

Princeton Public Schools - ISD 477
Tuesday, February 7, 2017 at 7:00 PM
Regular School Board Meeting
District Office Board Room located at City Hall (Please use City Hall Entrance)

Our Mission

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

Our Vision

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

1. PROCEDURAL ITEMS

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

5. 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 6
- b. Gifts 7
- c. Construction Change Orders 11
- d. Open Enrollment 12

9. INFORMATION

- a. High School Schedule-Presented Barb Muckenhirn 13
- b. 2016-2017 Revised Budget-Presented by Michelle Czech 19
- c. 2017-2018 Parameters-Presented by Michelle Czech
 - State Increase 29
 - Class Size 30

Enrollment	31
d. Goal 1 Progress-Presented by Julie Williams	33
e. Web Site Improvement-Presented by Julia Espe	41
f. First Reading of Policies-# 498, 299, 607, 609, 610, 611, 614, 615, 619, 624	
498-Substitute (Casual and Long-Term), Homebound Teachers, and Classified Staff Employment-Wages and Benefits	47
299-School Board Member Compensation and Expenses	52
607-Organization of Grade Levels	54
609-Religion	56
610-Field Trips	59
611-Home Schooling	64
614-School District Testing Plan and Procedure	68
615-Basic Standards and Graduation Required Testing, Accommodations, Modifications, and exemptions for IEP, Section 504 Accommodation, and LEP Students	87
619-Staff Development for Standards	89
624-Online Learning Options	92
10. ACTION	
a. .5 Para Position for Student Services	98
<i>I move to accept the .5 para position for student services.</i>	
11. ADDITIONS TO AGENDA	
12. FUTURE MEETINGS	
Activities Meeting-February 15, at 4:00	
Officer's Workshop-Saturday, February 11	
SEE-Friday 17, 9:00 am	
Policy-February 21, at 5:00pm	
13. ADJOURN	

Call to Order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the **17th day of January, at 7:00 p.m.** in the District Office Board Room.

Fall Commendations: Certificates were handed out to the Girls Tennis Doubles team for making it to state. Coach Kelly Dorr spoke briefly about the end of the year banquet and accomplishments of the Princeton Tennis program.

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

Members Absent: Craig Johnson

Others present: Superintendent Julia Espe, Director of Business Services Michelle Czech, Director of Human Resources Stacie Vos and Director of Technology Eric Simmons.

Student Council Representative: Lacey Broding

Citizen Comments: None

REPORTS

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

Eric Minks MSBA Leadership Conference
Deb Ulm Agenda Planning Meeting, MSBA Leadership Conference, Wellness, Phase I and Phase II, Whole Life Challenge, Policy
Chad Young MSBA Leadership Conference, Phase II
Eric Strandberg MSBA Leadership Conference, Phase I and Phase II, Policy
Sue VanHooser Policy, Biggest Learner Kickoff at High School

Student Council Report: Lacey talked about the planning of the Snow Daze dance. Next week we have the student dressing up days.

Superintendent Report: Julia Espe discussed the MSBA Leadership Conference, Phase I and Phase II. Yesterday the teachers had a successful workshop. Today was the superintendent's workshop at Resource Training and Solution, where they discussed what legislative the platform might look like this year for the finance and expenses.

APPROVE AGENDA

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

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion made by Eric Strandberg and seconded by Howard Vaillancourt, to approve the January 3rd, 2017 Organizational and Regular Board meeting minutes as presented. Motion passed unanimously.

CONSENT AGENDA

Motion made by Eric Minks, seconded by Chad Young *to approve the consent agenda as presented. Eric Strandberg had a comment about the construction change on the vapor guard. Personnel, Gifts, Fundraiser, Bills, Wire transfers, Treasurer's Report, Construction Change Orders.* Motion passed unanimously.

INFORMATION

Class Size Ranges- Presentation was given by Stacie Vos. Stacie reviewed the class size ranges that were previously set by the board. All classes are in the agreed upon ranges for the first time in 5 years. This information can also be located on Board book.

One to One Update- Eric Simmons reviewed the district implementation of 1:1 digital technology roll out for grades 3, 6, 7 and 9. Students in grade 6, 7 and 9 are now able to bring their devices home. The information can be located on boardbook.

Expand the Brand Update- Julia Espe reviewed the task force recommendations regarding our brands. She also reviewed the process being used to receive input. Each building has a box where staff can choose which tiger they prefer and include comments.

ACTION ITEMS

2017-2018 School Calendar- Motion made by Eric Minks and seconded by Eric Strandberg *to approve the 2017-2018 School calendar as proposed. Motion passed unanimously.*

Video Scoreboard Position.- Motion made by Chad Young and seconded by Sue VanHooser *to approve the video scoreboard position as presented. Upon roll call the following voted for: Sue VanHooser, Eric Strandberg, Howard Vaillancourt, Chad Young, Deb Ulm and Eric Minks. Motion passed unanimously.*

Future Meetings:
Project Oversight Committee-Will meet on Thursday, February 2nd at 3:30
Community Ed Meeting-January 30th at 12:00
Teaching and Learning-Monday, January 30th at 1:00

Additions to the agenda: None

ADJOURN - Motion to adjourn the meeting made by Howard Vaillancourt, seconded by Eric Strandberg.
Meeting was adjourned at 7:59 p.m.

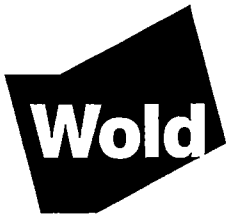
Chair Deb Ulm

Clerk Eric Minks

Recorder-Kari Plafcan

02.07.2017

Name	Status	Job Title	Group	Replacing	Effective Date	Wage
Bayerl, Jason	New Hire	MS-Head Cook	Food Service	Donna Moses	1.30.17	\$17.24
Beldon, Pam	New Hire	HS-Custodian	Custodial	Janet Dalchow	2.1.17	\$16.22/hr (+.82 for shift dif.)
Borich, John	Extra Duty	MS Boys Basketball Coach			1.20.17	\$1,465.62
Bragg, Jennifer	Resignation	PS-SpEd Para	Para	N/A	2.7.17	
Corrigan, Sarah	New Hire	DC-Custodian	Custodial	Paula Borst	2.1.17	\$16.22/hr(+.82 for shift dif.)
Dobson, Nicole	Change in assignment	Childcare Lead Coordinator	At Will	Shannon Peterson	1.23.17	\$13.40
Marsh, Joy	New Hire	MS-Lunchroom Para	Para	Kandy Holman	1.17.17	\$14.24
Meixell, Mya	New Hire	Preschool Para	Para	Ashley McAlpine	2.7.17	\$15.13
McGraw, Buffy	New Hire	IS-SpEd Para	Para	N/A	1.30.17	\$15.13
Rysavy, Kate	LOA	MS-8th Gr. Algebra Teacher	PEA	N/A	5.7.17-6.8.17	
Rysavy, Ryan	LOA	IS-3rd gr. teacher	PEA	N/A	5.7.17 (2 weeks)	
Potvin, Mark	LOA	HS-Music Teacher	PEA	N/A	9.11.17-9.15.17	



January 16, 2017

Dr. Julia Espe
Superintendent
Independent School District #477
Princeton Public Schools
706 First Street
Princeton, Minnesota 55371

Re: Independent School District #477
Whole Life Challenge - Donation
Commission No. 9999

Dear Julia:

As discussed we are happy to be a sponsor for the Whole Life Challenge in the District. We believe that a healthy lifestyle accompanies lifelong learning, and teachers and other staff members in the District should set a great example. Please find a check in the amount of \$100.00 enclosed for use in providing prizes as part of this initiative. We hope the event is a great success!

Sincerely,

Wold Architects and Engineers

Vaughan Dierks | AIA, LEED AP
Partner

Enclosure

cc: Matt Mooney, Wold
Joy Carlson, Wold

NJ/Promo/ISD_477/crsp/jan17

Wold Architects and Engineers
332 Minnesota Street, Suite W2000
Saint Paul, MN 55101
woldae.com | 651 227 7773

PLANNERS
ARCHITECTS
ENGINEERS

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: Eddy Family Foundation / Morgan Stanley

Description of gift: 1000.00 - go to help with any students needs.

Pre-Condition, Condition, or Limitation on use: —

How this gift specifically relates to the program or school: _____

This gift meets all requirements of Policy 706

Kaw P. Jackson,
Staff Name

Accepted Not Accepted _____ Date: _____
Principal or Director

Accepted Not Accepted Julia Espe Date: 1.17.17
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: Tony Gross, Volunteer Grant
Medtronic Foundation (Youre Cause, LLC Trustee)

Description of gift: \$500.00 Volunteer Grant, check
8200038584

Pre-Condition, Condition, or Limitation on use:

Use: middle school band

How this gift specifically relates to the program or school: This generous gift will
be used to fund the Copper Street Brass Ensemble
residency at Princeton Middle School + High School in
the band department.

This gift meets all requirements of Policy 706

Accepted Not Accepted

[Signature]
Principal or Director

Date: 1/20/17

Accepted Not Accepted

[Signature]
Superintendent

Date: 1.24.17

Accepted Not Accepted

School Board Chairperson

Date: _____

Code Assigned: _____ Program Name _____

Routing:

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

Revised: May 14, 2013

PRINCETON PUBLIC SCHOOLS

ACCEPTANCE OF GIFTS FORM

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

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

Donor name: Hands & Heart Therapeutic Massage (Connie Vigen)

Description of gift: 60 Minute Massage

Pre-Condition, Condition, or Limitation on use: _____

How this gift specifically relates to the program or school: Reward for wellness Whole Life Challenge

This gift meets all requirements of Policy 706

Accepted Not Accepted Michelle Cygan Staff Name
Principal or Director Date: 1.26.17

Accepted Not Accepted Julia Espe
Superintendent Date: 1.27.17

Accepted Not Accepted _____
School Board Chairperson Date: _____

Code Assigned: _____ Program Name _____

Routing:

Principal or Director (thank you note attached)

Copy to Building

Business Services

Board Approval

CONSTRUCTION CHANGE ORDERS

2.07.2017				
	ADD	Description		Project
W. Gohman Construction Co	\$394.00	Hardware changes on Door B101A	We added locks to the cabinets in the workroom.	Primary School
W. Gohman Construction Co	\$179.00	Changing the door at the wheel chair lift	We altered the opening dimension to better access the lift. This increased the door size.	Primary School
W. Gohman Construction Co	\$546.00	Remove and reinstall the coiling counter door	This was to remove the door at the dishwashing counter so the counter could be adjusted. The amount of the Change Order was deducted from the food service consultant contract.	Primary School
W. Gohman Construction Co	\$2,902.00	Add corner guards in conference room #B102	We added corner guards, additional coat racks and plexi glass to stair railings.	Primary School
W. Gohman Construction Co	\$1,919.00	Modify sink fronts	Most of the classroom sink bases needed to be modified to 'latch'. It was discovered the front panel hit the sink during the installation process.	Primary School
Mad Dog Interiors, Inc	\$900.00	In Kitchen, Boys Bathroom, 2nd floor hallway, B113, EBD, B116 and conference room B102-Brake metal	In multiple locations the ceiling heights needed to be adjusted due to infrastructure above the ceiling. This requires the changes in elevation to be completed with "break metal". These are field modifications that cannot be 100% accounted for in design.	Primary School

Open Enrolled Students (Out/In) as of February 7, 2017

In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
In	9.2017	Becker	Princeton	9	district of choice
In	1.17.17	Milaca	Princeton	10	Online
In	1.17.17	Milaca	Princeton	2	Moved out of district
In	1.17.16	Milaca	Princeton	6	Moved out of district
In	2.6.17	Milaca	Princeton	8	Unknown
In	9.2017	Big Lake	Princeton	9	Unknown
In	9.2017	Big Lake	Princeton	9	Unknown
In	9.2017	Becker	Princeton	9	Unknown
In	9.2017	Milaca	Princeton	K	district of choice
In	2.7.16	Elk River	Princeton	9	Unknown
Out	12.31.16	Princeton	Cambridge	1	Moved out of district



PRINCETON HIGH SCHOOL

807 South 8th Avenue

Princeton, MN 55371

763.389.4101 Phone 763.389.5816 Fax

Barb Muckenhirn, Principal 763.389.6011

Emorie Colby, Assistant Principal 763.389.6001

Darin Luabs, Activities Director / Asst. Principal 763.389.6002

To: Dr. Julia Espe, Superintendent
Julie Williams, Director of Teaching and Learning

From: Barb Muckenhirn, HS Principal *BAM*

Date: January 30, 2017

RE: Daily Schedule Findings and Recommendations for Board T & L Committee

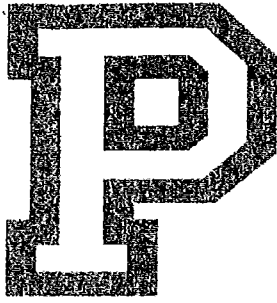
The purpose of this memo is to provide information regarding the request to prepare recommendations for adjustment to the Princeton High School daily schedule for the 2017-2018 school year so students are able to take more classes. Upon review of multiple schedule options, the one that best fulfills the request for more classes for students is a change from a 5 period day on a trimester system (5 X 3) to a six period day on a trimester system (6 X 3).

SUMMARY OF FINDINGS AND RECOMMENDATION

- a. Restructure to a 6 by 3 schedule
- b. Increase the school day by 20 minutes
- c. Restructure the lunch period, eliminating lunch as a class period option (1 lunch instead of 4)

A: Findings for Consideration/Awareness

- 1. Additional opportunities for courses for students
- 2. Opportunity to extend some required courses to meet student needs
- 3. Possible additional homework
- 4. Additional preps/teachers teach more courses
- 5. Longer day for students (bussing adjustments)
- 6. Additional teaching time during duty day for teachers
- 7. Financial adjustments +/- (i.e. para pay, food service, teaching staff % vs %, material needs)
- 8. Opportunity for lunch restructure
 - a. Discontinue Directed Study
 - b. Institute hour time period (approx) for lunch(instead of 4 30-minute lunch periods)
 - c. Students may eat any time during that hour
 - d. Students may eat in the cafeteria or other pre-approved locations
 - e. Teachers have 30 minutes lunch and 30 minutes "office hours" / pre-determined and posted
 - f. **Potential** for other meetings during this time such as:
 - i. PLCs
 - ii. Student support
 - iii. Some student groups
 - iv. Advisory
- 9. Revision of Graduation Requirements to avoid significant early graduation in grade 11
 - a. Requires policy changes -- 613 Graduation Requirements (and other related policies)
 - b. Develop Transition Plan if policy changes
 - i. Class of 2018



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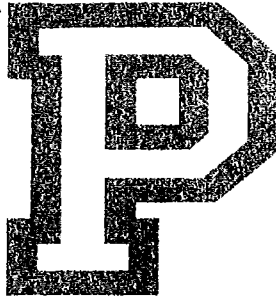
Emorie Colby, Assistant Principal 763.389.6001

Darin Laabs, Activities Director / Asst. Principal 763.389.6002

- ii. Class of 2019
- iii. Class of 2020
- iv. Class of 2021

C: Proposed 6 x 3 Trimester Schedule (days/times are subject to adjustment)

	Trimester 1 (57 Days)	Trimester 2 (57 Days)	Trimester 3 (57 Days)
Period 1: 7:55-8:55			
Period 2: 9:00-10:00			
Period 3: 10:05-11:05			
Lunch: 11:05-11:55			
Period 4: 12:00-1:00			
Period 5: 1:05-2:05			
Period 6: 2:10-3:10			



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D: Proposed Requirements

9th Grade Requirements			
2016-2017 (current)		2017-2018 (proposed)	
Math	3 credits	Math	3 credits
Science	2 credits	Science	3 credits
English 2	2 credits	English	3 credits
Phy. Ed.	1 credit	Phy. Ed.	1 credit
Social	2 credits	Social	2 credits
Art	1 credit	Art	1 credit
Total	11 credits/15 (4 open)	13 credits/18	(5 open)

10th Grade Requirements			
2016-2017 (current)		2017-2018 (proposed)	
Math	3 credits	Math	3 credits
Science	2 credits	Science	2 credits
English 2	2 credits	English	2 credits
Phy. Ed.	1 credit	Phy. Ed.	1 credit
Health	1 credit	Health	1 credit
Social	2 credits	Social	2 credits
Art	1 credit	Art	1 credit
Total	11 credits/15 (4 open)	12 credits/18	(6 open)



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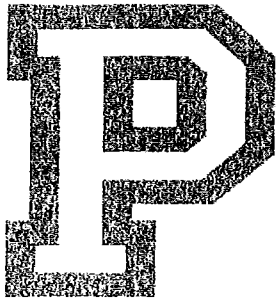
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Darin Laaby, Activities Director / Asst. Principal 763.389.6002

11th Grade Requirements			
2016-2017 (current)		2017-2018 (proposed)	
Math	2 credits	Math	3 credits
Science	2 credits	Science	2 credits
English 2	2 credits	English	2 credits
Social	1 credits	Social	1 credits
FACS	1 credit	FACS	1 credit
Total	8 credits/15 (7 open)	9 credits/18 (9 open)	

12th Grade Requirements			
2016-2017 (current)		2017-2018 (proposed)	
English	2 credits	English	2 credits
Social	2 credits	Social	2 credits
Total	4 credits/15 (11 open)	4 credits/18 (14 open)	



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Elective Credit Opportunity Changes

Grade	Current Elective Credits	Proposed Elective Credits	Difference
9th	4	5	+1
10th	4	6	+2
11th	7	9	+2
12th	11	14	+3
TOTAL CHANGE			+7 elective opportunities

Credit Requirement by Department (specific requirements apply as per state and district policy - reflected in reg. guide)

Department	Current Credit Requirements	Proposed Credit Requirements	Difference
English/Language Arts	8	9 (through Eng 12 B)	+1
Math	6	9 (through Adv Alg C or equivalent)	+3
Social Studies	7	7	0
Science	6	7	+1
Health/PE	3	3	0
FACS	1	1	0
Art	2	2	0
<i>Standard Requirements</i>	33	38	+5
<i>Elective Requirements</i>	21	30	+9
Total Required for Graduation	54 (out of 60 opportunities) <i>(allows for early grad)</i>	68 (out of 72 opportunities) <i>(hinders early graduation)</i>	
Career & College Readiness		<ul style="list-style-type: none"> > Postsecondary Assessment <ul style="list-style-type: none"> > District Approved > Advisory curriculum <ul style="list-style-type: none"> > Required Milestones 	<i>On transcript as Meet/Incomplete</i>



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Instructional Minutes

7:55am - 3:10pm (20 minutes longer than current)

	Current (5x3)	Proposed (6x3)	Change
Class Period	65 minutes	60 minutes	-5 minutes
Total Minutes Per Tri. (57 days)	3705 minutes	3420 minutes	-285 minutes (-4.75 hours)

2017 Revised Budget Document Explanation

Gifted and Talented

Revenue Sources

- State Aid

Expenditures

- Coordinator
- Lead Teacher
- Building Coaches
- Instructional Supplies
- Professional Development

Long Term Facility Maintenance

Revenue Sources

- Property Tax Levy
- Previously Health & Safety & Deferred Maintenance

Expenditures

- Approved on June 7, 2016 by Board

Operating Capital

Revenue Sources

- State aid
- Property Tax Levy

Expenditures

- Approved on June 7, 2016 by Board

Revised

- Purchase of Student Services Building-Approve on October 4, 2016 by Board
- Start up costs for Student Services Building

Staff Development

Revenue Sources

- State Aid

Expenditures

- Professional Development
- New Staff Back to School Workshops

- All Staff Back to School Workshops
- Instructional Rounds & Summer Instructional Work
- Technology Integrationist
- Assessment Coordinator
- 1 Day Chargeback for District Days if needed

ATPPS (Qcomp)

Revenue Sources

- State aid
- Property Tax Levy

Expenditures

- Based on plan that has to be voted on by teacher bargaining unit
- Includes:
 - Individual PLC
 - Career Ladder
 - Building Goals
 - Training Costs
 - Administrative Costs

Revised

- Additional staff development

Building Improvement Assigned Account

Revenue Sources

- Grant
- Previous revenue set aside for specific purpose

Revised

- Interest and rebates

Expenditures

- Early Childhood Grant: Approved January 6, 2015.
- Includes:
 - Playground
 - Transition(Onward) & District Office Plan
 - Technology
 - Other projects upon approval from the board

Revised

- Updated expenditures per 2016 fund balance

Program Initiatives Assigned Account

Revenue Sources

- Previous revenue set aside for specific purpose
- Student enrollment increase

Revised

- Student enrollment updated
- Salaries and benefits updated

Expenditures

- Student Services approved on April 19, 2016
- One time costs for Spanish Immersion
- One time costs for marketing
- Additional counseling .50 fte
- One time costs for ALC
- Note: We will receive a settlement for Oak Land for the dissolution

Revised

- Salaries & benefits updated

Activities Assigned Account

Revenue Sources

- Student fundraising
- Donations
- Participation fees

Expenditures

- Field trips
- Rewards for instructional participation
- Recreational supplies

Unassigned Accounts

Revenue sources

- State aid
- Property tax levy
- Federal and/or state grants
- Participation fees
- Donations

Revenues based on parameters

- Enrollment of 3139 PK-12
- State formula increase

- Special Education estimated increase

Revised

- PreK-12 Enrollment of 3,128
- Updated Special Education estimated increase

Expenditures

- Staff salaries, benefits and other contractual requirements
- Substitute costs
- Building instructional supplies (based on per student amount)
- Operational costs: building repairs, utilities, insurance, and transportation
- Technology: software, technology repairs
- Teaching and Learning: instructional materials
- Activities
- Estimated salary increases
- Budget adjustments
 - Reduction in Teaching and Learning supplies
 - Reduction in building instructional supplies
 - HS Business 1.00 reduction
 - HS English .42 reduction
 - HS Physical Education .33 reduction
 - HS Science .58 reduction
 - HS World Language .16 reduction
 - HS PASS 1.25 reduction
 - HS Math 1.00 addition
 - HS Social Studies .83 addition
 - District wide curriculum materials reduction
 - \$15.00 reduction per student for supplies
 - Media paraprofessional 1.00 reduction
 - Special Education paraprofessional 1.5 reduction
 - Physical Education .25 addition
 - Speech Language Pathologist Assistant 1.00 addition
 - Gifted and Talented Coordinator .75 addition
 - Custodian 1.00 addition
 - Delivery & Grounds custodian .29 addition
 - Staff containment when positions open
 - Benefit costs for added positions

Revised

- Updated Workers Compensation
- Updated severance pay
- Updated unemployment
- Updated Care & Treatment
- Updated salary & benefits
- Updated transportation
- Updated utilities
- Updated substitute costs
- Additional city assessment for Northland Drive
- Additional portable rent for High School
- Additional MDE MTSS math grant

Food Service

Revenue Sources

- State aid
- Federal aid
- Participation fees

Base revenue

- Breakfast and lunch price increase approved by board

Expenditures

- Staff salaries, benefits and other contractual requirements
- Substitute costs
- Food costs
- Supply costs
- Operational costs: utilities and custodial
- Equipment costs
- Estimated salary increases

Community Education Budget

Revenue Sources

- State aid
- Property tax levy
- Participation or registration fees
- Grants
- Donations

Expenditures

- Staff salaries, benefits and other contractual requirements
- General instructional supplies & field trips
- Operational costs: utilities, custodial, and transportation
- Technology costs which includes software

Overall budget structure for Community Education

- **Recreation and Enrichment Category**
 - 70% of participation fees pay Princeton Public School employee instructors; 30% of participation fees go to supply and administrator expenditures.
 - 80% of participation fees pay non-Princeton Public School instructors, due to no benefit costs
- Aquatics and School Age Child Care
 - Instructors are paid an hourly rate, and participants are charged a set fee.
- Driver Education
 - Participants charged a registration fee
- Adults with Disabilities
 - Instructors are paid an hourly rate

New Programs 2017

- All day everyday preschool

Revised

- Added sections of all day every day preschool

Discontinued Programs 2017

- Programs may be discontinued due to low participation.

Budget is developed based on previous year's revenue and expenditures. We review the possible impact of new programs and discontinued programs.

Building Construction Fund

Revenue sources

- 2014 building bond referendum
- Accrued interest

Revised

- Rebates

Expenditures

- New Primary School
- High School renovations

Revised

- Updated expenditures to fund balance

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.
Small changes throughout the budget are not noted here.

PRINCETON PUBLIC SCHOOL

REVISED BUDGET 2016-2017

February 2017

	2017 REVISED	2017 REVISED
	ESTIMATED REVENUES	ESTIMATED EXPENDITURES
GENERAL FUND (01)	\$ 34,839,103	\$ 37,285,989
FOOD SERVICE (02)	\$ 1,728,400	\$ 1,850,330
COMMUNITY EDUCATION (04)	\$ 1,488,946	\$ 1,596,368
BUILDING FUND (06)	\$ 130,900	\$ 5,741,690
DEBT SERVICE (07)	\$ 3,370,980	\$ 3,682,541
TOTAL ALL FUNDS	\$ 41,558,329	\$ 50,156,918
	2016	
	FUND BALANCE	
GENERAL FUND	\$ 11,138,730	
FOOD SERVICE	\$ 391,159	
COMMUNITY EDUCATION	\$ 361,590	
BUILDING FUND	\$ 5,610,790	
DEBT SERVICE	\$ 653,483	

**PRINCETON PUBLIC SCHOOLS
GENERAL FUND REVISED BUDGET
Feb-17**

		2017 Estimated Revenues	2017 Estimated Expenses	Variance						
Gifted & Talented-Restricted		\$ 45,519	\$ 59,606	\$ (14,087)						
Long Term Facilities Maintenance-Restricted		\$ 659,769	\$ 497,298	\$ 162,471						
Operating Capital-Restricted		\$ 597,865	\$ 994,000	\$ (396,135)						
Staff Development-Restricted		\$ 424,873	\$ 448,611	\$ (23,738)						
Qcomp-Assigned		\$ 871,940	\$ 896,057	\$ (24,117)						
Technology-Assigned		\$ 14,000	\$ 14,000	\$ -						
Building Improvement-Assigned		\$ 623,800	\$ 1,951,875	\$ (1,328,075)						
Program Initiatives-Assigned		\$ 648,022	\$ 806,188	\$ (158,166)						
Activities-Assigned		\$ 500,000	\$ 500,000	\$ -						
Unassigned		\$ 30,453,315	\$ 31,118,354	\$ (665,039)						
Total		\$ 34,839,103	\$ 37,285,989							
		\$ 34,839,103	\$ 37,285,989							
		\$ -	\$ -						\$ (2,446,886)	
	2016 Fund Balance									
Gifted & Talented-Restricted	\$ 40,619									
Deferred Maint-Restricted	\$ 163,061									
Health & Safety-Restricted	\$ (40,795)									
Operating Capital-Restricted	\$ 2,544,091									
Staff Development-Restricted	\$ 149,134									
Severance-Committed	\$ 703,394									
Qcomp-Assigned	\$ 123,419									
Technology-Assigned	\$ 37,264									
Building Improved-Assigned	\$ 1,428,076									
Program Initiatives-Assigned	\$ 741,731									
Activity Acct-Assigned	\$ 161,061									
Non Spendable (State reserved)	\$ 92,348									
Unassigned	\$ 4,995,328									
	\$ 11,138,730									
Audit report for 2016 was presented at the 1st board meeting in November and the fund balances for the 2015-2016 school year for each category are reflected above.										

PRINCETON PUBLIC SCHOOLS
COMMUNITY EDUCATION FUND REVISED BUDGET
February 2017

		2017 Estimated Revenues	2017 Estimated Expenses		
Community Education-Restricted		\$ 906,841	\$ 933,825		
Early Childhood-Restricted		\$ 197,777	\$ 205,296		
School Readiness-Restricted		\$ 366,762	\$ 438,260		
Other-Restricted		\$ 17,566	\$ 18,987		
		\$ 1,488,946	\$ 1,596,368	\$ (107,422)	
	2016 Fund Balance				
Community Education-Restricted	\$ 210,787				
Early Childhood-Restricted	\$ 110,538				
School Readiness-Restricted	\$ 38,884				
Other-Restricted	\$ 1,013				
NON-Spendable (State reserved)	\$ 369				
	\$ 361,590				
<p>Community Education has four areas of funding. The "Other" reflects Nonpublic aid targeted to homeschool families for counseling, nursing, and textbooks. In addition preschool screening funding is in this category.</p>					

HISTORY OF STATE INCREASES TO FORMULA

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
GENERAL EDUCATION FORMULA INCREASE	2.0%	1.0%	0.0%	0.0%	1.0%	1.0%	1.5%	1.5%	2.0%	2.0%	
OTHER STATE CHANGES AFFECTING FUNDING	K weighting inc from .557 to .612	\$51 One time add't gen. ed aid				Literacy incentive aid based on 3rd grade proficiency & 4th grade growth		All Day K fully Funded	New special Education Formula	New Long Term Facility Maintenance Program	
								Declining Enrollment Revenue	Local Optional Revenue \$424	Grants for Support Services-Applied we received	
								Location Equity Revenue \$212	Indian Education	Grants for PreK-We applied did not receive	
								Uniform General Levy Reinstated			
D=Democrat	House-D	House-D	House-D	House-R	House-R	House-D	House-D	House-R	House-R	House-R	House-R
R=Republican	Senate-D	Senate-D	Senate-D	Senate-R	Senate-R	Senate-D	Senate-D	Senate-D	Senate-D	Senate-D	Senate-R
	Governor-R	Governor-R	Governor-R	Governor-D	Governor-D	Governor-D	Governor-D	Governor-D	Governor-D	Governor-D	Governor-D

CLASS SIZE

RANGES

- Administrators and Board Approved 2013, 2014, 2015, 2016
 - Kindergarten- 19-21
 - 1st Grade- 20-23
 - 2nd & 3rd Grade- 22-25
 - 4th & 5th Grade- 23-26
 - 6th through 8th- 25-30
 - 9th through 12th- 25-30

· Proposed for 2017

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

ENROLLMENT TABLE -SCHOOL FINANCE

2/7/2017

PRINCETON

477

Method

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

(2)

	Enrollment History - END-OF-YEAR ADM DATA							Enrollment Projections - END-OF-YEAR ADM DATA				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	20.4	19.1	24.7	28.4	30.4	31.0	25.0	26.3	23.6	23.7	24.0	23.5
K	238.4	260.1	230.5	222.9	230.5	216.9	217.1	228.2	204.7	206.2	208.4	204.3
1	239.0	247.4	258.7	242.2	221.6	239.4	218.0	220.7	231.9	208.1	209.5	211.8
2	264.9	228.0	240.2	249.0	249.8	225.4	244.0	222.0	224.7	236.2	211.9	213.4
3	260.3	261.0	223.3	230.3	243.3	264.8	234.0	255.1	232.1	234.9	246.9	221.5
4	281.8	262.9	256.3	223.5	238.2	253.9	269.0	239.9	261.5	237.9	240.8	253.1
5	260.0	282.9	263.1	255.7	227.5	243.8	253.0	270.4	241.1	262.9	239.2	242.1
6	275.2	260.6	278.0	262.9	254.3	221.1	248.0	253.6	271.1	241.7	263.5	239.7
7	276.9	271.8	257.9	268.0	264.3	251.3	231.0	254.5	260.2	278.1	248.0	270.4
8	260.7	285.3	252.4	256.9	271.3	262.7	258.0	234.6	258.5	264.3	282.5	251.9
9	273.6	262.4	273.9	257.9	265.6	272.1	260.0	256.5	233.2	256.9	262.7	280.8
10	244.1	269.4	253.6	264.9	249.0	250.1	262.0	248.5	245.1	222.9	245.6	251.1
11	247.7	226.8	248.4	247.1	239.4	219.0	237.0	242.4	229.9	226.8	206.2	227.2
12	238.0	238.1	206.2	234.9	233.6	220.3	207.0	222.0	227.0	215.4	212.4	193.2
K-12	3360.5	3356.5	3242.4	3216.0	3188.3	3140.8	3138.1	3148.3	3121.1	3092.3	3077.7	3060.6
Pre K-12	3380.9	3375.5	3267.1	3244.4	3218.7	3171.8	3163.1	3174.6	3144.7	3116.0	3101.7	3084.1
% Change K-12		-0.12%	-3.40%	-0.81%	-0.86%	-1.49%	-0.08%	0.32%	-0.86%	-0.92%	-0.47%	-0.56%

ENROLLMENT ANALYSIS (END OF SEPTEMBER TO END OF YEAR)

	2013-2014			2014-2015			2015-2016			2016-2017			2016-2017		
	End of Sept	End of Year	Variance	End of Sept	End of Year	Variance	End of Sept	End of Year	Variance	End of Sept	End of Year	Total 3 Year Average Variance	End of Sept	End of Year	Total Largest Variance
PRIMARY	715.00	714.03	-0.97	696.00	700.23	4.23	686	681.73	-4.27	685	684.63	-0.37	685	680.73	-4.27
INTERMEDIATE	698.00	709.49	11.49	709.00	707.23	-1.77	747	762.45	8.39	753	759.03	6.03	753	764.49	11.49
MIDDLE SCHOOL	794.00	787.75	-6.25	804.00	785.80	-18.20	737	735.14	-1.86	736	727.23	-8.77	736	717.80	-18.20
HIGH SCHOOL	1,042.00	1,004.75	-37.25	1,024.00	987.60	-36.40	1012	961.43	-50.57	1016	974.59	-41.41	1016	965.43	-50.57
TOTAL	3,249.00	3216.0	-32.98	3,233.00	3,180.86	-52.14	3182	3140.75	-48.31	3190	3145.48	-44.52	3190	3128.45	-61.55
										Budgeted	3139.00		Budgeted	3139.00	
											6.48			-10.55	
Middle-SWS ADJ	763			780			719								

Goal 1: Personalized Instruction for Every Student

— School Board Update - 2/7/17 —

Hard work has led to....

- Standards
 - Identify and unpack standards, benchmarks and learning targets.
- Learning Progressions
 - Create learning progressions.
 - Align taxonomy and student mastery to support all students.
- Measures of Learning
 - Monitoring and measuring student learning in the classroom.

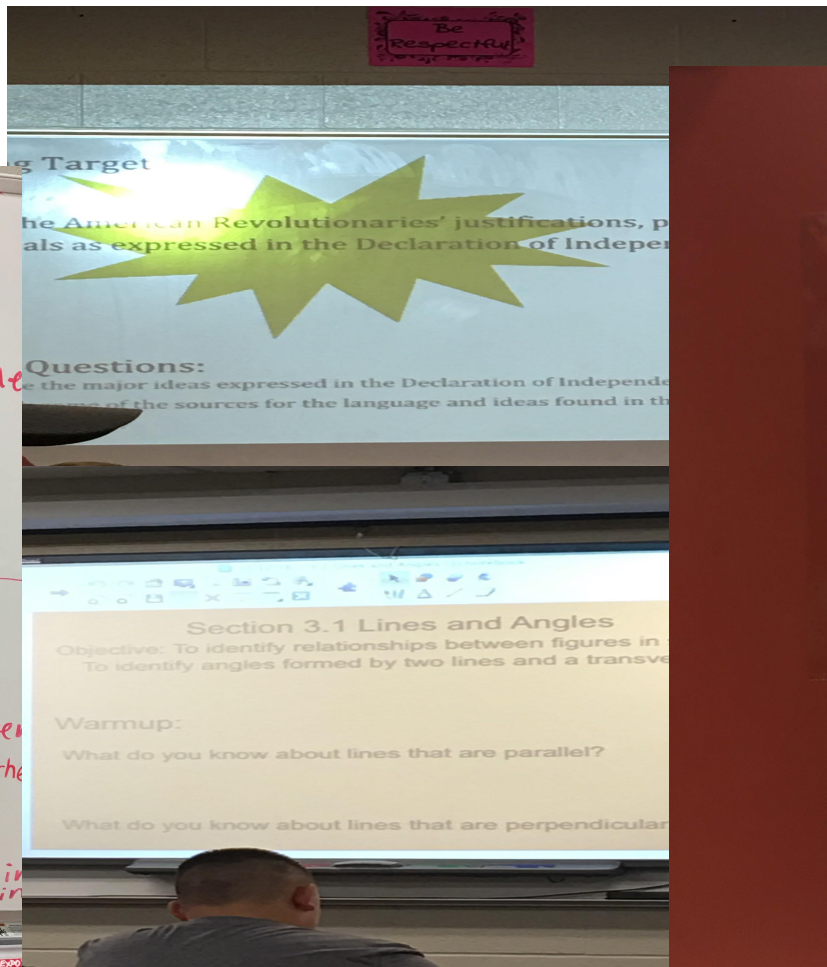
How does this look in the classroom?

WT -

- ① SWBAT show improvement on your vertical. (Increase)
- ② SWBAT to track completion and changes on your lifting plans.

9th Grade

- ① SWBAT demonstrate proper technique in the serve and overhead in badminton.
- ② SWBAT keep your heart rate in target heart rate zone during badminton.



... and determine, based on my log, what actions I should take to keep improving when weight training



I know FITT & I can apply *all parts of FITT* to making improvements when weight training.



I know all parts of the FITT principle and I can apply *at least 1* to making improvements when weight training.



I know one thing about FITT Principle and how to apply it to weight training.

Students will:
 * Describe what homeostasis is and give specific examples of homeostasis occurring within organisms

Standards

GOAL ACHIEVED

1 I know that the historical inquiry process requires me to use sources but not sure what else I am suppose to use

2 I know and can identify primary and secondary sources that can help support my main idea

3 I can pose a question and use my research skills to find credibly primary and secondary sources to support my thesis statement

I Can Present my thesis and showcase my research skills to my class to discuss

Include

- 1 year
- 1 Person Group
- 1 "Talk a story"

Quality Component of Thesis!

KEEP CALM Finished Yet

ABOVE & BEYOND

THIS IS OUR GOAL!

Quality Component of Thesis!

I probably know something

4- Grammar * god/goddess

3- Use correctly pronounce body parts

2- Memorize words

1- Words seem somewhat familiar

0- Brand new, unfamiliar words

Schedule

8:15-8:35 - TA
 8:35-9:10 - 1st
 9:30-10:25 - 2nd
 10:28-11:12 - 3rd
 11:15-11:59 - 4th
 11:59-12:29 - Lunch
 12:32-1:21 - 5th
 1:24-2:13 - 6th
 2:16-3:05 7th

2nd

Includes Ramp up 8:45-9:00 - Lines 9:30

Target Goal

Learning Goal

Standards-Based Learning Progression

RESOURCE MATH
 I CAN USE PICTURES AND MANIPULATIVES TO READ, WRITE, COMPARE, AND ORDER FRACTIONS/DECIMALS.

RESOURCE ENGLISH
 I CAN DEVELOP THE SKILLS TO DETERMINE THE DIFFERENCE BETWEEN THE MAIN IDEA AND DETAILS IN READING

ACADEMIC RESOURCE
 I CAN USE THE NECESSARY SKILLS TO TAKE OWNERSHIP OF MY ACADEMIC PROGRESS.

Infomational Text Unit

7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.5.1.2 Determine two or more central ideas in a text and analyze in their development over the course of the text, provide an objective summary of the text.

7.5.1.3 Analyze the interaction between individuals, events, and ideas in a text.

7.5.1.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.5.1.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7.5.1.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LEARNING PROGRESSION

In addition to a 3.0, I can:

- 1 Research additional evidence that supports the analysis of what the texts says explicitly as well as inferences drawn from the text. (7.5.1.1)
- 2 Analyze the relationship of the supporting details to the central idea's development. (7.5.1.2)
- 3 Analyze and make connections between individuals, events, and ideas in a text. (7.5.1.3)
- 4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text. (7.5.1.4)
- 5 Analyze the role of particular sentences in developing and refining a key concept. (7.5.1.5)
- 6 Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (7.5.1.6)

Fossils and Geologic Time

With help, the student has partial success with score 2.0 and score 3.0 content

1

2

3

4

Earth scientists, such as paleontologists and geologists, believe that Earth's history has changed over time.

1. A timeline for Earth's history spans geologic eras, change in environmental conditions and the fossil record.

2. A large amount of geological evidence is used to determine the age of Earth's surface.

3. Fossils and compare the direction of the geologic time scale.

4. Define the term "biotic" and list the five main types of biotic and abiotic age.

5. Define the layers of superposition and cross-cutting relationships and explain how geologists use the geologic time scale to divide Earth's history.

6. Research Minnesota's past geographic location and environmental conditions based on the fossil evidence.

7. Create a cross-section of rock layers and geologic events using the Law of Superposition and Law of Cross-cutting Relationships.

Mathematics

Decimals and Integers

Learning Goal:

6.1.1.2 Compare positive rational numbers represented in various forms. Use the symbols $<$, $=$, and $>$.

6.1.1.3 Understand that percent represents parts out of 100 and ratios to 100.

6.1.1.4 Determine equivalences among fractions, decimals and percents; select among these representations to solve problems.

6.1.1.7 Convert between equivalent representations of positive rational numbers, including standard algorithms.

6.1.3.4 Multiply and divide decimals and fractions using efficient and generalizable procedures, including standard algorithms.

6.1.3.4 Solve real-world and mathematical problems requiring arithmetic with decimals, fractions, and mixed numbers.

6.1.3.5 Estimate solutions to problems with whole numbers, fractions, and decimals and use the estimates to check the reasonableness of results in the context of the problem.

6.1.3.5.1 Students will be able to read, write, represent, and compare positive rational numbers expressed as fractions, decimals, percents and ratios.

6.1.3.5.2 Students will be able to write positive integers as products of factors.

6.1.3.5.3 Students will be able to use fraction, decimal, percent and ratio representations in real-world and mathematical situations.

Learning Goal:

4 I can:

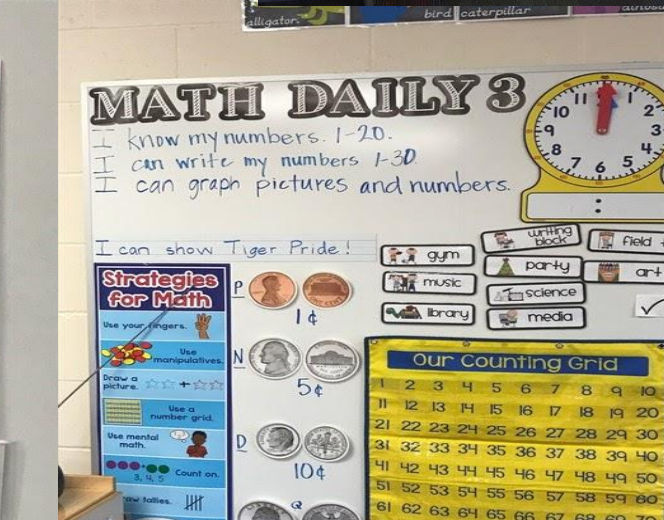
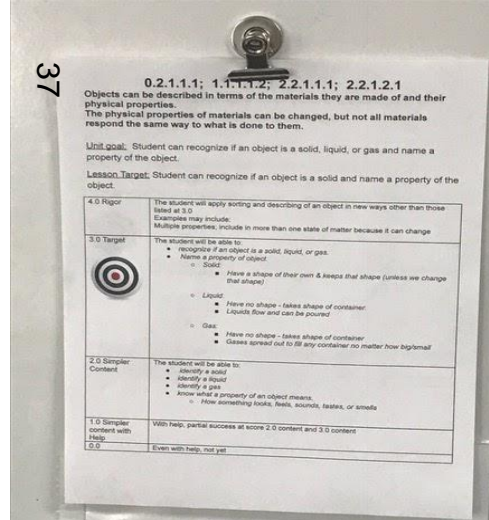
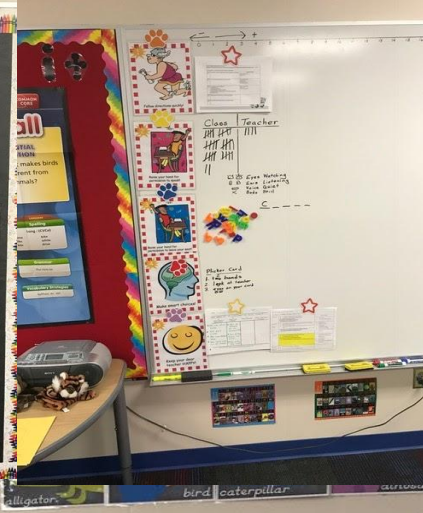
- 1 Translate efficiently between fraction, decimal, and percent forms of positive rational number to solve problems.
- 2 Determine equivalences among fractions, decimals, and percents but reverts to one representation to solve problems (e.g., changes everything to decimals).
- 3 Multiply and divide decimals and fractions using efficient and generalizable procedures, including standard algorithms.

2 I can:

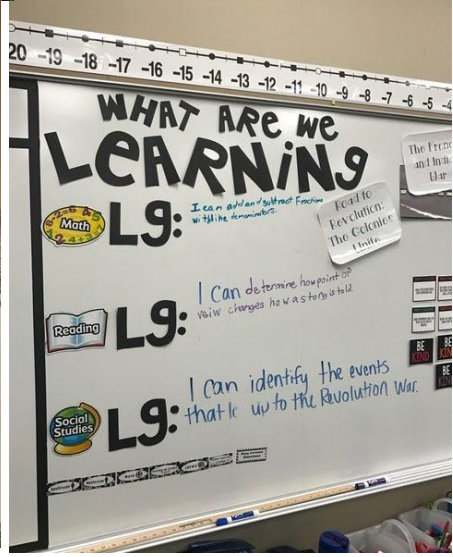
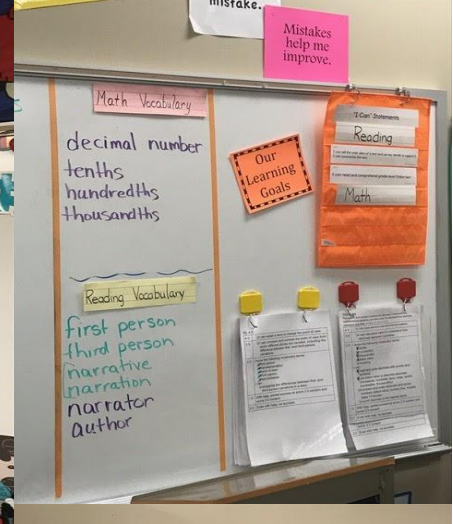
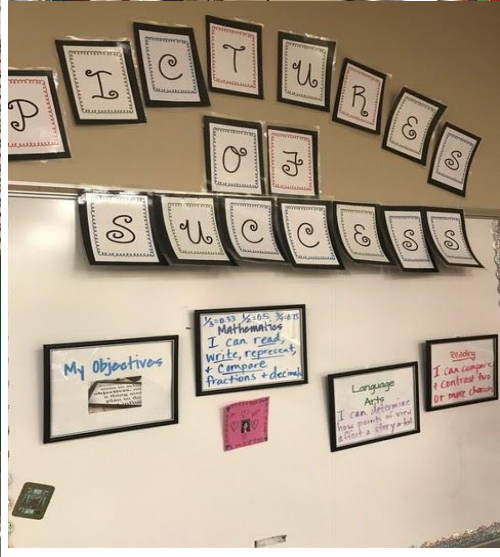
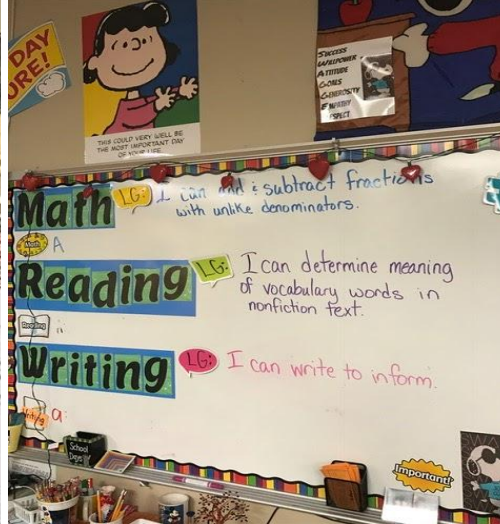
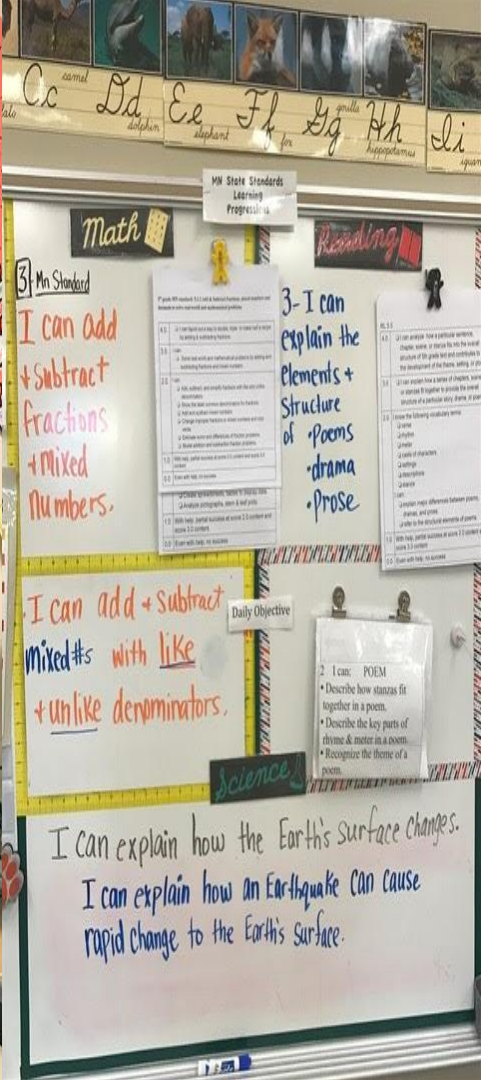
- 1 Recognize equivalences among common fractions, decimals, and percents.
- 2 Locate positive rational numbers on a number line and plot pairs of positive rational numbers on a coordinate grid.
- 3 Convert between equivalent representations of positive rational numbers.
- 4 Determine equivalences among fractions, decimals and percents, select among these representations to solve problems.

3 I can:

- 1 Apply to operations 2 or 3 with help.
- 2 Even with help, student is not able to complete task.



1. Follow directions immediately
2. Keep hands, feet, and objects to yourself



How does this look in the classroom?

- [Preschool Video](#)
- [Elementary Video](#)
- [Middle School Video](#)



Next Steps

- Continue aligning standards, learning progressions and resources in March. Will lead into curriculum work this summer to align and outline PreK-12 curriculum scope and sequence.
- Continuing professional development on how to monitor learning in the classroom to increase student achievement.



To: Dr. Julia Espe
Superintendent
Princeton Public Schools

From: Cindy Leines, CEO
Chelsea Janke, Client Services Manager

RE: Website Recommendations
Date: February 7, 2017

To support the District's mission as "an innovative leader in instruction, developing in every learner the ability to succeed in an ever-changing world," the online presence and effective use of current technology is very important. Technology is at the forefront of being perceived as an innovative leader in education. The website is one of the most visible communication tool and for prospective students and parents it is one of the first places they go to learn about the district.

The following audit of the current Princeton Public Schools website is based on the evaluation of:

- the use of website best practices
- the ability to monitor and manage the website at various administrative levels:
 - overall District communications,
 - individual building communications, and
 - classroom/activity communications.
- mobile responsiveness (ability to navigate and view on multiple devices and in various browsers)

BACKGROUND INFORMATION ON CEL AND OUR WORK WITH SCHOOLS:

CEL has worked with numerous schools and districts as their communication advocate and advisor. Our team has experience in working with districts in a variety of capacities, including:

- the selection of the best platform to meet district needs and budget
- project managing the entire web design and development on behalf of the district

P 763.559.6058
TF 888.CEL.2780
W celpr.com



- providing graphics and content migration services
- website triage
- consultation

In August and September of this year, CEL worked with the Princeton Public Schools team and helped modify the current web site and content as much as possible within the Google sites platform and immediate timeframe. In order to implement and manage the required updates, a number of work-around had to be done to fulfill the immediate communication needs of the District for the start of the school year. Through this process, CEL heard feedback from staff regarding their needs and frustrations with the website. While Google sites has within Google sites requires significant resources of a single webmaster to manage the site for the district and all buildings.

Website Triage Completed

The following landing pages were updated:

- Homepage
- Early Childhood
- Hand in Hand Preschool
- Primary School
- Princeton Intermediate
- Middle School
- High School
- About Us
- Banner for the SKYWARD access page
- Side Navigation has been updated throughout the website to help visitors flow between pages and back to the district homepage

The following pages have been created:

- Grand Opening Announcements
- Welcome Back from Julia
- Back to School Information Banner for each school
- Academics and Guidance Center: CEL pulled in the content from the Career/Guidance Center

WEBSITE RECOMMENDATIONS

CEL is recommending that Princeton Public Schools considers a new website platform based on the following findings:

- The current platform (Google Sites) is not a **mobile responsive** website. Meaning those who access the website from a tablet or phone will have a poor **user experience** when attempting to find content relevant to their needs or inquires
 - **NOTE:** 43% of current website visitors access the site using a mobile device and/or tablet
- Staff-use the website as a communication tool for current parents. When a message needs to be viewed by the majority of parents but does not fit into the Skyward software, there is no solution that is simple to administer by staff and easy to access by parents.
 - For critical school updates such as: school closings, lockdowns, transportation issues etc. CEL suggests a platform that allows for an **alert** or **pop up**. Google sites does not currently offer this feature.
- Google Sites only allows for minor HTML modifications, making custom templates difficult to create. Googles' HTML set up has known bugs that prevent code updates from saving and frequently changes the formatting of other content.
- The Google Sites search functionality is limited. Often the results of a search bring the user to a blank page, or a page with one word relevant to the search. CEL suggests a platform that allows users to search by assigned keywords and categories throughout the website.
- Google Sites does not allow for dynamic navigation setup which means that anytime a site administrator or teacher attempts to create a new page, they are also required to manually add the new page to the side navigation menu and to every page within the section. This cumbersome process increases administrative time and requires multiple levels of training for all staff who are utilizing website for any form of communications.

- A clean, functional and easy-to-use and navigate website has become an expectation by stakeholders, especially when competing for open enrollment. We are recommending a web redesign and development utilizing one of the platforms that provides custom, admin-friendly solution that can also track usage. Given the workload of existing staff, CEL suggests utilizing a **maintenance program** to help with content and image updates on the site throughout the years.

Current Content Need(s):

- Student pages (example: prom, yearbook, student council) could be kept in Google Sites, directed out from the main website, and shared with the student body. Other districts have used this approach.
- Content for prospective students for early childhood through high school recruitment
- District leadership team bios w/pics and contact information (interactive directory)
- An anonymous staff bulletin board (Intranet or Portal), for questions and comments directed to the district office team.
- Event page/template

Feature Program Highlights that are Missing or Unclear on the Website

- Spanish Immersion highlights along with strategy and growth plan for prospective students
- Gifted and talented coordinator at each school integration into brand messaging plan
- STEAM integration into brand and messaging for the middle school

RFP or RFQ and Pricing

The RFP or RFQ for the website design and development will be written with all functionality, integration and specifications included and made public. It is critical that whichever platform or software company is chosen (based on the selected criteria) understands the needs of the district's multiple stakeholders.

Pricing for website design and development can range significantly in price and in capabilities. Based on our observations of Princeton Public School needs and long-term goals, a platform that focuses on schools and their best practices is imperative to the efficient achievement of those goals. The following price range for website design and development is determined on initial conversation about needs and what other districts have found the price range to be within.

Startup costs: \$10,000 - \$20,000* (one-time fee)

*dependent on whether using a pre-designed template from the vendor or a custom designed theme to Princeton Public Schools specifications.

Annual ongoing hosting, maintenance, support: \$10,000 - \$15,000 / year*

*dependent on how much support your district will require, how much integration of the software is required with other platforms (learning management systems, notification systems, social media etc.)

Note: Most vendors will work with Districts to spread out the costs for the first year startup costs across the entire contract. This is an area of negotiation once the top vendor(s) are selected. Many vendors ask for multi-year commitment and they may give additional discounts for signing.

*The upper range of the annual prices would be reached by the following:

- custom design build outs instead of using pre-designed themes
- integration of social media mashups
- extensive integration with other communication platforms, LMS or software used within the district
- use of parallax video animation
- other custom functionality

CEL Project Management Fees* (one-time fees)

\$5,600 - \$16,800*

*Based on actual project management, content migration, integration assistance needs, and search engine optimization implementation.

CEL will focus on the strategic direction utilizing online best practices and knowledge of multiple platform vendors and the district's needs and goals. This price is based on a go-live date no later than July 31, 2017.

PRINCETON PUBLIC SCHOOLS
Substitute (Casual and Long-Term), Homebound Teachers, and Classified Staff
Employment

I. PURPOSE

The purpose of this policy is to ensure school administrators and staff members consistently implement and administrate the wage, benefit, license, PELRA and tenure package for short-call and long-call substitute teachers.

II. GENERAL STATEMENT OF POLICY

The superintendent or his/her designee shall develop a comprehensive policy to cover issues surrounding the employment of substitute teachers.

III. DEFINITION AND LICENSURE

Under the Minnesota Rules, substitute teachers are divided into two classes, long call substitute teachers, and short call substitute teachers. Both classes are required to hold licenses, and are defined by Min.. R. 8700 as follows:

Subpart. 1 Short call substitute teacher. A short call substitute teacher is one who teaches on a day-to-day basis not to exceed 15 consecutive days replacing the same teacher. A short call substitute teacher shall hold a Minnesota license or short call substitute license. These licenses are valid for functioning as a short call substitute teacher at all grade levels in all fields.

Subpart. 2. Long call substitute teacher. A long call substitute teacher is one who replaces the same teacher for 15 or more consecutive days. Long call substitute teachers shall hold an entrance or continuing license for each licensure area taught or a variance must be approved by the Department of Education.

Subpart.3. Homebound Teachers. The selection of homebound teachers shall be the responsibility of the respective building principal. Salary shall be paid at the rate established in negotiations. There shall be remuneration paid for mileage to and from the student's home.

NOTE: All substitutes must be employed through Teachers on Call in order to work in Princeton Public Schools.

IV. DURATION AND TENURE

Minn. Stat.122A.44 addresses substitute teachers in the following manner:

Subd. 1. The board must employ and contract with necessary qualified teachers and discharge the same for cause.

Subd. 2. The board must not hire a substitute teacher except:

- (1) For a duration of time of less than one school year to replace a regular teacher who is absent; or
- (2) For a duration of time equal to or greater than one school year to replace a regular teacher on a leave of absence.
- (b) If a substitute teacher is hired pursuant to paragraph (a), clause (2), each full school year during which the teacher is employed by a district pursuant to that clause shall be deemed one year of the teacher's probationary period of employment pursuant to either section 122A.40, subd. 5, 122A.41, subd. 2. The teacher shall be eligible for continuing contract status pursuant to section 122A. 40, subd.7, or tenure status pursuant to section 122.41, subd 4, after completion of the applicable probationary period.

V. PELRA BARGAINING UNIT STATUS

PELRA specifically states that the following employees are considered public employee:

“(1) An employee hired by a school district...(i) to replace an absent teacher or faculty member who is public employee, where the replacement employee is employed more than 30 working days as a replacement for that teacher or faculty member; or (ii) to take a teaching position created due to increased enrollment curriculum expansion, courses which are a part of the curriculum whether offered annually or not, or other appropriate reason.” Minn. Stat. 179A.03, Subd. 14.

Even though substitute teachers who are hired for less than one year are not covered by continuing contract rights under Minn. Stat. 122A.44 subd.2, they are covered by PELRA if they satisfy either of the above conditions. All long call, working for more than 15 consecutive days, substitute teachers, who are deemed public employees will be represented by the teachers bargaining unit because all substitute teachers are required to hold a license.

VI. WAGE DETERMINATION

Short Call/Casual Substitutes: The daily rate of pay for casual/short call subs is \$125.00

per day; \$135.00 per day for District #477 retirees.

Long Call Substitutes: After 15 days of consecutive work in the same position, the long call substitute teacher is paid the daily rate of a teacher on Lane/BA Step/1 wages retroactive to the first day of consecutive work.

The Superintendent may employ a long call substitute at higher wage rate if the position requires a Master's Degree.

VII. BENEFIT DETERMINATION

1. Short call substitute teachers are not eligible for benefits through Princeton Public Schools.
2. Long call substitute teachers, working for more than a 90 day period, who have a signed contract are eligible for the following benefits:

Personal Leave:

Personal leave on a prorated basis, is available for long-call substitute teachers who have a signed contract. Personal leave is prorated based on the FTE as designated in the long call substitute contract. The maximum personal leave accrued is two (2) days per school year if the long call substitute teacher works consistently for one (1) school year. Personal leave is not carried over, or cashed out for long call substitutes.

Sick Leave:

Sick leave, on a prorated basis, is available for long call substitute teachers who have a signed contract. Sick leave is prorated on the FTE as designated in the long call substitute contract. The maximum sick leave accrued is 13 days per school year if the long call substitute teacher works consistently for one (1) school year. Sick leave is not carried over or cashed out for long call substitutes.

Insurance:

Health, Dental, life and disability benefits are available for long call substitute teachers who hold a position and have a signed contract for 90 working days, or more, for at least 30 scheduled hours of work per week in any given school year.

VIII. CONTRACT

A Teacher hired as a long call substitute will be put on a long call substitute teacher contract if the start and end date are known and if the duration of time is more than 90 days.

LICENSED STAFF

Casual Substitutes

~~The expectation is that teachers are responsible to use the substitute software program for securing the services of substitute teachers. All substitutes employed by the school district are required to have valid short call or teaching certificates.~~

Each sub will work and be paid a minimum of one-half day. The rate of pay for casual substitutes is \$115.00 per day; \$125.00 per day for District No. 477 retirees.

Long-Term Substitutes

Long-term substitute teachers who are employed in the same teaching position for more than 30 consecutive working days in any calendar year shall be paid in accordance with the provisions of the Master Agreement.

Homebound Teachers

The selection of homebound teachers shall be the responsibility of the respective building principals.

Salary shall be paid at the rate established in negotiations. There shall be remuneration paid for mileage to and from the student's home.

CLASSIFIED STAFF

Substitutes

The rate of pay for all **SUBSTITUTES for classified employees** shall be \$.25 less per hour than the lowest starting salary.

Part-Time Positions

Employees working in a PART-TIME POSITION with less than the number of hours necessary for consideration in a collective bargaining unit shall be paid **the same rate per hour** as the lowest starting salary within the respective unit.

IX. CLASSIFIED STAFF

1. Substitutes:

The rate of pay for all substitutes for classified employees shall be \$.25 less per hour than the lowest starting salary.

Adopted: July 27, 1982

Revised: August 17, 1993

Revised: August 26, 1997

Revised: April 27, 1999

Revised: January 9, 2001

Revised: February 26, 2002

Revised: September 13, 2005

Revised: November 10, 2008

Reviewed: December 21, 2010

Revised: April 23, 2013

Reviewed: August 4, 2015

Revised: January 17, 2017

**PRINCETON PUBLIC SCHOOL
SCHOOL BOARD MEMBER COMPENSATION AND EXPENSE**

Minnesota statutes permit persons who serve on public school boards to receive compensation and reimbursement for expenses incurred while performing school board responsibilities. It is the policy of this district to compensate board members in the amount of ~~\$350.00~~ 450.00 per month. The individual board member serving as chairperson will receive an additional \$100 per month. Board members will receive \$50 per official standing board committee & appointment meetings. MSBA training will be allowed at \$50.00 rate per day as well. The School Board Chairperson has authority to appoint members to standing committees. In addition the School Board Chairperson can designate payments for attendance in district meetings that are not standing committees. School board members who attend meetings outside the district will receive reimbursements for expenses outlined in school district policy 412.

~~The Board's compensation is part of the Organizational Meeting and will be reviewed at that time. A board member can make a recommendation regarding compensation at the organizational meeting. The recommendation will then be considered at both finance and policy committees before formal action is taken.~~

Official Princeton School Board Committees:

Activities

Certified Negotiations

Classified Negotiations

~~Community Education /Early Childhood Family Education~~

Finance

~~Meet & Confer~~

~~MN State High School League~~

~~Oak Land Vocational Program*~~

Policy

Project Oversight Committee

~~Rum River Special Education Cooperative~~

~~Schools for Equity in Education (SEE)~~

Teaching and Learning

Transportation

Wellness

~~*Oak Land Vocational Program reimburses Board members directly.~~

Official Princeton School Board Appointments:

Community Education/Early Childhood Family Education

Meet & Confer

MN State High School League

Rum River Special Education Cooperative

Schools for Equity in Education (SEE)

Wellness

Adopted: July 2, 1987

Revised: January 12, 1993

Reaffirmed: January 4, 1994

Reaffirmed: January 3, 1995

Reaffirmed: January 9, 1996

Revised: January 14, 1997

Reaffirmed: January 13, 1998

Reaffirmed: January 12, 1999

Reaffirmed: January 11, 2000

Revised: January 26, 2007

Revised: February 14, 2007

Reaffirmed: May 14, 2013

Revised: November 18, 2014

Reaffirmed: January 5, 2016

Revised: February 7, 2017

PRINCETON PUBLIC SCHOOLS ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

<p>Early Childhood Program: <u>Family Center</u></p>	<p>Birth through age 5 <u>Birth through age 5</u></p>
<p>Elementary Schools: <u>Primary School</u> <u>Intermediate School</u></p>	<p>Grades K through 5 <u>Grades K-2</u> <u>Grades 3-5</u></p>
<p>Secondary Schools: Middle School: High School:</p>	<p><u>Grades 6-12</u> Grades 6 through 8 Grades 9 through 12</p>
<p>Student Services: <u>Area Learning Center (ALC)</u> <u>Princeton Online Academy</u> <u>Educational Options</u></p>	<p><u>Grades 9 through 12</u> <u>Grades 3 through 12</u> <u>Grades K through 12</u></p>

- B. The superintendent may seek school board approval to administer certain programs on a non-graded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

- B. ~~“Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.
Children who are five years of age on September 2 through October 31 of the calendar school year may enroll in Kindergarten only if they meet the district’s early admission to Kindergarten criteria, established in Policy.~~
- E. B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter Kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Revised: April 15, 2014
Reviewed: October 20, 2015

PRINCETON PUBLIC SCHOOLS RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with

religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

- Legal References:**
- U. S. Const., amend. I
 - Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
 - Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
 - Minn. Stat. § 121A.10 (Moment of Silence)
 - Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
 - Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)
 - Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
 - Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
 - Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No 1*, 690 F.3d 996 (8th Cir. 2012)
 - Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8th Cir. 2004)
 - Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8th Cir. 2003)
 - Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8th Cir. 1997)
 - Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8th Cir. 1980)
 - Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8th Cir. 2009)
 - Child Evangelism Fellowship v. Elk River Area Sch. Dist. No 728*, 559 F. Supp.2d 1136 (D. Minn. 2009)
 - LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)
 - Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
 - Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
 - Minn. Op. Atty. Gen. No. 63 (1940)
 - Minn. Op. Atty. Gen. No. 120 (1924)
 - Minn. Op. Atty. Gen. No. 121 (1924)
- Cross References:**
- MSBA/MASA Model Policy 801 (Equal Access to Facilities of Secondary Schools)

Adopted: February 14, 2006
Revised: October 20, 2015
Reviewed: January 17, 2017

**PRINCETON PUBLIC SCHOOLS
FIELD TRIPS**

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. ~~Every effort will be made to leave Sundays and Wednesday Evenings open so that students may participate in non-school activities. Any exceptions must be approved by the school board.~~ Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. ~~An extended field trip is any trip that covers more than 400 miles (round~~

~~trip) or involves at least one overnight stay. An extended trip may be instructional or supplementary to the school curriculum. Exceptions to this policy may be granted as teams/individuals advance through MSHSL tournament play or in cases where a group/individuals advance as a result of winning an official school activity or competition, e.g., D.E.C.A., F.F.A., National Conventions or Historical Events. These trips are subject to review and approval of the Superintendent and School Board.~~

- ~~1. Trips that involve one or more overnights stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted ro expedited to accommodate emergencies or contingencies (e.g., tournament competition).~~
- ~~2. Extended Field Trips may take place on a regular schedule in a rotation established by the staff and administrators.~~
- ~~3.2~~ The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for

purposed of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
2. An employee must obtain approval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If pre approval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. ~~LOCAL REGULATIONS~~

- ~~A: All requests for extended trips and/or Sunday or Wednesday Evening trips are to be submitted to the superintendent on the Field Trip Request form.~~
- ~~B: The teacher/sponsor must first secure approval from the building principal. If approved by the principal, the plan is then to be submitted to the superintendent for approval and shall then be presented to the school board. Approval at each appropriate level is required before organizing with students.~~
- ~~C: Attending students must submit a permission slip/medical release signed by their parent or guardian. The slips are to be collected by the teacher/sponsor who is to file the slips with the building principal before the trip begins. Slips will define details of trip. No slip - no trip.~~
- ~~D: Safety instructions and conduct expectations shall be explained at a trip orientation meeting involving students, chaperones, and parents.~~
- ~~E: Proposals shall include plans for supervision. Supportive personnel or other adults (over 21) may act as chaperones. The recommended ratio is no less than 1 chaperone per 10 students. Background checks are required (see policy 404 Employment Background Checks).~~

- ~~F. The teacher/sponsor shall check to make sure insurance and liability coverage is available.~~
- ~~G. All trips are limited to a maximum of two school days' absence unless dates of participation are dictated by the event, making the limit impossible to meet.~~
- ~~H. All rules of school shall apply. In the event a serious discipline problem develops, the supervisor in charge shall contact the home and advise the parents of the problem and that the student may be returned home immediately at the parent's expense.*
*This is to be noted on parent permission slips.~~
- ~~I. All extended student field trips must conform to Princeton Public Schools Activities Program, Policy 510, and may not conflict with conference championship MSHSL sub-section, section or state tournaments.~~
- ~~J. Transportation shall be furnished through a commercial carrier or school-owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.~~

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011. Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454 Subd. 13 (Type III Vehicle Standards-Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District

Employees)

Policy 404 (Employment Background Checks)

Policy 423 (Employee – Student Relationships)

Policy 506 (Student Discipline)

Policy 510 (Activities Program)

Policy 707 (Transportation of Public School Students)

Policy 709 (Student Transportation Safety Policy)

Policy 710 (Extracurricular Transportation)

Adopted: August 23, 1983

Revised: January 12, 1999

Revised: August 9, 2005

Revised: December 8, 2009

Revised: March 11, 2010

Revised: October 26, 2010

Revised: October 25, 2011

Revised: October 21, 2014

Revised: October 20, 2015

Revised: January 17, 2017

PRINCETON PUBLIC SCHOOLS
HOME SCHOOLING

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3 4, and 4, 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School

League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)
 Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
 Minn. Stat. § 123B.36 (School Boards May Require Fees)
 Minn. Stat. § 123B.41 (Definitions)
 Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)
 Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
 MSBA/MASA Model Policy 510 (School Activities)

Adopted: July 20, 1993
 Revised: January 11, 2000
 Revised: January 9, 2001
 Revised: March 13, 2007
 Revised: July 17, 2012
 Revised: October 20, 2015
 Reviewed: January 17, 2017

PRINCETON PUBLIC SCHOOLS

SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to implement procedures for testing, test security, ~~reporting~~, documentation, ~~notification to students and parents~~ and ~~student~~ record keeping ~~in accordance with Minnesota law~~.

~~III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR~~

~~The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the state required test administration plan. The school district test administrator shall file the plan with the Department of Education ("Department") and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:~~

- ~~A. The graduation requirements;~~
- ~~B. The number of opportunities a student shall have to retake Basic Skills Tests (BSTs) or Graduation Required Assessments for Diploma (GRAD) during each year;~~
- ~~C. The opportunities for remediation for a student who has not passed BSTs or GRADs;~~
- ~~D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic standards;~~
- ~~E. The process for appealing the school district's response to requests in item C.;~~
- ~~F. The method to report breaches in test security procedures to the school district and the Department; and~~

~~G. Procedures for meeting the needs of Limited English Proficient students; students who require an IEP or students who require Section 504 Accommodation.~~

~~IV. TEST SECURITY~~

~~A. Security Requirements. When administering state-required tests for basic standards or graduation requirements, the school district shall observe the following test security measures in addition to any requirements imposed by the Minnesota Department of Education:~~

- ~~1. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after each test administration;~~
- ~~2. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34;~~
- ~~3. No copies of test booklets, test questions, or answer sheets shall be made; and~~
- ~~4. The school district shall report any violations of test security to the Department. The Department shall receive reports of violations of test security from anyone with knowledge of such an incident.~~

~~B. Security Violations.~~

~~The district test administrator shall investigate any reported incidents or breaches in test security and report to the Department as required by state testing guidelines and regulations. The consequences of a violation of test security may include:~~

- ~~1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or~~
- ~~2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.~~

~~V. SCHOOL DISTRICT REPORTING TO THE DEPARTMENT AND PUBLIC~~

- A. ~~The school district shall report the curriculum, instruction, and assessment information required by the Minnesota Department of Education annually by October 15 in a format to be determined by the Department.~~
- B. ~~The school district shall prepare annually by October 15 a public report of the curriculum, instruction, and assessment information information required by the Department. The report shall include all information as required by the Department. This report shall be available to the public on the district's web site. Notification of the availability of this report shall be made through the official newspaper or through publications sent to all households in the school district.~~

~~VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT~~

~~The school district shall maintain records necessary for program audits conducted by the Department.~~

~~I. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS~~

- A. ~~Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.~~
- B. ~~Notice of Graduation Requirements. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parents and the student written notice of:

 1. ~~The graduation requirements; and~~
 2. ~~The grade in which the student shall have the first opportunity to take a test in basic standards or graduation testing requirements.~~~~
- C. ~~Notice of Test Results and Remediation Opportunities. The school district shall provide no later than 30 working days after the district receives individual results of basic standards or graduation testing requirements, written notice to the parents and the student of:

 1. ~~Basic standards or graduation test results; and~~
 2. ~~Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year.~~~~

- a. ~~The process by which a parent or student can request additional testing and testing accommodations after April 1; and~~
 - b. ~~The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.~~
- D. ~~Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by the Minnesota Department of Education, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal the Department's proposal.~~

VIII. ~~STUDENT RECORD KEEPING~~

- A. ~~Test Results. The school district shall keep a record on each student that includes:~~
- 1. ~~The basic standards tests and graduation tests taken; and~~
 - 2. ~~The results of the most recent basic standards and graduation tests given.~~
- B. ~~Student Progress. Individual student progress shall be reported on a student record as described in items 1. to 4. below.~~
- 1. ~~“Pass-state level” shall be noted on the record of a student who passes a basic standards or graduation test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.~~
 - 2. ~~“Pass-individual level” shall be noted on the record of a student who passes a basic standards or graduation test with a modification established in the IEP or Section 504 Accommodation plan in accordance with Minn. Rules Part 3501.0090.~~
 - 3. ~~“Pass-translation” shall be noted on the record of a student who passes a basic standards or graduation test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.~~

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the Assurance of Test Security and Non-Disclosure.
- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

2. Responsibilities after testing.

- k. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- l. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- m. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- n. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- o. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- p. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator.

- 1. Responsibilities before testing.
 - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - i. Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing condition, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - i. Provide training on proper test administration and test security.
 - ii. Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - i. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - ii. Organize secure test materials for online administration and keep them secure.
 - iii. Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must

address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

- j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s)

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the Test Security Notification in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.

- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified test have opportunity to become familiar with test format, item types, and tools prior to test administration.

2. Responsibilities on testing day(s)

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.
- D. School Assessment Coordinator
1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer test, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
 - d. Identify appropriate test for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedure; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administration's online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

- g. Maintain security of test content and test materials.
 - i. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - ii. Organize secure test materials for online administrations and keep them secure.
 - iii. Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - iv. Identify need for additional test materials to district assessment coordinator.
 - v. Provide MTAS student data collection forms if necessary.
 - vi. Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts and Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - vii. Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and pre printed student information on the label is accurate.

2. Responsibilities on testing day(s)

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure all district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for test administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before Test.

- i. Receive and maintain security of test materials.
 - ii. Verify that all test materials are received.
 - iii. Ensure proper number of computers/devices or paper accommodated test materials are present.
 - iv. Verify student testing tickets and appropriate allowable materials.
 - v. Assign numbered test books to individual student
 - vi. Complete information as directed.
 - vii. Record extra test materials.
- b. During test.
- i. Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - ii. Follow all directions and scripts exactly.
 - iii. Follow procedures for restricting student access to cell phones and other electronic devices.
 - iv. Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
 - v. Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
 - vi. Do not review, discuss, capture, email, post or share test content in any format.
 - vii. Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

- viii. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - ix. Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
 - x. Report any possible security breaches as soon as possible.
- c. After test.
- i. Follow directions and scripts exactly.
 - ii. Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
 - iii. Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for test administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s)
 - a. Before the test.

- i. Maintain security of materials.
 - ii. Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - i. Administer each task to each student and record the score.
 - ii. Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - iii. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - iv. Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - i. Keep materials secure.
 - ii. Return all materials.
 - iii. Return objects and manipulatives to classroom.
 - iv. Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.

- c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

- a. Ensure accurate enrollment of students in schools during the accountability windows.
- b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

B. Students will be informed of the following:

- 1. The importance of test security;
- 2. Expectation that students will keep test content secure;
- 3. Expectation that students will act with honesty and integrity during test administration;
- 4. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

- 1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- 2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklists provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
6. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
7. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
8. Record of staff training and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References: Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
 Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
 Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)
 Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: June 20, 1985

Revised: June 22, 1999

Adopted: April 23, 1996

Revised: July 21, 1998

Revised: April 22, 2008

Reviewed: October 20, 2015

Revised: January 17, 2017

PRINCETON PUBLIC SCHOOLS

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

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having IEP, Section 504 Accommodation, or LEP needs to meet the graduation requirements of state-required basic skills and graduation required testing.

II. GENERAL STATEMENT OF POLICY

A. The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.

B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See the “Procedures Manual for the Minnesota Assessments” which ~~can be found on the Minnesota Department of Education’s (MDE’s) Minnesota Assessments, General Resources, website at http://www.mnstateassessments.org/wp-content/uploads/2013/07/2013-2014_Procedures_Manual_final_for_posting.pdf~~. Is produced by the Minnesota Department of Education and available through personaccess.com

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

See chapter 5 of the current “Procedures Manual for the Minnesota Assessments.”

V. RECORDS

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

Legal References: Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 Minn. Rules Parts 3501.0640-3501.0635 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

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

Adopted: July 21, 1998
 Revised: April 22, 2008
 Reviewed: November 23, 2010
 Revised: November 18, 2014
 Revised: October 20, 2015
 Revised: January 17, 2017

**PRINCETON PUBLIC SCHOOLS
STAFF DEVELOPMENT FOR STANDARDS**

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the ~~Graduation Standards~~ Graduation Assessment Requirements and the federal and state requirements.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The District Instructional Leadership Committee (the "Committee"), shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Graduation Standards~~ Graduation Assessment Requirements and the No Child Left Behind Act at all levels. The Committee will advise the school board on the planning of staff development opportunities. The superintendent may direct the duties of the Committee to any existing committee with similar and relevant responsibilities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Graduation Standards~~ Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for ~~Graduation Standards~~ Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Graduation Standards~~ Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who

assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Independent School District #477
Princeton, Minnesota 55371

Adopted: June 9, 1998
Revised: July 21, 1998
Revised: November 22, 2005
Revised: April 22, 2008
Revised: November 18, 2014
Revised: January 17, 2017

**PRINCETON PUBLIC SCHOOLS
ONLINE LEARNING OPTIONS**

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

- A. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 122A.22, Subd. 4, for purposes of compulsory education.
- B. “Full-time online provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- C. “Online course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the

Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

- D. “Online learning” is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
- E. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- F. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.
- G. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- H. “Supplemental online learning” means an online course taken in place of a course period during the regular school day at a local district school.

IV. PROCEDURES

- A. Dissemination and Receipt of Information
 - 1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
 - 2. The school district will receive and maintain information provided to it by online learning providers.
 - 3. The online learning provider must report or make available information

on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The

school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. A supplemental online learning student who is a full time student of Princeton High School may not add additional classes after the first five (5) days of the trimester. Students may drop online learning courses without penalty through the first six weeks of each trimester. After this time, classes dropped with earn a grade of “F” and will affect the student’s GPA.
5. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider’s online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student’s parent, and the online provider; and the online provider may make available a response to 624-4 the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
6. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student’s full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student’s full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
7. An online learning student may complete coursework at a grade level that is different from the student’s current grade level.
8. An online learning student may enroll in additional courses with the

online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online provider must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online syllabus that meets the Commissioner's requirements. 624-5

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
 Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: Princeton Policy 509 (Enrollment of Nonresident Students)
 Princeton Policy 605 (Alternative Programs)
 Princeton Policy 608 (Instructional Services – Special Education)
 Princeton Policy 613 (Graduation Requirements)
 Princeton Policy 620 (Credit for Learning)

Adopted: May 22, 2007
 Revised: April 22, 2008
 Revised: August 9, 2011
 Revised: September 2, 2014
 Reviewed: February 16, 2016
 Revised: January 17, 2017

**PRINCETON PUBLIC SCHOOLS
REQUEST TO ADD PROGRAM, POSITION, ACTIVITY TO BUDGET**

ADMINISTRATOR REQUESTING & BUILDING:

Erin Dohrmann, Director of Student Services

PROGRAM, POSITION, ACTIVITY:

½ time program paraprofessional for student services program.

RATIONALE:

Transportation and supervision will be needed as volunteer and work experience are added to the program. Special Education support will address the needs of the students in the program. Supervision may be needed during staff lunch breaks.

EXPENSES ASSOCIATED WITH REQUEST:

- | | |
|--------------------|----------------|
| • Wages:\$9,331 | Supplies: |
| • Benefits:\$5,315 | Travel: |
| • Other: | Total:\$14,646 |

REVENUES ASSOCIATED WITH REQUEST:

- | | |
|---|------------|
| • Enrollment: | Gate Fees: |
| • Student Fees: | Grants: |
| • Other: In the future Compensatory funds | |

OTHER REDUCTIONS ASSOCIATED WITH REQUEST: (example: staffing, shift in programming, supplies)

None

SUSTAINABILITY PLAN:

In the future, compensatory funds may be used. The Student Services department will receive compensatory funds next year. The compensatory funds is currently estimated at \$55,259, which could support a full time program paraprofessional position next year.

ROUTE TO SUPERINTENDENT

Office Use Only:

Finance Meeting: 02.07.17

Board Meeting:02.07.17