

Princeton Public Schools - ISD 477
Tuesday, May 15, 2018 at 5:00 PM
Policy Committee Meeting
Superintendent's Office

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.

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PRINCETON PUBLIC SCHOOLS MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

The work of Princeton Public Schools is to ensure all students are career or college ready (academically, behaviorally, and socially) at time of graduation.

Princeton Public Schools' Multi-Tiered Systems of Supports (MTSS) framework shows how all services are delivered to ensure students' academic, behavioral, and social success. The goal of the MTSS framework is to link all services in the district in a way that supports the highest student outcomes in an effective, efficient, and cost-effective manner.

I. Four non-negotiables direct the implementation of MTSS.

These non-negotiables are;

- A. A shared assumption that all students are capable of learning at grade level if given the right supports.
- B. A culture of collaboration is embraced, expected, and supported at the school and district level as operationalized by the MTSS framework.
- C. Social and Emotional Learning (SEL) is infused (modeled) as part of the culture we create through the Princeton Paradigm.
- D. Professional development supports fidelity of implementation of the MTSS framework.

II. The goal of MTSS

To ensure that **all** students grow to their full potential. All students do not learn all standards at the same rate. Length of Tier 1 instruction is determined based on the majority of students showing proficiency of the standard. Tier 2 and Tier 3 supports are designed for students outside of the majority.

III. The description of each tier of instruction and supports is as follows.

A. Tier 1

The State of MN Academic and Social-Emotional Learning (SEL) Standards are our grade-level curriculum. We acknowledge that within the State of MN Academic and SEL Standards there are some standards which are indispensable for students' future academic and personal success. Princeton Priority Standards are those grade-level standards which we have determined all students must demonstrate at grade level in order to be successful in the next grade and in life. Princeton Public Schools requires that all students have access to those essential (Princeton Priority) grade-level standards through Tier 1 classroom instruction. All students are also included in enrichment experiences within Tier 1 (classroom level).

B. Tier 2

Additional support is provided to students that do not master the Princeton Priority grade-level standards at the same time as their peers. Students that benefit from Tier 2 interventions are identified by student, by essential standard, and given a second (different) method of instruction on the priority standard identified in need of support. This may take place inside the regular classroom or through other intentional student grouping.

C. Tier 2

Extension (additional support) is provided for students who master grade-level standards faster than their peers. Students that benefit from Tier 2 extensions are identified by student, by standard, and given opportunities to deepen their understanding of grade-level standards through more cognitively complex performance tasks, problems, questions, or projects. This may take place inside the regular classroom or through other intentional student grouping.

D. Tier 3

Intensive support is provided for students in need of remediation in universal skills; reading, writing, number sense, english language, social and academic behaviors, health and home.

E. Tier 3

Intensive support (acceleration) is provided for students with more advanced capabilities than grade-level standards.

Cross References [Princeton Paradigm](#)
[CASEL Skills and Competencies](#)

Adopted: XXX



CORE INSTRUCTION

- Standards/Units of Standards
- Learning Goals
- Learning Progressions
- Taxonomy
- Success Criteria
(Desired Student Evidence)
- Task/Activity
(Formative Assessment)
- Actual Student Evidence
- Adaptations

CULTURE (PRINCETON PARADIGM)

- Live at Analysis
- Activate Students as Owners of their learning
- Activate Students as Learning Resources for one another
- Normalize Mistake Making as essential to learning (productive struggle)
- Infuse Social and Emotional Learning (SEL)



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK



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PRINCETON PUBLIC SCHOOLS 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
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

PRINCETON PUBLIC SCHOOLS INTERSCHOLASTIC ELIGIBILITY

Extra-curricular is defined as those events and organizations that are in no way tied to the grade a student would receive for any class.

Following is a summary of the basic regulations governing a student's eligibility to participate in all high school extra-curricular activities. These regulations are in compliance with official Minnesota State High School League regulations. Regulations outlined are in the Minnesota State High School League Handbook. Copies of the handbook are available at the high school.

I. Annual Attendance

All participants are required to attend a pre-season eligibility meeting. Parents are strongly encouraged to attend these meetings regarding rules and policies for students involved in MSHSL activities.

II. Academic Requirements

Students must be making satisfactory progress toward school district requirements for graduation (see policy 613 Graduation Requirements). Any participant competing at the 9th grade, 10th grade, Junior Varsity and/or Varsity Levels receiving an "F", beginning with the 4th-week trimester grade check, will be ineligible to compete one school day after notification to the student. Participants can become instantly eligible to compete upon receiving verification from all teachers that no "F's" exist. Participants will be able to practice. Participants with an "F" will not be permitted to leave school early for practices, events or contests. The scholastic average will be 2.0 for grades 9 - 12. Students not meeting this requirement at the 4/6/9 grade check periods will have 2 weeks to remain eligible (this period will be called "probation"). If a 2.0 is not attained during the 2 week probation, a 2 week suspension results (this period will be called "suspension"). If a 2.0 is not attained after 2 weeks of academic suspension, the student is removed from the team roster. Fall participants will be placed on academic probation if a 2.0 GPA is not attained during the 3rd trimester of the previous school year.

7th & 8th grade students participating in athletics and/or fine art activities are expected to be passing all of their classes. Grade checks will take place at the beginning of each season and/or as needed. Students not achieving a 2.0 GPA and/or if they have one or more "N's" will be placed on academic probation. During this time, students will have two weeks to remain eligible by attaining a 2.0 GPA and/or receiving zero "N's." If students remain academically ineligible,

they will be placed on academic suspension. If a 2.0 and/or zero "N's" is not attained after two weeks of academic suspension, the student is removed from the roster. Fall participants will be placed on academic probation if a 2.0 GPA is not attained during the 3rd trimester of the previous year.

Note: Coaches/Advisors have the ability to raise the 2.0 academic standard for their participants as long as the expectation is made clear at the beginning of the season. The administration may review individual cases and has discretion regarding waiving eligibility requirements.

III. Alcohol / Drugs / Tobacco - Vandalism / Theft of Property

A student shall not use, have in possession, buy, sell or give a beverage containing alcohol (regardless of quantity) during the entire year, including the summer months.

- A. A student shall not have in possession or use tobacco during the entire year, including the summer months. Students who violate this rule shall be suspended from participation in all high school extra-curricular activities for the time specified herein.
- B. A student shall not have in possession or consume any substance defined by law as a drug, unless specifically prescribed by their doctor for the student's own use. Further, they shall not buy, sell or give away such a substance during the entire year, including the summer months. The term "possession" includes having on your person, in your locker, or in your vehicle. Students involved in vandalism or theft of school property, student property, or property of school personnel shall be subject to the same disciplinary action specified for alcohol/drugs.
- C. Students who violate any of these rules shall be suspended from participation in all school district extra-curricular activities for the time specified herein.

D. Chemical Violations

1. Rule: Attendance

Attendance at parties, events, or gatherings, for whatever length of time, where alcoholic beverages and/or illegal drugs as defined by State Law are illegally present and/or illegally used is prohibited.

E. Cooperation and Honesty

If at any time a student participant is found uncooperative and dishonest regarding their statement(s) concerning testimony as it relates to stated violations of this policy, the following suspensions(s) will be administered:

1. First offense: the individual will be suspended from the squad five (5) school days and/or one (1) contest, whichever is greater. This suspension will be above and beyond any suspension that will be and/or has been administered.
2. Second offense: the individual will be suspended from the squad for the next ten (10) school days and/or two (2) contests, whichever is greater. This suspension will be above and beyond any suspension that will be and/or has been administered.

IV. Penalties and Recommendations for Violations

Administration will notify parents of any/all violations listed below:

A. First Violation

1. Penalty: After confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic events or two weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Recommendations: It is recommended that the school develop a local education program through which the student would receive information about the effects of misuse or abuse of mood-altering chemicals.

It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for assessment of potential chemical abuse or misuse.

B. Second Violation

1. Penalty: After confirmation of the second violation, the student shall lose eligibility for the next six consecutive interscholastic events or three weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Recommendations: It is recommended that before being readmitted to activities following suspension for the second violation, the student shall show evidence in writing that they have received counseling from a community agency or professional individual such as a school counselor, drug counselor, medical

doctor, psychiatrist, or psychologist.

It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for assessment of potential chemical abuse or misuse.

C. Third Violation

1. **Penalty:** After confirmation of the third or subsequent violations, the student shall lose eligibility for the next 12 consecutive interscholastic events or 4 weeks of a season in which the student is a participant, whichever is greater.

If after the third or subsequent violations, the student on their own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six weeks. Such certification must be issued by the director or a counselor or a chemical dependency treatment center.

Recommendation: It is recommended that the student be referred for assessment of potential chemical abuse, misuse or dependency by a community agency or a professional individual outside the school.

- D. Penalties shall be cumulative beginning with and throughout the student's participation on a varsity, junior varsity, sophomore or freshman team or activity.
- E. **Denial Disqualification:** A student shall be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

V. **In addition to Section C, where students are found to have violated eligibility rules, situations of suspected student chemical use need to be addressed before serious problems or reported violations occur.**

- A. In instances where growing indications of chemical use appear, a personal conference with the student shall be conducted by a concerned staff person to discuss concerns about the student and their chemical health.
- B. In instances where the indications of chemical use still appear, following

the student conference and a grace period, a conference will be held with parents to discuss the staff's concern for the student's chemical health.

- C. In instances where the indications of chemical use still appear, following the parent conference and grace period, the student may be suspended from "play" by the coach until there are positive improvements in chemical health.
- D. Racial/Religious/Sexual Harassment/Violence and Hazing

NOTE: (See current Minnesota State High School League Athletic Eligibility General Rules on file at the high school.)

VI. Suspensions

In unique situations, the initiation of the suspension may be aired by the administration. (Example: Individual goes out for one activity, violates a rule, the suspension would begin at the start of this event even if the youth decides to go out for an additional activity.)

VII. Enrollment, Attendance and Required Subject Load

A student must be registered, attending classes regularly and be enrolled in the required number of credits.

VIII. Trimesters in High School

A student shall not participate in a high school extra-curricular activity after their 12 trimesters in grades 9 - 12 inclusive. All 12 trimesters shall be consecutive. The attendance of 15 days or more in one trimester will count as a trimester in administering this standard.

IX. Seasons of Participation

No student may participate in more than four seasons in any sport while enrolled in grades 9-12, trimesters 1-12 inclusive.

X. Awards Rules

Awards other than medals, ribbons, letters, trophies, plaques, athletic insignias, cups, etc., shall not be awarded for participation in high school extra-curricular activities. Cost may not exceed \$100.00.

XI. Graduate

A graduate of a high school is ineligible for participation in any high school extra-curricular activities. Early graduation will be governed by Minnesota State High School League regulations.

XII. Age

A student may not participate in high school athletics who is twenty years of age on the date of the contest. A student who has started a season will be permitted to complete that season after reaching their twentieth birthday. Adapted athletes are eligible to participate until their 22nd birthday, provided they meet all other eligibility requirements.

XIII. Amateurism

A student must be an amateur in the sport for which they are candidates. Golf is governed by the United States Golf Association Amateur Rule.

XIV. All-Star Teams and Games

Students who participate on all-star teams or in all-star games, after having participated in activities as a representative of a Minnesota State High School League member school, are ineligible in that sport in which the violation occurred for a period of one year from the date of the last violation. In the case of a senior, they will forfeit remaining eligibility in all athletic activities for their senior year.

XV. Athletic Camps and Clinics

- A. School Year: Students may attend athletic camps and clinics which have been approved by their high school principal.
- B. Summer Vacation Period: Nonschool specialized athletic camps and clinics do not require approval.
 - 1. The nonschool sponsored camp or clinic fee must be provided by the student or the student's parent(s) or guardian, unless other arrangements are approved by the Board of Directors.
 - 2. A student may attend a camp or clinic where a member of the school's coaching staff (sophomore, B-squad, junior varsity or varsity) in that sport owns, administers, directs, organizes, or serves as an instructor or is a staff member during the student's

attendance.

C. Penalty:

1. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two consecutive interscholastic contests or two weeks of that season, whichever is greater. If there are fewer than two events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two games in the next sport season in which the student participates.
2. Second Violation: After confirmation of the second violation, the student shall lose eligibility in that sport for the next six consecutive interscholastic contests or three weeks, whichever is greater.
3. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next 12 consecutive interscholastic contests or 4 weeks, whichever is greater.
4. Accumulative Penalties: Penalties shall be cumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.

XVI. Physical Examination and Parent's Permit

Any student who intends to participate in high school interscholastic activities and cheerleading activities must have on file in the high school a record of a physical examination performed by a physician within the previous three years. A health questionnaire shall be completed annually and could indicate the need for physical examination prior to participation. The signature of the parent or guardian approving participation is required annually.

XVII. Transfer Rule

As per MSHSL transfer policy, bylaw 111.00 (contact Activities Director for more specific information in this area):

- A. A change of residence is the actual physical relocation by the parents or guardians of a student with the intent to reside indefinitely at a new residence and terminate all occupancy of a previous residence. The change in residence must be bona fide, include other minor siblings and involve transfer from one school district attendance area to another school

district attendance area.

For purposes of eligibility determinations, the residence of a student shall be the bona fide location of the residence and must include occupancy by the student's parents or guardians in the public school attendance area. Both parents, except as otherwise provided herein, must physically reside at the residence on a regular basis for the duration of the student's enrollment.

If married, residence is determined by the bona fide residence where the student and the student's spouse actually reside.

In determining whether a change in residence is bona fide, a member school and the League may consider:

1. New mailing address of the parents or guardians
 2. Voting registration of parents or guardians that coincides with the new residence
 3. Driver's license registration that coincides with the new residence
 4. Purchase or rental agreements
 5. Any other reliable evidence of residency
- B. Residence: For purposes of eligibility, a student may only have one residence. To determine residence for eligibility purposes, the public school district attendance area in which the home last occupied by both parents is located shall be considered as the family's residence.
- C. Emancipated Student: If emancipated, a student's residence is determined by the bona fide residence where the student actually resides. An emancipated student is one who:
1. has been a resident of the state of Minnesota for at least one full calendar year immediately preceding the date in question, and
 2. is totally self-supporting. Criteria to determine if a student is self-supporting may include, but is not limited to:
 - a) a notarized statement from the parent(s) or guardian(s) that they provide none of the student's support;
 - b) verification of employment or other means of financial

support from the student's employer or supporting agency;

- c) verification of rent payment by the student
 - d) verification from a school that the student is accepted to attend as a resident student on the grounds of being emancipated.
 - e) any other documentation requested by the Minnesota State High School League or member school.
- D. Good Standing: For purposes of this bylaw, the term "good standing" shall mean that on the official date of withdrawal from the last school attended the student was fully eligible at that school under all of the conditions and all of the eligibility requirements of that school as well as the eligibility requirements of the state activity association of which that school is a member.
- E. Guardianship: For purposes of this bylaw, guardianship shall not be accepted for the purpose of establishing the residence of a student except when the guardianship has been established pursuant to a child protection order placement in a foster home or a juvenile court disposition order.
- F. High School: A high school shall include grades 9 through 12.
- G. Parents: For purposes of this bylaw, parents shall mean both parents of the student. In the event of divorce, parent shall be the parent with legal and physical custody of the student. In the case of a child protection order, parent shall mean the facility assigned by a court pursuant to a child protection order, foster home placement or juvenile court disposition order.
- H. Public School District Attendance Area: The term "public school district attendance area" shall be understood to refer to the area assigned to a specific high school by a Board of Education and shall not refer to a school district except in cases in which only one high school exists in a school district.
- I. Transfer Student: A transfer student is one who discontinues enrollment and attendance in any high school, public or non-public, located in a public school district attendance area and enrolls and attends classes in any other high school in Minnesota.

Domestic Students

1. A transfer student is eligible for varsity competition provided the student was in good standing on the date of withdrawal from the

last school the student attended and one (1) of the provisions in Section 2 (below) is met.

2. A transfer student is eligible for varsity competition if:
 - a) 9th Grade Option: the student is enrolling in 9th grade for the first time;
 - b) Family Residence Change: the student transfers from one public school district attendance area to another public school district attendance area at any time during the calendar year in which there is a change of residence and occupancy in Minnesota by the student's parents. If the student's parents move from one public school district attendance area to another public school district attendance area, the student will be eligible in the new public school attendance area or a non-public school if the student transfers at the same time the student's parents move.

If the parents move from one public school district attendance area to another, the student shall continue to be fully eligible if the student continues enrollment in the prior school for the balance of the current marking period or for the balance of the academic school year. If the student elects either of the current enrollment options above, the student will be fully eligible upon transfer to the new school.

A student who elects not to transfer upon a parent's change in residence shall continue to be eligible at the school in which the student is currently enrolled.
 - c) Court Ordered Residence Change for Child Protection: the student's residence is changed pursuant to a child protection order placement in a foster home, or a juvenile court disposition order.
 - d) Custody of Student: A student of divorced parents who have joint physical custody of the student may move from one custodial parent to the other custodial parent and be fully eligible at the time of the move. The student may utilize this provision only one time during grades 9-12 inclusive.
 - e) Move From Out of State: If a student's parents move to Minnesota from a state or country outside of Minnesota and if the student moves at the same time the parent establishes a residence in a Minnesota public school district attendance

area, the student shall be eligible at the first school the student attends in Minnesota.

- f) Enrollment Options Program: A student who utilizes Minnesota Statute 124D.03 Enrollment Options Program, and transfers without a corresponding change of residence by the student's parents shall elect one of the following:
- (1) retain full eligibility for varsity competition for one (1) calendar year at the school where the student was enrolled prior to the transfer after which time the student shall become fully eligible at the school to which the student has open enrolled; or
 - (2) be eligible only at the non-varsity level in the school to which the student has open enrolled for one (1) calendar year.
 - (3) If none of the provisions in Section 2 (above) are met, the student is ineligible for varsity competition for a period of one calendar year beginning with the first day of attendance in the new school.
 - (a) Students are immediately eligible for competition at the non-varsity level.
 - (b) A student may not obtain eligibility as a result of a transfer. If at the time of transfer the student was not fully eligible in the previous school, the student shall be ineligible in the new school. A student who was not in good standing at the time of transfer shall be ineligible until the penalty from the previous school has been served.
 - (c) Each time a student transfers and the conditions of the transfer do not meet any of the provisions of Bylaw 111.2.A., the student will be ineligible for varsity competition for a period of one (1) calendar year beginning with the first day of attendance at the new school. For example, if a student, while serving a one-year transfer suspension, transfers to another school and none of the provisions of Bylaw 111.2.A. are met, an additional one-year suspension will be applied. The student will begin serving the additional one-year

suspension immediately following the completion of the previous one-year suspension.

The Minnesota State High School League (MSHSL) Board of Directors has established a due process procedure for a student or parent who believes the bylaws of the MSHSL have been misinterpreted by the student's school administrator(s) who are charged by the school to determine the student's eligibility. A student who represents the student's school in competition between member schools at the varsity, junior varsity or sophomore B-squad level must be fully eligible to do so, and the student or the student's parents who wish to contest a school's failure to certify the eligibility of a student may do so as identified in the Fair Hearing Procedure identified at the beginning of the 300 series of bylaws in the most current MSHSL Official Handbook.

Rationale:

The member schools of the Minnesota State High School League believe that the development, interpretation, application and administration of eligibility rules and regulations are essential components of a school's membership in the MSHSL because they:

- Uphold the integrity of the mission of the MSHSL.
- To the extent possible, provide fair and equitable competition for students, schools and school communities throughout the state and serve as a deterrent to students and others who may seek to attend a particular school for the purpose of building athletic strength.
- Support students in local school communities from being displaced by others who reside in different attendance areas.
- Protect school programs from losing students who have established an identity as an athlete or fine arts participant and, as such, are contributors to the overall support of the school community.
- Further, the member schools believe the universal and consistent application of eligibility rules.
- Support the founding purposes of the MSHSL to “ . . . provide and administer a program of activities . . . on a competitive basis . . . to establish uniform and equitable rules . . . to elevate standards of sportsmanship and to encourage the growth of responsible citizenship among the

students, member schools and their personnel.”

- Limit the varsity eligibility of students who move from their district of residence to another school without a full and complete move by the student's parents.
- Advise students about limitations they may face if they don't immediately qualify for varsity competition.
- Affirm that athletic and fine arts eligibility to represent a school is a privilege and not a right, and they support the educational philosophy that athletics must not be permitted to assume a dominant position in a student's or school's program.
- Clarify the difference between a student's opportunity to transfer from school to school or to become involved in PSEO and similar academic programs and a student's athletic and fine arts eligibility when a transfer occurs.
- Support the school community relationship. The pride a community takes in its school's teams can't be matched. To undermine the integrity of a community-school alliance to benefit the athletic pursuits of an individual or a small group of athletes is, at best, a questionable practice.
- Speak directly to the summertime athletic program influences. The Minnesota State High School League was created, “to establish uniform and equitable rules for youth in inter-school activities” and “to protect youth, member schools and their personnel from exploitation by special interest groups.”
- Underline the belief that ethical behavior, fair play, honorable competition, dignity and respect are non-negotiable.

XVIII. Non-School Competition and Training for Team and Individual Sports

- A. During the High School Season: A student may not participate as a member of a nonschool team, in the same sport. SEASON DEFINED: The high school season shall run from the first date that practice may begin until the team is eliminated in MSHSL tournament competition. Baseball, softball, and skiing are exceptions to this rule.

Exception: Summer Vacation Period - Students may participate on a nonschool team in the same sport as they currently play at the high school level during the summer vacation period. SUMMER VACATION DEFINED: Summer vacation shall start on the Saturday following the fourth Friday in May and ending on Labor Day.

Summer Coaching Waiver: If a student participates on a team coached by a member of the high school coaching staff, coaching contact shall end on

July 31 unless an extension to the summer waiver is granted by the school's Activities Director.

- B. During the School Year, Prior To and Following the High School Sports Season: A student may participate in contests, meets or tournaments as an individual competitor or as a member of a nonschool team provided that these activities are voluntary and not influenced or directed for a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff.
1. A student may not use any type of high school uniform.
 2. A student may not receive coaching or training from a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport. Power skating and indoor soccer are included in this limitation.
 3. A student may receive training through private lessons from a person who is not a salaried or nonsalaried member of the student's sophomore, B-squad, junior varsity or varsity high school coaching staff in that sport.
 4. A student's fee for nonschool coaching or training must be provided by the student or the student's parent(s) or guardian(s) unless approved by the Board of Directors.
- C. Summer Vacation Period:
1. A student may compete as an individual or as a member of a nonschool team even though competing on a high school team in the same sport. SUMMER DEFINED: The day following the fourth Friday in May through Labor Day. (Exception Summer Coaching Waiver).
 2. Students may receive a summer waiver to be coached by their high school coach. Students must contact their high school Activities Director.
- D. Penalty:
1. First Violation: After confirmation of the first violation, the student shall lose eligibility in that sport for the next two consecutive interscholastic contests or two weeks of that season, whichever is greater. If there are fewer than two events remaining in that sport, the loss of eligibility will continue into the next season in that sport. Note: This means that a senior who violates the bylaws at the end of one sport season will lose eligibility for two games in the next

sport season in which the student participates.

2. Second Violation: After confirmation of the second violation, the student shall lose eligibility in that sport for the next six consecutive interscholastic contests or three weeks, whichever is greater.
3. Third Violation: After confirmation of the third or subsequent violations, the student shall lose eligibility in that sport for the next 12 consecutive interscholastic contests or 4 weeks, whichever is greater.
4. Accumulative Penalties: Penalties shall be accumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.

E. Special Considerations:

1. National Teams and Olympic Development Programs - The MSHSL may permit participation by high school students on bona fide national teams or in Olympic development programs if:
 - a) The program is approved and supported by the national governing body of the sport or if there is an Olympic Development Program of training and competition.
 - b) Directly funded by a national governing body on a national level.
 - c) Authorized by a national governing body for athletes having potential for future national team participation. Students who are invited to participate on National Teams or in Olympic Development Programs must contact their high school principal to obtain an application form. This must be completed at least 30 days prior to participation.
2. During the school year, students who participate for their school in a sport may participate through training, try-out or competition on a National Team or in a United States Olympic Development Program provided the student receives an individual invitation from the United States Olympic Committee or the United States National Governing Body on the national level for that sport.
3. Students who have completed their eligibility in a sport are exempt from the nonschool competition and training rules in that sport. All-Star rules shall apply.

XIX. Due Process

Before a student is suspended from an extra-curricular activity, the appropriate minimum due process components will be followed. They include:

- A. Regulations governing the eligibility for participation in extra-curricular activities and consequences of violations of these rules will be provided to all participants.
- B. Suspension: A student may, at any time, be suspended from participation in an activity if the advisor feels that their actions or behavior are in violation of activity rules or a disruption to the functioning of the activity. The advisor need not discuss rationale for the suspension until after the completion of the day's activity.
- C. Students will be removed from participation in extra-curricular activities only after a fair and objective investigation of the alleged violation.
- D. Any student alleged to have violated the regulations will be provided an opportunity for a conference with the school administration to discuss the infraction, the evidence and the decision.
- E. In unique situations, the initiation of the suspension may be varied by the administrator.
- F. Fair Hearing Procedure: The League Constitution provides a Fair Hearing Procedure for the student or parent contesting a school's failure to certify the eligibility of a student. The student has 10 calendar days in which to appeal the school's decision. The appeals process includes an appeal before a hearing panel at the school and the right, if desired, to appeal that decision to the League's Board of Directors. An independent hearing examiner will hear the appeal and make written findings of fact, conclusions and a recommendation for the Board of Directors following the hearing. The Board's decision shall be final. A complete listing of the Fair Hearing Procedure may be obtained from the Activities Director or Principal of the high school.

Cross References: Princeton Policy 613 Graduation Requirements
MSHSL Policy Manual

Adopted: August 23, 1983
Revised: June 12, 1990
Revised: April 13, 1999
Revised: June 8, 1999
Revised: May 24, 2005
Revised: August 23, 2005
Revised: July 17, 2007
Revised: October 13, 2009
Revised: January 12, 2010
Revised: August 9, 2011

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

PRINCETON PUBLIC SCHOOLS CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in post-secondary institutions, activities outside the school, previous learning, and community and work experiences. These experiences shall meet rigorous academic outcomes and are subject to approval as per procedures outlined in this policy.

II. GENERAL STATEMENT OF POLICY

If a student can demonstrate mastery of content by assessment or by previous learning, then the student can take more rigorous courses at a more appropriate learning level. The intent of the policy is to allow students the opportunity to access higher level courses but not be used as an avenue to eliminate taking required coursework.

III. PROCEDURES

A. Credit for Prior Learning

- a. Students will complete and return the application form titled, "Credit for Learning." These forms can be obtained through and returned to the Princeton High School counseling office.
- b. Students who successfully complete the assessment process will receive a course grade of "T" (Test Out) on their transcript. Such grades do not count toward a student's GPA or class rank.
- c. Effort shall be made to ascertain the content of courses, programs and learning previously achieved to credit the student as full as possible. This may include asking the student to verify the content of the activities.
- d. The counselor will use the School Review Committee to verify that the activities and learning are of sufficient rigor to earn a credit.
- e. The Review Committee will consist of at least a high school administrator, counselor, department chair of the affected department and teacher of the course. If necessary, a special education teacher, gifted/talented teacher, and/or the director of

teaching and learning will be part of the committee.

B. Credit by Assessment

- a. Student shall discuss a request for credit by assessment for a high school course with the appropriate counselor.
- b. The student shall submit an application through the principal to the School Review Committee by June 30 prior to the start of the school year in which the course will be offered in which the student would typically enroll.
- c. The Review Committee shall determine what the student needs to demonstrate, the criteria for the demonstration, and competency level required. To test out of a course, the student must score at least 90%.
- d. If applicable, the Review Committee shall consider appropriate accommodations, modifications, and exemptions consistent with the student's Individual Education or 504 Plan.
- e. The Review Committee will consist of at least a principal or designee, a counselor, department chair of the affected department, and teacher of the course. If necessary, a special education teacher will be part of the committee.
- f. A student may attempt to test out of a course only once.
- g. Students who complete the assessment process successfully will receive a course credit of "T" (Test Out) on their transcript. Such grades do not count toward a student's GPA or class rank.

Legal References: Minn. Stat. § 120B.15

Cross References: Princeton Policy 104: School District Mission Statement
Princeton Policy 601: School District Curriculum & Instruction Goals
Princeton Policy 611: Home Schooling
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 625: Acceleration of Students

Adopted: March 22, 2011

Reviewed: April 19, 2016

**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. 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

Adopted: _____

MSBA/MASA Model Policy 710

Orig. 1995

Revised: _____

Rev. ~~2007~~ 2012

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.

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.]

For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

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

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

Adopted: _____

MSBA/MASA Model Policy 711

Orig. 1995

Revised: _____

Rev. 2009 2012

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 is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped 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.
2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording 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 bus.
2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations promulgated thereunder.

3. Video recordings 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 video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

[Note: School districts should review their record retention policies/schedules as to the stated retention period for school bus video recordings. The retention time period in the retention schedule should be consistent with the retention time period set forth in this policy. The January 2000 School District General Records Retention Schedule, adopted by many school districts, provides that building security/transportation video recordings are to be retained until relooped.]

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 121A.585 (Notice of Recording Device)
 Minn. Stat. § 138.17 (Government Records, Administration)
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

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/MASAModel Policy 709 (Student Transportation Safety Policy)
[MSBA/MASA Model Policy 712 \(Video Surveillance Other Than on Buses\)](#)
 MSBA Service Manual, Chapter 2, Transportation