

**POLICY COMMITTEE MEETING
TUESDAY, FEBRUARY 16, 2016
5:30 PM**

SUPERINTENDENT'S OFFICE

**OUR VISION
NO BOUNDARIES TO LEARNING**

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

1. Policy 104-School District Mission Statement	2
2. Policy 202-School Board Officers	6
3. Policy 304-Superintendent Contract, Duties, and Evaluation	14
4. Policy 510-School Activities	17
5. Policy 511-Student Fundraising	25
6. Policy 616-School District System Accountability	31
7. Policy 619-Staff Development for Standards	48
8. Policy 624-Online Learning Options	53
9. Policy 701-Establishment and Adoption of School District Budget	64
10. Policy 701.1-Purchasing	70

PRINCETON PUBLIC SCHOOLS

SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. SCHOOL DISTRICT GOALS

VISION

No boundaries to learning.

MISSION

To develop the potential in each person through academic & co-curricular excellence.

A. STUDENT ACHIEVEMENT

1. Set high academic standards and ensure students achieve, on average, above state and national averages.
2. Improve academic achievement by utilizing data.
3. Maximize participation in co-curricular activities.

B. CURRICULUM, INSTRUCTION, ASSESSMENT

1. Continue the review cycle for curriculum areas as scheduled.
2. Continue to provide relevant and rigorous learning experiences with an emphasis on core curriculum.

C. BUDGET AND FINANCE

1. Maintain the financial health of the district without compromising our mission.
2. Work toward a minimum of 10% as an unreserved general fund balance.

D. SAFE AND WELCOMING ENVIRONMENT

1. Continue to provide a safe learning environment, promote a positive school climate and work toward improving student social and academic behavior.
2. Continue to promote parental involvement in the student learning process.

E. FACILITIES

1. Develop a plan to provide school facilities that will ensure appropriate space for students and support our mission of teaching and learning.

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270
Minn. Stat § 123.972 (School District Policy)

Cross References:

Adopted: February 11, 2003
Revised: November 28, 2006
Reviewed: February 23, 2010

Adopted: _____

MSBA/MASA Model Policy 104

Orig. 1997

Revised: _____

Rev. 2004

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

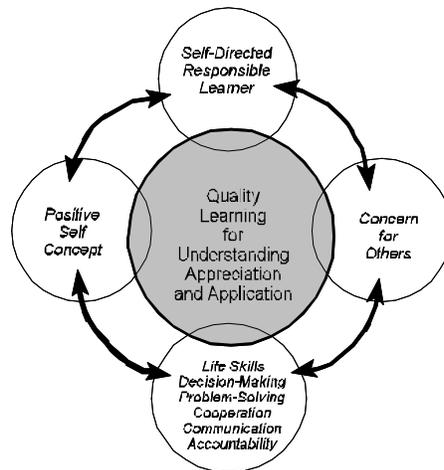
The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

EXAMPLE (Note: the actual mission statement developed by the school board should be inserted here.)



(example courtesy of Hermantown School District)

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive

review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § ~~123.972~~ 120B.11 (School District Policy Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270

Cross References:

PRINCETON PUBLIC SCHOOLS

SCHOOL BOARD OFFICERS

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

IV. OFFICER'S RESPONSIBILITIES

- A. Chair
 - 1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
 - 2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by

appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk / Acting Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment

of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.

7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair / Parliamentarian

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence, and be assigned the duties of parliamentarian unless the board designates another member.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. superintend school grading practices and examinations for promotions;
 - d. make reports required by the commissioner; and
 - e. perform other duties prescribed by the school board.

F. Student Representative

A high school student shall be assigned to the school board as a non-voting member.

Legal References: Minn. Stat. § 123B.12 (Finance)
Minn. Stat. § 123B.14 (Officers)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: Princeton Policy 101 (Legal Status of the School District)

Princeton Policy 201 (Legal Status of the School Board)
Princeton Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers
and Duties

Adopted: April 8, 2003
Revised: November 23, 2010
Revised: January 8, 2013

Adopted: _____

MSBA/MASA Model Policy 202

Orig. 1995

Revised: _____

Rev. ~~2009~~ 2011

202 SCHOOL BOARD OFFICERS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.]

The organizational meeting is also a good time for the school board to select the school district's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the superintendent, and the chief

business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;

- (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair [Optional]

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;

- e d. superintend school grading practices and examinations for promotions;
- e e. make reports required by the commissioner; and
- e f. perform other duties prescribed by the school board.

Legal References: Minn. Stat. § 123B.12 (Finance)
Minn. Stat. § 123B.14 (Officers)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

PRINCETON PUBLIC SCHOOLS

SUPERINTENDENT EVALUATION

I. PURPOSE

The purpose of this policy is to provide for a systematic evaluation of the Superintendent.

II. GENERAL STATEMENTS

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent. Measurement of those duties shall be by the performance appraisal outlined in this document.
- C. A Superintendent Evaluation shall be conducted at least annually by June 30 (the board chair will meet with the Superintendent prior to the Superintendent evaluation). This evaluation shall be per this document and the results of this evaluation shall be documented, shared with the Superintendent, and a record copy of this evaluation retained in the Superintendent's personnel file.

III. PROCESS AND REQUIREMENTS

A. SETTING OF GOALS

In July of each year the School Board and the Superintendent shall meet to establish the below items. Agreement of the below items shall be by consensus between the majority of the board and the Superintendent. These goals and action plans shall be documented. This group may establish multiple year goals and action plans, however only the upcoming year's goals and action plans shall be used for evaluation purposes of the Superintendent.

- 1. School district goals for the upcoming year
- 2. Superintendent action plan for the upcoming year

B. MONITORING PROGRESS

Periodically throughout the year the Superintendent shall update the School Board on progress made toward the district's goals and Superintendent's action plan. This update shall be at a frequency mutually agreed to by the Superintendent and the School Board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 5, School Board-Staff Relationships (See Model Contract and Appraisal)

Adopted: April 8, 2003

Revised: July 18, 2006

Reviewed: May 25, 2010

Reviewed: November 12, 2013

Adopted: _____

MSBA/MASA Model Policy 304

Orig. 1995

Revised: _____

Rev. 1999

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

PRINCETON PUBLIC SCHOOLS

ACTIVITIES PROGRAM

Purpose

The purpose of this policy is to support development and implementation of a quality student activities program. This will assure a wide range of opportunities, experiences and expectations to meet the needs and interests of students in the Princeton Public Schools.

Definition of Activity

“Activity” refers to any activity whether athletic, academic or fine arts. It also applies to all levels, including elementary, middle, senior high levels and Community Education sponsored activities.

General Statement of Policy

The Princeton School District will provide opportunities for students to safely participate, enjoy and excel in a quality activities program. In order to accomplish this mission:

1. Students will strive to achieve their personal best and compete at the most challenging level appropriate to their abilities.
2. The activities program will provide staff, leadership and resources to support student opportunities.
3. Coaches/Advisors will, on an annual basis or at the end of a season, submit a written evaluation on the program to the district Activities Director. This evaluation, including anonymous parent and student input, will be written on a form developed by the Activities Director.
4. The Activities Director will evaluate all head coaches/advisors on a bi-annual basis and all new head coaches during their first year. Head coaches will be responsible for evaluating the assistants of their respective programs at the end of each season and submit a written evaluation to the appropriate building principal. Additional and periodic evaluations will occur as needed.

Belief Statements

1. A variety of activities should be available to accommodate a wide range of students’ interests. All students should have support to achieve their full potential. Everyone who wants to participate in a specific activity should be able to participate at a level appropriate to his or her ability.
2. The activities program should be **FUN** for all who work and participate in it.

3. Teamwork and respect should be the foundation of all aspects of the activities program.
4. Competition is valued and consists of commitment to success, working hard, and achieving one's personal best.
5. Commitment to communication by parents, students and the school district is required for positive and successful relationships.
6. Participation complements, rather than compromises, students' academic responsibilities.
7. All activities will provide opportunities for students to enhance self-esteem and self-confidence. Understanding expectations and experiencing encouragement are important to building self-esteem.
8. All activities will have equal value and should have appropriate access to resources and support. Expectations for students and recognition of achievements should also be equal.
9. Consistent processes and procedures for starting, evaluating, modifying or eliminating programs must be applied to all activities.
10. Striving for excellence will include a commitment to achieving goals and the self-discipline to work toward continuous improvement.
11. All students are responsible for their own behavior, work ethic, and positive attitude before, during and after participation in their chosen activity.
12. All students, coaches, parents, and supporters should abide by the Conference Code of Ethics:
 - As an **athlete/participant**, I will respect the rights and property of others. I will accept responsibility for my actions and follow the rules of my sport. I will respect and obey the rules of my school, community, state and country.
 - As a **coach/advisor**, I will constantly uphold the honor and dignity of the profession. I will coach each athlete/participant to the best of my ability, knowing that sports and activities are an extension of my community's accepted educational program.
 - As a **fan**, I will show positive support for my school's teams and coaches. I will respect opponents and abide by the decisions of officials. I will keep in mind that I represent my family, my school and my community.
13. Minnesota State High School League policies and regulations and District 477 policies and regulations will guide eligibility, participation and conduct and must be followed.
14. Rehearsals and practices will be scheduled to run no later than 10:00 p.m. on school nights for high school students and no later than 9:00 p.m. for middle school K-8

students. When rehearsals are scheduled for extended periods of time, coaches/advisors/staff will find ways to allow students to study during periods of time when they are not directly involved.

15. In the event rehearsals/practices for middle school and elementary students are scheduled to extend beyond the times designated above, staff must ask for the permission of parents and guardians to allow such students to participate. Such instances must be necessary and infrequent. Extended rehearsals/practices should not exceed one hour beyond the original time restraint.
16. Every effort will be made to leave Wednesday evenings and Sundays open so that students may participate in nonschool activities. There will be no practices, rehearsals, or activities after 6:00 p.m. on Wednesdays. Any exceptions must be approved by the school board prior to the event occurring.
17. Must follow Policy 902 – Facility Use Policy.

Activities Communication

STUDENT OR PARENT/STAFF COMMUNICATION:

1. The following is recommended to resolve communication issues and to insure the concerns are resolved at the appropriate level. This communication protocol specifies the person who should be contacted first when there is a concern about a coach/advisor's action or decisions. When a concern is expressed, the following communication protocol should be followed as listed. If resolution of the issue is not achieved at the first level of communication, the next person in the communication protocol can be contacted. The discussion and decision will be documented and filed at each level. All parties involved in addressing the situation will receive a copy of the final resolution:

Level 1	Coach/Advisor directly involved with the student
Level 2	Head Coach/Advisor
Level 3	Activities Director
Level 4	Principal
Level 5	Superintendent
Level 6	School Board

2. If the concern arises at an event, contact with the coach/advisor should be made the following school day. The person with the concern should make a telephone contact or schedule an appointment.
3. All staff members in the communication protocol following coach/advisor are obligated to follow the policy and determine that the line(s) of communication have been followed.

STAFF/STAFF COMMUNICATION:

1. Activities Director and Coach/Advisor communications should address concerns in a one-on-one conference. If resolution is not reached, the issue should be referred to the next level in the protocol (i.e. Principal, Superintendent, School Board).
2. All affected staff may be asked to participate in the discussion.

Activity Schedule Conflicts

1. When conflicting activity schedules occur, the event with the highest level of performance/competition takes precedence. The following performance/competition levels are listed in order from lowest to highest:
 - Rehearsal or practice
 - Scrimmage
 - Non-conference, non-sectional or invitational meet/game
 - Extended student field trip
 - Conference or sectional game and a regularly scheduled performance (i.e., seasonal concert or play production)
 - Sectional or conference play-offs
 - State competition
2. All extended student field trips may not conflict with conference championship, MSHSL sub-section, section or state tournaments.
3. When schedule conflicts occur at the same level of performance, the coaches/advisors will work out the conflict with the Activities Director. Student athlete/participant will not be punished for missing a lower level activity (i.e., being forced to sit out a game/meet/concert for missing a practice due to participation in another activity).
4. School calendar events with annual corresponding dates will dictate that competing major events cannot be scheduled on those dates (i.e., seasonal concerts, play performances, prom).
5. Events properly scheduled on the district events calendar will take precedence over events not scheduled or added to the calendar.
6. Events which need to be rescheduled due to school closings or weather will be handled on a case-by-case basis with sensitivity to dates already scheduled.

Activity Start-Up/Modification/Elimination

The following process will be followed to start, modify or eliminate an activity (ies):

ACTIVITY START-UP

1. Notification of Activities Director.
2. Demonstrated student interest at an earlier age through intramurals, club, community education/middle school/elementary school participation, interest survey, consistent participation (2-4 years).
3. Expenditure Evaluation.
 - Advisory Staff: Qualified/certified – number of staff required
 - Facilities
 - Equipment
 - Transportation: Lodging – travel
4. Activities Director recommendation to the School Board.
5. School Board evaluation and decision.
6. Probation for 3 years.

ACTIVITY MODIFICATION

1. Add a level.
 - Add a coach/advisor.
 - Add an appropriate schedule.
 - Review participation (prior year).
 - Examine facilities.
 - Activities Director recommendation to the School Board.
 - School Board evaluation and decision.

ACTIVITY ELIMINATION

1. Activities Director notifies coach/advisor.
2. The activity is being placed on probation.
 - Probationary period 2-3 years or less.
 - Continued decreasing participation.
 - Review of middle school program.
 - Lack of competitive opportunities.

3. Cooperative opportunities will be investigated.
4. The activity is being dropped.
 - Temporary situation (lack of participation at combined levels).
 - When participation increases, the activity will be reactivated.
5. The activity is being eliminated.
 - Recommendation by Activities Director to the School Board.
 - School Board evaluation and decision.

Legal References: Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Cross References: Policy 413 (Harassment and Violence)
 Policy 423 (Employee /Student Relationships)
 Policy 503 (Student Attendance)
 Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)
 Policy 506 (Student Discipline)
 Policy 597 (Interscholastic Eligibility)
 Policy 610 (Field Trips)
 Policy 902 (Facility Use)
 MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted: December 19, 2000
 Updated: July 20, 2004
 Revised: July 19, 2005
 Revised: October 10, 2007
 Revised: January 13, 2009
 Revised: December 8, 2009
 Revised: March 23, 2010
 Revised: October 21, 2014

Adopted: _____

MSBA/MASA Model Policy 510

Orig. 1995

Revised: _____

Rev. 2000

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. It shall be the responsibility of the superintendent to disseminate information needed to inform students, parents, staff and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents with all applicable rules, penalties, and opportunities.
- E. The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.

Legal References: Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 5, Various Educational Programs

PRINCETON PUBLIC SCHOOLS
STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address fundraising for the district including student fundraising.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

Fundraising during the school day is not allowed.

III. DEFINITIONS

A. School fundraisers are approved fundraisers conducted by students, staff, or parent groups. These fundraisers fall under the provisions of Section IV.

B. Non-School fundraisers are fundraisers conducted by groups outside the jurisdiction of the schools.

IV. SCHOOL FUNDRAISING

A. All school fundraising must be approved in advance by the appropriate administrator, Superintendent and School Board. The purpose of each fundraiser must be identified and approved in advance. A form shall be available in each district building for this approval.

B. School fundraising shall not be conducted for the purpose of hiring licensed or support staff.

C. School fundraising shall not be conducted for the purpose of maintenance projects.

D. Individual student participation is optional. Students shall not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip. Staff shall not use their positions of influence to pressure students to participate nor shall students who do not participate in any way be penalized.

E. Whenever possible, local businesses will be given opportunities to provide fundraising services or products.

F. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a

responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.

G. Door-to-door sales are discouraged, but if approved, students may be allowed to sell according to the following guidelines:

1. K-8: Allowed only if parent or guardian is with student
2. 9-12: Allowed only if two or more students work together

H. The school district will provide alternative ways for people to donate money to schools without purchasing fundraiser products (see #3 on fundraising approval form).

I. Information explaining the district's fundraising policy will be summarized in fundraising materials and the full policy will be available on the school district website or from the school offices.

J. The superintendent or designee will submit to the school board annually (after Auditor's report is completed) a report detailing fundraising activities, the amount earned, and how the funds were utilized.

K. Beginning in 2007-08 school year, fundraising items consumed on school property must follow USDA guidelines.

V. NON-SCHOOL FUNDRAISING

A. Non-school groups who conduct fundraising to benefit school programs independently will be treated in accordance with policy #706 (Acceptance of Gifts).

B. Any employee of the school district involved in fundraising with a non-school group must maintain a clear separation between the group and the school by:

- Communicating to students and parents that the fundraiser is a non-school effort;
- Clearly stating to students that their participation is optional and that there is no penalty for not participating;
- Meeting the provisions of the "Distribution of Materials" policies 505 and 904;
- Ensuring that no fundraising costs are incurred by the district.

C. Non-school groups may conduct fundraisers to support school activities on school property if they meet the following conditions:

- It is made clear that the fundraiser is not a school-affiliated event. A disclaimer stating such must be included on printed materials.
- Pre-approval of the fundraising activity is received from the appropriate administrator and Superintendent.
- The purpose of the fundraiser has been approved by the appropriate administrator and Superintendent and is clearly communicated to all participants.
- No cost associated with the fundraiser is incurred by the district.

- The group is a non-profit organization.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: **505** Distribution of Nonschool Sponsored Materials on School Premises
by Students and Employees
506 Student Discipline
533 Wellness
706 Acceptance of Gifts
904 Distribution of Materials on School District Property by Nonschool
Persons

Adopted: February 26, 2002

Revised: September 26, 2006

Revised: July 17, 2007

Revised: October 13, 2009

FUNDRAISING APPROVAL FORM

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

Adopted: _____

MSBA/MASA Model Policy 511

Orig. 1995

Revised: _____

Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

- A. It shall be the responsibility of the building administrators to develop recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. It shall be the responsibility of the superintendent to provide coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

PRINCETON PUBLIC SCHOOLS**SCHOOL DISTRICT SYSTEM ACCOUNTABILITY****I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Course credit” is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter as determined by the school district.
- B. “Graduation Standards” means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “Profile of Learning” means content standards formerly required for a high school diploma.
- D. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the “Advisory Committee”).
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

CURRICULUM REVIEW CYCLE

Note: This may change depending on State law, financial constraints,
and in response to student achievement data

Curriculum Review:	2012-13	2013-14	2014-15	2015-16	2016-17
English Language Arts K-12	Full Implementation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Mathematics K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration	Installation
Science K-12	Improvement & Innovation				
Social Studies K-12	Initial Implementation	Full Implementation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation
Music K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration
Art K-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration
Technology Education 6-12	Improvement & Innovation	Exploration	Installation	Initial Implementation	Full Implementation
Technology & Media K-12	Improvement & Innovation	Exploration	Installation	Initial Implementation	Full Implementation
Physical Education K-12	Exploration	Installation	Initial Implementation	Full Implementation	Improvement & Innovation
English As A Second Lang. K-12	Improvement & Innovation				
Family & Consumer Science 9-12	Improvement & Innovation				
Health K-12	Exploration	Installation	Initial Implementation	Full Implementation	Improvement & Innovation
World Language 9-12	Improvement & Innovation	Improvement & Innovation	Improvement & Innovation	Exploration	Installation
Industrial Tech 9-12	Improvement & Innovation	Improvement & Innovation	Exploration	Installation	Initial Implementation
Business Education & Marketing 9-12	Improvement & Innovation	Improvement & Innovation	Exploration	Installation	Initial Implementation
Special Education K-12	CIMP	CIMP	CIMP	CIMP	CIMP

As standards for a specific curriculum area change, Teaching and Learning will work with grade levels/departments to study the curriculum area. (As indicated in yellow, green, purple, blue and tan boxes) We will use data to determine if and when other curriculum areas need a program review based on data.

Purple boxes represent the initial implementation and review of the discipline. Blue represents full implementation of the earlier 3 years work.

Tan boxes represent measuring and adjusting their curriculum using student achievement, curriculum and any other data to determine changes or needs. It is also a time to add to the materials/curriculum if there is a demonstrated need.

White boxes represent a continuous cycle to improve & innovate the curriculum and make adjustments as needed.

Yellow and green boxes represent standards revision timing as well as assessment work by the state of MN; red indicates new state accountability assessments.

Pink indicates the Continuous Improvement Monitoring Process (CIMP) used by the state of MN for special education programs.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. Each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees,

etc.], will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. The Teaching & Learning Director

b. School Board Members

5. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- F. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.
- G. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans,

strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related bench marks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota' Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process) Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards - Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards - Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards - Arts)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

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 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA Policy 618 (Assessment of Student Achievement)
Princeton Policy 619 (Staff Development for Standards)
MSBA Policy 620 (Credit for Learning)

Adopted: November 23, 2010
Reviewed: November 8, 2011
Revised: October 8, 2013

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. ~~2009~~ 2013

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minn. Stat. § 120B.11 requires school districts to adopt ~~certain policies and procedures regarding~~ a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, and student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these ~~policy~~ statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. ~~“Course credit Credit” is equivalent to~~ means a student’s ~~successfully completing successful completion of~~ an academic year of study or a student’s ~~mastering mastery of~~ the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the ~~course~~ credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “Profile of Learning” means content standards formerly required for a high school diploma.

- D. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum.** Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation

Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. ~~Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction, and Student Achievement.”~~ Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. School District Test Administrator (if different from “a.” above)

[Note: This Advisory Committee composition is a model only.]

- 5. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

~~Month: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Achievement.”~~

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

- F. Educational Planning and Assessment System. The school district may elect to

participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

- G. ~~Reporting. An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The~~ Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a ~~summary of the~~ report in the local newspaper with the largest circulation in the district, by mail, or by electronic means ~~such as~~ on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:
- ~~1. Student achievement goals for meeting the Minnesota Academic Standards;~~
 - ~~2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;~~
 - ~~3. School district improvement plans including staff development goals;~~
 - ~~4. Progress on previous improvement plans;~~
 - ~~5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;~~
 - ~~6. Names of Advisory Committee members, dates their terms expire, method of selection, and application dates;~~
 - ~~7. Periodic reports on constituencies’ satisfaction with schools;~~
 - ~~8. Biennial evaluations of the school district testing programs according to the following:~~

- a. ~~written objectives of the assessment program;~~
- b. ~~names of tests and grade levels tested;~~
- c. ~~use of test results; and~~
- d. ~~student achievement results compared to previous years.~~

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
 Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
~~Minn. Rules Part 3501.0160 (District Reporting Requirements)~~
 Minn. Rules Parts 3501.05050640-3501.0655 (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)~~
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 614 (School District Testing Plan and

Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

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 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 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 Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for 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 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

Adopted: _____

MSBA/MASA Model Policy 619

Orig. 1998

Revised: _____

Rev. ~~2013~~ 2014

619 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 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 No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (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.
- 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)

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.

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

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. 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

the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. 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.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. 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.

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

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2003

Revised: _____

Rev. 2012

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095 ~~(2003)~~, the Online Learning Option Act.]

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. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- 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.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school

district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning 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.
- E. “Online learning 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 learning 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.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “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 and is approved by MDE to provide online learning courses.
- I. “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.
- J. “Supplemental online learning” means an online learning course taken in place of a course period 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 learning course or program. An online learning provider must make available the supplemental online learning 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 learning 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. 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 learning 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 learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. 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.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. 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 learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), 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 learning course syllabus that meets the Commissioner's requirements.

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: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

PRINCETON PUBLIC SCHOOLS

ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement

shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website.
- G. The school district must also include the budget information specified in Paragraph III.D. above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)
Minn. Stat. § 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted: July 22, 2008

Adopted: _____

MSBA/MASA Model Policy 701

Orig. 1995

Revised: _____

Rev. ~~2009~~ 2011

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances

for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

PRINCETON PUBLIC SCHOOLS**PURCHASING****I. PURPOSE**

The purpose of this policy is to provide clear purchasing procedures.

II. GENERAL STATEMENT OF POLICY

All purchases of goods, services and equipment for which the District will be responsible for payment must be made on official purchase orders, properly approved and executed.

No employee of the school system may obligate the Board for any purchase without having gone through the regular, approved procedures. Such procedures include the use of purchase orders.

Whenever practical, all goods used by the District should be standardized. This provides for purchasing in greater volume; reduces and restricts indiscriminate ordering; effects increased economy in all phases of procurement, including ordering, purchasing, delivering, and final distribution.

All Buildings shall promote standardization of supplies and equipment to all personnel, and it shall be a responsibility of all employees of the District to accept and encourage standardization of supplies and equipment, if practical and applicable within an employee's area of responsibility.

Purchases shall be from local vendors if price is equivalent or lower than outside vendors taking transportation costs and timelines of availability into consideration.

III. PURCHASING PROCEDURES**A. Regular Purchase Orders**

Regular purchase orders are used to order in advance for items such as supplies, equipment, professional services, advertising, printing, rental of equipment, food repair supplies, etc. from vendors.

1. Prepare top portion of the purchase order request form with the following details:

- a. Required date (the date when the product is needed)
 - b. Location (this defaults to where the product is needed)
 - c. Comment (this is a good place to enter the name of staff member ordering items)
 - d. Buyer (person typing the requisition)
 - e. Vendor name and address
2. Complete body of order:
- a. Description: Complete descriptive information including catalog numbers, brand name and model numbers of each item ordered.
 - b. Units: Quantity needed of each item ordered.
 - c. Unit Type: (e.g. each, case, dozen, lbs.)
 - d. Rate: The amount of a single unit (the program extends the total cost)
 - e. Complete 17-digit expense code. More than one expense code may be charged on one requisition.
 - f. The request for purchase order form is forwarded to the building principal for approval/signature.
3. Process the purchase order:
- a. Approved purchase order requests are forwarded to the building secretary for entry into Smart Finance.
 - b. Investigate expense code if it comes up highlighted over budget.
 - c. To get final approval for a purchase order route it to the Director of Business Services.
 - d. Approved purchase orders are processed at the district office. Copies will be printed as needed for district office records, staff members and receiving department.
 - e. Call, fax or mail signed purchase order to the vendor to place the order.
4. Delivered items will be checked in at the receiving department for each school or at the district office receiving area and forwarded to the staff member or department noted on the purchase order.
5. The requisitioner will be asked to certify on their copy of the invoice that the items have been received and, if applicable, are in good working condition. In case of a partial shipment: the requisitioner should date and initial each item received on their copy of the invoice and forward a duplicate copy to the business office accounts payable department. Retain the original purchase

order until the entire order has been received or completed, then forward to the business office accounts payable department.

6. Items ordered on approval should be so indicated on the purchase order. It is the requisitioner's responsibility to notify the business office, well within the approval time limit, whether the items have been approved or rejected. This should be done via a copy of the purchase order and identified as APPROVED or REJECTED by the requisitioner. Items to be returned should be sent to the building office, properly labeled, within the approval time limit. Items will be returned and insured using UPS.

B. Local Purchase Orders

Local purchase orders are used when making purchases from local vendors. This purchase order method and payment should be used for charges at local businesses.

1. Items are picked up and charged to the school district with prior approval from administrator or department head. Appropriate staff member must sign invoices or charge slips.
2. Local purchase order forms are filled out.
 - a. Invoices/receipts and documentation are attached to the local purchase order and the local purchase order is then approved by the building principal/supervisor and is sent to the district office for payment.

C. Request for Reimbursement, Travel, or Check Request

The form called "Request for Reimbursement, Travel or Check Request" is to be used by staff members who are requesting checks for workshop registrations, membership dues, mileage or other forms of reimbursement. The form should be filled out completely with their full name and address, description of reimbursement, amount of request, 17-digit code, dated, signed and all detailed receipts attached. NOTE: Please attach a travel log if needed to the reimbursement form. This form is given to the building principal/supervisor for approval and is used as a data entry document and is sent to the district office for payment.

1. Employees will be reimbursed for items purchased for the school, with prior approval from their supervisor. Sales Tax will be excluded from the reimbursement.

D. Check Requests/Invoices (Weekly)

Check Requests/Invoices used to pay items that have a deadline due to the nature of the expenditure, not because an employee neglected to complete the paperwork on time. Examples of acceptable items for weekly payment are: referees, student book orders, field trips (including Community Education events), emergency items:

- a. Follow part C above.
- b. Approved requests and supporting documents are due at the district office by Wednesday at 12:00 p.m. to have a check prepared by Friday.

All purchase orders must be accounted for especially at year-end. It is very important that we don't have invalid or open purchase orders in the system as they will encumber the code, which they are assigned to, thus creating inaccurate reporting.

Cross References: Princeton Policy 412 – Expense Reimbursement
Princeton Policy 412.1 – Employee Travel and Related Expenses
Princeton Policy 701 – Establishment & Adoption of School District Budget
Princeton Policy 702 - Accounting

Adopted: June 14, 2011

Adopted: _____

MSBA/MASA Model Policy 701.1

Orig. 1996

Revised: _____

Rev. 2000

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

~~It is the~~ The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure

budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding