

Princeton Public Schools - ISD 477  
Tuesday, June 5, 2018 at 6:00 PM  
Regular School Board Meeting  
District Office Board Room

**Our Mission**

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

**Our Vision**

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

**1. PROCEDURAL ITEMS**

2. Call to Order and Pledge of Allegiance
3. Roll Call
4. Citizen Comments

**5. REPORTS**

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

**6. APPROVE AGENDA**

**7. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES** 3

**8. CONSENT AGENDA**

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

- a. Personnel 5
- b. Gifts 9
- c. Fundraisers 14
- d. Field Trips 16
- e. Minnesota State High School League Membership 23
- f. Intermediate School Handbook 25
- g. School Readiness Pay Guide 71

**9. INFORMATION**

- a. First Reading of Policies 73
- b. Q-Comp Annual Report for 2017-18 85

c. Q-Comp Plan for 2017-18	92
d. 2018-19 Staff Development Plan	134
<b>10. ACTION</b>	
a. 2018-19 Budget	142
<i>I move to accept the 2018-19 Budget as proposed.</i>	
b. Rum River Cooperative Bill	150
<i>I move to pay the cash flow bill for Rum River Special Education Cooperative by June 30, 2018.</i>	
c. Resolution Establishing Dates for Filing Affidavits of Candidacy	151
<i>I move to accept the resolution establishing dates for filing affidavits of candidacy.</i>	
d. Transportation Contract Agreement	152
<i>I move to accept the transportation contract agreement as proposed.</i>	
e. Second Reading of Policies	163
<i>I move to accept the second reading of policies as presented.</i>	
f. IOWA Certification for Ben Barton	206
<b>11. ADDITIONS TO AGENDA</b>	
<b>12. FUTURE MEETINGS</b>	
Executive Committee- June 13th, 4:15 P.M.	
Board Work Session- June 19th, 6:00 P.M.	
<b>13. 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 **15th day of May, at 6:00 p.m.** in the District Center Board Room.

Art Presentation: Art teachers from each school presented student artwork to be displayed in the district center.

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

Members Absent: Craig Johnson and Deb Ulm.

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

### REPORTS

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

Eric Strandberg

Chad Young

Howard Vaillancourt

School Board Scholars Banquet

School Board Scholars Banquet; Policy Committee

School Board Scholars Banquet; Policy Committee; cheer tryouts

Eric Minks

Sue VanHooser

School Board Scholars Banquet; Executive Planning

School Board Scholars Banquet; Senior Awards Night; Science Fair; Policy Committee

Student Council Report:

Student Council is finalizing the Spring Fling planning which will take place on May 21.

Superintendent Report:

Ben Barton met with several district administrators this week. Graduation is coming up on May 25.

### APPROVE AGENDA

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

Discussion: Sue VanHooser asked to add a few items to discussion at a future board meeting.

### DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Eric Strandberg, seconded by Howard Vaillancourt, **to approve the May 5th, regular meeting minutes.** Motion passed unanimously.

### CONSENT AGENDA

Motion made by Sue VanHooser, seconded by Howard Vaillancourt, **to approve the**

**consent agenda as presented.** Personnel, Bills, Wire Transfers, Treasurer's Report, Gifts, Cell Phone Reimbursement, and Event Workers. Motion passed unanimously.

### **ACTION**

**Director of HR-** Motion to accept Jason Senne as the Director of Human Resources was made by Sue VanHooser, and seconded by Chad Young. Motion passed unanimously.

**Superintendent-** Motion to accept Ben Barton as Superintendent was made by Howard Vaillancourt, and seconded by Eric Minks. Motion passed unanimously.

**Oak Land Purchase Agreement-** Motion to accept the Purchase Agreement for the Oak Lane property was made by Chad Young, and seconded by Eric Strandberg. Motion passed unanimously.

**East Central Minnesota Cable Cooperative Joint and Cooperative Agreement-** Motion to accept the ECMECC Joint and Cooperative Agreement as presented was made by Howard Vaillancourt, and seconded by Eric Minks. Motion passed unanimously.

### **WORK SESSION**

The board started their Work Session at 6:46 p.m. The topics for discussion were.

- 2018-19 Budget
- Rum River Cooperative
- Long Term Facility Maintenance, 10 Year Plan for MDE
- Transportation Contract
- Health Insurance Plan Year Update

### **FUTURE MEETINGS INFORMATION**

Executive Meeting- May 30, 4:15 P.M.

Superintendent Retirement Celebration- May 31, 3:30 P.M.

Finance Meeting- June 5, 4:30 P.M.

Regular Board Meeting- June 5, 6:00 P.M.

### **ADJOURN**

The work session was adjourned at 7:39 p.m.

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Chair Eric Minks

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Clerk Sue VanHooser

Recorder- Emily McKinnon

6.5.18

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
New Hire	Pharmer-Gavzy	Brittany	Middle School	Language Arts Teacher	PEA	Nicole Lehmann	8.28.18	\$57,196.00
New Hire	Lindstrom	Jacque	High School	Service	Food Service	Stacia Baxter	8.1.18	\$12.36/hr
New Hire	Hatch	Megan	Primary	EBD SPED Teacher Level III	PEA	N/A	8.28.18	\$42,958.00
New Hire	Ruis	Oskia	Primary	1st Grade Spanish Imm Teacher	PEA	Juliana Malo	8.28.18	\$44,699.00
New Hire	Torregrosa Martins	Cecilia	Primary	1st Grade Spanish Imm Teacher	PEA	Erin Lindberg	8.28.18	\$41,218.00
New Hire	Ramirez	Elizandra	Intermediate	3rd Grade Spanish Imm Teacher	PEA	N/A	8.28.18	\$55,455.00
New Hire			High School	HS Redesign Student Team	Busch Grant			\$15.00/hr
New Hire	Pederson	McKenzie	Family Center	School Readiness Teacher	PEA	Nancy Nelson	8.1.18	\$26.82/hr
New Hire	Stenslie	Carrie	Intermediate	Elementary Phy Ed Teacher	PEA	Josie Zytovicz	8.28.18	\$63,718.00
New Hire	Kok	LaDawn	Middle School	P.T. Helper	Food Service	Paulette Julifs	8.1.18	\$15.17/hr
New Hire	Fitzsimmons	Emily	High School	Science Teacher	PEA	Keri Cole	8.28.18	\$41,218.00

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Resignation	Ellingson	Keith	Middle School	Football Coach	Activities		5.15.18	
Resignation	Holman	Kandy	Middle School	Yearbook Advisor	Activities		4.17.18	
Resignation	Mathson	Danielle	Middle School	Tennis Coach	Activities		5.14.18	
Resignation	Schimming	John	Middle School	Football Coach	Activities		4.19.18	
Resignation	Fleury	Shane	Middle School	Football Coach	Activities		4.19.18	
Resignation	Moats	JoAnn	District	Adapted Bowling Coach	Activities		5.21.18	
Resignation	Statz	Samantha	Primary	First Grade Teacher	PEA		5.31.19	
Resignation	Borich	Brandon	High School	Asst Varsity Football Coach	Activities		5.31.18	
Resignation	Paddock	David	High School	Tech & Engineering Teacher	PEA		5.31.18	

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
LOA	Esler	Cynthia	High School	SPED Para	Paras		2.27.18-6.9.18	
LOA	Pemberton	Amanda	Primary	Teacher	PEA		3.26.18-5.7.18	
LOA	Fay	Alexandra	Primary	Kindergarten Teacher	PEA		9.4.18-11.5.18	

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Change in Assignment	Siewert	Ellen	High School	.27 World Languages Teacher	PEA	N/A	4.11.18	\$17,235.18
Change in Assignment	Baxter	Stacia	Primary	Server	Food Service	Wendy Christensen	8.28.18	

Change in Assignment	Hoskins	Breanna	Family Center	SACC Site Supervisor	Community Ed	N/A	7.1.17	\$17.34/hour
Change in Assignment	Cornish	Amy	Intermediate	3rd Grade Spanish Immersion Teacher	PEA	N/A	8.28.18	
Change in Assignment	Climent	Carmen	Primary	1st Grade Spanish Immersion Teacher	PEA	Isabel Filat	8.28.18	
Change in Assignment	Quiroga	Geraldina	Primary	Kindergarten Spanish Immersion Teacher	PEA	Kaitlin King	8.28.18	
Change in Assignment	Valdivieso	Pedro	Primary	2nd Grade Spanish Immersion Teacher	PEA	Amy Cornish	8.28.18	
Change in Assignment	Girtz	Katheryn	District Center/Intermediate	Speech Language Pathologist - moving from .54 to .80	PEA	N/A	6.5.18	
Change in Assignment	Stenslie	Carlee	Intermediate	Special Education Teacher	PEA	N/A	6.5.18	
Change in Assignment	Krueger	Erin	Middle School	Special Education Teacher	PEA	N/A	6.5.18	
Change in Assignment	Gorecki	Charles	Middle School	Special Education Teacher	PEA	N/A	6.5.18	
Change in Assignment	Gilson	Cheryl	Middle School	Speech Language Pathologist	PEA	N/A	6.5.18	
Change in Assignment	Ulm	Krystal	High School	Special Education Teacher	PEA	N/A	6.5.18	
Change in Assignment	Schultz	Diane	Student Services	.5 Gen Ed Teacher .5 Special Education Teacher	PEA	N/A	6.5.18	
Change in Assignment	Scott	Cindy	Student Services	Speech Language Pathologist	PEA	N/A	6.5.18	

Status	Last Name	First Name	Building	Job Title	Group	Replacing	Effective Date	Wage
Extra Duty	Pemberton	Amanda	Primary	Bus Lot Supervisor		Jeff Beckers	10.13.17	\$896.88
Extra Duty	Scheffel	Shelley	Primary	Bus Lot Supervisor		Amanda Pemberton	3.26.18	\$308.62
Extra Duty	Snaza	Bree	Primary	Breakfast Server	Food Service	Wendy Christianson	8.1.18	\$13.99/hr
Extra Duty	Allen	Amy	Intermediate	Student Council Advisor	Activities	Laura Skluzacek	9.1.18	\$807.00
Extra Duty	Bragg	Nicole		ESY Para	Paras		6.1.18	\$15.73/hr
Extra Duty	Bragg	Jennifer	District Office	ESY Para	Paras		6.1.18	\$15.73/hr
Extra Duty	Hennessey	Chris	District Office	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Dierks	Amy	District Office	ESY Para	Paras		6.1.18	\$16.72/hr
Extra Duty	Smith	Dawn	District Office	ESY Para	Paras		6.1.18	\$16.72/hr
Extra Duty	Scepurek	Danette	Middle School	ESY Para	Paras		6.1.18	\$16.72/hr

Extra Duty	Paulson	Kari	Middle School	ESY Para	Paras		6.1.18	\$16.39/hr
Extra Duty	Burke	Carolyn	Middle & High School	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Richards	Laurie	Educational Options	ESY Para	Paras		6.1.18	\$16.72/hr
Extra Duty	Ostroot	Jackie	Middle School	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Torkelson	Chris	Middle School	ESY Para	Paras		6.1.18	\$14.59/hr
Extra Duty	Eisler	Cynthia	High School	ESY Para	Paras		6.1.18	\$16.72/hr
Extra Duty	Fischer	Kathy	High School	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Johnson	Erin	High School	ESY Para	Paras		6.1.18	\$15.73/hr
Extra Duty	Quade	Krista	High School	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Hasser	Timothy	Educational Options	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Triplett	Brett	High School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Olson	Helen	District Office	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Thompson	Abby	High School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Schultz	Diane	High School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	McGathey	Olivia	High School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Nelson	Mitch	Middle School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Scott	Cindy	All Buildings	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Krueger	Erin	Middle School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Hallberg	Laura	Middle School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Johnson	Lauren	Middle School	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	McCullough	Crissy	District Office	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Nelson	Nancy	District Office	ESY Teacher	PEA		6.1.18	\$32.00/hr
Extra Duty	Warner	Julie	Middle School	ESY Para	Paras		6.1.18	\$15.73/hr
Extra Duty	Atkins	Tammy	High School	ESY Para	Paras		6.1.18	\$17.12/hr
Extra Duty	Tribernig	Wendy	High School	ESY Para	Paras		6.1.18	\$15.73/hr
Extra Duty	Walker	Tammie	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Larson	Charissa	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Joseph	Jade	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Smith	Amy	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Bell	Larissa	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	McGathey	Olivia	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Clemons	Sara	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Harvala	Angela	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
Extra Duty	Magnuson	Ashley	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr

Extra Duty	Hillcrest	Dayna	High School	Phase 1 HS Redesign Team	Busch Grant		6.1.18-5.31.19	\$27.50/hr
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**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 On to College with John Baylor

Description of gift \$6,100 discount applied to the 2018-19 OnToCollege suite for ACT prep

Pre-Condition, Condition, or Limitation on use None

How this gift specifically relates to the program or school: Facilitates ACT Prep

This gift meets all requirements of Policy 706 \_\_\_\_\_  
Staff Name

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_

Principal or Director

Accepted  Not Accepted Julia A. Espe Date: 5/29/18

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



**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 Lion's Club

Description of gift \$200.00 check 3567

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

How this gift specifically relates to the program or school: Right To Read

This gift meets all requirements of Policy 706 Margaret DeGruen  
Staff Name

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_

Principal or Director

Accepted  Not Accepted Julia Espe Date: 5.14.18  
Superintendent

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chairperson

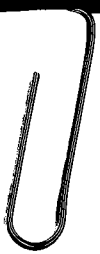
Code Assigned: \_\_\_\_\_ Program Name \_\_\_\_\_ Routing: \_\_\_\_\_

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval



**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 National Insurance Services

Description of gift \$500.00 check # 068069

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

How this gift specifically relates to the program or school: The Big Read

This gift meets all requirements of Policy 706 Margaret Seglman  
Staff Name

Accepted  Not Accepted \_\_\_\_\_ Date: \_\_\_\_\_  
Principal or Director

Accepted  Not Accepted Julia Espe Date: 5.14.18  
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



**PRINCETON**  
DISTRICT CENTER

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 High School

Description of gift: Princeton High School Sporting Pass (students)  
450+ x 4.00

Pre-Condition, Condition, or Limitation on use: Passes would be given to Primary students who raise/meet the \$30.00 goal for Primary's walk-a-thon fundraiser.

How this gift specifically relates to the program or school: This incentive prize for Primary's healthy and active walk-a-thon fundraiser promotes school spirit and physical activity, while supporting our high school sports.

This gift meets all requirements of Policy 706

Staff Name

Accepted  Not Accepted

Shirley A. Bekins  
Principal or Director

Date: 5/22/18 5/23/18  
OK Dawn Keels

Accepted  Not Accepted

Julia Espe  
Superintendent

Date: 5.29.18

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

Revised 03/2016

PRINCETON PUBLIC SCHOOLS  
**ACCEPTANCE OF GIFTS FORM**

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

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

Donor name: Prefers to remain anonymous

Description of gift: \$ 500.00

Pre-Condition, Condition, or Limitation on use:

For robotics program

How this gift specifically relates to the program or school: Funding for Robotics - materials, registration, whatever they might need.

This gift meets all requirements of Policy 706

Accepted  Not Accepted [Signature] Staff Name \_\_\_\_\_ Date: 5/25/18  
Principal or Director

Accepted  Not Accepted Julia Espe Date: 5.29.18  
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: October 29, 2013

FUNDRAISING APPROVAL FORM

Date of fundraiser: <b>November 20, 2018</b>		Projected profit: <b>500</b>	Amount earned:		
Group or organization proposing the fundraiser: <b>FFA</b>		Item(s) being sold: <b>TICKETS TO DONKEY BASKETBALL</b>			
Company/organization supplying items to be sold: <b>Dairyland Donkeyball LLC</b>					
The money raised will be used for: <b>FFA leadership activities</b>					
<p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p>			<p>Place a checkmark beside each box to indicate whether the criteria for fundraising are met.</p> <table style="width:100%; border: none;"> <tr> <td style="width:50%; text-align: center;">Yes</td> <td style="width:50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No				
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	<input checked="" type="checkbox"/>			
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	<input checked="" type="checkbox"/>			
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.	<input checked="" type="checkbox"/>			
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	<input checked="" type="checkbox"/>			
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	<input checked="" type="checkbox"/>			
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	<input checked="" type="checkbox"/>			
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	<input checked="" type="checkbox"/>			
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <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>	<input checked="" type="checkbox"/>			
I have reviewed Policy #511 Fundraising and agree to its provisions: Date: <b>5/9/18</b> Teacher/Sponsor Signature: <i>Jessica R. Rpk</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. <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED					
Date: <b>5/14/18</b> Administrator Signature: <i>Adam J. Raab</i>					
Date: <b>5.15.18</b> Superintendent Signatures: <i>Julia Espe</i>					
Date: _____ School Board Chair Signature: _____					

# FUNDRAISING APPROVAL FORM

Date of fundraiser: <i>Fall 2018</i>		Projected profit: <i>\$20,000.<sup>00</sup></i>		Amount earned: <i>.</i>	
Group or organization proposing the fundraiser: <i>Princeton Primary</i>				Item(s) being sold: <i>N/A</i>	
Company/organization supplying items to be sold: <i>N/A - Walk-A-Thon</i>					
The money raised will be used for: <i>Student Activities + Field Trips</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.			X	
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	- No product being sold
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.			X	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.			X	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.			X	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.			X	

# PRINCETON HIGH SCHOOL FIELD TRIP REQUEST FORM

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

Name of Field Trip Supervisor: <del>Charles Moe</del> <sup>PHS Choir Director</sup> Charles Moe	Name of group, club, or department: PHS Chorus Gr 10-12
Descriptive name of this field trip? (i.e. FFA State Convention, college visit, Valley Fair Physics Day) PHS Choir Tour to NYC (replaces Italy)	Destination: NYC Round Trip Miles: 2700
Number of Students expected to participate: 100 Number of Teacher/Advisor Chaperones: <del>1</del> Number of adult volunteers/chaperones: 7-9 # male students _____ #female students _____ (if Perkins funded)	Grade level/s of student participants: (circle all that apply) 9 <u>10</u> 11 <u>12</u>
Date of Departure: 4/14/19 Time of Departure: 5pm	Date of Return: <del>4/19/19</del> 4/20/19 Time of Return: 5pm
School Hours Missed: (for single day trips) 1 2 3 4 5 (circle hours that apply) <input type="checkbox"/> outside the school day	# School Days Missed: (if more than one day) 1.5 2 2.5 3 3.5 <u>4</u> other <del>4.5</del> <input type="checkbox"/> outside the school day <i>based on school calendar</i>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No This field trip extends past 6:00 p.m. on a Wednesday.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No This field trip occurs on a Sunday.

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

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

**A. What is the purpose of this field trip? (choose 1 CATEGORY only)**  
*IT IS BOTH CAT B + CAT C*

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

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

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

**II. Lodging Code:** \_\_\_\_\_  
 # of rooms \_\_\_\_\_ X # of nights \_\_\_\_\_ = total rooms \_\_\_\_\_ X cost of room \_\_\_\_\_ = \$ \_\_\_\_\_ (B)

**III. Registration Code:** \_\_\_\_\_  
 # of students \_\_\_\_\_ X cost of registration \_\_\_\_\_ = \$ \_\_\_\_\_ (C)  
 # of adults \_\_\_\_\_ X cost of registration \_\_\_\_\_ = \$ \_\_\_\_\_ (D)

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

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

**TOTAL ESTIMATED COST OF FIELD TRIP (Add A-G):** \_\_\_\_\_ ~~\_\_\_\_\_~~

*\$1700 to \$2000 / student all inclusive - families pay the company (Gateway)*

**F. Complete this section for instructional field trip requests.**

1. Name of course: \_\_\_\_\_

2. What critical content statement does this field trip align to? # \_\_\_\_\_  
 It does not align to any critical content statements.

4. Is this trip part of this course for all course sections regardless of the teacher or the trimester in which is it taught?  
 Yes  
 No (Provide explanation below) *State Speech 4/12 + 4/13*  
*Easter is April 21 - we do not have calendar + schedules at this time*

Date Received (Office) \_\_\_\_\_

**G. Building Administrative Review**

*[Signature]* *4/18/18* Approved  Not Approved   
 Activities Director Signature Date

*[Signature]* *4-15-18* Approved  Not Approved   
 Principal signature Date

**District Review for Extended Trips**

*[Signature]* *5.14.18* Approved  Not Approved   
 Superintendent Signature Date

\_\_\_\_\_  
 School Board Chairperson Signature Date Approved  Not Approved



DRAFT

**Princeton High School Choir  
Performance Tour of New York City  
April ~~13-19~~, 2019**

14-20

**Proposed Itinerary**

**Day One – Saturday, April ~~13~~, 2019**

**Depart** Depart Princeton High School to begin your journey to New York City. (Approximate drive time is 19 hours without stops, 1,250 miles.) You will be traveling through the night to arrive in New York City tomorrow.

**Day Two – Sunday, April ~~14~~, 2019**

**Arrival** Welcome to New York City! Upon arrival, meet your Gateway Tour Manager.

**Hotel** Your Gateway Tour Manager will assist with hotel check-in.

**Observation Deck** Choose between the **Empire State Building**, the **Top of the Rock** or the new **One World Observatory**. All of these attractions provide amazing views of New York City.

**Dinner** Cucina and Co.



Day Three – Monday, ~~April 15~~, 2019

**Breakfast**

Included

**♪ School Exchange Concert**

Participate in a school exchange concert in New York City or the surrounding area. *School exchange concerts are held in rehearsal rooms or auditoriums at local schools. Audiences are comprised of students at the local school, ranging from members of one ensemble to larger segments of the student body.*

**♪ Public Performance**

A public performance will be scheduled at St. Patrick's Cathedral or The Cathedral Church of St. John the Divine (subject to availability and acceptance). *Public performances occur in spaces or locations that attract the general public. Indoor venues may include museums, aquariums and shopping centers. Outdoor venues may include bandstands, park gazebos, courtyards, monuments, town squares and theme parks. Gateway obtains advance authorization and secures a performance time. Typical lengths range from 30-60 minutes. Audiences are ambient, comprised of people visiting the site.*

**Radio City Music Hall**

During this one-hour guided tour guests will have a chance to see the Great Stage, one of the largest indoor performance stages in the world; the stage's hydraulic system, still in operation since the '30s and the renowned private suite, with 12-foot high gold leaf ceilings and onetime home to Samuel "Roxy" Rothafel. And as an exciting climax to the Stage Door Tour, guests will meet one of the world-famous Radio City Rockettes!

**Dinner**

HB Burger or similar

**Broadway Show**

Attend a Broadway show. From musicals and comedies to dramas and mysteries, Broadway has a show for everyone and no tour to New York City would be complete without it (based on a \$75.00 ticket value).



**Day Four – Tuesday, April 16, 2019**

- Breakfast** Included
- City Tour** Licensed New York City guides will join you on your motorcoaches and narrate your tour as you explore the different neighborhoods and sights of this amazing city. Some sights you are sure to see include St. Patrick's Cathedral, Little Italy, Chinatown and Battery Park.
- 911 Memorial** Visit the site of the September 11, 2001 terrorist attacks on the United States. The names of the nearly 3,000 victims of the September 11, 2001 and February 26, 1993 terrorist attacks are inscribed on bronze panels lining the two pools. Waterfalls cascade down all four sides of each pool, creating a special place for remembrance and reflection. The surrounding plaza is filled with oak trees and a callery pear known as the Survivor Tree, which was nursed back to health after surviving the 9/11 attacks.
- 911 Museum** The Memorial Museum, located at the World Trade Center site, is to bear solemn witness to the terrorist attacks of September 11, 2001 and February 26, 1993. The museum honors the nearly 3,000 victims of these attacks and all those who risked their lives to save others.
- FDNY Memorial Wall** A fifty-six foot long bronze wall of cast bas-relief bronze honors those firefighters who gave their lives in service to the public on September 11, 2001. It contains the names of every active member of the department who perished in the collapse of the Towers. It is comprised of fourteen individual bronze panels brazed together into an artwork weighing over three tons; the monument tribute is set into the west wall of Engine Company 10 – Ladder Company 10 on the corner of Greenwich and Liberty Streets. "Ten House" was damaged in the collapse of the Twin Towers, sitting directly south of the former World Trade Center Plaza.
- St. Paul's Chapel** Visit the chapel where President George Washington worshiped. Located across the street from Ground Zero, St. Paul's Chapel played the role as a relief site for emergency workers. It's a wonder that not a pane of glass broke, nor a headstone damaged in the tragedy.
- Shopping or Exploring** Enjoy free time to shop around Chinatown and Little Italy.
- Dinner** Ping's in Chinatown
- Metropolitan Opera** Attend a performance from the Metropolitan Opera.



**Day Five – Wednesday, April 17, 2019**

**Breakfast** Included

**Statue of Liberty/  
Ellis Island**

Transfer to Liberty Park in New Jersey this morning where you will take the ferry to Liberty Island. The Statue of Liberty was a gift from France, dedicated on October 28, 1886, was designated as a National Monument in 1924 and restored for her centennial on July 4, 1986. The self-guided audio tour is included for both Liberty Island and Ellis Island.

**♫ Clinic**

Participate in a clinic in New York City or the surrounding area.  
*Clinics are often held in churches, school auditoriums or rehearsal spaces. Ensembles perform selections of their repertoire and receive instruction from a respected local music director. Typical lengths range from 45-60 minutes per ensemble. There are no audiences.*

**Metropolitan  
Museum of Art**

The Metropolitan Museum of Art is one of the largest and most prestigious art museums in the world and New York City's premier tourist attraction. We will have a guided tour of the Met that includes the museum's permanent collection.

**Dinner** Dallas Barbeque or similar

**Day Six – Thursday, April 18, 2019**

**Breakfast** Included

**Check Out** Check out of your hotel. Your Gateway Tour Manager will assist with check out logistics.

**American Museum  
of Natural History**

At this New York City museum – see the thrilling new Space Show in the Hayden Planetarium Space Theater, one of the world's most powerful virtual reality simulators.

**Brooklyn Bridge**

Walk across the Brooklyn Bridge. The bridge is one of the oldest suspension bridges in the United States. Completed in 1883, it connects the boroughs of Manhattan and Brooklyn by spanning the East River.

**Times Square/  
Central Park**

Enjoy free time in Times Square. Take a walk to Central Park and see many of the popular sights, such as Strawberry Fields, the statue of Balto, the famous sled dog, the many bridges and scenic ponds, or take a horse carriage tour through the park (carriage fee not included).

**Dinner** Hard Rock Cafe or similar

**Depart** Board motorcoaches and travel back to Minnesota.



---

**Day Seven – Friday, ~~April~~ 19, 2019**

**Arrive**

Arrive back at Princeton High School this afternoon.

*This is a sample itinerary and is subject to change. Performance venues may be subject to availability and/or acceptance.*

Minnesota State High School League  
2100 Freeway Boulevard  
Brooklyn Center, MN 55430-1735  
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2018-2019 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

**RESOLVED**, that the Governing Board of School District Number 477, County of Miller Lakes, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

**FURTHER RESOLVED**, that the high school(s) listed below (name all high schools in the district):

Princeton High School \_\_\_\_\_  
\_\_\_\_\_

is/are authorized by this, the Governing Board of said school district or school to:

1. \_\_\_\_\_ Make new application for membership in the Minnesota State High School League;  
School Enrollment (9-12): \_\_\_\_\_

OR;

Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

~~**FURTHER RESOLVED**, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.~~

**Signing the Resolution for Membership affirms that this Governing Board has reviewed the WHY WE PLAY training video which defines the purpose of education-based athletic and activity programs and will assist school communities in communicating a shared common language as it relates to the value of these said programs.**

*Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.*

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: \_\_\_\_\_  
Clerk/Secretary - Local Governing Board

Signed: Julia Espe  
Superintendent or Head of School

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

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

District Office Address, City, Zip: 706 1st Street  
Princeton, MN 55371

School Superintendent's Phone: 763 389 6190 School Superintendent's Email: \_\_\_\_\_

**RETURN ONE COPY TO THE MSHSL NOT LATER THAN AUGUST 31, 2018**  
Retain one copy for the school files.

(over)

**2018-2019 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

The following is taken from the MSHSL Constitution:

**208.00 LOCAL CONTROL**

**208.01 Designated School Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

**One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.**

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

**208.02 Designated Activity Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

**208.03 Local Advisory Committee**

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the schools membership in the MSHSL.

Please complete and return this form with your school's 2018-2019 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Princeton High School  
Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

Eric Strandberg  
Designated School Board Member  
(Please Print)

Darin Laabs  
Designated School Representative  
(Please Print)

eric.strandberg@isd477.org  
Email Address

darin.laabs@isd477.org  
Email Address

**208.02 ACTIVITY REPRESENTATIVES**

Darin Laabs  
Boys' Sports  
(Please Print)

Mary Patnode  
Girls' Sports  
(Please Print)

Thor mattick  
Speech  
(Please Print)

Jim Baxter  
Music  
(Please Print)

~~eric.strandberg@isd477.org~~  
\*Mailing Representative (Please Print)

Darin Laabs

\* The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings or email messages.

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

~~Eric Strandberg~~  
Board Member (Please Print)

\_\_\_\_\_  
Student (Please Print)

\_\_\_\_\_  
Parent (Please Print)

\_\_\_\_\_  
Faculty Member (Please Print)

## **Changes to Intermediate School Handbook 2018-2019**

### **1. Page 8 – changed paragraph 2 and the Parent/Guardian Guide and Refusal for Statewide Testing**

### **2. Page 16 - Change to apparel #2 from:**

**FROM:** Clothing of a revealing and/or distracting nature such as short pants, tops, and dresses, exposed underwear, bra straps, wallet chains or low riding pants may not be worn to school. Students may monitor the length of their shorts or skirt. When standing, if they place their arms straight down at their side, they should touch the material of their shorts or skirt. If they touch skin they're too short and they cannot be worn. When monitoring length, the garment should rest freely. Straps need to be the width of at least two fingers.

**TO:** Clothing of a revealing nature that exposes undergarments may not be worn to school.

### **3. Pages 31-35 - Changes to Health Services section as submitted by District Nurse**

### **4. Page 36 – changes to Student Council paragraph.**

**FROM:** Students at IS have an opportunity to assist in meeting the needs of all students. Our student council members gain some experience in student government and assist in school-wide events. It allows students to have a voice in the total operation of the school. It also allows students to funnel concerns to the student council itself.

Students are selected by their teacher and classmates to be a representative on the council, which meets once or twice each month. The council spearheads service projects and student body activities.

**TO:** Fourth and fifth grade students at the IS have an opportunity to be a part of the cLic student leadership team. cLic stands for Creating leaders and Intentional Culture. cLic members work together to not only create connections among students through kindness and anti-bullying projects thorough out the school, but also assist in school-wide events. cLic students go through a half-day, student leadership training in September which teaches conflict resolution, team-building and school spirit. cLic allows students to be a voice in the total operation of the school. Students are selected by application and teacher referrals to be a cLic student leader, which meets once each month. cLic spearheads service projects and student body activities and promotes school and community leadership.

### **5. Page 38 – additions of links for district policies**



**PRINCETON**  
INTERMEDIATE SCHOOL

Home of  
Tiger Pride

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Dear Students and Parents:

Welcome to the Intermediate School Family! We serve approximately 730 students in grade 3 – 5. The school was built in 1969, but was extensively remodeled in 2011. We have created an optimally safe and positive learning environment for each and every child and adult here.

Our school is committed to providing a strong educational program for our children. We are devoted to creating a nurturing, safe and welcoming school climate for our families and students. We encourage family involvement and want to work as partners with parents to provide the best educational experience for our children.

This handbook was created to help you learn about our policies, procedures and expectations as a member of the Princeton Intermediate community. As with most printed material, unforeseen circumstances may warrant some changes as we go through the school year. However, we have made an attempt to give you clear and accurate information that will be valuable as we go through the school year. It is not possible to include policies and procedures that will encompass every situation that comes up during a school year. When unique situations arise, IS staff will do their best to make positive decisions based on the information at we have.

We want all students to be happy at school and to learn all that they possibly can. Student success is very important. To make sure students are successful we have a program called **Tiger Pride:**

**I will Respect.....Myself.....Others.....Property.....Community**

Tiger Pride addresses the entire school; classroom, hallway, bus, cafeteria and lunchroom. Our goal is to work as a team to learn more, support each other and have fun in the process. We have seen an overall reduction in major office referrals since we began using Tiger Pride in 2005. We strive to give each student the level of support they need to be successful both academically and socially.

Please contact us if you have questions, comments or concerns about what is found within these pages. Additional information can be found on our district web page at [www.isd477.org](http://www.isd477.org).

We look forward to another fantastic school year!

Sincerely,  
John Beach  
Principal

Amy Allen  
Dean of Students

**Parent/Student Handbook Form – Intermediate School**

**We have reviewed the Intermediate School Parent/Student Handbook and are aware of the information/expectations at Princeton Intermediate as listed in the handbook.**

**Please sign and leave in the assignment log.**

\_\_\_\_\_  
**Parent/Guardian’s Signature**

\_\_\_\_\_  
**Student Signature**

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

Intermediate School Focus

At IS, we update our goals every fall. We will continue to focus on helping each child grow academically and socially.

Our goals focus on student and school-wide growth/ success in math and reading.

We give extra reading and math support to students based on their needs.

We are a model Positive Behavior Supports and Interventions (PBIS) school for the state. We just call it Tiger Pride. With this program, we continue to create a safe and positive environment for our parents, students, and staff.

We are committed to maintaining our positive school culture!

**Hours**

Our school day is 8:20 am – 2:45 pm  
Our office is open from 7:00 am – 3:30 pm

**Principal**

John Beach

**Secretary**

Kim Myers

**Assistant Secretary**

Laura Pipenhagen

**School Board Members**

Deb Ulm	763-234-7645	Sue VanHooser	763-389-5271
Eric Strandberg	763-226-7664	Eric Minks	763-238-1571
Craig Johnson	763-634-2550	Chad Young	763-389-5314
		Howard Vaillancourt	389-3627

**Administration**

Dr. Julia Espe	Superintendent of Schools	389-6190
Michelle Czech	Director of Business Services	389-6183
Barb Muckenhirn	High School Principal	389-6010
Dan Voce	Middle School Principal	389-6750
Sarah Marxhausen	Princeton Primary Principal	389-6902
Erin Dohrman	Special Education Coordinator	389-6191
Deanna Cooley	Food Service Director	389-6162
Gwen Anderson	Director of Community Ed.	389-6199
Jessica Town-Gunderson	Dir. Of Teaching & Learning	389-7278
Jason Senne	Human Resources Coordinator	389-6181

**SCHOOL TELEPHONE NUMBERS**

High School.....	389-4101
Middle School.....	389-6705
Princeton Intermediate.....	389-6801
Princeton Primary School.....	389-6901
Community Education Office.....	389-6198
Swimming Pool.....	389-6057
Palmer Bus Company.....	631-5315

**E-MAIL DESCRIPTION**

To e-mail a staff member use the following format:

first name.last name@isd477.org

Example: John Beach

[john.beach@isd477.org](mailto:john.beach@isd477.org)

Princeton Intermediate  
2018-2019 SCHOOL CALENDAR

September 4	First day of school
October 1-31	Fall Conferences
October 2	Fall pictures
October 16	All School Conferences 7:30 am-7:30 pm
October 17	NO SCHOOL – Staff Development
October 18 & 19	NO SCHOOL – MEA
November 2	Picture Retakes
November 8	Tiger Pride Family Night 5:30-7:30
November 21	NO SCHOOL – Staff Development
November 22 & 23	Thanksgiving
November 30	End of trimester 1, Tiger Bingo and all day Reading
December 3	NO SCHOOL – Staff Development
December 4	4 <sup>th</sup> & 5 <sup>th</sup> Grade Choir Concert 7pm @ PAC
December 24-January 1	NO SCHOOL – Winter Break
January 18-19	cLic 5 <sup>th</sup> grade girls sleep over 3 pm-7 am
January 21	NO SCHOOL MLK– Staff Development
February 18	NO SCHOOL
February 21	All School Conferences 7:30 am – 7:30 pm
March 6	End of trimester 2, Tiger Bingo & all day reading
March 7-8	NO SCHOOL – Staff Development
March 15	Spring Dance 6-8 pm
April 19-22	Spring Break
April 25	Spring & class pictures
May 2	3 <sup>rd</sup> grade musical
May 3	Grandparent’s lunch
May 10	Field Day
May 17	Carnival
May 24	End of year assembly
May 27	Memorial Day – NO SCHOOL
May 30	Last day of school
May 31	Staff Development

## **ACADEMIC**

### **Assessment and Evaluation**

We give a reading fluency measure (from FastBridge Learning) in the fall, winter, and spring.

We use a computerized assessment in both reading and math three times a year as one tool in measuring growth academically over the course of the year.

### **MCAs**

#### ***What are the Minnesota Comprehensive Assessments (MCAs)?***

The MCA (Minnesota Comprehensive Assessments) is given all students in reading, math, and 5<sup>th</sup> grade science. The MCAs are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).

#### ***Some ways to help students:***

- Be sure students get a good night's sleep and a nutritious breakfast before test taking
- Encourage students to answer all the questions that they are sure of and to put a small mark by those that give them trouble. The test is not timed, so they can go back to the questions they marked
- Work with schools to provide experiences that increase achievement
- Read to and with your child
- Encourage students to use math every day. Some math activities they can do include: create a grocery budget, explain charts and graphs from newspaper and magazine articles, divide food portions, use rulers to measure objects, measure a recipe, add prices on a shopping trip, etc.

#### **Parent/ Guardian Guide and Refusal for Statewide Testing -**

<https://tinyurl.com/ya4m2f2c>

### **Parent-Teacher Conferences**

Students, parents, and teachers will jointly establish academic and social goals for the school year during conferences. Students will be involved and it will be necessary for them to attend this goal setting conference and all other conferences held throughout the year.

Our first goal setting conference will occur in the fall. This year we will have a full day and evening to schedule as many conferences as possible.

The winter review conference will be by teacher and/or parent request only.

At the spring conference, all students, parents and teachers will review the goals previously set. As with the fall conferences, a full day and evening is set aside for this conference time.

Again, it is very important that parents and students jointly attend the fall conference to plan together.

*\*\*Note: Conferences can occur anytime throughout the year, whenever the need is apparent by the parent and/or teacher.*

### **School and Home Partnership**

Students should:

- Listen to all instructions
- Attempt all assignments
- Complete each given assignment to the best of his/her ability

Parents should:

- See that their child gets to school on time each day
- Meet and speak with their child's teacher as needed
- Reply to communications from the school
- Make sure that their child has some quiet time for homework
- Speak with their child every day about what was learned

The School should:

- Clearly inform the student as to what the assignment is and when it is due
- Provide help for students having difficulty completing assignments
- Notify parents if a problem exists--after repeated late assignments or behavioral concerns

### **Standards-Based Learning**

We have worked very hard these last several years to keep our focus on what student's need to know and be able to do. We make sure each child is aware of their learning – where they are and where they are going. We use a variety of materials to meet the needs of our students so that they can be successful applying the standards they have learned.

### **Specialists**

At the Intermediate School, students have the opportunity to participate in art, music, physical education, and technology. Students have the opportunity to explore these areas throughout the school year.

### **Homework and Student Daily Work**

The amount of homework varies with the age of the child and the requirements of each teacher. Please contact your child's teacher if you have concerns about homework.

### **Vacation Homework**

If you are going on a vacation during the school year, your child's work will be given to them after they return. They will have an equal number of days to complete the work as school days missed.

## **SCHOOL BEHAVIOR EXPECTATIONS**

### **Behavior and Discipline Guidelines**

#### I. Behavior Guidelines

##### A. Philosophy

Discipline is learned and should be taught in the home, school and community. As students mature, they should be given increased responsibility consistent with their developmental level and social maturity. The goal of these guidelines is to develop in our students an understanding of appropriate behavior, so that little external enforcement is required. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

Although the approach toward discipline at school will emphasize the positive, the focus of these guidelines is on changing or redirecting inappropriate behavior, rather than on punishment. For us – discipline is about teaching the skills needed to be successful. We will re-teach and reinforce the expected behavior and encourage the student to make more positive choices in a similar situation in the future.

All students will be made aware of the consequences of any misbehavior with fair, firm and consistent application of these guidelines. Careful consideration is given to individual situations, so that the school's response to the student is appropriate. These rules and regulations reflect a balance between the responsibilities and rights of the individual and those of the group. We expect that they will help promote mutual respect and cooperation between all members of our school community.

Guidelines have been established for expected school behavior. Students must respect themselves, others, and property at all times and to use the rules of common courtesy when interacting with others. Teachers and other staff spend time throughout the year talking about Tiger Pride. We have a matrix for what Tiger Pride looks like in each area of the school. We also show videos promoting Tiger Pride frequently. Parents are asked to go over these guidelines with their children at home as well and to reinforce the school's behavior expectations and discipline policy.

It may also be helpful to refer to district policies 501 – Weapons, and 506 – Student Discipline, and 706 – Transportation if you want to learn more about our expectations.

Some basic rules and regulations need to be established to assist the school in setting up and maintaining appropriate learning settings for children. Our focus is on **TIGER PRIDE** –

**RESPECT FOR  
MYSELF  
OTHERS  
PROPERTY  
AND COMMUNITY**

**B. Expectations**

In GENERAL, students are expected to:

- Follow school rules - show Tiger Pride
- Follow staff's first request
- Use polite tone and words when speaking
- Keep hands, feet and objects to ourselves
- Care for personal belongings and school property
- Carry a pass from a staff member when student is not with his/her class
- When buses arrive students are to report to breakfast or their classroom
- Use the appropriate voice level for the setting

And to **NOT**:

- Chew gum on the school premises
- Wear hats or bandanas in the school building
- Bring toys to school
- Throw objects such as rocks, sticks, mulch, snow/ice, food, or other inappropriate objects at the bus stop, on the bus, or on school premises

In the HALLS, students are expected to:

- Walk, without talking, in a single file
- Walk facing front on the right side
- Have a pass from their teacher if they are not with their class

In the RESTROOMS, students are expected to:

- Use inside voices
- Respect rights of others in the bathroom
- Not write or draw on walls
- Put paper towels and other trash in trash cans
- Return to class as quickly as possible

In the CAFETERIA, students are expected to:

- Wait calmly in the serving line, keeping hands and feet to self
- Remain seated in assigned area
- Raise their hands, if they need help or are ready to be dismissed
- Not throw food or trash
- Keep all food inside the cafeteria
- Use inside voices only
- Put all trash in proper cans
- Have everything they need to go outdoors (in their locker) before coming to the cafeteria
- Exit for recess unless their teacher picks them up or they have a note from a teacher indicating a change

On the PLAYGROUND, students are expected to:

- Use Stop, Walk, and Talk when needed
- Respectfully follow playground staff directions

- Stay within the boundaries of our playground
  - Stay away from areas that have been marked with cones as unsafe or off-limits
  - Stay away from all classrooms and windows so that other students are not disturbed
  - Remain on the playground at all times – do not go back in the building without a pass
  - Line up as soon as the signal is given
  - Use climbing equipment safely (avoid waiting, immediately go down the slides feet first)
  - No fighting (play wrestling and fighting will be considered real), kicking, hitting, biting, pushing, spitting or pulling hair
  - Football must be one-hand touch – sign the contract to play
  - Play only those games that allow everyone to enjoy recess safely
  - No chasing or tag games on playground equipment or woodchip area
  - Not pick up or throw rocks, sticks, mulch, dirt, snow/ice, etc
  - Report all accidents, injuries, and other concerns to one of the adults on duty immediately
  - Use respectful and non-threatening language and actions
  - Be respectful of other children’s clothing, hoods, coats – do not pull on them
  - Only chase other students when all students in the game want to be chased. Once a child says STOP, then that child should no longer be chased.
  - Wear appropriate clothing suited for the weather – snow pants and boots need to be worn to play in snowy areas. Closed toe shoes are strongly recommended.
  - Keep food off the playground (classrooms may have snack breaks on the playground, but should work to keep the playground litter-free)
  - No personal electronics
  - Be inclusive and fair – use good sportsmanship
  - Keep away from construction area
- (Extra class recess follow the same expectations)

Students are **NOT Allowed** to BRING TO SCHOOL:

- Weapons, intoxicants, or tobacco products
- Any object that looks like a weapon or could be used as a weapon, including toy guns or knives, water guns, etc (if a weapon is brought accidentally to school and the student turns it in immediately to a staff

member, the office will hold it for parental pick-it without any further consequences).

- Shoes with wheels
- Cosmetics
- Any items that may cause a nuisance as determined by school staff
- Locks of any type
- Hardballs, softballs and baseball bats

Students and parents should use common sense and discretion when selecting items suitable to bring to school. Please call the school office if there is a question about the suitability of an item. Items that are brought into the classroom and become a distraction may be given to the office for parental pick-up. Please avoid sending students to school with valuable items such as expensive electronics or cash.

**The school is not responsible for any lost or stolen items.**

### **Consequences**

At the Intermediate School we use a variety of consequences that are progressive and are logical for the situation. Depending on the situation and the number of incidents, one or more of the following list may be used. In more serious situations, a warning or student conference may not be the appropriate response.

- Warning
- Conference with Student
- Parent Contact
- Lunch/ Recess Detention
- Stop and Think Room
- Detention
- In-School Suspension
- Out-of-School Suspension
- Referral to School Social Worker
- Referral to a Police Officer

We have a year-end carnival at IS to celebrate Tiger Pride. We make sure that all students are able to participate in this event. However, students may miss a small part of this event due to major behaviors that have occurred during the school year.

### **Stop and Think Room**

We have a room at the Intermediate School for students that need to review and be re-taught school behavior expectations. This room is used after classroom interventions have not worked or the behavior is serious enough to begin with. Students have the opportunity to problem solve and figure out other ways to handle similar situations in the future. The program is also used for in-school suspension and lunch/recess re-teaching time. After the student has completed the problem solving process, they work on their schoolwork.

### **City of Princeton – Title 6 Nuisances and Offenses**

#### **635.01 Unlawful Actions**

(A) It shall be unlawful for any person to remain in a public or private school building or upon the grounds and office after being requested to leave the premises by the school principal or other person lawfully responsible for the control of the premises.

(B) It shall be unlawful for any person, whether on or off school premises, willfully to annoy, disturb, interfere with or obstruct any classroom instruction teaching program or other school organization or assembly being conducted upon the premises of any public or private school.

(C) It shall be unlawful for any person, whether on school property or on property contiguous to school property, to interfere with school bus loading and unloading or to obstruct school buses in their safe operation.

#### **635.99 Penalty**

Any person violating any provisions of this chapter shall be guilty of a petty misdemeanor.

### **Severe Behaviors**

Behavior that is severely inappropriate or dangerous to the student or others will result in the student's removal. Restraint may be utilized, as a last resort, to remove the child from an area if they are in danger of hurting themselves or others. Parents will be contacted if their child needs to be removed from the school. The police liaison officer will be called if necessary.

Minnesota State Statutes have been revised to allow the use of reasonable force by a teacher, school employee, bus driver, or other agent of the school district when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. This does not authorize corporal punishment, which is prohibited by M.S. 121A.58, nor aversive and deprivation procedures, which are prohibited by M.S. 121A.67.

**Each situation is different and processed with care. The decisions made are based on all information available to us. Any parent that questions a consequence given their child is welcome to call or visit with the child's teacher and/or the principal/dean.**

### **Apparel**

Students are expected to present an appearance that does not disrupt the educational process or interfere with the maintenance of a positive teaching/learning climate. Dress and/or grooming which are not in accord with reasonable standards of health, safety, modesty, and decency will be considered inappropriate.

1. Footwear must be worn at all times
2. Clothing of a revealing nature that exposes undergarments may not be worn to school.
3. Clothing or items of dress showing drawings of or reference to any illegal drug, tobacco, alcoholic beverage, or other substance is prohibited. Obscene writing, drawings, t-shirt transfers indicating inappropriate messages, or depicting weapons or violence may not be on clothing worn to school. Articles of clothing representing or suggesting gang membership or displaying gang insignia will not be accepted (i.e. displayed bandanas, etc.).
4. No items such as hats, scarves on heads, backpacks, sunglasses, chains hanging from pockets or outerwear including jackets, coats, etc. should be worn during the school day without specific permission from an administrator or teacher.

When an infraction of the dress guidelines occurs, a staff member may ask the student to change into clothing that he or she may have, go to the office for a change of clothing, and/or parent contact.

**In all cases the ultimate authority on clothing issues is retained by school administration.**

### **Bullying**

Minnesota has passed the Safe and Supportive Schools Act. The school district will be updating our policies in accordance with this new act. General definitions that we will be following include:

- a. Bullying is intimidating, threatening, abusive or hurtful conduct
- b. It is objectively offensive, *and*
- c. The conduct involves an imbalance of power and is repeated, *or*
- d. The conduct materially and substantially interferes with a student's education or ability to participate in school activities.

Behavior that occurs at school, on buses or school events is included. Electronic/ "online" behavior that occurs off school premises but "substantially and materially disrupts" the school or "learning" can be included as bullying as well.

Parents may tell their children to strike back at bullies. Usually, that creates more problems than it solves. But if you're being bullied, you *aren't* helpless. You can do some things that may stop the bullying. Here are some things you might try:

- **Tell a friend.** Ask your friend to help you - it's tougher to pick on a person who has someone there for support.
- **Walk away.** It's harder to bully someone who won't stand still to listen.
- **Chill out.** Bullies seem to target kids who respond to their taunts - children who cry easily or children who have a tendency to fly off the handle. So try hard not to show any emotion. Practice by looking in a mirror if you have to. It's no fun to bully someone who doesn't seem to care.
- **Try not to be alone** in places where the bully picks on you. This may mean you need to sit in a different place on the bus or take a different way to school.
- **Don't fight back.** Usually, bullies are bigger and stronger than you are. If you try to fight, you could get hurt. You could make the situation worse. Or you could even get blamed for starting the fight.
- **Write it down.** Keep track of what happens, dates, times, places. Write down exactly what the bully says

Whether you are at school, on the school bus, or walking to and from school - it is always okay to tell a teacher or adult at school. Telling an adult about a situation where someone is getting hurt verbally or physically is not tattling. Ask for help when you need it.

It is very important not to wait to tell a trusted adult about a bullying situation. The sooner we know what is happening, the sooner we can help and prevent it from happening again. This type of behavior can be reported electronically with the Offensive Behavior Report Form link on our school webpage – [isd477.org](http://isd477.org).

### **Stop, Walk and Talk**

Ask your child about Stop, Walk and Talk. Practice some situations when it may be good to use.

The following information is what we use at school to teach students what Tiger Pride is all about. The matrix is on this page followed by some of the posters we use around the school

#### **TIGER PRIDE MATRIX**

	LOCKER AREA	RESTROOMS	HALLWAY	CAFETERIA	BUS	PLAYGROUND
<b>RESPECT SELF</b>	<ul style="list-style-type: none"> <li>* Keeping my locker neat at all times.</li> <li>* Keeping food out of my locker over night.</li> <li>* Leaving valuables at home.</li> </ul>	<ul style="list-style-type: none"> <li>* Washing my hands after each bathroom visit.</li> <li>* Returning directly to class.</li> </ul>	<ul style="list-style-type: none"> <li>* Walking in the hallways.</li> <li>* Taking the most direct route.</li> </ul>	<ul style="list-style-type: none"> <li>* Taking only needed items.</li> <li>* Eating my own lunch slowly.</li> <li>* Staying seated at assigned table.</li> <li>* Raise hand for help.</li> </ul>	<ul style="list-style-type: none"> <li>* Facing forward.</li> <li>* Keeping my feet out of the aisle.</li> <li>* Keeping my whole self inside the bus.</li> <li>* Stay seated.</li> </ul>	<ul style="list-style-type: none"> <li>* Playing within the boundaries.</li> <li>* Using climbing and all equipment safely.</li> <li>* Lining up when the signal is given.</li> </ul>
<b>RESPECT OTHERS</b>	<ul style="list-style-type: none"> <li>* Only opening my own locker.</li> <li>* Using a quiet voice.</li> <li>* Walking in the locker area.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a quiet voice.</li> <li>* Flushing the toilet.</li> <li>* Remain in my own stall.</li> <li>* Giving other students their privacy.</li> </ul>	<ul style="list-style-type: none"> <li>* Walking in a single-file on the right side.</li> <li>* Turning my voice off.</li> <li>* Keeping my hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>* Using expected line and table manners.</li> <li>* Using an inside voice.</li> <li>* Holding my tray toward the server and saying thank you.</li> </ul>	<ul style="list-style-type: none"> <li>* Talking quietly.</li> <li>* Using kind words and actions.</li> <li>* Listening and following the driver's directions.</li> <li>* Keeping my hands, feet, and belongings to myself.</li> </ul>	<ul style="list-style-type: none"> <li>* Avoiding running or tag on the equipment or in the woodchip area.</li> <li>* Following playground staff directions.</li> <li>* Including others in games and activities.</li> <li>* In all recess games use school rules and rock, paper, scissors to solve disagreements.</li> <li>* Using kind words and actions.</li> </ul>
<b>RESPECT PROPERTY</b>	<ul style="list-style-type: none"> <li>* Picking up litter.</li> <li>* Returning lost items to the "lost and found area"</li> <li>* Asking an adult for help in my locker is stuck.</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping the walls and floors clean.</li> <li>* Putting paper towels in trash containers.</li> <li>* Use the cafeteria bathroom during lunch.</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping my hands and feet away from walls.</li> <li>* Picking up litter.</li> <li>* Wiping my feet on the rug when I enter the building.</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping food on my tray.</li> <li>* Cleaning up around my tray and table area.</li> <li>* Throwing garbage away neatly.</li> <li>* Stacking trays properly.</li> </ul>	<ul style="list-style-type: none"> <li>* Leaving other people's belongings alone.</li> <li>* Keeping my feet on the floor during the bus ride.</li> </ul>	<ul style="list-style-type: none"> <li>* All play away from the building.</li> <li>* Returning balls to equipment containers.</li> </ul>

#### **TIGER PRIDE MATRIX**

	Technology	MEDIA / COMPUTER LAB	GYM	OFFICE	ASSEMBLY	EVERYWHERE
<b>RESPECT SELF</b>	<ul style="list-style-type: none"> <li>* By protecting my personal information.</li> <li>* By following directions from the teacher.</li> <li>* By being safe and appropriate online.</li> </ul>	<ul style="list-style-type: none"> <li>* Doing your best at all times.</li> <li>* Staying on task.</li> <li>* Listening attentively and follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>* Acting in a safe manner.</li> <li>* Being prepared by wearing appropriately clothing and shoes.</li> <li>* Doing your best at all times.</li> <li>* Listening attentively and follow</li> </ul>	<ul style="list-style-type: none"> <li>* Bringing a book to read while you wait in the office.</li> <li>* Letting a secretary know why you are there.</li> </ul>	<ul style="list-style-type: none"> <li>* Entering / leaving the assembly quietly and in a single-file line with your class.</li> <li>* Remaining in one spot during the assembly.</li> <li>* Listening attentively to the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping personal items at home.</li> <li>* Keeping harmful items at home.</li> <li>* Dressing appropriately for the weather.</li> <li>* Labeling my clothing.</li> </ul>
<b>RESPECT OTHERS</b>	<ul style="list-style-type: none"> <li>* By standing up for cyberbullying.</li> <li>* By reporting inappropriate use.</li> <li>* By following all copyright laws.</li> <li>* By posting only respectful things online.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a quiet voice.</li> <li>* Returning books on time.</li> <li>* Keeping hands, feet, and other objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>* Being positive.</li> <li>* Cooperating in activities and with groups.</li> <li>* Helping and encouraging others.</li> </ul>	<ul style="list-style-type: none"> <li>* Waiting quietly and patiently.</li> <li>* Remaining seated.</li> <li>* Avoiding interrupting conversations.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening and watching without disturbing those around you.</li> <li>* Remaining seated in a position that allows the students behind you to see also.</li> <li>* Applauding appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>* Using a polite tone of voice and kind words.</li> <li>* Keeping your hands, feet, and other objects to yourself at all times.</li> </ul>
<b>RESPECT PROPERTY</b>	<ul style="list-style-type: none"> <li>* By treating technology with care.</li> <li>* By using devices for educational and school purposes only.</li> </ul>	<ul style="list-style-type: none"> <li>* Pushing your chair in when you are done using it.</li> <li>* Using the computer as instructed.</li> <li>* Treating computers and books with care.</li> <li>* Printing only with adult permission.</li> </ul>	<ul style="list-style-type: none"> <li>* Using all Phy. Ed. equipment properly.</li> <li>* Returning equipment when done using it.</li> </ul>	<ul style="list-style-type: none"> <li>* Leaving other people's belongings alone.</li> <li>* Keeping hands, feet, and other objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>* Leaving paper, pencils, etc. in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>* Leaving chewing gum at home.</li> <li>* Cleaning up after yourself.</li> <li>* Treating school materials and property appropriately.</li> </ul>

**I will RESPECT myself by**

- \* Keeping my locker neat at all times.
- \* Keeping food out of my locker overnight.
- \* Leaving valuables at home.

**I will RESPECT others by**

- \* Only opening my own locker.
- \* Using a quiet voice.
- \* Walking in the locker area.

**I will RESPECT property by**

- \* Picking up litter.
- \* Returning lost items to the "lost and found area"
- \* Asking an adult for help in my locker is stuck.

# Tiger Pride Locker Area



**I will RESPECT myself by**

- \* Taking only needed items.
- \* Eating my own lunch slowly.
- \* Staying seated at assigned table.
- \* Raise hand for help.
- \* Walk at all times.

**I will RESPECT others by**

- \* Using expected line and table manners.
- \* Using an inside voice.
- \* Holding my tray toward the server and saying thank you.

**I will RESPECT property by**

- \* Keeping food on my tray.
- \* Cleaning up around my tray and table area.
- \* Throwing garbage away neatly.
- \* Stacking trays properly.
- \* Picking up litter.

# Tiger Pride Cafeteria



**I will RESPECT myself by**

- \* Walking in the hallways.
- \* Taking the most direct route.

# Tiger Pride Hallways

**I will RESPECT others by**

- \* Walking in a single-file on the right side.
- \* Turning my voice off.
- \* Keeping my hands and feet to myself.
- \* Carrying a pass

**I will RESPECT property by**

- \* Keeping my hands and feet away from walls.
- \* Picking up litter.
- \* Wiping my feet on the rug when I enter the building.



<https://eao.gi/vXzZNg>

**I will RESPECT myself by**

- \* By protecting my personal information.
- \* By following directions from the teacher.
- \* By being safe and appropriate online.

# Tiger Pride Technology

**I will RESPECT others by**

- \* By standing up for cyberbullying.
- \* By reporting inappropriate use.
- \* By following all copyright laws.
- \* By posting only respectful things online.

**I will RESPECT property by**

- \* By treating technology with care.
- \* By using devices for educational and school purposes only.



**I will RESPECT myself by**

- \* Facing forward.
- \* Keeping my feet out of the aisle.
- \* Keeping my whole self inside the bus.
- \* Stay seated.

**I will RESPECT others by**

- \* Talking quietly.
- \* Using kind words and actions.
- \* Listening and following the driver's directions.
- \* Keeping my hands, feet, and belongings to myself.

**I will RESPECT property by**

- \* Leaving other people's belongings alone.
- \* Keeping my feet on the floor during the bus ride.

# Tiger Pride Bus



**I will RESPECT myself by**

- \* Washing my hands after each bathroom visit.
- \* Returning directly to class.

**I will RESPECT others by**

- \* Using a quiet voice.
- \* Flushing the toilet.
- \* Remain in my own stall.
- \* Giving other students their privacy.

**I will RESPECT property by**

- \* Keeping the walls and floors clean.
- \* Putting paper towels in trash containers.
- \* Use the cafeteria bathroom during lunch.

# Tiger Pride Restrooms



<https://goe.si/UOMtvW>



**I will RESPECT myself by**

- \* Playing within the boundaries.
- \* Using climbing and all equipment safely.
- \* Lining up when the signal is given.

**I will RESPECT others by**

- \* Avoiding running or tag on the equipment or in the woodchip area.
- \* Following playground staff directions.
- \* Including others in games and activities.
- \* In all recess games use school rules and using rock, paper, scissors to solve disagreements.
- \* Using kind words and actions.

**I will RESPECT property by**

- \* All play away from the building.
- \* Returning balls to equipment containers

# Tiger Pride Playground



## COMMUNICATIONS

Communication between home and school is vital! We encourage you to call or email your child's teacher whenever you have a concern. Please note that

your child's teacher will be teaching for the majority of the day and may not be available to talk at the time you called, but they will get back to you.

Most notices about school and community events will be sent home on Friday in a special folder called the ***Friday Folder***. Please check your child's backpack for these items. Many teachers also send home folders containing homework and student work. Watch for these too, and contact the teacher with any questions.

The ***IS Notes*** is our school's monthly newsletter. It is full of articles about helping children learn, notices about exciting events at the Intermediate School and in the community, and student writing. We encourage you to read this newsletter with your child, and to have a spot in your home where this and other school notices can be kept for easy review.

### **Who To Call**

Frequently, parents find it beneficial/necessary to communicate regarding concerns about their child. Your child's teacher should always be the first one to be called regarding questions or concerns about his/her progress, work to be completed, peer relationships, etc. IS's secretary or office assistant might best answer questions and/or concerns more general in nature. The number to call is 389-6801.

### **Telephone**

The office and classroom telephones are for school business only! Students are permitted to use the telephone for emergencies only. Please do not call expecting to talk to a teacher while they are teaching.

### **Photos/ Video in School/ District Publications/ Media Sites**

Throughout the year, photographs and video are taken in classrooms, around the school, and at school activities. Some of these may be published in local newspapers, Intermediate School, District 477 publications, broadcasted on Tiger Pride News, or shared with other schools in the state or even nationally. Princeton Intermediate gets a lot of attention because of Tiger pride. IS uses YouTube, TeacherTube, and Vimeo to share of efforts with Tiger Pride. We also have a morning news program which features many, many students over the course of the year.

Parents may request that their children's photographs and/or video and identifying names not be published or shared. Please make your written request to the principal. (This does not apply to pictures of school events taken by the news media. They are responsible for negotiating their own process for obtaining permission from parents or legal guardians to publish movies or photographs.)

### **Transportation**

Bus transportation for the school district is handled through Palmer School Bus 763-631-5315.

### **FOOD SERVICE PROGRAM**

#### **Lunch Account Payments:**

Lunch account refers to an account that is used for breakfast, lunch, milk and Snack Shop. It is a prepaid, computerized program. When students bring in money, it is credited to his/her account. You can deposit lunch money electronically or in person. Deposits made in the cafeteria must include the student's full name, account number and amount written on the check, or on the sealed envelope for cash deposits. Money may be sent by the week, month or more. Lunch payments are collected every morning in the cafeteria 7:30-8:30 am.

#### **Lunch Account Policy:**

Accounts that have a negative balance of -\$5.00 will not be allowed to charge on that account. Students should memorize their account number and keep it confidential.

All account balances must be positive by **May 15<sup>th</sup>** in order to continue charging meals to that account. No account should be negative at the end of the year. Any balances left in accounts will rollover to the next school year.

#### **Lunch Account Balances:**

You may check your child's lunch account balance at any time using the Parent Access link on the school website. You will need to have your login name and password. This will also allow you to make online lunch payments to your child's account. This is the easiest and preferred method. There is no minimum payment online.

If you wish to receive low lunch account balance emails; simply go to the Parent Access link. On the left side of the screen is the "Email Notifications" screen. Under "Food Service" simply check the box.

#### **Free or Reduced Lunches:**

Free or reduced lunch/breakfasts are available for students of families meeting the criteria. **New forms must be filled out each year.** Forms are mailed out and handed out on Open House night or when a new student registers. Parents are encouraged to complete and submit the forms to see if you qualify. If your financial situation changes during the school year, forms can be picked up and filled out at any time. They are available at all schools and the District Office.

Please turn all forms into the building administrative staff. Qualifying for free/reduced does not negate any current negative balances. Students are still accountable for those charges and will be expected to be paid in full as soon as possible.

**Prices (subject to change) :**

Lunch	\$2.45	Reduced lunch	\$.00
Breakfast	\$1.50	Reduced breakfast	\$.00
Extra lunch milk – everyone	\$.40	Adult lunch	\$4.00

**Student Lunch Menus:**

Lunch is served at IS each day. Menus are published on the Princeton Public School website [www.princetonk12.mn.us](http://www.princetonk12.mn.us). We also utilize Nutrislice menu software that has a smartphone app associated with it. See details on the right side of the menu pages.

**Student Cold Lunches:**

Parents are encouraged to send well-balanced lunches if the child is bringing cold lunch. If your child brings an item with nuts, they will be asked to sit at the “peanut” table in the lunchroom to ensure the safety of all students. Students or parents may not call in orders to have meals delivered to school.

**Breakfast Program:**

School breakfast is offered every school day from 8:00-8:25. It is available to all students. Those who qualify for free or reduced lunches are also eligible for free breakfast.

**Morning Snack Shop Program:**

Your child can purchase snacks needed for the day during classroom snack time. All they need to do is come to the lunch room during breakfast service. They will be allowed to go through a separate line dedicated to Snack Shop items. They should take those items back to their lockers or classrooms for later in the day. Students must have a positive lunch account balance to purchase items on their lunch number. This program is **NOT** a part of the free/reduced meal plan. Choices offered daily may vary, but all snack items meet the whole grain, reduced sugar, healthy and peanut safe requirements!

**Expected Behavior:**

Our goal is to make the lunchroom a pleasant place where children can visit with friends and enjoy their lunch. We promote good manners and responsibility.

Children are encouraged to sample the variety of foods served. There are many fruits and vegetables to choose from.

Children are expected to be in the lunchroom for at least 10 minutes before going out to play. All children will be expected to take a turn washing tables and supervising trash disposal.

## **GENERAL INFORMATION/ PROCEDURES**

### **AM Arrivals**

Children should not report to school before 8:05 a.m., as we have no adult supervision available, unless your child is enrolled in Tiger Club. Tiger Club runs a group at both the Intermediate School (grades 3-6), and Princeton Primary (grades K-2), locations. Tiger Club hours are 6:00 a.m. to 6:00 p.m. Call Jeff Hauge at 389-6197, to inquire about rates and to enroll your child.

### **Arrival & Departure at IS by Car**

Buses arrive between 7:55-8:10a.m., and leave approximately 2:55p.m., in the back (east side) of the building each day. We ask that when you bring your students to school, you use the **Front** of the school -- the west side, to drop your child off, or to pick them up. Please pull as far forward as you can when dropping off and picking up your child. Following this procedure saves a great deal of time for those waiting behind you.

Safety and Security – please be aware that only the main doors in front of the school we be open after school has started for the day. All other doors will be locked.

### **Intermediate School Attendance Procedure**

It has been proven that good school attendance contributes to success later in life. We at IS would like to see your child in school.

According to MN Statute # 260A.02, sub.3, truant is defined as absence without lawful excuse from attendance in school when required to attend. This law requires schools to report truancy to county agencies when concerns are not addressed. If a student is under the age of 12, truancy is referred to as educational neglect and is defined as the failure by a person responsible for a child's care to take steps to ensure that a child is educated in accordance with state law. Parents/guardians are responsible for children under 12 years of age to attend school.

This definition allows social services to intervene on the basis of educational neglect.

Attendance becomes a concern when the child's academic progress is affected, or when a pattern of disregard for the importance of schooling begins to develop. The school day at IS is from 8:22 am to 3:15 pm.

If your child will be absent we ask that you contact us at 389-6801 before school begins. If you are unable to call the school be sure to send a note with your child when they return to school. Your child's absence will be considered unexcused until a verbal or written notification has been provided to the school. This notification needs to be given within two days of the absence.

**What absences are considered excused?**

- Illness, injury, medical conditions, death in the family
- Appointments, family trips or activities, (we ask that you keep these to a minimum)
- Other reasons on approval of administration

**What absences are considered unexcused?**

- Missed bus, oversleeping, bus suspension
- No phone call, verbal or written communication **within two days** explaining the absence
- No doctor note after 15 absences when note is required for illness

**What happens when attendance becomes a problem?**

The School Social Worker and the Administration monitor attendance concerns.

- 3 unexcused absences: The school social worker will notify the child's parents or legal guardian according to MN Statute 260A. A copy of the policy will be sent home. Family Ties will be offered to parents/guardians as needed.
- 5 unexcused absences: A parent meeting with administration will be required.
- 7 unexcused absences: The Social Worker will file a report of educational neglect with the county of residence.
- 7 tardies per trimester: The Social Worker will contact the parents or guardians stressing the importance of timeliness. If the tardies do not improve, a letter will be sent

home asking for help in getting the child to school on time.

15 absences:

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

***We want to work with you to help solve attendance concerns before they become problems. Please call us so we can begin working together as soon as possible. Thank you!***

### **Bicycles**

Bike racks have been provided for the orderly storage of bikes while students are in school. All bicycles must be parked in those racks. We recommend that students secure bicycles with a lock, since ***the school is not responsible for their safety***. Only ride bikes before or after school.

### **Emergency Forms**

Parents are reminded to update emergency/health forms each year via attachment to an early parent newsletter. The school needs emergency information immediately even if your student attended IS during the year just completed. We bring the information up to date for each current school year. This is also true for the annual health information. ***Whenever you have a change of address or telephone number, call the school office at 389-6801 and tell the Secretary. If an emergency form is not on file we will make the decision to take your child for treatment if a parent cannot be reached.***

### **Field Trips**

All students must ride on the bus to the field trip destination. Students may return home with their parent only. All alternative transportation plans must be in place prior to any trip. Each classroom teacher will determine the details in regard to who will be chaperoning and the number of chaperones. In most cases chaperones are the parent or guardian of the child. Exceptions to this guideline are approved by the principal. Each field trip is a little different, but there are standards that apply for all chaperones. Every chaperone is a role model and a supervisor of the children assigned to them. We ask that all chaperones refrain from smoking and being under the influence of drugs or alcohol.

If you are acting as a chaperone, siblings or other children should not be brought along on field trips. The building principal will make final decisions on field trip issues/concerns/requests.

### **Criminal History Background Checks**

The school district has adopted a background check policy (Employment Background Checks, policy #404), the purpose of which is to maintain a safe and healthful environment for its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district requires criminal history background checks for volunteers and may elect to require them for independent contractors, and student employees.

### **Permission Slips**

Throughout the year, students leave the building and community for enrichment activities or for special rewards. A permission slip, signed by a parent/guardian is required. Slips are not required when traveling within the school district. (For example; other buildings, local merchants, Sherburne National Wildlife Refuge).

A master permission slip for the school year will be sent home at the start of the year. You will still be made aware of upcoming field trips, but a child will not be denied going on a field trip if they have a signed permission slip for field trips for the school year.

### **Fire, Emergency and Weather Drills**

It is required that we hold a certain number of fire drills during the school year. When the fire alarm sounds, each class will follow the direction of the teacher who is following a building plan. The purpose of the drills is to learn how to evacuate the building in a quick but orderly fashion. All pupils and staff leave the building during these drills. There are also specific procedures to be followed for weather (tornado) drills and other emergencies.

### **Lockers**

All students will be assigned an individual locker (as enrollment allows). Students are not allowed to put locks on their lockers. Valuables should never be left in your locker. If you must bring money or valuables to school, carry them with you or check them in the office. The school is not responsible for personal property losses. Any loss, however, should be reported immediately to administration. Law permits the inspection of student lockers since the lockers are school property. Student privacy will be respected in light of this understanding. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any

reason may conduct an inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant.

### **Lost and Found**

Each year mittens, sweaters, caps, boots and other kinds of clothing are turned into the Lost and Found and are never claimed. We'd urge that parents carry out a labeling system...whether indelible ink or tape sewed on, in order to limit items lost. Parents and/or children should check the lost and found area in the locker area whenever things have been lost or misplaced.

### **Lost, Damaged or Destroyed**

Under the authority from the School Board, The Intermediate School will charge fees for textbooks, workbooks, and library books lost, damaged or destroyed by students (Minnesota Statute 123B.37, Subd. 1(b)).

### **Pledge of Allegiance**

The Pledge of Allegiance is recited daily at the Intermediate School. Students may choose not to participate.

### **Release of Child During School Hours**

When you wish to have your child dismissed early, it is necessary for the parent to come directly to the office and check the child out. The child will then be called to the office. This will keep classroom disruptions to a minimum! No child will be released other than through this procedure.

### **Selling in School**

Students need to get permission from the principal to sell any non-school sponsored items on the school grounds.

### **Snack Breaks**

Some grade levels at the Intermediate School allow a snack break sometime during the day. Please send only a nutritious snack--not candy, chips or sweets. *No red juice, peanut products or peanut butter* are allowed at IS.

### **Student Planner**

Students will receive a professional planner at the start of the school year. Students are expected to have their planner with them.

The planners will be used to record classroom assignments and homework. The planner should be shared with parents each day. **Replacement cost for a lost or damaged planner is \$5.00.**

### **Visiting School**

Parents are always welcome to visit the Intermediate School. As a courtesy to the teacher, it would be helpful to know in advance by calling the office. We would like all visitors, upon their arrival, to report to the office so that we may assist and call the teacher. You must sign in and provide a current driver's license. This is a safety issue for your child. Do not go directly to the classroom. The office will assist you.

### **School Visitation by Children**

Students are not permitted to bring other children with them to school as visitors unless the school principal grants special permission no less than one day in advance. Maximum visitation is one full day.

### **Emergency Closings**

In the event it is necessary to close school because of inclement weather, an announcement will be made over WCCO (830), WQPM (1300), KBEK, KSTP radio or KARE 11 TV. Do not call our school for this information as it ties up the telephone lines. You may also look on the Princeton Public Schools web site at [www.isd477.org](http://www.isd477.org). The school district Instant Alert System will make parents and staff aware of any emergency closings as well.

### **Weather Procedures - Cold**

During the cold weather months, make a special effort to check your child before sending him/her off to school. Please make the right decision about what to wear, especially if they are responsible for getting themselves ready. Check to see that the clothing worn is appropriate; winter coat, hat/mittens, boots, etc. Just remember, you'll never be able to predict a bus emergency despite all the weather warnings.

Each day we evaluate up-to-date weather information, which helps us to decide on whether noon recess is to be outside or inside. We do make adjustments when a below zero temperature or below zero wind chill factor exists. However, a child with a valid written medical excuse will be allowed to stay in the building. Basically, we expect everyone to be outside for fifteen to twenty minutes for recess.

### **Weather Procedures - Warm**

As spring approaches and we have a warm day or two, students often wear warm weather clothes without any back-up clothes. For sudden shifts in temperature, *PLEASE BE SURE TO CHECK YOUR CHILD'S CHOICES.*

## **HEALTH SERVICES**

The Health Services team welcomes any communication or question related to student health. Please visit our webpage at <https://www.isd477.org/departments/health-services>, or find us under the main Princeton page, Departments, Health Services for our monthly newsletter, and additional information regarding our policies, immunizations, illnesses, and downloadable forms.

### **Heath Office Contact Information**

Nicole Wyganowski 763 389-6195 fax 763-389-9142

Email for district nurse: [nicole.wyganowski@isd477.org](mailto:nicole.wyganowski@isd477.org)

Health Services Assistants:

High School 763-389-6019 fax 763-389-5816

Middle School 763-389-6723 fax 763-389-6723

Intermediate School 763-389-6803 fax 763-389-6850

Primary School 763-389-6904 fax 763-389-6920

### **Contact Information**

In addition to parent/guardian contact information we recommend all students have at least two emergency contacts listed with accurate phone numbers. **Please update all changes to emergency contact information including home, work, and cell numbers as they may occur so contacts can be made as necessary.**

If this information is inaccurate or not on file in Skyward, and we are unable to reach a parent/guardian or emergency contact, the school will make a determination about care and treatment for your child.

### **Use of Health Services**

The Princeton Public School District in conjunction with a medical provider has established medical standing orders to service our students more efficiently. This notification serves as informed consent, granting permission and authority for our school nurse and health service professionals to provide care as stated per our District Standing Orders. If you wish for your child to NOT participate or receive any over-the-counter medications and interventions listed below please send a signed note to your child's health office opting out of the below interventions.

Over the Counter Medications (administration according to package directions)

- Cough or Lemon Drops
- Generic Calamine-used for visible itching and rashes
- Bandages
- Vaseline-for abrasions or chapped lips
- Orajel-used for tooth or oral pain
- Second Skin Gel Squares-used for minor burns after flushing with cool water

- Salt-Water Gargle-used for sore throat or lost primary teeth
  - Soap and Water-used for cleaning wounds
  - Sterile Saline Rinse-used for cleansing wounds when soap and water is not available
  - Warm Pack-used for headaches, swelling, discoloration or redness for new injury
  - Normal Saline Solution-used for eye hydration and contact lens needs
- \*Emergency interventions may include, AED/CPR, Oxygen, Albuterol and Epinephrine use.\*

### **Illness, Injury and Emergency**

Students who become ill or injured during the day must report to the Health Office. The Health Services team will determine whether or not a student can continue with the school day and call the parent/guardian (first) and emergency contacts (second) as appropriate. It is not acceptable for students to leave school because of an illness without reporting to the Health Office. Also, students may not leave the building to receive medical care without permission and verification by parent/guardian and school personnel. If we are unable to reach parent/guardian or emergency contacts, or if a life threatening medical situation exists, 911 will be called and the student will be transported to the nearest hospital.

Students will be sent home from school or should stay home if any of the following criteria is present:

- Fever of 100 degrees or more
- Vomiting
- Diarrhea (defined as 2 or more incidents)
- Red eyes/eyelids with pus type drainage
- Rash that is (or may be contagious)

Before returning to school students must be:

- Fever free for **24 hours** without using fever reducing medicines
- Vomiting or diarrhea free for **24 hours**
- If the student has a rash of unknown origin, they must have a note from a Health Care Provider stating it is not contagious and when they may return to school
- For any activity restrictions, (in school or Physical Education Class) or other special accommodations (elevator use, unlimited bathroom passes etc.) a note from the Health Care Provider is required.

**Health Conditions:** Significant health/medical conditions or allergies requiring specific accommodations, medications, and/or treatments at school should be

documented in the Skyward Family Access Portal and **updated documentation must be provided to the health office EACH SCHOOL YEAR.**

This may include the following:

- Medication Authorization Form
- Doctor order or recommendation
- Action Plans (Allergy, Asthma, Seizure, Diabetic, etc.)
- Data Release Form

If you have questions, or your child has a health condition or multiple medical concerns the District Nurse can be contacted to work with you and develop an Individualized Health Plan for your child.

\*Although the LSN may discuss emergency plans with district personnel and appropriate partners such as Palmer Bus Company, medical information will only be given out minimally and on a “need to know basis”. It is ultimately the responsibility of the parent or guardian to submit health information and emergency medications to the bus company as needed.

### **Medications**

Princeton schools recognized that some students may require prescribed or over-the-counter medication during the school day. It is the expectation that parent/guardians will transport oral medications to and from school and students will not be allowed to carry these items. Medications must only be given by the Health Services team or staff that have been trained by the Licensed School Nurse. By Minnesota law and district policy, **NO medications (prescription, over the counter and herbal) are to be administered by school personnel WITHOUT PROPER AUTHORIZATION.** Proper authorization includes a written doctor, Physician’s Assistant, or Nurse Practitioner’s order. If a student needs to take medicine at school during the school day, the parent/guardian should contact the Health Office to obtain the “Medication Authorization Form”.

**A new medication order must be submitted EACH SCHOOL YEAR.**

Parent/guardian and medical prescriber’s signature is required before medication will be administered to a student. The medication must be in its original container and the dose on the prescription label must match the licensed prescriber’s order. Medication will be accepted based on Licensed School Nurse discretion and not be administered at school if there are any unanswered questions or incomplete documentation.

**Immunizations:** The State of Minnesota **requires** all students enrolled in grades kindergarten through 12 to show they have received immunizations or an exemption. All required immunizations and immunization records **MUST** be complete and turned into the office no later than 14 days after the first day of school. Students who do not have the required immunizations and immunization

records will be **excluded from school and all after school activities**. Students who have a religious, philosophical or medical immunization waiver on file whose immunizations are incomplete but in process, may remain at school. The following documents will be accepted as evidence of a student's immunization history, provided they comply with State requirements and contain the date when each immunization was administered:

- A record from any school or public health department
- A record from any clinic, or public health certificate signed by a licensed prescriber

### **Screenings**

Vision and hearing screenings are done yearly as part of an education plan evaluation or at particular grade levels as advised by the Minnesota Department of Health. If there is a concern with your child's vision or hearing, please notify your buildings Health Services Assistant.

**Allergy Aware Schools:** The district has a policy on the care of students with peanut or food allergies. Food allergy information is shared with food service staff, but Food Service is under no legal obligation to provide special foods or drink to a student with a food allergy who receives free or reduced meals unless the parent/guardian provides the school with a written medical order to avoid certain foods and to have those foods replaced with something different.

**Peanuts/Tree Nuts** – be aware that many people have allergies to foods (especially peanuts and other tree nuts). Some of the classrooms and lunchrooms have specified areas where students are allowed or not allowed to eat peanuts and nuts. Check specific procedures in your child's school building for details.

**Latex** – due to an increasing incidence of latex (rubber) allergies, non-latex balloons will be used during the school day and for school events in the buildings. These items are a significant concern because they allow latex particles to be dispersed into the air. Mylar, vinyl and other non-latex products are safe alternatives.

**Scents**—many people have allergies to scents. Avoid using any products with strong scents: this includes perfumes, colognes, heavily scented deodorants and Essential Oils. No perfumes or scented spray type products are allowed in the school buildings.

### **Wellness**

Beginning in the 2018-2019 school year, Princeton Public Schools will be taking a more active role in promoting, supporting and modeling healthy eating habits for our students. We recognize our children love to celebrate their birthdays with treats for their peers and teachers; on the other hand, we also recognize we have a tremendous opportunity to promote healthy behaviors and to show students how

to enjoy special days without making food or toys the focus of the celebration. For that reason, we will no longer allow students to distribute treats or trinkets on their birthdays. The new Wellness Policy follows federal and state recommended snack and celebration guidelines in order to provide optimal nutrition to students in a safe and fun manner.

- We encourage parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. District recommended snack and lunch options include: fruit, veggies, cheese, yogurt, whole grain/gluten free dry cereals low in sugar and whole grain/gluten free crackers or pretzels
- Although we would encourage you to provide non-food or healthy items for scheduled class parties (Halloween, Valentine's Day, etc.) this policy still allows for treats for these occasions
- Parent delivery of lunches from fast food sources is discouraged
- Children will no longer be allowed to bring birthday treats. If a child brings an item for their birthday celebration, parents will be contacted and it will be sent home.

### **Student Health Insurance**

***Student health and accident insurance is no longer provided. Parents are urged to check their personal policies to make sure their children are covered.***

### **VOLUNTEER PROGRAM**

The general purpose of the Intermediate School Volunteer Program is to enrich and enhance our students' curriculum and to strengthen school/community relations.

We encourage and welcome all volunteers to our school. Whether you are a parent, guardian, grandparent, relative or a friend, your time spent at IS, as a volunteer, is an important contribution to a child's educational experience.

Volunteer Handbooks, to further explain the volunteer program, are available at PI. If you would like to be a part of IS's Volunteer Team, and/or receive a Volunteer Handbook, please contact PI's Volunteer Coordinator;

***Danielle Opay, 389-7260.***

The staff and students at the Intermediate School invite you to become active and involved with our volunteer program. We look forward to meeting each and every one of you!

### **SPECIAL PROGRAMS**

#### **Other**

Students have the opportunity to be involved in the yearly student talent show. Students are involved in field trips throughout the year. The National Sherburne Wildlife Refuge, Children's Theater, Fort Snelling and other locations are visited each year.

### **Release Time**

The Intermediate School is obligated to dismiss students interested in religious release time on Fridays at 1:30 p.m. about twice a month. Students will be returned to PI by 3:10 p.m. Students take a bus to a local church for activities. This activity is not a school-sponsored activity. Students are responsible to make up any missed work.

### **Safety Patrol**

Fifth graders are encouraged to join the patrol.

### **Student Council - cLic**

Fourth and fifth grade students at the IS have an opportunity to be a part of the cLic student leadership team. cLic stands for Creating leaders and Intentional Culture. cLic members work together to not only create connections among students through kindness and anti-bullying projects thorough out the school, but also assist in school-wide events. cLic students go through a half-day, student leadership training in September which teaches conflict resolution, team-building and school spirit. cLic allows students to be a voice in the total operation of the school. Students are selected by application and teacher referrals to be a cLic student leader, which meets once each month. cLic spearheads service projects and student body activities and promotes school and community leadership.

## **SPECIAL SERVICES**

### **Speech and Language Services**

Educational speech-language pathologists work with children who meet Minnesota criteria for speech and language intervention services in the areas of correct sound and voice production, stuttering, oral language skills, and listening comprehension. Services are also provided to support literacy skills

### **Guidance and Counseling**

A social worker is available for student situations that require attention. The social worker addresses individual student needs, crisis situations, student groups and classrooms.

### **School Psychologist**

The services of a school psychologist are available for testing and consultation only after recommendations have been made from our Problem Solving Team. Services are then arranged through the Rum River Special Education Cooperative.

**Title I**

Supplemental help is provided for children who need help in math or reading and qualify under Title I guidelines.

**Emotional and Behavioral Disorders (E/BD)**

Licensed E/BD teachers and paraprofessionals provide services for students with emotional and behavioral disabilities. The E/BD resource team provides the following services: social skills groups, academic support, and behavior modification plans. The program incorporates the Boys Town model and Jim Fay's Love and Logic model.

**Learning Disabilities (LD)**

Licensed LD teachers and paraprofessionals will provide services for students with learning disabilities.

**Developmental and Cognitive Delays (DCD)**

A licensed DCD teacher and paraprofessionals provide services for students with developmental cognitive delays.

**Low Incidence Impairments**

Services for students with other disabilities are provided by licensed special education staff through consultation with specialists from the Rum River Special Education Cooperative. Some examples are: students with visual or hearing impairments, students with physical disabilities, and students with Pervasive Developmental Delays (PDD).

**APPENDIX**

**Frequently visited link – Parent/ Guardian Guide and Refusal for Statewide Testing - <https://tinyurl.com/ya4m2f2c>**

**DISTRICT-WIDE POLICIES AND PROCEDURES**

Princeton Public School policies may be viewed on the web site <https://www.isd477.org/district/policies>

Be aware that policies are regularly being updated. The information in this handbook may be updated during the school year. The most recent policy information can be found on the district webpage listed above.

### **Directory Information**

Student directory data by law are available to the general public, unless the district receives written notice from the parent or guardian restricting such student's directory data. This includes student name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent educational agency or institution attended by the student. Parents and guardians who wish to restrict this data from the general public should send a request to the building principal.

Policy Links – Wellness - <https://www.isd477.org/district/policies/500-students/533>

School district curriculum and instructional goals - <https://www.isd477.org/district/policies/600-education-programs/601>

Full Policies – Harassment and Violence, Prohibition of Weapons, Student Transportation

### **Harassment and Violence**

#### **School district policy 413 states:**

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

- C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

The complete policy is accessible at [www.princeton.k12.mn.us](http://www.princeton.k12.mn.us) or by contacting the district office.

### **Prohibition of Weapons**

#### **School district policy 501 states:**

It is the policy of Independent School District No. 477 that the safety and well-being of each student/staff member is of paramount concern. Students or non-students, including adults and visitors, are not to be in possession of weapons while on school property or at any school activity unless approved in advance by the superintendent or designee.

Any student in possession of a weapon other than a firearm may result in (1) confiscation of the weapon; (2) an initial suspension for up to five (5) days; (3) notification to the police, and (4) a recommendation to the superintendent that the student be expelled. "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

Possession of a firearm will result in expulsion of not less than one year per the Gun-Free Schools Act of March 31, 1994. The school board may modify the expulsion on a case-by-case basis.

"Weapon" means any firearm (whether loaded or unloaded), any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are: guns (including pellet guns, look-alike guns and non-functioning guns that could be used to threaten others), knives, clubs, metal knuckles, nunchucks, throwing stars, explosives, stun guns, ammunition, and mace/pepper spray\*. A student who finds a weapon on the way to school or in the school building and takes the

weapon immediately to the principal's office shall not be considered in possession of a weapon.

Parents of a student may make special arrangements with the building principal if a student needs to carry mace/pepper spray for defensive purposes outside the school setting. These substances must be checked into the office.

The complete policy is accessible at [www.princeton.k12.mn.us](http://www.princeton.k12.mn.us) or by contacting the district office.

The complete update policy is accessible at [www.princeton.k12.mn.us](http://www.princeton.k12.mn.us) or by contacting the district office.

**Student Transportation Safety**  
**School district policy 709 states:**

The complete updated policy is accessible at [www.princeton.k12.mn.us](http://www.princeton.k12.mn.us) or by contacting the district office.

**II. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop misconduct will be reported to and imposed by the Building Principal or the Principal's designee. Serious misconduct will be reported to local law enforcement.

**A. School Bus and Bus Stop Rules**

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior. The bus company manager will forward the misconduct report to the appropriate Building Principal or Principal's designee.

**B. Rules at the Bus Stop**

1. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.

6. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
7. After getting off the bus, move away from the bus.
  - 8.No fighting, harassment, intimidation or horseplay.
  9. No use or possession of alcohol, tobacco, drugs, or paraphernalia.

**Rules on the Bus**

The following rules will be posted on each school bus:

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. Eating or drinking are allowed at the discretion of the driver.
7. No fighting, harassment, intimidation or horseplay.\*
8. Do not throw any object.\*
9. No use or possession of alcohol, tobacco, drugs, or paraphernalia.\*
10. Do not bring any weapon or dangerous objects on the school bus.\*
11. Do not damage the school bus.\*
12. Pets or animals of any type of size will not be transported on the bus.
13. Skateboards, scooters, sleds, sporting equipment, fishing rods, and related items cannot be brought on the bus.

When students need to bring a pet to/from school, or need sleds, skis, etc., for a school activity, parents should make arrangements to get them to/from school.

\*These offenses may result in immediate suspension from riding the bus.

\*Students who misbehave severely may be returned to the school immediately and report to the Building Principal, law enforcement, and bus company manager.

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

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

**1. Elementary (K - 6)**

- 1st offense** -- written warning
- 2nd offense** -- 3 school day suspension from riding the bus
- 3rd offense** -- 5 school day suspension from riding the bus
- 4th offense** -- 10 school day suspension from riding the bus/meeting

with parent

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

### Technology Use

#### **School district policy 524 states:**

##### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

##### **II. GENERAL STATEMENT OF POLICY**

- A. In making decisions regarding student and employee access to the school district computer system and the internet the school district considers its own stated educational mission, goals, and objectives.
- B. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world.
- C. The school district expects that employees and students will blend thoughtful use of the school district computer system and the Internet throughout the curriculum.
- D. The school district operates technology protection measures that protect against access to unacceptable material through the school district network.
- E. All electronic communications that are sent or received on the school district network are considered property of the school district.
- F. It is ultimately the responsibility of parents and guardians of minors to set and convey standards that their children should follow when using technology and Internet resources. While school district staff will provide guidance and instruction to students in appropriate Internet use, the school district cannot guarantee that students will not independently access technology and Internet resources.

##### **III. ACCEPTABLE USES**

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies

- A. The school district will provide instruction and guidance to students in the use of technology and Internet and other electronic resources for educational and informational purposes that enhance student learning

such as research, instruction, collaborative education projects and other exploration on parts of the curriculum.

- B. Use that encourages efficient, cooperative and creative methods to perform the user's job duties or educational tasks.
- C. Use related to instructional, administrative and other support activities considered consistent with the mission of the district.
- D. Communication between staff, students, parents and guardians using digital tools intentionally supported by the district for professional communication to enhance or support student learning.

#### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

#### **V. UNACCEPTABLE USES**

- 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors.
  - a. Information or materials that could cause damage or danger of disruption to the education process;
- 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organizations.
- 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
- 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization.
- 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or file.
- 6. Users will not use the school district system to violate copyright laws or usage licensing agreements.
  - b. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

7. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

## **VI. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer systems and use of the Internet shall be consistent with school district policies and the mission of the school district. Misconduct will result in the imposition of discipline consistent with the seriousness of the misconduct.

## **VII. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

## **VIII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy.
- B. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- C. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

SCHOOL READINESS PAY GUIDE				
2017-2018	Non-Licensed	BA to BA+10	BA+20 to BA+30	MA to MA+30
Year 1, 2 & 3		38,703	40,342	41,948
Hourly	25.79	26.29	27.41	28.50
Year 4, 5 & 6		39,557	41,462	43,227
Hourly	26.37	26.87	28.17	29.37
Year 7, 8 & 9		40,410	42,474	44,507
Hourly	26.95	27.45	28.85	30.24
Year 10, 11 & 12		41,263	43,541	45,787
	27.53	28.03	29.58	31.11
Year 13 & Up		42,116	44,607	47,066
	28.11	28.61	30.30	31.97
2018-2019	Non-Licensed	BA to BA+10	BA+20 to BA+30	MA to MA+30
Year 1, 2 & 3		39,477	41,149	42,787
Hourly	26.32	26.82	27.95	29.07
Year 4, 5 & 6		40,348	42,291	44,092
Hourly	26.91	27.41	28.73	29.95
Year 7, 8 & 9		41,218	43,324	45,397
Hourly	27.50	28.00	29.43	30.84
Year 10, 11 & 12		42,088	44,412	46,702
	28.09	28.59	30.17	31.73
Year 13 & Up		42,958	45,499	48,007
	28.68	29.18	30.91	32.61
Tables	Based on Teachers Steps 1-5			
	Based on Teachers Lanes BA, BA+10, BA+20			

	Non-licensed .50 cents lower	
	Benefits aligned to teacher contract	

First Reading of Policies  
Summary of Changes  
June 5, 2018

**Policy 596 Food Allergies & Special Dietary Needs** - no changes

**Policy 604 Inclusive Education Program** - draft of new policy

**Policy 625 Acceleration of Students** - no changes

**Policy 710 Extracurricular Transportation** - corrected formatting

**Policy 711 Video Recording on School buses** - no changes

**PRINCETON PUBLIC SCHOOLS  
STUDENTS WITH FOOD ALLERGIES/SPECIAL DIETARY NEEDS**

**I. PURPOSE**

Princeton Public School District 477 is dedicated to fostering the health, nutrition and well-being of students with food allergies by providing education and a supportive community. For anyone living with chronic health conditions requiring special dietary needs such as food allergies, the teaching and fostering of self-management skills is crucial to optimizing health and social normalcy. The purpose of this policy is to provide guidance to school district staff in these situations.

**II. GENERAL STATEMENT OF POLICY**

Since schools cannot guarantee a food safe environment, upon request the school district will take measure to minimize the risk of an exposure, as well as educate select employees and volunteers to respond appropriately to life-threatening reactions.

Princeton Public School District 477 will provide a “food allergy aware” environment for a student with a known food allergy, without banning the food product at school. Structural supports and protocols, which establish best practices for child with food allergies, will be followed. This includes instruction and education to improve personal food allergy management skills in the confines of a “food allergy aware” school. In addition, the school will develop an accommodation plan as warranted.

If a student has special dietary needs, the food service department will make dietary substitutions in accordance with applicable provisions of the USDA regulations, when supported by a written statement from a licensed physician.

**Cross-Reference:** Monticello School District Policy

*Adopted: October 24, 2007  
Revised: November 13, 2012  
Reviewed: XX*

**PRINCETON PUBLIC SCHOOLS  
604 -INCLUSIVE EDUCATION PROGRAM**

**I. PURPOSE**

The purpose of this policy is to inform students, teachers and parents of Princeton Public School's commitment to provide equal educational opportunities to all students attending district schools regardless of their cultural or socio-economic background, gender, or disability. Additionally, Princeton Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

**II. GENERAL STATEMENT OF POLICY**

The school board of Princeton Public Schools is committed to providing equal educational opportunities for all students in the district, regardless of gender, disability, cultural or socio-economic background. Further, the board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socio-economic background, gender and disabilities. The superintendent is directed to establish procedures for the implementation of this policy.

**III. DEFINITIONS**

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

- A. Inclusive education program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural diversity of the United States, the historical and contemporary contributions of women and men to society, the historical and contemporary contributions to society by people with disabilities.
- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.
- C. Curriculum: a written plan including standards, benchmarks, learning progressions, learning goals, success criteria, assessment tasks, instructional resources and strategies, and time allocations for emphasis

and pacing for the content to be taught.

- D. Core Instructional Materials: resources recommended through a district process, approved by the school board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary materials: resources determined by teachers and principals, as monitored by the superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

#### IV. REGULATIONS

- A. The district's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### V. EDUCATION PROCESS

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the district's Inclusive Educational Program will occur as part of the district curriculum review process.

**Legal Reference:** Minnesota Rules Part 3500.0550 Inclusive Education Program

**Cross-Reference:** Minnetonka School District Policy 604  
Policy 603 - Curriculum Development  
Policy 606 - Textbooks and Instructional Materials

Adopted: XX

## PRINCETON PUBLIC SCHOOLS ACCELERATION OF STUDENTS

### I. PURPOSE

The School Board recognizes that in certain situations it may be desirable to accelerate the placement of a student in instructional programs appropriate to the student's academic, social, and personal development levels. The Superintendent is directed to develop and maintain a procedure which allows students to be accelerated.

### II. GENERAL STATEMENT OF POLICY

Procedures shall be in place for academic acceleration of gifted and talented students in grades K-8. See policy 626: *Credit for Learning*, for applicable policy for students in grades 9-12.

### III. DEFINITIONS

Acceleration is the placement of student in an instructional program that is more age and/or academically appropriate.

### IV. PROCEDURES

- A. The student may be considered for acceleration only if the following can be demonstrated clearly:
  1. A high level of academic achievement in all areas of the curriculum with special emphasis on reading, writing, and mathematics.
  2. Intellectual ability two (2) standard deviations above the norm.
  3. Social and emotional maturity.
  4. High degree of persistence.
- B. A request for acceleration should be directed to the principal or gifted/talented teacher. A building acceleration team comprised of the principal, present grade level teacher, previous year teacher, gifted/talented teacher and supervisor, and district psychologist will be convened to review the request; interview the student, parents, and teachers; review test data; and develop a recommendation.
- C. If the team recommends acceleration, the principal will determine the most appropriate timeline for the student to be accelerated. Priority will be given to accelerating students at the beginning of a school year.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Students Program)

**Cross References:** Princeton Policy 104: School District Mission Statement  
Princeton Policy 601: School District Curriculum & Instruction Goals  
Princeton Policy 613: Graduation Requirements  
Princeton Policy 614: School District Testing Plan and Procedure  
Princeton Policy 615: Basic Standards and Graduation Required Testing, Accommodations, Modifications and Exemptions for IEP, Section 504 Accommodation and LEP Students  
Princeton Policy 616: School District System Accountability  
Princeton Policy 626: Credit for Learning

Adopted: March 22, 2011

Reviewed: April 19, 2016

Reviewed: XX

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION**

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

**IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES**

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

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

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

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

## **V. FEES**

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

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

**Cross References:** MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA Service Manual, Chapter 2, Transportation

*Adopted: August 28, 2001*  
*Revised: April 22, 2008*  
*Revised: March 9, 2009*  
*Revised: November 18, 2014*

Reviewed: April 19, 2016  
Reviewed: October 18, 2016  
Revised: XX

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

A. Placement

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

## B. Use of Videotape

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

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

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

MSBA Service Manual, Chapter 2, Transportation

Adopted: March 13, 2007

Revised: April 19, 2016

Revised: October 18, 2016

Reviewed: XX

# ATPPS (Q Comp) Annual Report

Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the ATPPS (Q Comp) annual report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

There are four program components:

1. Career Ladder positions
2. Job-Embedded professional development (PLCs)
3. Teacher evaluation
4. Performance pay and alternate salary schedule

Each of these components are evaluated annually to analyze the impact of Princeton Public Schools' ATPPS plan and to make recommendations for continuous improvement for program effectiveness.

## 1. Core Component: Career Ladder Positions

### Implementation

**Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.**

**If no, please explain what changes have occurred and why?**

### Impact

**How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?**

The positions that we have in place provide an infrastructure for systematic support for the work of the teachers in the district. Having PLC facilitator, data coach, teacher (instructional) coach, and technology coach positions empowers teachers to support each other in a variety of ways. These systems of support are of high value in helping teachers activate their peers as

professional resources. When teachers talk to other teachers about the profession, best practice is spread.

### **How did the work of teacher leaders impact student achievement?**

District-wide student proficiency growth in math from last year has been maintained, with an additional increase in reading proficiency this year.

- **Preliminary** 2017-2018 results show math at 61.8% compared to the state average of 55.5%
- **Preliminary** 2017-2018 results show reading proficiency at 67.6% compared to the state average of 57.0%
- Significant headway has been made in Princeton Public Schools since the inception of the Q Comp plan, with career ladder positions contributing overall to the positive cumulative effect.

## **Review Findings**

### **How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?**

- Trainings conducted for PLC facilitators and data coaches modeled Marzano instructional strategies desired in classroom instruction. Training for teacher coaches and technology coaches shared roles and responsibilities for the positions. Each training was of high quality for the career ladder positions, however, they were considered in isolation rather than as pieces of the whole.
- As the data coach position is still relatively new (year 2) enhancements were needed and made for the year. Expectations set at training for data coaches were in some cases unattainable, resulting in variation in implementation. Expectations of data coaches were revised. Uncertainty and inconsistency of implementation continued throughout the year.
- In other career ladder positions preparedness of teachers in each role varied. More can be done to support an increase in teacher expertise in each role.
- During the school year the Princeton Paradigm emerged as clarification of the vision for classroom instruction and the culture we are co-creating across the district. The Princeton Paradigm gives common scope the work of all career ladder positions and provides focus for coordinators co-planning next year's implementation.

### **What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?**

- Teachers see career ladder positions as support in their roles.
- Clarification of the data coach position is desired.

- Continuous improvement of all roles is assumed.

## **Recommendations**

### **How will the district use the review findings to improve the effectiveness of teacher leadership?**

- A co-planning session between teacher coordinator positions has taken place with the coordinators discussing next year's improvements and alignment of the career ladder position expectations, trainings, and support. All positions are aligning their work toward common foci of the Princeton Paradigm: success criteria, eliciting student evidence (formative assessment) and infusing Social and Emotional Learning (SEL)
- Teacher coaches will all utilize the Focused Teacher Evaluation Model within iObservation to conduct coaching conversations. An outline for the planning conference, classroom visit, and reflection conference focus on planning standards-based instruction and monitoring for student learning (eliciting student evidence). Training for utilizing the iObservation system and for building cognitive coaching capacity will be provided for all teacher coaches through a 6-hour training on August 27, 2018. All teacher coaches will also participate in a "Coaching for Implementation" (C4i) day during the 2018-2019 school year to deepen their cognitive coaching practice and capacity of conducting the planning conferences, classroom visits and reflection conferences.
- Data coach, Technology Coach, and PLC Facilitator trainings will include 2 hours of content via Google Classroom prior to the 2-hour in-person processing at the beginning of the school year. Content delivered via Google Classroom will remain available throughout the year to provide convenient access to the information and support consistency across the roles.
- PLC Facilitator training will include more specificity on leading the work of PLCs during the year. PLCs will create success criteria, formative assessments that elicit evidence of student learning, and work to infuse Social and Emotional Learning (SEL) standards into the culture of the Princeton Paradigm. Specifying the work of PLCs in this way will help teachers leverage PLC time as the engine of change.
- Technology coaches will focus efforts on helping teachers use success criteria, elicit student evidence, and infuse SEL via technology.
- Data coach positions have been more clearly defined according to each building's unique data needs and will support eliciting student evidence of learning as well as infusion of SEL.

## **2. Core Component: Job-embedded Professional Development (PLCs)**

## **Implementation**

**Are learning teams (PLCs) configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.**

**If no, please explain the changes that have occurred and why?**

## **Impact**

**How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?**

Student Learning Goal identification and tracking are part of the PLC work, as is looking at student evidence of learning. However, the scope of each of these activities varies greatly from group to group resulting in high variance in level of impact on student learning.

**How did teacher learning from learning teams and other job-embedded professional development impact student achievement?**

Varies greatly depending on the people within the PLC and the focus of their conversations.

## **Review Findings**

**How did the sites or learning teams identify needs and instructional strategies to increase student achievement?**

Focus of PLC conversations was left to teacher discretion.

**How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?**

Varies greatly depending on the people within the PLC and the focus of their conversations.

## **Recommendations**

**How will the district use the review findings to improve the effectiveness of job-embedded professional development?**

Giving specificity to the work of PLCs will help all PLCs focus their conversations and work on the things that most impact student learning (success criteria, eliciting student evidence of learning, infusing SEL). Continuous creation of these pieces of the Princeton Paradigm during PLCs will support small shifts in classroom instruction.

### **3. Core Component: Teacher Evaluation**

#### **Implementation**

**Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.**

**If no, please explain the changes that have occurred and why?**

#### **Impact**

**What impact did the observation/evaluation process, including coaching, have on classroom instruction?**

Evaluation has a smaller effect size than coaching on classroom instruction.

#### **Review Findings**

**How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?**

High variance in evaluation practices leads to a high variance in its ability to improve instructional practice. A focus on coaching for growth rather than evaluating would support teacher growth in instructional practice.

**How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?**

There is room for improvement on inter-rater reliability. It is a complex skillset to be able to identify what is going on inside the minds of teachers and students in order to accurately identify what happened during a lesson. Building a skillset of cognitive coaching strategies across teacher coaches would help them support teachers in analyzing their own lessons based on student evidence of learning.

## **Recommendations**

**How will the district use the review findings to improve the effectiveness of teacher evaluation?**

We will focus on conducting meaningful planning conferences, classroom visits, and reflection conferences so that teachers analyze their own lessons in terms of effect on student learning (eliciting student evidence).

## **4. Core Component: Performance Pay and Alternative Salary Schedule**

### **Implementation**

**Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?** Yes.

**If no, please explain the changes that have occurred and why?**

**Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?** Yes.

**If no, please explain the changes that have occurred and why?**

### **Impact**

**What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?**

Preliminary results show up to 70% of staff have earned performance pay based on student achievement during 2017-2018.

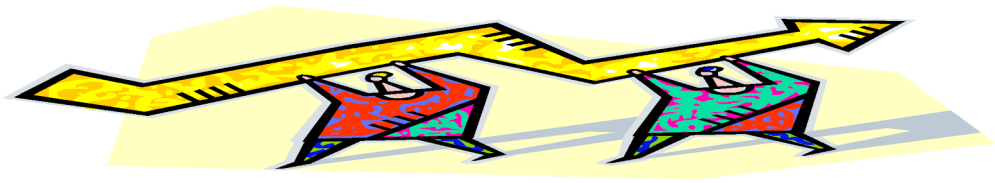
**What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %**

Preliminary results show 99% of staff have earned performance pay based on observation/evaluation results during 2017-2018

## **Recommendations**

**How will the district use the data to improve the effectiveness of this core component?**

No changes are recommended at this time.



***Princeton ISD #477***

***ATPPS***

***Member Handbook***

***2017-2018***

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Forms

**All forms and evaluations as well as the Instructional Support Scales will be available online at the District Office Teaching and Learning Website.**

Members of the Princeton Education Association (PEA) bargaining unit will participate in the Alternative Teacher Professional Pay System (ATPPS) during the 2017-2019 school years based on the approval by the membership, the school board, and the Department of Education. This packet describes the goals of ATPPS in Princeton Schools and it outlines the activities in which members will participate.

If you have any questions talk to a member of your ATPPS Site Committee before completing the activity.

### **ATPPS Vision**

A professional pay system will improve student learning by facilitating programs and processes, which will enhance teachers' methodologies.

### **Princeton Public Schools' Mission and Vision**

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

Vision: Princeton Public School's Vision is to equip every student to be career and college ready through personalized instruction, community partnerships, and collaboration.

In order to optimize the Alternative Teacher Professional Pay System in the Princeton School District any activity must help meet the Site goals as well as one of the following goals for the 2017-2018 school year to qualify for ATPPS compensation.

Princeton School District Staff Development Goals:

1. Staff will participate in training opportunities so they are able to develop a plan to monitor for learning, use a tool to track student learning and devise adaptations that are necessary based on evidence.
2. Provide personalized instruction for every student by creating standard-based learning goals and progressions for each course and/or grade level.
3. Provide personalized instruction for every student by creating, administering and analyzing common assessments to monitor student growth.

## Alternative Teacher Professional Pay System

Each member of the Princeton Education Minnesota Teachers Association will participate in the Alternative Teacher Professional Pay System (ATPPS) and earn compensation in addition to the 2017-2019 Reformed Salary Schedule of the Collective Bargaining Agreement for July 1, 2017 through June 30, 2019.

The ATPPS consists of four categories designed to improve teaching and learning. Each member will be eligible to earn extra compensation in the categories as listed below:

### A. Site Student Achievement Goals

Each educational site will set a reading and math goal for student achievement that will allow each member at that site to earn extra compensation (\$200) if the goals are reached. If only one is met each member will receive \$100. The goals for each site will be determined by the end of September by each site committee and building data coaches, and will be disseminated to the buildings and district by each site.

### B. Professional Learning Community (PLC)

Each member will be eligible to earn extra compensation (\$800) for actively participating in a Professional Learning Community (PLC). Active participation means attending full meetings, contributing professionally to discussions, sharing ideas and samples of student work, and taking strategies learned back to the classroom and implementing them. The expectation is that all members arrive promptly to the meeting, actively participate in a collegial manner throughout and remain until the conclusion of the meeting.

The Professional Learning Community's agenda will address the DuFour's Essential Questions:

- 1. What do we expect our students to learn?** PLCs responses will include at least one of the following:
  - a. Develop clear course and grade level curriculum maps/outlines aligned to standards
  - b. Develop clear learning progressions for relevant grade/course standards
  - c. Align learning progressions vertically and horizontally
  - d. Examine results of standardized tests, progress monitoring data, grades, common assessments/work samples to determine areas for growth
- 2. How will we know when they are learning?**
  - a. Analyze the degree to which student are achieving proficiency on the common learning progressions (scales) and assessments by regularly examining student work, data, and other evidence (i.e. test scores, survey data, and grades)
  - b. Analyze the degree to which student are moving up the ladder of the learning progressions
  - c. Create and analyze common assessments or course/subject assessment when appropriate
- 3. How will we respond when they are not learning?**
  - a. Assess student status towards course/grade level objectives and collaboratively develop strategies to accelerate or advance learning
  - b. Essentials to Achieving Rigor
  - c. Research and provide students with interventions and new strategies
- 4. How will we respond if they already know it?**
  - a. Provide enrichments to differentiate and accelerate learning
  - b. Continue to facilitate student growth on the current or subsequent learning progression

The Professional Learning Community's goal is to improve instructional strategies in the classroom and achievement of all students. Teachers in the PLC will develop their use of Marzano's essential strategies to support the complex shifts in teaching that are necessary to achieve the academic rigor called for by the College and Career Readiness Standards.

Each PLC must set a PLC student achievement goal based on student achievement data analysis. These goals will be SMART goals, connected to the standard and learning progressions, and meet the criteria in the ATPPS Rubric for PLC/IGP Goals. The PLC and the ATPPS Site Committee are responsible for monitoring this goal in relation to the rigor and overall attainment of goal. Each PLC Facilitator will complete the Professional Learning Community Form and submit the PLC's student achievement goal by the end of October.

In order to receive the PLC stipend there must be a PLC student achievement goal as stated above and the member must complete the participation requirements listed below. If **all** bulleted requirements are met then the member will receive a stipend.

- PLCs will be expected to meet on a regular on-going basis for either 45 minutes per week or 90 minutes every two weeks. Monday mornings and certain staff development days are set aside as district time for PLCs to meet. 180 minutes/month (no less than 45 minute blocks)
- For a meeting to count, the PLC facilitator must keep a record of the attendance with dates, agenda, and meeting summary to be turned in to the ATPPS Site Committee by the date set by each building's site committee.
- Each PLC member must be present at 80% of the scheduled PLC meetings and follow the expectations regarding active attendance.
- The PLC must show evidence that the majority of students are growing toward and/or meeting the PLC student achievement goal in order to receive the stipend.

Optional PLC activity:

PLC members may observe teachers during their preparation time. The purpose is to observe a lesson that will help the observer grow as an educator. This observation will replace a PLC meeting, but will be discussed during the next scheduled PLC meeting. This activity may take place no more than 2 times per school year and a reflection form must be completed each time.

### **C. Student Learning Goal (SLG)**

Each member will have the opportunity to earn extra compensation (\$700) for developing and showing evidence that students are growing toward and/or meeting the Student Learning Goal (SLG). The SLG is a student achievement goal based on achievement data analysis. Please complete the Student Learning Goal *form* and submit it to the ATPPS Site Committee on the date determined by each site. This form will be reviewed prior to approval using the ATPPS Rubric for PLC/SLG Goals by the Site Committee to ensure rigor and equity. The completed SLG results form showing evidence of student growth and completion of goal, as well as a reflection explaining the underlying reasons why students did or did not make progress and next steps must be submitted to the Site Committee for review.

*How will the SLG be measured?*

Teachers will outline their SLG in the form of SMART goals, which must be connected to or support a site ATPPS. Completed SLGs will be reviewed with their PLC and will be submitted for approval using the ATPPS Rubric for PLC/SLG Goals to the ATPPS Site Committee.

*What evidence must be demonstrated for this performance pay award?*

Depending upon the goals in the SLG, the evidence of completion will be determined by the PLC and the ATPPS Site Committee. The evidence of completion will be: completion of the Student Learning Goal Results form, teacher created assessments, and/or pre/post test data (raw and compiled). In order to achieve compensation, teachers must show evidence that a majority of students have shown measurable growth on the chosen learning progression(s). The evidence of completion will be presented at a PLC meeting, reviewed by the PLC facilitator, and approved by the site committee. Teachers must keep individual student assessments and data for at least two years.

#### **D. Learning Plan - Non-Classroom Instructional Support Staff**

Each member will have the opportunity to earn extra compensation (\$700) for developing and showing evidence that students are growing based on the Learning Plan (LP). The LP is an individualized plan for staff that is focused on a student growth goal based on data analysis. Please complete the Learning Plan form and submit it to the ATPPS Site Committee on the date determined by each site. This form will be reviewed prior to approval using the ATPPS Rubric for PLC/LP Goals by the Site Committee to ensure rigor and equity. The completed LP results form showing evidence of student growth and completion of goal, as well as a reflection explaining the underlying reasons why students did or did not make progress and next steps must be submitted to the Site Committee for review.

##### *How will the LP be measured?*

Teachers will outline their LP in the form of SMART goal(s), which must be connected to or support a site ATPPS. Completed LPs will be reviewed with their PLC and will be submitted for approval using the ATPPS Rubric for PLC/LP Goals to the ATPPS Site Committee.

##### *What evidence must be demonstrated for this performance pay award?*

Depending upon the goals in the LP, the evidence of completion will be determined by the PLC and the ATPPS Site Committee. The evidence of completion will be: completion of the Learning Plan Results form and data (raw and compiled). In order to achieve compensation, teachers must show evidence that a majority of students have shown measurable growth on the chosen LP targets. The evidence of completion will be presented at a PLC meeting, reviewed by the PLC facilitator, and approved by the site committee. Teachers must keep data for at least two years.

#### **E. Peer Observations**

Each member will have the opportunity to earn extra compensation (\$300) for completing three observations using the following format:

1. Complete the pre-observation meeting with their Teacher Coach.
2. Be observed by the Teacher Coach.
3. Complete a post-observation meeting with the Teacher Coach and set goals for subsequent evaluations. (Teachers will be given the opportunity for more evaluations to demonstrate growth to achieve compensation.)
4. Will demonstrate implementation of the majority of observed Marzano strategies at the developing level or higher.
5. Complete Record of Observations form with their Teacher Coach.

Peer Observations will be completed by at least 2 different Teacher Coaches, one per trimester. Each observation will consist of a pre-observation meeting, the observation, and a post-observation meeting with the peer observation form being completed. This method of teacher observation will help improve instructional methods and it will also help build a culture of collaboration.

\*\* Teacher Coaches value their time in the classroom with students and do not conduct observations or observation related activities when they are scheduled with students. Teacher coaches will contact member at least 3 times to schedule observation times.

#### **F. Peer Observations - Non-Classroom Instructional Support Staff**

Each member will have the opportunity to earn extra compensation (\$300) for completing three observations using the following format:

1. Review the staff member's Learning Plan
2. Staff will also share/discuss activities they have completed (provide examples when available), data they are collecting and what their next steps are in their plan
3. Set goals for subsequent evaluations. (Teachers will be given the opportunity for more evaluations to demonstrate growth to achieve compensation.)
4. Will demonstrate implementation of the majority of observed Marzano strategies at the developing level or higher.
5. Complete Record of Observations form with their Teacher Coach.

Peer Observations will be completed by at least 2 different Teacher Coaches, one per trimester. Each observation will consist of one meeting with the peer observation form being completed. This method of observation will help improve instructional methods and it will also help build a culture of collaboration.

\*\* Teacher Coaches value their time in the classroom with students and do not conduct observations or observation related activities when they are scheduled with students. Teacher coaches will contact members at least 3 times to schedule observation times.

#### **Pay Disputes**

Members may choose to dispute the Site Team's determination of pay in the spring by completing the ATPPS Individual Pay Teacher Pay Dispute Claim available in the ATPPS Forms on the District Office Teaching and Learning Website.

#### **Reformed Salary Schedule**

The salary schedule is restructured as follows: Step advancements will be based on performance and renamed Performance Increments. To receive a Performance Increment, a teacher must complete at least one of the following performance pay components.

- a) School-wide site goals identified in component two of the Q-Comp plan are met.
- b) Show evidence that a majority of students have shown measurable growth on the chosen learning progression(s).
- c) Will demonstrate implementation of the majority of observed Marzano strategies at the developing level or higher.

Career Increments (Steps 15, 19, 21) will continue to be reflected in the salary schedule and are not affected by ATPPS.

Credit Lanes are renamed Education Increments and will be earned in 10 semester credit increments.

No one will make less than they would have on the negotiated 2017-19 salary schedule.

## Career Ladder

A career ladder will be in place, the purpose of which is to develop and reimburse teachers for taking on leadership positions within the sites and district. All career ladder leaders must have:

- Achieved continuing contract status
- Preferred minimum of five years of experience in teaching
- Remained in good standing by fully participating in the ATPPS Plan

**The following positions are in the career ladder:**

### Mentor Teacher (Two to Three-year Commitment)

The Mentor Teacher will provide guidance and support for probationary teachers.

#### *Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments

#### *First Year Responsibilities (for all new teachers)*

- Attends the scheduled Mentor Training(s) and New Teacher Training Workshop
- Meets with mentee once each week and maintains log
- Attends mentor-mentee meetings as determined by site
- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once
- Arranges for the mentee to observe at least three different teachers' classrooms

#### *Second Year Responsibilities (for all probationary teachers)*

- Meets with mentee once each month and maintains log
- Attend scheduled refresher training
- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once

#### *Third Year Responsibilities (if needed for selected probationary teachers)*

- Meets with mentee once each month and maintains log
- Attend scheduled refresher training
- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once

#### *Hiring Process:*

These positions will be opened as new teachers are hired. Candidates will submit career ladder applications via Applitrack to the ATPPS Site Committee and will be interviewed by same.

The selection of mentors will include consideration of

- Subject area and grade level taught
- Experience in the district
- Success in the classroom

*Evaluation:*

The ATPPS Mentor Coordinator/Site Committees will evaluate the Mentor Teachers semi-annually using a survey completed by each mentee. Evaluative feedback will be provided for growth. If a mentor is found not fulfilling their mentor duties and no reasonable solution can be reached, the position will be reopened and the outgoing mentor will receive a prorated salary augmentation.

*Salary Augmentation:*

- \$1000/1<sup>st</sup> year
- \$500/2<sup>nd</sup> year
- \$500/3<sup>rd</sup> year (as needed)
- If mentoring more than one mentee, mentor pay may be adjusted.

**Mentorship Coordinator**

The Mentorship Coordinator will coordinate all aspects of implementing the Princeton Mentorship program.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of Mentorship Program
- Investigates any problems that arise
- Works with the Director of Teaching and Learning, Principals, and Site ATPPS Committees to identify mentors
- Communicates program needs and expectations to mentors and new teachers
- Coordinates and trains mentors, facilitating and organizing trainings
- Coordinates and prepare mentorship handbooks and training materials
- Provides feedback to mentors through an evaluation by mentees
- Follows-up to ensure integrity of mentorship program implementation through an evaluation by mentors and mentees

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position semi-annually by distributing a survey for mentors to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a mentor coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing mentor coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

### **PLC Facilitator**

The PLC Facilitator will guide and facilitate the PLC in the process of achieving the site goal.

#### *Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Knowledge of, or willingness to learn about, the use of student data to improve student learning
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills

#### *Responsibilities:*

- Organizes and facilitates Professional Learning Communities
- Supports the district/building in the promotion of instruction and assessment policies and procedures
- Attends all required trainings
- Maintains and submits documentation as required by Steering Committee by due dates
- Develops agendas, takes attendance, facilitates meetings, and keeps and disseminates minutes (Submit agenda, attendance and minutes to the ATPPS Site Committee.)
- Assists PLC members with writing Student Learning Goals

#### *Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

#### *Evaluation:*

The ATPPS Site Committee will distribute a survey (see attached document) to each member to semi-annually evaluate his/her PLC Facilitator. The survey results will be reviewed by the Site Committee to determine whether the PLC Facilitator maintains his/her position. Evaluative feedback will be provided for growth. If a PLC facilitator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing PLC facilitator will receive a prorated salary augmentation.

#### *Salary Augmentation:*

\$700/year

### **PLC Facilitator Coordinator**

The PLC Facilitator Coordinator will coordinate all aspects of PLCs.

#### *Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees PLCs
- Investigates any problems that arise
- Works with the Director of Teaching and Learning, Administrators, Site ATPPS Committees, Steering Committee and DILT to identify needs.
- Communicates program needs and expectations to PLC Facilitators
- Coordinates and trains PLC Facilitators, facilitating and organizing trainings
- Coordinates and prepares any handbooks and training materials
- Provides feedback to PLC Facilitators through an evaluation by PLC members
- Work with PLC Facilitators to use the PLC roadmap to facilitate meetings.
- Follows-up to ensure integrity of PLC implementation

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position semi-annually by distributing a survey for Site Committees and PLC Facilitators to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a PLC facilitator coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing PLC facilitator coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**Data Coach**

The Data Coaches at each site will guide and facilitate the PLCs in the process of gathering and analyzing student data. They will assist in the process of answering the second DuFour Question:

- How will we know when they are learning?
  - Analyze the degree to which students are achieving proficiency on the common learning progressions (scales) and assessments by regularly examining student work, data, and other evidence (i.e. test scores, survey data, and grades).
  - Analyze the degree to which student are moving up the ladder of the learning progressions.
  - Create and analyze common assessments or course/subject assessment when appropriate.

*Qualifications:*

- Personal commitment to school improvement
- Interest in processing, interpreting, and analyzing data
- Ability to communicate data in user friendly terms
- Experience and collaboration with peers
- Demonstrates proficiency in school curriculum and assessments
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills

*Responsibilities:*

- Assists the sites, grade levels, departments in data collection, interpretation and creating actionable plans.
  - Data coaches will meet monthly to discuss building needs.
  - Data Coaches will meet once a trimester with building administrators.
  - Data coaches will attend trainings and 80% of the meetings.
- Maintain and submit documentation as required by Steering Committee due dates.
  - Data coaches will log all contacts with principals, meetings/trainings attended and all other duties completed.
  - Data coaches will assist in setting building math and reading goals in the fall.
  - Data coaches will report to staff at least once a trimester.

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee and Data Coach Coordinator. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

The ATPPS Site Committee and the Data Coach Coordinator will distribute a survey to each member semi-annually to evaluate his/her Data Coaches. Evaluative feedback will be provided for growth. If a data coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing data Coach will receive a prorated salary augmentation.

*Salary Augmentation:*

\$700/year

**Data Coach Coordinator**

The Data Coach Coordinator will coordinate all aspects of Data Coaching.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of the Data Coach Program
- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve rigor in the classroom
- Communicates program needs and expectations to teacher coaches
- Coordinates and trains Data coaches, facilitating and organizing trainings/surveys
- Work within Marzano Domain 1: A Data-Driven Focus on Student Achievement to connect teaching map and Marzano framework to work of the Data coach

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position semi-annually by distributing a survey for Site Committees and Data Coaches to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a teacher coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing teacher coach coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**Teacher Coach**

The Teacher Coach will formatively evaluate and conference with teachers.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments

*Responsibilities:*

- Participates in required district-wide meetings and trainings
- Submits paperwork by due dates
- Completes a face-to-face pre-observation meeting with their Teacher Coachee
- Observe the coachee for a mutually agreed upon period of direct instruction.
- Completes a face-to-face post-observation meeting with their coachee in a timely manner
- Observes approximately 21 teachers
- Links members with appropriate resources
- Teacher Coaches value their time in the classroom with students. Observations will be conducted during individual prep time.

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

ATPPS Site Committee will review Teacher Coaches each trimester. Evaluative feedback will be provided for growth each trimester. If a Teacher Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Teacher Coach will receive a prorated salary augmentation.

*Salary Augmentation:*

\$2000/ year

**Teacher Coach Coordinator**

The Teacher Coach Coordinator will coordinate all aspects of Teacher Coaching.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers

- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of the Teacher Coach Program
- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve rigor in the classroom
- Communicates program needs and expectations to teacher coaches
- Ensure teacher coach coverage across the district
- Organizes and facilitates teacher coach trainings/surveys coaches regarding effectiveness of training
- Coordinates and prepares training materials
- Work with teacher coaches on moving from a teacher centered to student centered classrooms in order achieve rigor in their classrooms
- Work with teacher coaches providing Instructional Support Members a meaningful coaching experience
- Ensures that building site committees are providing opportunities for teachers to evaluate the effectiveness of their coaches and give meaningful feedback to coaches

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position semi-annually by distributing a survey for Site Committees and Teacher Coaches to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a teacher coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing teacher coach coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**Technology Coach**

The Technology Coach will support teachers and PLCs to implement digital-age learning strategies to maximize student learning and 21st century skills.

*Qualifications:*

- Personal experience in the use of technology to support student learning.
- Experience in collaboration with peers.
- Teachers should be passionate, eager, self-motivated, collaborative, and empathetic.
- Google Level 1 certified to support Google Apps for Education by the beginning of school year staff member is serving as a tech coach  
[https://edutrainingcenter.withgoogle.com/certification\\_level1](https://edutrainingcenter.withgoogle.com/certification_level1)

*Responsibilities:*

- Assists the sites, grade levels and departments in developing digital learning strategies and skills.
- Participates in required district-wide trainings and meetings.

- Meet monthly as district tech innovators team to share ideas, discuss issues, etc.
- Tech coach will attend 80% of required building, district or virtual meetings.
- Work with Bright Bytes data to create trimester goals by site.
- Share out at least one new learning each month at staff meeting/via blog/etc.
- Tech coach will be assigned teacher coachees in their building.
- Tech coach will keep a log of meetings with individual coachees each trimester.
- Tech coach will submit contact log by site due date.
- Work with assigned teachers **support their transition to 21st Century Teaching skills.**

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

The ATPPS Site Committee and the Tech Coach Coordinator will distribute a survey to each member semi-annually to evaluate his/her Tech Coaches. Evaluative feedback will be provided for growth. If a Technology Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Technology Coach will receive a prorated salary augmentation.

*Salary Augmentation:*

\$700/ year

**Technology Coach-Assistive Technology**

The Technology Coach in the area of assistive technology will support teachers through the implementation of the the Quality Indicators for Assistive Technology (QIAT). The QIAT indicators were developed by focus groups and validated through research conducted by or on behalf of the QIAT Community. The QIAT indicators address effective skills in the areas of AT consideration and assessment, documentation of AT needs in the IEP, implementation of AT tools and devices, evaluation of effectiveness, and the consideration of AT as part of transition planning. The QIAT indicators also provide guidance in the areas of administrative support and professional development.

*Responsibilities:*

- Assist the special education coordinator with conducting an assessment of professional development needs related to assistive technology districtwide.
- Assist the special education coordinator with designed and conducting professional development activities.
- Provide technical assistance to staff seeking support with the assistive technology consideration and assessment process.
- Share information on at least two tools, services, or devices per month via the special education weekly updates.

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

ATPPS Site Committee and Tech Coach Coordinator will review Technology Coaches each trimester. Evaluative feedback will be provided for growth each trimester. If a Technology Coach is found not

fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Technology Coach will receive a prorated salary augmentation.

*Salary Augmentation:*

\$700/ year

### **Technology Coach Coordinator**

The Technology Coach Coordinator will coordinate all aspects of Tech Coaching.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of the Tech Coach Program
- Works with the Director of Technology, Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve rigor in the classroom
- Communicates program needs and expectations to data coaches
- Coordinates and trains Tech coaches, facilitating and organizing trainings/surveys
- Work with the data tracker to enhance progress monitoring and give teachers the tools to track student progress compared to the teaching map and learning progressions

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position semi-annually by distributing a survey for Site Committees to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a teacher coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing teacher coach coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

### **AFT PD (Formally ER&D) Course Trainer**

The AFT PD Course Trainer will disseminate educational research to teachers.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates ability to build and maintain trust with peers
- Demonstrates strong communication and interpersonal skills
- Full dues paying member of the PEA

*Responsibilities:*

- Participates in appropriate district-wide meetings
- Participates in state AFT PD conferences and training
- Participates in AFT PD schedule planning
- Completes National AFT PD Course training

*Hiring Process:*

The AFT PD Coordinator and ATPPS Steering Committee will select trainers based upon a submitted career ladder application via Applitrack, recommendations by principals and fellow teachers, and an interview by AFT PD Coordinator and ATPPS Steering Committee. Due to the time and cost commitment associated with training for this position, the ATPPS Steering Committee determined that it is most efficient to forgo the usual and customary practice of opening the position every three years.

*Evaluation:*

The AFT PD Coordinator and participants will evaluate this position at the end of each class taught. Evaluative feedback will be provided for growth. If the Trainer is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Trainer will receive a prorated salary augmentation.

*Salary Augmentation:*

Each Trainer will be paid \$3000 per class taught.

**AFT PD (Formally ER&D) Coordinator**

The AFT PD Coordinator will coordinate all aspects of AFT PD course offerings within the Princeton School District.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates knowledge of staff development best practices
- Demonstrates ability to build and maintain trust with peers
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills
- Graduate of National AFT PD Coordinator Program
- AFT PD trainer and have participated in Foundations class
- Full dues paying member of the PEA

*Responsibilities:*

- Participates in appropriate district-wide meetings
- Participates in state AFT PD conferences and training
- Coordinates with Saint Mary's University for course credit
- Coordinates with AFT for training and certificates
- Participates in AFT PD schedule planning
- Facilitates the hiring and training of new AFT PD Course Trainers
- Facilitates all aspects of AFT PD course offerings within the Princeton school district

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will distribute a survey to each AFT PD trainer after each course to evaluate the coordinator. The survey results will be reviewed by the steering committee to determine whether the coordinator maintains his/her position. Evaluative feedback will be provided for growth. If the Coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$200/course coordinated

**ATPPS Steering Committee Member**

The ATPPS Steering Committee Member will coordinate all aspects of the implementation of the Princeton ATPPS plan.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Preferred experience as an ATPPS Site Committee member and knowledge of ATPPS plan

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Oversees ATPPS Site Committee
- Coordinates all aspects of implementing the ATPPS plan
- Investigate any problems that arise
- Must attend 90% of meetings or pay will be prorated

*Hiring Process:*

These positions are reopened and posted every three years and are not based on seniority. Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. The ATPPS Steering Committee will be a committee consisting of teachers and administration, including:

- One representative from each ATPPS Site Committee
- One non-classroom instructional support representative
- One Early Childhood representative
- One DILT teacher representative selected by Director of Teaching and Learning
- Two PEA representatives appointed by the PEA Executive Board
- One administrative representative from each building
- One district office representative
- Director of Teaching and Learning (Serves as Co-Chair)
- One of above teacher positions will serve as Co-Chair

*Evaluation:*

The ATPPS Steering Committee will facilitate an evaluation annually. The survey results will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a member is found not fulfilling his or her duties and no reasonable solution can be reached, the position will be reopened and the outgoing member will receive a prorated salary augmentation.

*Salary Augmentation:*

\$750/year and release time through substitutes as needed  
Additional \$500 for teacher serving as Co-Chair

### **ATPPS Site Committee Member**

The ATPPS Site Committee Member will coordinate all aspects of implementing the Princeton ATPPS plan at each site.

#### *Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Knowledge of ATPPS plan

#### *Responsibilities:*

- Participates in appropriate district and site meetings and trainings
- Implements and coordinates the Princeton ATPPS plan at the site level
- One Site Committee Member will serve as a representative on the Steering Committee (unless other arrangements are made and approved by the Steering Committee)
- Communicate information to building staff regularly
- Must attend 90% of meetings or pay will be prorated

#### *Hiring Process:*

The ATPPS Site Committee will be a committee consisting of three teachers and building administration, with the exception of the Family Center/Student Services will have two teacher site members. Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. These positions are reopened and posted every three years and are not based on seniority.

#### *Evaluation:*

Each ATPPS Site Committee will create and use an evaluation for teachers to complete annually, evaluating the effectiveness of the Site Committee. Compiled results will be communicated to the ATPPS Steering Committee. Evaluative feedback will be provided for growth. If a Site Member is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing member will receive a prorated salary augmentation.

#### *Salary Augmentation:*

\$2550/year and release time through substitutes as needed.

### **Additional Training Provided for Members by Members**

Training facilitated by members for members related to the ATPPS Program not addressed in the above career ladder positions will be reimbursed in the following manner:

- Trainers will be allowed up to three hours of prep for every hour of training provided.
- They will be reimbursed at the curriculum-writing rate for the prep time and the curriculum-writing rate for the time they are training. Trainers will be paid for the time they are training only if the training occurs outside of the duty day. Trainers should submit a detailed “Pre-approved Curriculum Writing” form to receive reimbursement.
- Any training must be pre-approved by the ATPPS Steering Committee.

### **Administration of the ATPPS**

The ATPPS Steering Committee will administer the ATPPS plan.

Members are responsible for all of their own evidence, original paperwork, and forms. All paperwork must be submitted to the ATPPS Site Committee by May 1st. Members will be informed of the ATPPS compensation for which they have qualified.

**Disputes:** Members will have a ten (10) day appeals process for any disputed compensation. After May 31st all decisions and implied compensation are final. No further appeals may be made.

**Compensation:** A final tally of members' compensation will be completed by May 31<sup>st</sup>.

The ATPPS Steering Committee will submit the amount of compensation each member earned in each of the four components and the Career Ladder to the Princeton District Office on June 1st. The Princeton District Office will compensate each member on or before June 30<sup>th</sup> for components B-D and the Career Ladder; on or before September 30<sup>th</sup> for component A.



**PRINCETON**  
PUBLIC SCHOOLS



**ISD #477**  
**ATPPS**  
**Member Handbook**  
**2018-2019**

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Forms

**All forms and evaluations will be available to participants through Google Classroom.**

In an effort to bring forth and fix concerns before they become bigger issues and offer a seamless way to get the information to the coordinators, each site's google classroom will have a link to provide feedback at anytime throughout the year.

Members of the Princeton Education Association (PEA) bargaining unit will participate in the Alternative Teacher Professional Pay System (ATPPS) during the 2017-2019 school years based on the approval by the membership, the school board, and the Department of Education. This packet describes the goals of ATPPS in Princeton Schools and it outlines the activities in which members will participate.

If you have any questions talk to a member of your ATPPS Site Committee before completing the activity.

### **ATPPS Vision**

A professional pay system will improve student learning by facilitating programs and processes, which will enhance teachers' methodologies.

### **Princeton Public Schools' Mission and Vision**

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

Vision: Princeton Public School's Vision is to equip every student to be career and college ready through personalized instruction, community partnerships, and collaboration.

In order to optimize the Alternative Teacher Professional Pay System in the Princeton School District any activity must help meet the Site goals as well as one of the following goals for the 2018-19 school year to qualify for ATPPS compensation.

Princeton School District Staff Development Goals:

1. Staff will participate in training opportunities so they are able to develop a plan to monitor for learning, track student learning, and devise adaptations that are necessary based on evidence.
2. Provide personalized instruction for every student through use of prioritized standards-based learning goals and progressions for each course and/or grade level.

3. Provide personalized instruction for every student by creating, administering and analyzing common assessments to monitor student growth.

### **Alternative Teacher Professional Pay System**

Each member of the Princeton Education Minnesota Teachers Association will participate in the Alternative Teacher Professional Pay System (ATPPS) and earn compensation in addition to the 2017-2019 Reformed Salary Schedule of the Collective Bargaining Agreement for July 1, 2017 through June 30, 2019.

The ATPPS consists of four categories designed to improve teaching and learning. Each member will be eligible to earn extra compensation in the categories as listed below:

#### **A. Site Student Achievement Goals**

Each educational site will set a reading and math goal for student achievement that will allow each member at that site to earn extra compensation (\$200) if the goals are reached. If only one is met each member will receive \$100. The goals for each site will be determined by the end of September by each site committee and building data coaches, and will be disseminated to the buildings and district by each site.

#### **B. Professional Learning Community (PLC)**

Each member will be eligible to earn extra compensation (\$800) for actively participating in a Professional Learning Community (PLC). Active participation means attending full meetings, contributing professionally to discussions, sharing ideas and samples of student work, and taking strategies learned back to the classroom and implementing them. The expectation is that all members arrive promptly to the meeting, actively participate in a collegial manner throughout and remain until the conclusion of the meeting.

The Professional Learning Community agenda will address the DuFour's Essential Questions:

##### **1. What do we expect our students to learn?**

- a. Identify and prioritize essential standards
- b. Articulate success criteria for essential standards
- c. Examine results of previous standardized tests, pre-tests, and other student evidence to identify what students already know (do not need to learn) and don't know (need to learn)
- d. Identify what students who've already mastered the content should do with the content at a higher level of cognitive complexity (level 4 of the learning progression)

##### **2. How will we know when they are learning?**

- a. Create common formative assessments (student tasks) to elicit student evidence of success criteria
- b. Analyze the degree to which students are achieving proficiency on the standards by regularly examining student work, data, and other evidence
- c. Analyze the degree to which students are moving through levels (cognitive complexity) of the learning progressions as demonstrated by their evidence
- d. Create common summative assessments at aligned level of cognitive complexity to elicit student evidence of success criteria
- e. Analyze summative assessments of essential standards to identify students for tier 2 reteach or acceleration

**3. How will we respond when they are not learning ?**

- a. Reteach the lesson using different instructional strategies
- b. Reorganize student groups
- c. Utilize peers as resources
- d. Modify the task
- f. Provide additional resources
- g. Provide tier 2 reteach of essential standards using the lesson and teacher with highest proficiency with alike students

**4. How will we respond if they already know it?**

- a. Utilize same content at a higher level of cognitive complexity
- b. Move on to other content that has not yet been mastered

The Professional Learning Community's goal is to improve instructional strategies in the classroom and achievement of all students. The work of PLCs will align to creating student centered classrooms for rigor as defined by the Princeton Paradigm.

Each PLC must set a PLC student achievement goal based on student achievement data analysis. These goals will be SMART goals, connected to the standards and learning progressions, and meet the criteria in the ATPPS Rubric for PLC/SLG Goals. The PLC and the ATPPS Site Committee are responsible for monitoring this goal in relation to the rigor and overall attainment of goal. Each PLC Facilitator will complete the Professional Learning Community Form and submit the PLC's student achievement goal by the end of October.

In order to receive the PLC stipend there must be a PLC student achievement goal as stated above and the member must complete the participation requirements listed below. If **all** bulleted requirements are met then the member will receive a stipend.

- PLCs will be expected to meet on a regular on-going basis for either 45 minutes per week or 90 minutes every two weeks. Monday mornings and certain staff development days are set aside as district time for PLCs to meet. 180 minutes/month (no less than 45 minute blocks)
- For a meeting to count, the PLC facilitator must keep a record of the attendance with dates, agenda, and meeting summary to be turned in to the ATPPS Site Committee by the date set by each building's site committee.
- Each PLC member must be present at 23 (80%) of the scheduled 28 PLC meetings and follow the expectations regarding active participation.
- The PLC must show evidence that the majority of students are growing toward and/or meeting the PLC student achievement goal in order to receive the stipend.

Optional PLC activity:

PLC members may engage in classrooms visits during their preparation time. The purpose is to see a lesson that will help the visitor grow as an educator. This classroom visit will replace a PLC meeting, and will be discussed during the next scheduled PLC meeting. This activity may take place no more than 2 times per school year and a reflection form must be completed each time.

### **C. Student Learning Goal (SLG)**

Each member will have the opportunity to earn extra compensation (\$700) for developing and showing evidence that students are growing toward and/or meeting the Student Learning Goal (SLG). The SLG is a student achievement goal based on achievement data analysis. Please complete the Student Learning Goal form and submit it to the ATPPS Site Committee on the date determined by each site. This form will be reviewed prior to approval using the ATPPS Rubric for PLC/SLG Goals by the Site Committee to ensure rigor and equity. The completed SLG results form showing evidence of student growth and completion of goal, as well as a reflection explaining the underlying reasons why students did or did not make progress and next steps must be submitted to the Site Committee for review.

*How will the SLG be measured?*

Teachers will outline their SLG in the form of SMART goals, which must be connected to or support a site ATPPS. Completed SLGs will be reviewed with their PLC and will be submitted for approval using the ATPPS Rubric for PLC/SLG Goals to the ATPPS Site Committee.

*What evidence must be demonstrated for this performance pay award?*

Depending upon the goals in the SLG, the evidence of completion will be determined by the PLC and the ATPPS Site Committee. The evidence of completion will be: completion of the Student Learning Goal Results form, teacher created assessments, and/or pre/post test data (raw and compiled). In order to achieve compensation, teachers must show evidence that a majority of students have shown measurable growth on the chosen learning progression(s). The evidence of completion will be presented at a PLC meeting, reviewed by the PLC facilitator, and approved by the site committee. Teachers must keep individual student assessments and data for at least two years.

### **D. Learning Plan - Non-Classroom Instructional Support Staff**

Each member will have the opportunity to earn extra compensation (\$700) for developing and showing evidence that students are growing based on the Learning Plan (LP). The LP is an individualized plan for staff that is focused on a student growth goal based on data analysis. Please complete the Learning Plan form and submit it to the ATPPS Site Committee on the date determined by each site. This form will be reviewed prior to approval using the ATPPS Rubric for PLC/LP Goals by the Site Committee to ensure rigor and equity. The completed LP results form showing evidence of student growth and completion of goal, as well as a reflection explaining the underlying reasons why students did or did not make progress and next steps must be submitted to the Site Committee for review.

*How will the LP be measured?*

Teachers will outline their LP in the form of SMART goal(s), which must be connected to or support a site ATPPS. Completed LPs will be reviewed with their PLC and will be submitted for approval using the ATPPS Rubric for PLC/LP Goals to the ATPPS Site Committee.

*What evidence must be demonstrated for this performance pay award?*

Depending upon the goals in the LP, the evidence of completion will be determined by the PLC and the ATPPS Site Committee. The evidence of completion will be: completion of the Learning Plan Results form and data (raw and compiled). In order to achieve compensation, teachers must show evidence that a majority of students have shown measurable growth on the chosen LP targets. The evidence of completion will be presented at a PLC meeting, reviewed by the PLC facilitator, and approved by the site committee. Teachers must keep data for at least two years.

#### **E. Peer Review - Classroom Visits**

Each member will have the opportunity to earn extra compensation (\$300) for completing three classroom visits using the following format:

1. Complete the pre-visit planning conference with their Teacher Coach.
2. Have classroom visited by the Teacher Coach.
3. Complete a reflection conference with the Teacher Coach including discussion of the formative scale for instructional strategies.
4. Demonstrate growth on new strategies over the course of the year.
5. Complete record of classroom visits form with Teacher Coach.

Peer Classroom visits will be completed by at least 2 different Teacher Coaches, one per trimester. Each classroom visit will consist of a planning conference, the visit, and a reflection conference with the corresponding forms being completed through iObservation. This method of peer review will help grow instructional strategies and build a culture of collaboration.

\* Teacher coaches will contact member 3 times to schedule observation times.

#### **F. Peer Review Visits - Non-Classroom Instructional Support Staff**

Each member will have the opportunity to earn extra compensation (\$300) for completing three peer review cycles using the following format:

1. Review the staff member's Learning Plan
2. Staff will also share/discuss activities they have completed (provide examples when available), data they are collecting and what their next steps are in their plan
3. Set goals for subsequent visits.
4. Demonstrate growth on new strategies over the course of the year.
5. Complete Record of Visits form with their Teacher Coach.

Peer Review Visits will be completed by at least 2 different Teacher Coaches, one per trimester. Each visit will consist of one meeting with the planning and reflection conference forms being completed within iObservation. This method of peer review will support growth build a culture of collaboration.

\* Teacher coaches will contact members 3 times to schedule observation times.

#### **Pay Disputes**

Members may choose to dispute the Site Team's determination of pay in the spring by completing the ATPPS Individual Pay Teacher Pay Dispute Claim via google classroom.

#### **Reformed Salary Schedule**

The salary schedule is restructured as follows: Step advancements will be based on performance and renamed Performance Increments. To receive a Performance Increment, a teacher must complete at least one of the following performance pay components.

- a) School-wide site goals identified in component two of the Q-Comp plan are met.
- b) Show evidence that a majority of students have shown measurable growth on the chosen learning progression(s).
- c) Will demonstrate implementation of the majority of observed Marzano strategies at the developing level or higher.

Career Increments (Steps 15, 19, 21) will continue to be reflected in the salary schedule and are not affected by ATPPS.

Credit Lanes are renamed Education Increments and will be earned in 10 semester credit increments.

No one will make less than they would have on the negotiated 2017-19 salary schedule.

### Career Ladder

A career ladder will be in place, the purpose of which is to develop and reimburse teachers for taking on leadership positions within the sites and district. All career ladder leaders must have:

- Achieved continuing contract status
- Preferred minimum of five years of experience in teaching
- Remained in good standing by fully participating in the ATPPS Plan

**The following positions are in the career ladder:**

#### Mentor Teacher (One- to Three-year Commitment)

The Mentor Teacher will provide guidance and support for probationary teachers.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments

*First Year Responsibilities (for all new teachers)*

- Attends the scheduled Mentor Training(s) and New Teacher Training Workshop
- Meets with mentee once each week and maintains log
- Attends mentor-mentee meetings as determined by site
- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once
- Arranges for the mentee to observe at least three different teachers' classrooms

*Second Year Responsibilities (for probationary teachers)*

- Meets with mentee once each month and maintains log
- Attend scheduled refresher training

- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once

*Third Year Responsibilities (if needed for selected probationary teachers)*

- Meets with mentee once each month and maintains log
- Attend scheduled refresher training
- Observes mentee's classroom instruction a minimum of three times and provides feedback
- Arranges for mentee to observe mentor's classroom at least once

*Hiring Process:*

These positions will be opened as new teachers are hired. Candidates will submit career ladder applications via Applitrack to the ATPPS Site Committee and will be interviewed by same.

The selection of mentors will include consideration of

- Subject area and grade level taught
- Experience in the district
- Success in the classroom

*Evaluation:*

The ATPPS Mentor Coordinator/Site Committees will evaluate the Mentor Teachers annually using a survey completed by each mentee. Evaluative feedback will be provided for growth. If a mentor is found not fulfilling their mentor duties and no reasonable solution can be reached, the position will be reopened and the outgoing mentor will receive a prorated salary augmentation.

*Salary Augmentation:*

- \$1000/1<sup>st</sup> year
- \$500/2<sup>nd</sup> year
- \$500/3<sup>rd</sup> year (as needed)
- If mentoring more than one mentee, mentor pay may be adjusted.

**Mentorship Coordinator**

The Mentorship Coordinator will coordinate all aspects of implementing the Princeton Mentorship program.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of Mentorship Program
- Investigates any problems that arise
- Works with the Director of Teaching and Learning, Principals, and Site ATPPS Committees to identify mentors

- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Communicates program needs and expectations to mentors and new teachers
- Coordinates and trains mentors, facilitating and organizing trainings
- Coordinates and prepare mentorship handbooks and training materials
- Provides feedback to mentors through an evaluation by mentees
- Follows-up to ensure integrity of mentorship program implementation through an evaluation by mentors and mentees

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position annually by distributing a survey for mentors to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a mentor coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing mentor coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**PLC Facilitator**

The PLC Facilitator will guide and facilitate the PLC in the process of achieving the site goal.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Knowledge of, or willingness to learn about, the use of student data to improve student learning
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills

*Responsibilities:*

- Organizes and facilitates Professional Learning Communities
- Supports the district/building in the promotion of instruction and assessment policies and procedures
- Attends all required trainings
- Maintains and submits documentation as required by Steering Committee by due dates
- Develops agendas, takes attendance, facilitates meetings, and keeps and disseminates minutes (Submit agenda, attendance and minutes to the ATPPS Site Committee.)
- Assists PLC members with writing Student Learning Goals

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

The ATPPS Site Committee will distribute a survey to each member to annually evaluate his/her PLC Facilitator. The survey results will be reviewed by the Site Committee to determine whether the PLC Facilitator maintains his/her position. Evaluative feedback will be provided for growth. If a PLC facilitator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing PLC facilitator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$700/year

**PLC Facilitator Coordinator**

The PLC Facilitator Coordinator will coordinate all aspects of PLCs.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees PLCs
- Investigates any problems that arise
- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Communicates program needs and expectations to PLC Facilitators
- Coordinates and trains PLC Facilitators, facilitating and organizing trainings
- Coordinates and prepares any handbooks and training materials
- Provides feedback to PLC Facilitators through an evaluation by PLC members
- Work with PLC Facilitators to use the PLC roadmap to facilitate meetings.
- Follows-up to ensure integrity of PLC implementation

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position annually by distributing a survey for Site Committees and PLC Facilitators to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a PLC facilitator coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing PLC facilitator coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*  
\$1000/year

### **Data Coach**

The Data Coaches at each site will guide and facilitate the PLCs in the process of gathering and analyzing student data.

#### *Qualifications:*

- Personal commitment to school improvement
- Interest in processing, interpreting, and analyzing data
- Ability to communicate data in user friendly terms
- Experience and collaboration with peers
- Demonstrates proficiency in school curriculum and assessments
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills

#### *Responsibilities:*

- Assists the sites, grade levels, departments and PLCs in data collection, interpretation and creating actionable plans.
  - Data coaches will assist and follow the building data plan laid out with site and administration
  - Data coaches will meet based on building plan
- Attend required trainings and meetings.
  - Data coaches are required to attend 90% of meetings/trainings
- Maintain and submit documentation as required by Steering Committee due dates
  - Data coaches will log all contacts with PLC Facilitators, principals, meetings/trainings attended and all other duties completed
- [PS Data Coach Plan](#)
- [IS Data Coach Plan](#)
- [MS Data Coach Plan](#)
- [HS Data Coach Plan](#)
- [FC/SS Data Coach Plan](#)

#### *Hiring Process:*

Qualified parties will complete a career ladder application and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

#### *Evaluation:*

The ATPPS Site Committee will distribute a survey to members to annually evaluate their Data Coaches. The survey results will be reviewed by the Site Committee to determine whether the Data Coach maintains his/her position. Evaluative feedback will be provided for growth. If a

Data Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Data Coach will receive a prorated salary augmentation.

Salary Augmentation:  
\$700/year

### **Data Coach Coordinator**

The Data Coach Coordinator will coordinate all aspects of Data Coaching.

Qualifications:

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

Responsibilities:

- Participates in appropriate state and district-wide meetings and trainings
- Coordinates and oversees all aspects of the Data Coach Program
- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve student-centered classrooms for rigor as defined by the Princeton Paradigm
- Communicates program needs and expectations to teacher coaches
- Coordinates and trains data coaches, facilitating and organizing trainings/surveys
- Uses a data-driven focus on student achievement to analyze implementation of Princeton Paradigm and its effect on student learning

Hiring Process:

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

Evaluation:

The ATPPS Steering Committee will evaluate this position annually by distributing a survey for Site Committees to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a data coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing data coach coordinator will receive a prorated salary augmentation.

Salary Augmentation:  
\$1000/year

### **Teacher Coach**

The Teacher Coach will engage in planning conferences, classroom visits to watch the lesson plans in action, and reflection conferences with teachers utilizing iObservation tools and supports.

**Qualifications:**

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrated proficiency in classroom management, instructional methods, curriculum and assessments

**Responsibilities:**

- Participates in required district-wide meetings and trainings including one 6-hour training on use of iObservation for lesson plan conferences, classroom visits, and reflection conversations. **Training set for August 27, 2018.**
- Works with coachees on moving from teacher-centered to student-centered classrooms for rigor as defined by the Princeton Paradigm
- Submits paperwork by due dates
- Completes a face-to-face lesson plan conference before the classroom visit with each teacher coachee
- Conducts each classroom visit for the full class period
- Completes a face-to-face reflection conversation with each teacher coachee in a timely manner
- Visits a maximum of 21 teachers
- Links members with appropriate resources
- Classroom visits will be conducted during individual prep time.

**Hiring Process:**

Qualified parties will complete a career ladder application and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

**Evaluation:**

ATPPS Site Committee will review Teacher Coaches each trimester. Evaluative feedback will be provided for growth each trimester. If a Teacher Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Teacher Coach will receive a prorated salary augmentation.

**Salary Augmentation:**

\$2,000/year

**Teacher Coach Coordinator**

The Teacher Coach Coordinator will coordinate all aspects of Teacher Coaching.

**Qualifications:**

- Personal commitment to school improvement
- Experience and collaboration with peers

- Demonstrates proficiency in classroom management, instructional strategies, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings including one 6-hour training on use of iObservation for lesson plan conferences, classroom visits, and reflection conversations. **Training set for August 27, 2018.**
- Coordinates and oversees all aspects of the Teacher Coach Program
- Works with the Director of Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Works with teacher coaches to support the shift from teacher-centered to student-centered classrooms for rigor as identified by the Princeton Paradigm
- Communicates program needs and expectations to teacher coaches
- Organizes and facilitates teacher coach trainings/surveys coaches regarding effectiveness of training
- Coordinates and prepares training materials
- Works with teacher coaches providing Instructional Support Members a meaningful coaching experience
- Ensures that building site committees are providing opportunities for teachers to evaluate the effectiveness of their coaches and give meaningful feedback to coaches

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position annually by distributing a survey for Site Committees to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a teacher coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing teacher coach coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**Technology Coach**

The Technology Coach will support teachers and PLCs to implement digital-age learning strategies to maximize student learning and 21<sup>st</sup> century skills.

*Qualifications:*

- Personal experience in the use of technology to support student learning.
- Experience in collaboration with peers.
- Teachers should be passionate, eager, self-motivated, collaborative, and empathetic.

- Google Level 1 certified to support Google Apps for Education by beginning of school year staff member is serving as a tech coach.  
[https://edutrainingcenter.withgoogle.com/certification\\_level1](https://edutrainingcenter.withgoogle.com/certification_level1)

*Responsibilities:*

- Assists the sites, grade levels, departments and PLCs in developing digital learning strategies and skills.
- Participates in required district-wide meetings and trainings
- Meets monthly as district tech innovators team to share ideas, discuss issues, etc.
- Tech coach will attend 80% of required building, district or virtual meetings.
- Work with Bright Bytes data to create trimester goals by site. Share goals with staff at staff meetings.
- Tech coach will be assigned teacher coachees in their building.
- Tech coach will keep a log of meetings with individual coachees each trimester.
- Work with assigned teachers to support their transition to 21<sup>st</sup> Century Teaching skills.
- Meet with assigned teachers a minimum of once per trimester.

*Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee and Tech Coordinator. These positions are reopened and posted every three years and are not based on seniority.

*Evaluation:*

ATPPS Site Committee and the Tech Coach Coordinator will review Technology Coaches twice a year. Evaluative feedback will be provided. If a Technology Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Technology Coach will receive a prorated salary augmentation.

*Salary Augmentation:*

\$700/year

**Technology Coach-Assistive Technology**

The Technology Coach in the area of assistive technology will support teachers through the implementation of the the Quality Indicators for Assistive Technology (QIAT). The QIAT indicators were developed by focus groups and validated through research conducted by or on behalf of the QIAT Community. The QIAT indicators address effective skills in the areas of AT consideration and assessment, documentation of AT needs in the IEP, implementation of AT tools and devices, evaluation of effectiveness, and the consideration of AT as part of transition planning. The QIAT indicators also provide guidance in the areas of administrative support and professional development.

**Responsibilities:**

- Assist the special education coordinator with conducting an assessment of professional development needs related to assistive technology districtwide.
- Assist the special education coordinator with designed and conducting professional development activities.
- Provide technical assistance to staff seeking support with the assistive technology consideration and assessment process.
- Share information on at least two tools, services, or devices per month via the special education weekly updates.

**Hiring Process:**

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

**Evaluation:**

ATPPS Site Committee and Tech Coach Coordinator will review Technology Coaches each trimester. Evaluative feedback will be provided for growth each trimester. If a Technology Coach is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Technology Coach will receive a prorated salary augmentation.

**Salary Augmentation:**

\$700/ year

**Technology Coach Coordinator**

The Technology Coach Coordinator will coordinate all aspects of Tech Coaching.

**Qualifications:**

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates strong communication and interpersonal skills

**Responsibilities:**

- Participates in appropriate state and district-wide meetings and trainings to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Coordinates and oversees all aspects of the Tech Coach Program
- Works with the Director of Technology, Teaching and Learning, Administrators, DILT, Site ATPPS Committees and Steering Committee to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Communicates program needs and expectations to tech coaches
- Coordinates and trains tech coaches, facilitating and organizing trainings/surveys
- Work with the data tracker to enhance progress monitoring and give teachers the tools to track student progress compared to the teaching map and learning progressions

**Hiring Process:**

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. Position will be reopened every three years and is not based on seniority.

*Evaluation:*

The ATPPS Steering Committee will evaluate this position annually by distributing a survey for Site Committees to complete. The results of the survey will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a teacher coach coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing teacher coach coordinator will receive a prorated salary augmentation.

*Salary Augmentation:*

\$1000/year

**AFT PD Course Trainer**

The AFT PD Course Trainer will disseminate educational research to teachers.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Demonstrates ability to build and maintain trust with peers
- Demonstrates strong communication and interpersonal skills
- Full dues paying member of the PEA

*Responsibilities:*

- Participates in appropriate district-wide meetings to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Participates in state AFT PD conferences and training
- Participates in AFT PD schedule planning
- Completes National AFT PD Course training

*Hiring Process:*

The AFT PD Coordinator and ATPPS Steering Committee will select trainers based upon a submitted career ladder application via Applitrack, recommendations by principals and fellow teachers, and an interview by AFT PD Coordinator and ATPPS Steering Committee. Due to the time and cost commitment associated with training for this position, the ATPPS Steering Committee determined that it is most efficient to forgo the usual and customary practice of opening the position every three years.

*Evaluation:*

The AFT PD Coordinator and participants will evaluate this position at the end of each class taught. Evaluative feedback will be provided for growth. If the Trainer is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Trainer will receive a prorated salary augmentation.

*Salary Augmentation:*

Each Trainer will be paid \$3000 per class taught.

### **AFT PD Coordinator**

The AFT PD Coordinator will coordinate all aspects of AFT PD course offerings within the Princeton School District.

#### *Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates knowledge of staff development best practices
- Demonstrates ability to build and maintain trust with peers
- Demonstrates strong communication and interpersonal skills
- Demonstrates leadership skills
- Graduate of National AFT PD Coordinator Program
- AFT PD trainer and have participated in Foundations class
- Full dues paying member of the PEA

#### *Responsibilities:*

- Participates in appropriate district-wide meetings to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Participates in state AFT PD conferences and training
- Coordinates with Saint Mary's University for course credit
- Coordinates with AFT for training and certificates
- Participates in AFT PD schedule planning
- Facilitates the hiring and training of new AFT PD Course Trainers
- Facilitates all aspects of AFT PD course offerings within the Princeton school district

#### *Hiring Process:*

Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Site Committee. These positions are reopened and posted every three years and are not based on seniority.

#### *Evaluation:*

The ATPPS Steering Committee will distribute a survey to each AFT PD trainer after each course to evaluate the coordinator. The survey results will be reviewed by the steering committee to determine whether the coordinator maintains his/her position. Evaluative feedback will be provided for growth. If the Coordinator is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing Coordinator will receive a prorated salary augmentation. [AFT PD Coordinator Evaluation](#)

#### *Salary Augmentation:*

\$200/course coordinated

### **ATPPS Steering Committee Member**

The ATPPS Steering Committee Member will coordinate all aspects of the implementation of the Princeton ATPPS plan.

#### *Qualifications:*

- Personal commitment to school improvement

- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Preferred experience as an ATPPS Site Committee member and knowledge of ATPPS plan

*Responsibilities:*

- Participates in appropriate state and district-wide meetings and trainings to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Oversees ATPPS Site Committee
- Coordinates all aspects of implementing the ATPPS plan
- Investigate any problems that arise
- Must attend 90% of meetings or pay will be prorated

*Hiring Process:*

These positions are reopened and posted every three years and are not based on seniority. Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. The ATPPS Steering Committee will be a committee consisting of teachers and administration, including:

- One representative from each ATPPS Site Committee
- One non-classroom instructional support representative
- One Early Childhood representative
- One DILT teacher representative selected by Director of Teaching and Learning
- Two PEA representatives appointed by the PEA Executive Board
- One administrative representative from each building
- One district office representative
- Director of Teaching and Learning (Serves as Co-Chair)
- One of above teacher positions will serve as Co-Chair

*Evaluation:*

The ATPPS Steering Committee will facilitate an evaluation annually. The survey results will be reviewed by the Steering Committee and evaluative feedback will be provided for growth. If a member is found not fulfilling his or her duties and no reasonable solution can be reached, the position will be reopened and the outgoing member will receive a prorated salary augmentation.

*Salary Augmentation:*

\$750/year and release time through substitutes as needed  
Additional \$1500 for teacher serving as Co-Chair

**ATPPS Site Committee Member**

The ATPPS Site Committee Member will coordinate all aspects of implementing the Princeton ATPPS plan at each site.

*Qualifications:*

- Personal commitment to school improvement
- Experience and collaboration with peers
- Demonstrates proficiency in classroom management, instructional methods, curriculum and assessments
- Knowledge of ATPPS plan

#### *Responsibilities:*

- Participates in appropriate district and site meetings and trainings to guide teachers in their buildings to achieve student-centered classrooms for rigor as identified by the Princeton Paradigm
- Implements and coordinates the Princeton ATPPS plan at the site level
- One Site Committee Member will serve as a representative on the Steering Committee (unless other arrangements are made and approved by the Steering Committee)
- Communicate information to building staff regularly
- Must attend 90% of meetings or pay will be prorated

#### *Hiring Process:*

The ATPPS Site Committee will be a committee consisting of three teachers and building administration, with the exception of the Family Center/Student Services will have two teacher site members. Qualified parties will complete a career ladder application via Applitrack and will be interviewed by the ATPPS Steering Committee. These positions are reopened and posted every three years and are not based on seniority.

#### *Evaluation:*

Each ATPPS Site Committee will create and use an evaluation for teachers to complete annually, evaluating the effectiveness of the Site Committee. Compiled results will be communicated to the ATPPS Steering Committee. Evaluative feedback will be provided for growth. If a Site Member is found not fulfilling their duties and no reasonable solution can be reached, the position will be reopened and the outgoing member will receive a prorated salary augmentation.

#### *Salary Augmentation:*

\$2550/year and release time through substitutes as needed.

#### **Additional Training Provided for Members by Members**

Training facilitated by members for members related to the ATPPS Program not addressed in the above career ladder positions will be paid in the following manner:

- Trainers will be allowed up to three hours of prep for every hour of training provided.
- They will be paid at the curriculum-writing rate for the prep time and the curriculum-writing rate for the time they are training. Trainers will be paid for the time they are training only if the training occurs outside of the duty day. Trainers will submit a detailed "Pre-approved Curriculum Writing" form to receive payment.
- Any training must be pre-approved by the ATPPS Steering Committee.

#### **Administration of the ATPPS**

The ATPPS Steering Committee will administer the ATPPS plan.

Members are responsible for all of their own evidence, original paperwork, and forms. All paperwork must be submitted to the ATPPS Site Committee by May 1st. Members will be informed of the ATPPS compensation for which they have qualified.

**Disputes:** Members will have five (5) work days to appeal any disputed compensation. After May 31st all decisions and implied compensation are final. No further appeals may be made.

**Compensation:** A final tally of members' compensation will be completed by May 31<sup>st</sup>.

The ATPPS Steering Committee will submit the amount of compensation each member earned in each of the four components and the Career Ladder to the Princeton District Office by June 1st. The Princeton District Office will compensate each member on or before June 30<sup>th</sup> for components B-D and the Career Ladder; on or before September 30<sup>th</sup> for component A.



## District Staff Development Plan - 2018-2019

Date	Topic/Presenter	Schedule/Format	Attendees
Online for completion by 8/8/2018	1:1 Digital Learning Bootcamp	Online	Grade 5,11,12 and make up Teachers
7/10, 7/11, 7/12	1:1 Digital Learning Bootcamp	8:00-3:00 Location: Princeton Middle School Media Center	Grade 5,11,12 and make up Teachers
8/1/2018	ATPPS PLC Facilitator training (Option 1 of 2)	10:00 am-12:00 Location: High School Media Center	PLC Facilitators
	ATPPS Data Coach training (Option 1 of 2)	12:00-2:00 Location: High School Media Center	Data Coaches
8/2/2018	"Getting Started" Math Expressions Training (K-5) (Option 1 of 3)	8:00-3:00 1 hour on own for lunch Location: Princeton Primary Media Center	K-5 Math Teachers at PS and IS
8/6, 8/7, 8/8	1:1 Digital Learning Bootcamp	8:00-3:00 Location: Princeton Middle School Media Center	Grade 5,11,12 and make up Teachers
8/14/2018	Guided Reading Training	8:00-3:00 1 hour on own for lunch Location: Princeton Middle School Media Center	K-2 Primary Teachers
8/16/2018	Sherburne National Wildlife Refuge Outdoor Classroom Teacher Workshop	9:00 - 3:30 Location: Oak Savanna Learning Center	4th Grade Teachers
8/20/2018	ATPPS Data Coach training (Option 2 of 2)	10:00 - 12:00 Location: High School Media Center	Data Coaches
	ATPPS PLC Facilitator training (Option 2 of 2)	12:00 - 2:00 Location: High School Media Center	PLC Facilitators
8/21/2018	New Teacher Academy - Day 1	8:00-3:30 Location: High School Media Center	New Teachers
	Mentor Training & Mentee Work	9:30-3:30 Location: High School	Mentors

		Room 277	
8/22/2018	New Teacher Academy - Day 2	8:00-3:00 Location: Middle School Media Center	New Teachers
8/23/2018	“Getting Started” Math Expressions Training (K-5) (Option 2 of 3)	8:00-3:00 1 hour on own for lunch Location: Princeton Primary Media Center	K-5 math teachers at PS and IS including new math teachers K-5
8/23/2018	New Teacher Academy - Day 3	8:00-3:00 Meet your admins/secretaries and work in buildings.  New Teachers at PS and IS teaching Math should attend the Option 2 “Getting Started” Math Expressions Training (K-5) in lieu of New Teacher Academy Day 3 Location: Princeton Primary Media Center	New Teachers not attending “Getting Started” Math Expressions training
8/27/2018	Teacher Coach - FTEM Training (Focused Teacher Evaluation Model)	8:00 - 3:00 MS Media Center	Teacher Coaches + Admin
8/28/2018	Building Day	8:00 - 11:00 Building PD  12:00 - 3:00 Classroom Time	Teachers full day  All paras half day AM only in building
8/29/2018	Princeton Public Schools Welcome back and 2018-2019 Kickoff	8:00 - 11:00 Welcome, Meet new Supt, Data results, Celebration of successes, update on HS redesign, Clay Cook  11:00 BBQ lunch for all  12:00-3:00 Teachers classroom time SPED para training	<b>All staff</b> (this includes classroom paras and SPED paras) + Admin Location: HS PAC  (SPED paras full day, classroom paras half day AM only)
	PS/IS: “Getting Started”	1:00 - 3:00	K-5 math teachers

	Math Expressions Training (K-5) (Option 3 of 3)*	Location: Princeton Primary Media Center <b>MS &amp; HS open house</b>	at PS and IS who were unable to attend 8/2 or 8/23
8/30/2018	Staff Development Day  Seizure Smart School-Lori Braegelman  Suicide Prevention (meets Mental Health/Suicide checkbox) - Dr. Scott Palmer  Safety Training - Chief Todd & Chief Ron	7:40 - 11:00 Location: Princeton High School PAC  7:40 - 8:40  8:50 - 9:50  10:00 - 11:00  12:00 - 2:30 Classroom Time or optional trainings*: * 12:00 - 1:00 STAR Testing * 1:00 - 2:30 Focused Teacher Evaluation Model (FTEM) overview Location: Princeton High School Media Center  <b>PS, IS, FC open house</b>	<b>All staff + Admin</b> Location: HS PAC  All paras half day AM only
9/10/2018	PLC Date		All licensed staff
9/11/2018	Tech Coach Training (Option 1 of 2)	3:00 - 5:00 Location: Princeton Middle School Media Center	Tech Coaches
9/13/2018	Teach Coach Training (Option 2 of 2)	3:00 - 5:00 Location: Princeton Middle School Media Center	Tech Coaches
9/17/2018	PLC Date		All licensed staff
9/24/2018	PLC Date		All licensed staff
9/27/2018	Central MN Leadership Academy	9:00-3:00 Location:Crystal Cabinet Works, Princeton MN	Teacher Coordinators + Admin
10/1/2018	PLC Date		All licensed staff
10/4/2018	Princeton Leadership Academy	3:30 - 6:30 Location: Princeton Middle School Media Center	Teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL

		Teachers paid to attend, dinner included.	Leadership Team) + Admin
10/8/2018	PLC Date		All licensed staff
10/17/2018	District Staff Development Day 2 PLC Meetings	PS - Math IS - Math MS - MTSS PS - MTSS SS - SEL SEL Leadership Team Work	All licensed staff  staff + Admin
10/29/2018	PLC Date		All licensed staff
10/31/2018	New Teacher Academy	3:30 - 6:30 Location: Princeton Middle School Media Center	1st-year teachers AND teachers new to the district are expected to attend. 2nd-year teachers and mentors are invited.
11/1/2018	Central MN Leadership Academy	9:00-3:00 Location:Crystal Cabinet Works, Princeton MN	Teacher Coordinators + Admin
11/7/2018	Princeton Leadership Academy	3:30 - 6:30 Location: Princeton Middle School Media Center  Teachers paid to attend, dinner included.	Teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL Leadership Team) + Admin
11/5/2018	PLC Date		All licensed staff
11/12/2018	PLC Date		All licensed staff
11/21/2018	District Staff Development Day Success Criteria Eliciting Student Evidence (Formative Assessment) 2 PLC Meetings	8:00 - 3:00 Work session facilitated by Dylan Wiliam: Success Criteria Eliciting Student Evidence (Formative Assessment) Location: Princeton Primary School Gymnasium	All licensed staff + Admin
11/27/18 PS 11/29/18 IS	Coaching for Implementation	Success Criteria and Eliciting Student Evidence (Formative Assessment)	Teacher Coaches, Coachees, Building Admin
12/3/2018	Staff Development Day - Building Staff	TBD by building	All licensed staff + Admin

	Development PLC Meeting		
12/4/18 MS 12/5/18 HS	Coaching for Implementation	Success Criteria and Eliciting Student Evidence (Formative Assessment)	Teacher Coaches, Coachees, Building Admin
12/6/2018	Central MN Leadership Academy	9:00-3:00 Location:Crystal Cabinet Works, Princeton MN	Teacher Coordinators + Admin
12/12/2018	Princeton Leadership Academy	3:30 - 6:30 Location: Princeton Middle School Media Center  Teachers paid to attend, dinner included.	Teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL Leadership Team) + Admin
12/17/2018	PLC Date		All licensed staff
1/7/2019	PLC Date		All licensed staff
1/9/2019	New Teacher Academy	3:30 - 6:30 Location: Princeton Middle School Media Center	1st-year teachers AND teachers new to the district are expected to attend. 2nd-year teachers and mentors are invited.
1/14/2019	PLC Date		All licensed staff
1/21/2019	District Staff Development Day 2 PLC Meetings	Deepening Success Criteria Eliciting Student Evidence SEL	All licensed staff + Admin
1/29/19 PS 1/30/19 MS	Coaching for Implementation	Success Criteria and Eliciting Student Evidence (Formative Assessment)	Teacher Coaches, Coachees, Building Admin
1/31/2019	Central MN Leadership Academy	9:00-3:00 Location:Crystal Cabinet Works, Princeton MN	Teacher Coordinators + Admin
2/4/2019	PLC Date		All licensed staff
2/5/19 HS 2/7/19 IS	Coaching for Implementation	Success Criteria and Eliciting Student Evidence (Formative Assessment)	Teacher Coaches, Coachees, Building Admin
2/11/2019	PLC Date		All licensed staff

2/13/2019	New Teacher Academy	3:30 - 6:30 Location: Princeton Middle School Media Center	1st-year teachers AND teachers new to the district are expected to attend. 2nd-year teachers and mentors are invited.
2/21/2019	Princeton Leadership Academy	3:30 - 6:30 Location: Princeton Middle School Media Center  Teachers paid to attend, dinner included.	Teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL Leadership Team) + Admin
2/25/2019	PLC Date		All licensed staff
3/6/2019	Central MN Leadership Academy	9:00-3:00 Location:Crystal Cabinet Works, Princeton MN	Teacher Coordinators + Admin
3/7/2019	District Staff Development Day 2 PLC Meetings	Deepening Success Criteria Eliciting Student Evidence SEL	All licensed staff + Admin
3/8/2019	Staff Development Day - Building Staff Development Day	TBD by building	All licensed staff + Admin
3/14/2019	Princeton Leadership Academy	3:30 - 6:30 Location: Princeton Middle School Media Center  Teachers paid to attend, dinner included.	Teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL Leadership Team) + Admin
3/18/2019	PLC Date		All licensed staff
3/25/2019	PLC Date		All licensed staff
4/1/2019	PLC Date		All licensed staff
4/3/2019	New Teacher Academy	3:30 - 6:30 Location: Princeton Middle School Media Center	1st-year teachers AND teachers new to the district are expected to attend. 2nd-year teachers and mentors are invited.
4/8/2019	PLC Date		All licensed staff
4/15/2019	PLC Date		All licensed staff
5/31/2019	Staff Development Day -	TBD by building	All licensed staff +

	Building Staff Development Day		Admin
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Districtwide Meetings/Trainings

Description	Date/Location	Attendees
PLC Dates	Sept: 10, 17, 24 Oct: 1, 8, 17*, 29 Nov: 5, 12, 21* Dec: 3, 17, Jan: 7, 14, 21* Feb: 4, 11, 25 March: 7*, 18, 25 April: 1, 8, 15, *District Staff Dev days (counts for 2 PLC mtgs)	All licensed staff
CEU Committee	Oct 24, 2018 12:00 - 3:00 Dec 12, 2018 12:00-3:00 Feb 13, 2019 12:00-3:00 April 10, 2019 12:00-3:00 Location: DC small conference room off board room	CEU Committee Members
DILT	Sept 26, 2018 Oct 24, 2018 Dec 12, 2018 Feb 13, 2019 April 10, 2019 Location: MS Media Center	DILT Committee Members
ATPPS Steering Committee	Meets 2nd and 4th Monday 3:30-4:30 Location: MS Media Center	ATPPS Steering Committee Members
ATPPS Career Ladder Trainings	PLC Facilitator Training Date: August 1st 10:00-12:00 <b>OR</b> August 20th 12:00-2:00 Location: High School Media Center  Teacher Coach FTEM Training (Focused Teacher Evaluation Model) Date: August 27th 8:00-3:00 Location: Middle School Media Center  Mentor Training Date: August 21st 9:30-3:30 Location: HS Room 277  Data Coach Training Date: August 1st 12:00-2:00 <b>OR</b> August 20th 10:00-12:00 Location: High School Media Center  Tech Coach Training Date: September 11th 3:00-5:00 <b>OR</b> September 13th 3:00-5:00	Career Ladder Teachers

	Location: Middle School Media Center		
Central MN Leadership Academy	9:00-3:00 Crystal Cabinet Works, Princeton MN  September 27, 2018 November 1, 2018 December 6, 2018 January 31, 2019 March 6, 2019		Ben, Jason, Barb, Dan, Jona, John, Sarah, Gwen, Erin, Jessica, PLC Facilitator Coord, Teacher Coach Coord, Tech Coach Coord, Data Coach Coord, Mentor Coach Coord, DILT member, ATPPS Steering member
New Teacher Academy 1st-year teachers AND teachers new to the district are expected to attend	August 21, 2018 8:00 - 3:00 HS Media Center August 22, 2018 8:00 - 3:00 MS Media Center August 23, 2018 8:00 - 3:00 Building OR PS Media Center October 31, 2018 3:30 - 6:30 MS Media Center January 9, 2019 3:30 - 6:50 MS Media Center February 13, 2019 3:30 - 6:30 MS Media Center April 3, 2019 3:30 - 6:30 MS Media Center		1st-year teachers AND teachers new to the district are expected to attend. 2nd-year teachers and mentors are invited.
Coaching for Implementation (C4i)	Primary School - 11/27/2018 & 1/29/2019 Intermediate School - 11/29/2018 & 2/7/2019 Middle School - 12/4/2018 & 1/30/2019 High School - 12/5/2018 & 2/5/2019		Teacher coaches, coachees + Building Admin
Princeton Leadership Academy (onsite)	3:30 - 6:30 MS Media Center 10/4/2018 11/7/2018 12/12/2018 2/21/2019 3/14/2019		Admin + teacher leaders (DILT, ATPPS Steering, Career Ladder Leaders, SEL Leadership Team) 60 spots available  (teachers paid to attend + dinner)

**PRINCETON PUBLIC SCHOOL  
ORIGINAL BUDGET 2018-2019  
MAY 2018**

	2019 ORIGINAL ESTIMATED REVENUES	2019 ORIGINAL ESTIMATED EXPENDITURES
GENERAL FUND (01)	\$ 36,253,250	\$ 37,692,993
FOOD SERVICE (02)	\$ 1,756,000	\$ 1,871,600
COMMUNITY EDUCATION (04)	\$ 1,508,166	\$ 1,511,904
BUILDING FUND (06)	\$ -	\$ -
DEBT SERVICE (07)	\$ 3,739,735	\$ 3,680,350
<b>TOTAL ALL FUNDS</b>	<b>\$ 43,257,151</b>	<b>\$ 44,756,847</b>

	2017 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 ORIGINAL BUDGET  
May 2018**

	2019 Estimated Revenues	2019 Estimated Expenses	Variance
LTFM-Restricted	\$ 1,052,988	\$ 837,288	\$ 215,700
Operating Capital-Restricted	\$ 544,657	\$ 700,000	\$ (155,343)
Staff Development-Restricted	\$ 450,525	\$ 472,077	\$ (21,552)
Qcomp-Assigned	\$ 897,747	\$ 876,041	\$ 21,706
Technology-Assigned	\$ 22,500	\$ 36,000	\$ (13,500)
Building Improved-Assigned	\$ -	\$ 148,046	\$ (148,046)
Program Initiatives-Assigned	\$ -	\$ 309,500	\$ (309,500)
Activity Account-Assigned	\$ 500,000	\$ 500,000	\$ -
Unassigned	\$ 32,784,833	\$ 33,814,041	\$ (1,029,208)
<b>Total</b>	<b>\$ 36,253,250</b>	<b>\$ 37,692,993</b>	

\$ (36,253,250) \$ (37,692,993)

**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  
May 2018**

	2019 Estimated Revenues	2019 Estimated Expenses	
Community Ed-Restricted	\$ 901,319	\$ 940,728	
Early Childhood-Restricted	\$ 214,242	\$ 199,838	
School Readiness-Restricted	\$ 377,752	\$ 353,247	
Other-Restricted	\$ 14,853	\$ 18,091	
	\$ 1,508,166	\$ 1,511,904	\$ (3,738)

**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.

## **GENERAL FUND**

### **GIFTED AND TALENTED**

#### Revenue Sources

- State Aid

#### Expenditures

- Part of unassigned budget area
- Planned fund balance spend down in 2018

### **LONG TERM FACILITY MAINTENANCE**

#### Revenue Sources

- Property Tax Levy
- Previously Health & Safety & Deferred Maintenance

#### Expenditures

- 2018 summer projects approved on March 6, 2018
- Budget created based on summer projects
- Actual expenses will be split between two years budget years

### **OPERATING CAPITAL**

#### Revenue Sources

- State Aid
- Property Tax Levy

#### Expenditures

- Board approved on March 6, 2018

### **STAFF DEVELOPMENT**

#### Revenue Sources

- State Aid

#### Expenditures

- Board approved on May 1, 2018
- Based on staff development plan

### **ATPPS (Qcomp)**

#### Revenue Sources

- State Aid
- Property Tax Levy

#### Expenditures

- Board approved on May 1, 2018
- Based on ATPPS plan

## **BUILDING IMPROVED ASSIGNED**

### Revenue Sources

- Previous revenue set aside for specific purpose

### Expenditures

- Board approved on March 6, 2018

## **PROGRAM INITIATIVE ASSIGNED**

### Revenue Sources

- Previous revenue set aside for specific purpose

### Expenditures

- Board approved on May 1, 2018

## **TECHNOLOGY ASSIGNED**

### Revenue Sources

- Student Fees

### Expenditures

- Repairs of student devices

## **ACTIVITY ACCOUNT**

### 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 and donations

### Based Revenue on:

- Enrollment of 3270 PK-12
- State Formula Increase of 2%
- Special Education Increase-Estimated

## Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Instructional supplies (buildings based on per student amount)
- Operational costs: building repairs, utilities, insurance and transportation
- Technology: software and repairs
- Activities
- Severance
- Staff salaries, benefits and other contractual requirements
- Budget Guideline
  - Board approved on April 3, 2018
  - Administration restructuring
  - Spanish Immersion restructuring
  - Fund balance set aside in staff development, technology assigned and ALC(Oakland)
  - Staff containment when positions open

## **FOOD SERVICE**

### Revenue Sources

- State Aid
- Federal Aid
- Participation Fees

### Base Revenue on

- Breakfast and Lunch Price increase
  - Board approved on 05.01.18

### Expenditures

- Staff salaries, benefits and other contractual requirements
- Sub costs
- Food, paper and general supplies
- Operational costs like utilities, custodial and technology
- Equipment costs

## **COMMUNITY EDUCATION**

### **Revenue Sources**

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

### **Expenditures**

- Staff salaries, benefits and other contractual requirements
- Supplies, technology and field trip costs
- Operational costs like utilities, custodial and transportation may be charged to the community service fund.

### **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 2019**

- Programs are continually added throughout the year

### **Discontinued Programs 2018**

- 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**

- 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.**

# Independent School District #6079

Rum River Special Education Cooperative

140 Buchanan St North, Suite 150

Cambridge, MN 55008

(763) 552-7733

TO: Princeton ISD 477

Billing: Cashflow Invoice

Date: 5.22.18

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## Description:

Cashflow Invoice	\$ 206,769.00
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***Invoice Total: \$206,769.00***

**RESOLUTION ESTABLISHING DATES  
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Independent School District No. 0477, State of Minnesota, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 0477 shall begin on July 31, 2018 and shall close on August 14, 2018. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00\*\* o'clock p.m. on August 14, 2018.

2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.

3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD  
INDEPENDENT SCHOOL DISTRICT NO. 0477  
PRINCETON PUBLIC SCHOOLS  
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 0477 shall begin on July 31, 2018, and shall close at 5:00\*\* o'clock p.m. on August 14, 2018.

The general election shall be held on Tuesday, November 6, 2018. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, 706 1st Street, Princeton, MN 55371. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00\*\* o'clock p.m. on August 14, 2018.

Dated: June 5, 2018

BY ORDER OF THE SCHOOL BOARD

/s/ \_\_\_\_\_

School District Clerk \*\*

\*\*the Secretary of State's office takes the position that the office must be open until 5:00 p.m. to receive filings on the last day for filing.

The adoption of this resolution is discretionary; the publication of the notice is mandatory.

\* Note that the filing dates in districts that have opted into the primary law shall be between 70 and 84 days before the second Tuesday in August. Filing dates for all other districts shall be between 84 and 98 days before the date of the school district general election.

**Princeton School District  
Independent School District 477  
PUPIL TRANSPORTATION SERVICES AGREEMENT**

In accordance with Minnesota Statutes, section 123(b).52, subdivision 1 or 3, this agreement is made and entered into as of the 5th day of June, 2018, by and between Princeton Public Schools, Princeton, MN, Mille Lacs County, Minnesota, hereinafter called "District" and Palmer Bus Service of Princeton, Inc., hereinafter called "Contractor."

WITNESSETH

WHEREAS, District has selected Contractor to provide the pupil transportation services described herein; and

WHEREAS, Contractor desires to provide such pupil transportation service to the District,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this agreement shall commence July 1, 2018 and shall continue through June 30, 2024. For Purposes of this Agreement, the term "Contract Year" shall mean each two year period commencing July 1 during the term of this Agreement. In addition, the District reserves the right to review the relationship each 2 years and evaluate the performance. Should the performance not be to expectations then the parties will discuss the continuation of the agreement on or before January 15<sup>th</sup> of the school year preceding the next two year period.

2. SCOPE OF SERVICES REQUIRED

Contractor shall, during the term of this Agreement, supply and maintain such number of school buses and personnel as are required to fulfill District's needs for pupil transportation services as described in the Specifications for Pupil Transportation Services which is incorporated by reference into this agreement.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, District shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto and made a part hereof, as may be adjusted from time to time as provided herein.

## BASIC TRANSPORTATION

### Regular To and From, Midday and Specialized Services Transportation

In consideration for services rendered hereunder, District shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto no later than 30 calendar days after the receipt of invoice.

### Supplemental Transportation

In consideration for services rendered hereunder, District shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto for the service categories – all other school transportation services, extra-curricular and athletic trips, and activity and field trips. After verification of the statement, District shall pay the amount due to Contractor within 30 days of receipt of invoice.

## 4. FUEL COST ADJUSTMENT

Contractor shall furnish all fuel to be used in its performance of this agreement with copies of invoices to be provided to the District monthly. Contractor's "Base Fuel Cost" shall be \$3.50 per gallon (gasoline or diesel) exclusive of applicable federal gasoline taxes. The Contractor's invoice shall include an adjustment for increases or in fuel costs calculated by multiplying (i) the number of gallons of fuel purchased by the Contractor for consumption in the performance of this agreement by (ii) the difference between the appropriate Base Fuel Cost and the average price per gallon of fuel paid during the month for which the invoice is issued.

## 5. CONTRACTOR RESPONSIBILITIES

Upon request, Contractor shall provide the District preceding each Contract Year with a "service plan for pupil transportation services." Contractor shall work with District's Administration or designee in planning services and otherwise implementing the Agreement. The "service plan" must include at a minimum the following:

- a. list of drivers, both primary and substitutes
- b. list of bus and van equipment that will be used in providing the contract services, along with make of equipment, year of manufacture, vehicle type, passenger size, and special equipment.
- c. Staffing plan of employees, in addition to the above drivers, who will be assigned to fulfill the responsibilities contemplated in the Contract.
- d. Insurance information required by the Agreement.
- e. Staff training plan including materials and schedule
- f. Transportation crisis plan
- g. Customer Service Philosophy and Plan and 3 trainings per year with an orientation for all new drivers.

## 6. RECORDS AND REPORTS

Contractor shall provide those reports and records, which may be reasonably requested by District and necessary for proper payment, for evaluation of Contractor's performance or for state and District reporting hereunder. Reports may include, but are not limited to:

- Crash Reports
- Student Discipline Reports
- Bus Inspections
- Monthly or Yearly Mileage, Hour or Route Reports
- Bus Ridership Reports - for each route including special education transportation routes
- Community Communications Ledger
- Driver Qualification Reports

## 7. STATUS OF CONTRACTOR

In the interpretation of this Agreement and the relations between Contractor and District, Contractor shall be construed as being an independent contractor hired to provide pupil transportation services only. Neither Contractor nor any of its employees shall be held or deemed in any way to be an employee or official of the District. Contractor shall be responsible for, and hold District harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

## 8. INSURANCE

Contractor shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting District, its board, officers, employees and agents, and Contractor, its drivers and other personnel. Contractor must provide the above referenced insurance with the following minimum limits:

Automobile Liability Insurance	\$1,000,000 Combined Single Limit
Commercial General Liability Insurance	\$1,000,000 Per Occurrence
Worker's Compensation	Statutory
Umbrella Liability Insurance	\$4,000,000

Contractor agrees to provide District a certificate of insurance evidencing such coverage and designating District as an additional insured with respect to Automobile Liability. Worker's compensation insurance shall be maintained as required by law. All insurance policies shall provide that no coverage shall be cancelled except by thirty (30) days written notice to District.

## 9. INDEMNIFICATION

Contractor shall hold District, its governing board, officers and employees harmless and does hereby indemnify District, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of Contractor in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the

negligence or willful misconduct of District, its agents or employees. The Contractor also agrees to indemnify and save the District harmless from any claims involving personal injury or property damage arising out of, or in the course of, Contractor's acts in providing transportation of assigned pupils.

To the extent permitted by law, District shall hold Contractor, its officers, employees, agents, successors and assigns harmless and does hereby indemnify Contractor, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act neglect, default or omission of District, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of Contractor, its agents or employees.

#### 10. EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENT (E.E.O)

Contractor must show evidence of a non-discriminatory equal employment opportunity program in the selection of employees that follow the guidelines established by District E.E.O. program. Such program must provide E.E.O. opportunities regardless of person's race, creed, sex, national origin, and sexual orientation, or any other characteristic protected under state or federal law.

#### 11. FORCE MAJEURE

In the event Contractor is unable to provide the transportation services herein specified because of any act of nature, civil disturbance, fire, flood, war, governmental action, labor dispute involving District personnel, picketing, strike, or lockout, or any condition or cause beyond Contractor's control, District may excuse Contractor from performance under this Agreement.

#### 12. FAILURE TO DELIVER & PENALTIES

If by any reason of any acts of nature, fires, strikes, present or future laws, ordinances, government orders, rules or regulations, the Contractor shall be prevented from carrying out the terms of this Agreement, District shall have the right to hire others to continue service, and operating expenses incurred will be deducted from payments owed to Contractor.

#### 13. INCLEMENT WEATHER / SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is cancelled, delayed or is dismissed early, District shall notify Contractor prior to such cancellation or delay. Should the number of days transportation is required to decrease during the school year, as a result of weather conditions, strikes, gas shortages, school closing and emergencies, the base contract will be decreased by an amount equal to 50% of the daily contract charge per day decreased.

#### 14. EMERGENCY RESPONSE PROGRAM

Contractor shall understand and participate in the District Emergency Plan. In addition, Contractor shall develop and implement an emergency plan responsive to the District Emergency Plan. District may review and require changes or additions to plan.

#### 15. MANAGEMENT PERSONNEL

The contractor shall designate a permanent regular, full-time manager/supervisor to be directly responsible for the provision of all services required in the District contract. The manager/supervisor will be responsible for providing safe and efficient transportation services required by this Agreement and will supervise necessary support staff required for on-site management. This person shall work with the District Designee for purposes of service coordination. The District expects that the manager/supervisor is an experienced person who has demonstrated skills for fulfilling the responsibilities of this Agreement. Contractor shall inform District of the name(s) and business address(s) of such management personnel.

#### 16. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

Contractor shall employ a sufficient number of qualified drivers and support personnel to assure District of continuous and reliable service. Contractor shall provide qualified drivers, trained and licensed in accordance with the laws of this State and the rules and regulations of District. Accordingly, Contractor agrees that each driver shall:

- a. Possess a valid license issued by this State (or a reciprocal state) authorizing such person to operate a school bus.
- b. Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus qualified without reasonable accommodation, to safely operate a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required by State law.
- c. Successfully complete a course of training, including instruction in school bus safety, student discipline, human relations, behind-the-wheel school bus driving instruction, defensive driving, first aid, use of fire extinguisher, traffic laws, and applicable District policies and regulations.
- d. Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
- f. Satisfy all applicable requirements of the U.S. Department of Transportation, Federal Highway Administration in rendering transportation services regulated by that agency.
- g. Meet any other criteria required by State law or by District's policies, rules or regulations.

Contractor shall hold each driver responsible for:

- a. Supervising the safe loading and unloading of his or her bus at every pick-up and delivery point.
- b. Keeping informed of all rules and regulations affecting the safe operation of school buses and standards of conduct.
- c. Complying with all federal, state and local traffic laws while operating buses under this agreement.
- d. Carrying appropriate identification at all times while on duty.
- e. Carrying a timepiece while on duty so that the driver can maintain established schedule times.
- f. Communicating to Staff any issues or needs related to the route assignment and all passengers transported.

A driver orientation and instruction program will be provided before a driver is allowed to drive while students are on board. Training must include:

- a. Enough to safely operate the type of school bus the driver will be driving
- b. Emergency procedures
- c. Student Management procedures, including issues relating to students with disabilities
- d. Knowledge of relevant laws, rules of the road, and local school bus safety policies
- e. Knowledge of student loading and unloading procedures

An ongoing performance monitoring and assistance program should include:

- a. Random drug testing
- b. Daily observance of employees to detect violations of drug policy
- c. Advance knowledge of routes, including substitutes
- d. Route accuracy including proper stops and updated paperwork
- e. Demonstrated driver-passenger professionalism
- f. Competency in physically driving the assigned vehicle and equipment

Contractor shall take reasonable steps to prevent its employees from exposing any student to impropriety of word or conduct. Contractor shall not knowingly permit its drivers to smoke on the bus nor to drink any intoxicating beverage or be under the influence of drugs or alcohol while operating any bus. Contractor shall regulate the use of prescription and non-prescription drugs, which impair the safe operation of the bus. Contractor shall enforce all District Rules and Regulations in place.

Contractor shall be responsible for hiring and discharging personnel employed by Contractor to perform its obligations hereunder; provided, however, that District shall have the right to require Contractor to remove from service under this agreement any employee who, at District's sole discretion, is deemed unsuitable for the performance of transportation services for District; and provided further that District shall make such request in writing and state the reasons therefore.

## 17. EQUIPMENT

All school buses supplied by Contractor pursuant to this Agreement shall meet or exceed the standards established by the laws and regulations of the State and the United States. Contractor shall maintain the school buses used to provide pupil transportation services under this Agreement in accordance with law and accepted industry maintenance standards.

Buses supplied by the Contractor will be no older on August 1 on any contract year, unless approved by District, than:

Regular Route – not older than 15 model years

Spare Buses – not older than 18 model years

Type III Vans – not older than 12 model years

Contractor shall provide buses in sufficient number to efficiently transport all students for whom District orders services, including an adequate number of spares.

Buses shall be of sufficient capacity to permit every student transported to be seated in conformance with State laws at all times. Buses must be clean, neat-appearing and display appropriate exterior and interior markings as required by state law.

#### ADDITIONAL DEVICES AND EQUIPMENT REQUIRED

Contractor shall provide a facility that enables the Contractor to respond to an emergency within 30 minutes. The location of the facility shall not impact the contract.

Contractor must equip facility with proper furniture, facsimile machine, maintenance equipment, and basic comforts for staff and employees.

Contractor will have cameras in all route buses, should cameras need to be purchased or replaced District will share costs with Contractor.

#### 18. STUDENT DISCIPLINE/VANDALISM

The ultimate responsibility and authority to suspend or expel any student from transportation services hereunder shall rest with District. Contractor's drivers are responsible only for such discipline as is required to safely and properly operate Contractor's buses. Each driver shall handle all disciplinary matters in strict accordance with District policy. In no case will a driver eject a student from a bus without authorization. All discipline problems shall be reported in writing following completion of the route. Procedures and regulations for the administration of discipline shall be established cooperatively between District and Contractor.

Vandalism damages to Contractor's equipment or facilities shall be the responsibility of Contractor. However, District shall give Contractor reasonable assistance in obtaining restitution for damaged equipment or facilities.

#### 19. ASSIGNMENT

The Contractor shall not assign or transfer any part of the obligation and responsibility in this contract without the prior written approval of the District.

#### 20. TERMINATION

If either party shall willfully violate any of the covenants or duties imposed upon it by the Agreement, such material willful violation shall entitle the other party to terminate this Agreement. The party desiring to terminate for such cause shall give the offending party thirty (30) days written notice to remedy the violation. If at the end of such time the party notified has not removed the cause of complaint or remedied the purported violation, then this Agreement shall be deemed terminated.

District and Contractor agree to meet and make good faith efforts to resolve any disputes within thirty (30) days of the development of any dispute, prior to filing any action in a court of competent jurisdiction. Good faith efforts may include mediation and arbitration by mutual agreement.

21. PLACE OF CONTRACT

This Agreement shall be deemed to be made in and shall be construed in accordance with the laws of the State of Minnesota. All references in the contract to the "State" shall mean State of Minnesota.

22. SURVIVAL

The mutual obligations described in COMPENSATION AND BILLING; and INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

23. SEVERABILITY

In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

24. MODIFICATIONS

Contractor and District may modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties. Any other additions or modifications would be provided at cost outlined in Appendix A.

25. NOTICE TO PARTIES

All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

Notices to District shall be addressed to:

Princeton School District, ISD 477  
Supt. Of Schools  
706 1<sup>st</sup> Street  
Princeton, MN 55371-1820

Notices to Contractor shall be addressed to: (Contractor)

Palmer Bus Service of Princeton, Inc.  
Chris Champlin, CFO  
PO Box 2026  
North Mankato, MN 56002

Either District or Contractor may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

26. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between District and Contractor concerning the subject matter hereof. There are no prior representations, either oral or written, between District and Contractor other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement this \_\_\_\_\_ day of \_\_\_\_\_ 2018.

By: \_\_\_\_\_

Officer of Contractor

By: \_\_\_\_\_

Chair, Board of Education

By: \_\_\_\_\_

Clerk, Board of Education

## Exhibit A

<b>Exhibit A</b>						
<b>Contract Item</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Regular Route	\$245.00	\$257.00	\$270.00	\$284.00	\$298.00	\$313.00
	0	0	0	0	0	0
Regular Route 1/2 Day	\$122.50	\$128.50	\$135.00	\$142.00	\$149.00	\$156.50
	0	0	0	0	0	0
Regular Route 83+	\$258.00	\$271.00	\$284.00	\$299.00	\$314.00	\$330.00
	0	0	0	0	0	0
Regular Route 83+ 1/2 Day	\$129.00	\$135.50	\$142.00	\$149.50	\$157.00	\$165.00
	0	0	0	0	0	0
<b>Special Transportation</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Mini Bus Route(In District)	\$245.00	\$252.00	\$260.00	\$268.00	\$276.00	\$284.00
	0	0	0	0	0	0
Mini Bus MIDDAY(In District)	\$122.50	\$128.50	\$135.00	\$142.00	\$149.00	\$156.50
	0	0	0	0	0	0
Van Route(Out of District)	\$225.00	\$232.00	\$239.00	\$246.00	\$253.00	\$261.00
	0	0	0	0	0	0
Van MIDDAY(Out of District)	\$112.50	\$116.00	\$119.50	\$123.00	\$126.50	\$130.50
	0	0	0	0	0	0
Van Route(In District)	\$225.00	\$232.00	\$239.00	\$246.00	\$253.00	\$261.00
	0	0	0	0	0	0
Van MIDDAY(In District)	\$112.50	\$116.00	\$119.50	\$123.00	\$126.50	\$130.50
	0	0	0	0	0	0
District Van Route	\$98.00	\$101.00	\$104.00	\$107.00	\$110.00	\$113.00
		0	0	0	0	0
District Van MIDDAY	\$49.00	\$50.50	\$52.00	\$53.50	\$55.00	\$56.50
Monitors	\$15.50	\$15.97	\$16.44	\$16.94	\$17.45	\$17.97
Van Driver Hourly	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87	\$21.49
District Van Mileage	\$0.72	\$0.74	\$0.76	\$0.79	\$0.81	\$0.83
Minimum Charge/Route	\$100.00	\$103.00	\$106.00	\$109.00	\$113.00	\$116.00
	0	0	0	0	0	0
<b>Extra Curricular</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Driver Hours	\$18.54	\$19.10	\$19.67	\$20.26	\$20.87	\$21.49
Mileage	\$1.56	\$1.60	\$1.65	\$1.70	\$1.75	\$1.80

District Van Mileage	\$0.72	\$0.74	\$0.76	\$0.79	\$0.81	\$0.84
Minimum Charge	\$50.00	\$52.00	\$54.00	\$56.00	\$58.00	\$60.00
Trailer Charge	\$56.00	\$57.00	\$59.00	\$61.00	\$63.00	\$64.00

**PRINCETON PUBLIC SCHOOLS**  
**414 - MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL**  
**ABUSE**

**I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

**III. DEFINITIONS**

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in

foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
  - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  - 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
  - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
  - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
  - 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the

mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Non Maltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar non maltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury. (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

- H. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child

and any person believed to be responsible for the neglect or abuse, if known.

- I. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- J. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- L. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. “Threatened injury” means a statement, overt act, condition, or status that

represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a healthcare professional or a social service

professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

## V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview

until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

## **VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

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

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 121A.58 (Corporal Punishment)  
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
 Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
 Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
 Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
 Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)  
 Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
 Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
 Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)  
 Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
 Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
 Minn. Stat. § 609.379 (Reasonable Force)  
 Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)  
 Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)  
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

**Cross References:** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

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**PRINCETON PUBLIC SCHOOLS**  
**415 - MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

- A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable

person would deem essential to obtain or maintain the vulnerable adult's health, safety or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

- D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produce physical pain or injury or emotional distress including, but not limited to, the following; (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. © Any sexual contact or penetration as defined services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.
- E. "Financial Exploitation" means a breach of fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal

of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. §626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care services, has an impaired ability to protect the individual's self from maltreatment.
- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.

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

## V. INVESTIGATION

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

## VI. DISSEMINATION OF POLICY AND TRAINING

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

**Legal References:** Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)  
 Minn. Stat § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
 Minn. Stat § 609.221-609.224 (Assault)  
 Minn Stat. § 609.234 (Crimes against the Person)  
 Minn Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
 Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
 Minn. Stat. § 609.342-609.3452 (Criminal Sexual Conduct)  
 Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
 Minn. Stat § 626.5572 (Definitions)  
*In re Kleven*, 736 N. W. 2d 707 (Minn. App. 2007)

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

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Revised: August 16, 2016  
Reviewed: June 5, 2018

**PRINCETON PUBLIC SCHOOL  
501 - SCHOOL WEAPONS**

**I. PURPOSE**

The purpose of this policy is to assure a safe school environment for students, staff and the public.

**II. GENERAL STATEMENT OF POLICY**

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

**III. DEFINITIONS**

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

#### IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a non student falls within one of the following categories:
  1. licensed peace officers, military personnel, or students or non students participating in military training, who are on duty performing official duties;
  2. persons authorized to carry a pistol under Minn. Stat., Section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  3. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat., Sections 624.714 or 624.715, or other firearms in accordance with Section 97B.045;
    - a) Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so.

Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”

- b) Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
4. firearm safety or marksmanship courses or activities for students or non students conducted on school property;
  5. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
  6. a gun or knife show held on school property;
  7. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
  8. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

#### C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use or distribution of weapons by students, or non students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a

potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to non student permit-holders authorized under Minn. Stat., Section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

**V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION / USE / DISTRIBUTION**

A. The school district does not allow the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other

than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

## **VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NON STUDENTS**

### **A. Employees**

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

### **B. Other Non Students**

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

**Legal References:** Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
 Minn. Stat. § 121A.05 (Referral to Police)  
 Minn. Stat. § 609.66 (Dangerous Weapons)  
 Minn. Stat. § 609.605 (Trespass)  
 Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)  
 Minn. Stat. § 97B.045 (Transportation of Firearms)  
 Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)  
 Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)  
 18 U.S.C. § 921 (Definition of Firearm)  
*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 525 (Violence Prevention)

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*Revised: August 4, 2015*  
*Reviewed: March 21, 2017*  
*Reviewed: June 5, 2018*

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

**I. PURPOSE**

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

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. IMPLEMENTATION OF POLICY**

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

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

- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from The classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy. (Policy 506)
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment or violence against other individuals

as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

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

#### **IV. PREVENTION STRATEGIES**

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

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence, and development of a positive school climate.
- C. In-service training for personnel in aspects of reporting, visibility and supervision as deterrents to violence.
- D. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- E. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education and character/

values education (universal values, e.g. honesty, personal responsibility, self-discipline, cooperation and respect for others.)

- F. Establish clear school rules that prevent and deter violence.
- G. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- H. Establish conflict resolution training, conflict management, or peer Mediation programs for staff and students to teach conservative approaches to settling disputes.
- I. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- J. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy and identify differences in behavior and values that conflict with their own.
- K. Provide opportunities to inform and elicit students' ideas about particular safety problems in the building.
- L. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- M. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- N. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- O. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

## V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

## VI. PERSONNEL

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

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)  
 Minn. Stat. § 120B.22 (Violence Prevention Education)  
 Minn. Stat. § 120B.232 (Character Development Education)  
 Minn. Stat. §121A.035 (Crisis Management Policy)  
 Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
 Minn. Stat. § 121A.64 (Notification)

Minn. Stat. § 121A.69 (Hazing Policy)  
 Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)  
 18 U.S.C. § 921 (Definition of Firearm)  
 20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004)  
 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 31 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8th Cir. 1997)  
*McIntire v. Bethel School Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415, 78 Educ. L. Represent. 828 (W.D. Okla. 1992)  
*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 822, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

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

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

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

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

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

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

#### IV. ELIGIBILITY

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

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

## **V. TRANSPORTATION OF NONRESIDENT STUDENTS**

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

## **VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

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

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

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

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

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

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

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

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

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

### VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - a. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I)).
  - b. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of

origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II)).

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

#### **IX. AVAILABILITY OF SERVICES**

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

#### **X. MANNER OF TRANSPORTATION**

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

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

## XI. RESTRICTIONS

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

## XII. FEES

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

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

**Cross References:** MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy) MSBA/MASA Model Policy 710 (Extracurricular Transportation) MSBA Service Manual, Chapter 2, Transportation

Revised: August 23, 2011

Reviewed: April 23, 2013

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Revised: January 22, 2013

Revised: March 18, 2014

Reviewed: April 19, 2016

Revised: August 16, 2016

Reviewed: June 5, 2018

**PRINCETON PUBLIC SCHOOLS**  
**708 - TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. ELIGIBILITY**

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

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

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

#### **IV. SPECIAL EDUCATION/DISABLED STUDENTS**

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

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

## V. APPLICATION OF GENERAL POLICY

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

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

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

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

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

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

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

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

Adopted: August 28, 2001

Revised: September 14, 2004

Revised: March 9, 2009

Reviewed April 19, 2016

Revised: October 18, 2016

Reviewed: June 5, 2018



# PRINCETON

PUBLIC SCHOOLS



May 15, 2018

## Designation of Identified Official with Authority for the MDE External User Access Recertification System

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with State Access Control Security Standard 1.0 which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

The Director recommends the Board authorize Ben Barton to act as the Identified Official with Authority (IOwA) and Emily McKinnon to act as the IOwA to add and remove names only for the Princeton Public School District 0477-01.

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Eric Minks, Board Chair

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Sue Van Hooser, Board Clerk

### Core Values

