSEC that contains only employees assigned to RRSEC, and the seniority dates of such employees will be consistent with the seniority dates the RRSEC employees had when embedded on the Cambridge seniority list.

6. The Parties agree that the employees assigned to RRSEC who are “teachers,” as that term is defined by PELRA and applicable case law, will be contained in a new bargaining unit separate from Education Minnesota Cambridge, but otherwise represented by Education Minnesota, subject to the unit determination by BMS.

7. The Parties agree that certain positions which are not presently included in the bargaining unit represented by Education Minnesota Cambridge may be required to be included, as a matter of law, in the new bargaining unit. Such positions are:

- a. Social Worker
- b. Social Worker/Mental Health Professional
- c. Counselor
- d. Audiologist
- e. Behavior Analyst

The foregoing positions included in the new bargaining unit will have a seniority date consistent with their date of employment.

8. It is specifically agreed and understood that any employees currently assigned to RRSEC who are not included in the new units described in this Agreement will nonetheless be employees of RRSEC without any rights to employment in Cambridge, and the individual employees' signatures to this Agreement constitutes a waiver of such rights.

9. For purposes of Minn. Stat. § 122A.40, employees assigned to RRSEC during the 2017-18 school year will have an RRSEC date of hire identical to the seniority date referenced in Paragraphs 5 and 7 above. The establishment of RRSEC as employer will not constitute a break in service for purposes of the probation period under Minn. Stat. § 122A.40.

10. The Parties agree that all "personnel data," as that term is defined by Minn. Stat. § 13.43, on employees assigned to RRSEC currently in the possession or control of Cambridge will be transferred to RRSEC pursuant to authorizations executed by the employees.

11. RRSEC reserves the rights to require employees in the new bargaining units to provide evidence of eligibility to work in the United States ("I-9") and to conduct criminal background checks pursuant to Minn. Stat. § 123B.03.

12. The purpose of this Agreement is to establish RRSEC as the employer of employees assigned to RRSEC. This Agreement does not, nor is it intended to have, any effect upon issues of liability, defenses or indemnification for RRSEC or Cambridge pursuant to Minn. Stat. Chap. 466.

**IN WITNESS WHEREOF**, the Parties have duly authorized and caused this Agreement to be executed as follows:

RUM RIVER SPECIAL EDUCATION COOPERATIVE

Name:

Title:

Date:

INDEPENDENT SCHOOL DISTRICT #911  
CAMBRIDGE, MINNESOTA

Name:

Title:

Date:

EDUCATION MINNESOTA CAMBRIDGE  
CAMBRIDGE, MINNESOTA

Name:

Title:

Date:

RUM RIVER SPECIAL EDUCATION COOPERATIVE  
COORDINATORS

Name:

Title:

Date:

EMPLOYEES NOT IN BARGAINING UNITS

\_\_\_\_\_  
Employee

Date: \_\_\_\_\_

\_\_\_\_\_  
Employee

Date: \_\_\_\_\_

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Employee

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