

# OFFICIAL MINUTES

## Chatfield Public Schools School Board ISD #227

Regular Board Meeting

*Date | time 8/7/2019 7:00 PM | Meeting called to order by Amy Jeffers*

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### In Attendance

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Pursuant to due call and notice thereof, the regular meeting of the School Board of Independent School District No. 227, Olmsted, Fillmore and Winona Counties was held on Wednesday August 7, 2019. The meeting was called to order at 7:00pm. at the High School Forum Room by Board Chair Amy Jeffers.

Roll call was taken with these members present: Jeffers, Priebe, Isensee, McMahon and Tuohy. Backer was absent. All present said the Pledge of Allegiance.

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### Approval of Agenda

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Chair Jeffers asked for a motion to approve the agenda with these changes.

*Add:*

8. CONSENT ITEMS

b. Approve the following new hires:

- v. Kristine Welper/Kindergarten
- vi. Zach Slowiak/HS Social Studies
- vii. Zach Slowiak/History Day Advisor
- viii. Zach Slowiak/JH Football Coach

g. Approve 07/31/2019 Special Meeting Minutes

12. ACTION ITEMS

- c. Resolution Approving Work Under Grant
- d. Fiber Optics Purchase Agreement

Isensee/Tuohy motion for Approval of Agenda with these changes. Motion carried 5-0

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### Approval of Claims & Accounts

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Treasurer Priebe presented claims & accounts and motioned that we approve them as is. McMahon seconded the motion.

Motion carried 5-0

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### District Patron Time

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**Helen Bicknese:** Stated that she doesn't receive the community surveys that get sent out. While she and her husband live in Fountain they own land (are taxpayers) in the Chatfield School District. She would

like to know how it is determined who gets the surveys. Mr. Harris apologized to her. It is meant for school district residents to receive the surveys and would investigate as to why they did not receive them. Even though the current survey has closed he offered to send her a survey as the board has not yet made a final decision on whether or not to hold a referendum this fall. She would send her completed survey directly to the School Perceptions so it would still be unanimous. The board thanked her for letting them know about this error with hopes that if there are others who didn't receive a survey would also contact the board.

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## Reports

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### Board Members' Reports:

- **McMahon/Tuohy:** Have attended negotiations committee meetings. They believe things are progressing well. They both agreed that the survey results discussions are also going well.
- **Isensee:** Took this time to share about the No Parking signage by the softball fields. He and Mr. Harris attended a city council meeting about getting them put back up. He feels that not having them is a safety issue, not an inconvenience issue. We need to communicate better with the Community Sports programs as to where there are open parking lots they can use.

### Principals' Reports:

- **Shane McBroom/Elementary Principal:** Was absent this evening. A complete copy of his report is attached.
- **Randy Paulson/High School Principal:** Welcomed new staff to the High School. Thanked the Activities Department for their organization of the Fall Parent/Athlete Meeting last week. Reminded the public that picture day is Thursday August 22 at the High School Multipurpose Room from 2:00 pm-6:00 pm for Grades 7-11. Asked that students report to their homerooms the first day of school. He closed with thanking Root River State Bank and F & M Community Bank for their support of our staff. A complete copy of his report is attached

**Superintendent's Report/Ed Harris:** He reviewed the results of the community survey with the board which indicated minority support for a \$375 per student operating election this November. Summer cleaning has been going well. The Finance Committee has been discussing replacing the lockers in the girl's locker room to be similar to what is in the boy's locker room. There have been several staffing changes this summer. He reviewed the outcomes from the board retreat and the policy readings. He closed with briefly discussing the action items including recommending that the board table the annual policy readings to 1<sup>st</sup> readings in September. A complete copy of his report is attached.

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## Approval of Consent Items

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McMahon/Isensee motion to approve the Consent Items:

- a. Approve 07/09/2019 Meeting Minutes
- b. Approve the following new hires:
  - i. Kaitlyn Ellringer/5<sup>th</sup> Grade Teacher
  - ii. Anna Pence/Part-time Elementary Nurse
  - iii. Adam Hurley/B Squad Football Coach
  - iv. Kaitlyn Ellringer/8<sup>th</sup> Grade Volleyball Coach

- v. Kristine Welper/Kindergarten
- vi. Zach Slowiak/HS Social Studies
- vii. Zach Slowiak/History Day Advisor
- viii. Zach Slowiak/JH Football Coach
- c. Approve the following Handbooks
  - i. Elementary Student
  - ii. Elementary Staff
  - iii. High School Student
  - iv. High School Discipline Matrix
  - v. High School Staff
  - vi. Extra-Curricular Activities
  - vii. 1:1 Student-Parent
- d. Approve the following resignation: Adam Archer/Secondary Social Studies Teacher
- e. Approve the following job posting: Secondary Social Studies Teacher
- f. Approve the following fundraiser: Volleyball Camp/Volleyball Activity Fund
- g. Approve 07/31/2019 Special Meeting Minutes

Motion carried 5-0

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## Annual Reading of District Policies

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Isensee/Priebe motion to table the following policies until September 4, 2109.

- a. 413 Harassment & Violence and reporting form
- b. 514 Bullying Prohibition Policy
- c. 522 Student Sex Nondiscrimination

Motion carried 5-0

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## 1<sup>st</sup> Reading of District Policies

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Jeffers noted that the following district policies are before the board for their first reading. She asked the board to refer any questions they might have to Mr. Harris.

- a. 429 & 535 Political Campaigns/Activities
- b. 506 Student Discipline

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## 2<sup>nd</sup> Reading of District Policies

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Priebe/Tuohy motion to approve the following policies

- a. 428 Employee Use of Social Media
- b. 616 School District System Accountability
- c. 624 Online Learning
- d. 713 Student Activity Accounting

Motion carried 5-0

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## Action Items

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- a. **McMahon/Priebe motion to set Truth & Taxation Hearing for Wednesday December 4, 2019**  
7:00pm Chatfield HS Forum Room. Motion carried 5-0
- b. **McMahon/Tuohy motion to approve Purchase of Service Agreement: Transportation of Children & Youth in Foster Care Placement.** Motion carried 5-0
- c. **Board member Mike Tuohy motioned to approve the following resolution**

### RESOLUTION APPROVING WORK UNDER GRANT

WHEREAS, Randy Paulson is employed by Independent School District No. 227, Chatfield ("District") as a full-time Principal; and

WHEREAS, Mr. Paulson is a salaried employee of the District; and

WHEREAS, the Rural Advanced Manufacturing Academy Hub in the Upper Mississippi River Basin (RAMAH) Project has provided grant funding through Minnesota State College Southeast to Mr. Paulson for a three-year period to act as Adjunct Special Projects consultant to coordinate programming and outreach with high schools, commencing with the 2019-2020 academic year; and

WHEREAS, the Board has been provided with information that no adjustment to Mr. Paulson's duty days under his contract or the collective bargaining agreement will be required for him to perform the duties for the RAMAH project;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 227 Chatfield that Mr. Paulson is authorized to perform the work under the grant for the RAMAH project.

BY ORDER OF THE SCHOOL BOARD

*/s/Scott Backer*

School District Clerk

Chatfield Public Schools #0227

August 7, 2019

The motion for adoption of the foregoing resolution was duly seconded by board member Matt McMahon and upon vote being taken thereon, the following members voted in favor thereof: Jeffers, Isensee, Priebe, Tuohy and McMahon.

The following members voted against: none

Whereupon said resolution was declared duly passed and adopted. Motion carried 5-0

- d. **Isensee/McMahon motion to approve the Fiber Optic Purchase Agreement.** Discussion led to the board agreeing that they had not had enough time to review this agreement as it had only been added to the agenda yesterday. Isensee/McMahon motion to amend the motion to table this item until the August 21, 2019 Special Meeting to give them more time to review this agreement. The amended motion carried 5-0.

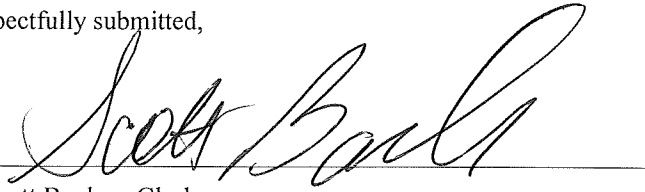


## Adjournment

Priebe/Isensee motion to adjourn at 7:37pm. Motion carried 5-0

Respectfully submitted,

/s/

A handwritten signature in cursive script, appearing to read "Scott Backer", written over a horizontal line.

Scott Backer, Clerk



## **Superintendent Report**

### School Perceptions Community Survey

#### Facility Update

The routine summer cleaning is progressing well in both buildings we are on or ahead of schedule.

We are fortunate to be able to update one more section of roof through the high school construction project. During the project, it was discovered that the insulation in this section was saturated with moisture and in need of replacement. This work over the office area will start next week and should be mostly wrapped up by Friday August 23.

The Finance and Facility Committee has been discussing the possibility of replacing the small lockers in the girls' locker room to be similar to what was put into the boys' locker room. This is another project that could be done before the high school construction project closes out. A meeting has been scheduled with coaches, teachers and admin to talk about the number of lockers that could be installed to make this an effective decision.

#### Back to School Update

This summer has been busy with staffing changes. At this time we have all openings filled and are very pleased with our new hires and how transfers/reassignments worked out.

A special thank you to Mr. Paulson and Mr. McBroom as they have been very busy lately addressing all of the staffing changes that we have had.

Another special thank you to Christy Carr, Julie Keefe, Terri Dudek, Sara Duxbury, Trista O'Connor, and Michele Thompson as they have been working very hard on transition this summer.

Here is a look at the fall work shop schedule starting with new staff day on August 21.

### [2019 Fall Workshop Schedule](#)

#### June 13 MSBA School Board Self-Evaluation and Retreat Outcomes

##### **Outcome #1**

Consider a strategic plan update. Review available process support mechanisms from MSBA and SSC.

Status: Whether or not to proceed and under what model should be discussed at a study session.

##### **Outcome #2**

Review MSBA superintendent evaluation tool.

Status: This was discussed at the superintendents evaluation meeting on July 9 and will be again on August 7.

#### Outcome #3

Consider the usefulness of the School Perceptions staff survey.

Status: This should be discussed at a study session.

#### Outcome #4

Consider doing the MSBA School Board Self Evaluation annually.

Status: This should be discussed at a study session.

#### Outcome #5

Review and organize school board committees.

Status: Which ones need a standing schedule and which ones need to meet as needed should be discussed/determined at a study session.

#### Outcome #6

Develop *chain of command* guidance for school board members that can be shared with staff, parents, and community members. This included responding to email inquiries.

Status: The superintendent will provide this to the school board by the August 7 school board meeting.

#### Outcome #7

Prominently display the present strategic plan in the Forum Room as guidance for school board meetings.

Status: A poster sized copy had been made. It will be hung in the Forum Room prior to the August 7 school board meeting.

### **Annual Reading of District Policies**

#### 413 Harassment and Violence

Adds gender identity and expression language.

#### 514 Bullying Prohibition

No changes.

#### 522 Student Sex Nondiscrimination

Still under administrative review.

### **1st Reading of District Policies**

#### 429/535 Political Campaigns/Activities

This is newly published as a MSBA model policy. While it is not a required policy, it is recommended.

#### 506 Student Discipline

Updates use of tobacco description. Minor change.

## **2nd Reading of District Policies**

428 Employee Use of Social Media  
Updated format. Minor revisions.

616 School District System of Accountability  
Adds language requiring the inclusion of proficiency rates as required by the reauthorized Elementary and Secondary Education Act. We are currently compliant and will make any necessary changes for the coming year as directed by the Worlds Best Work Force template.

624 Online Learning  
We are compliant.

713 Student Activity Accounting  
Minor adjustment. This requires school districts to take financial charge of and control extracurricular activity funds. Basically, this is an accounting function change. Extracurricular fund activity will now run through the monthly board bills routine. Currently, checks are written as needed and there is no account reporting other than the annual audit.

## **Action Items**

### 12a. Set Truth in Taxation Hearing for Dec 4, 2019

This is a required meeting where the proposed levy is discussed.

### 12b. Purchase of Service Agreement: Transportation of Children & Youth in Foster Care Placement

This is an update to Board action on this item at a previous meeting. Update from 1 to 2 year agreement.

### 12c. Resolution Approving Work Under Grant (HS Principal)

As a part of the NSF STEM grant, Mr. Paulson will be paid a stipend through MSCS (MN State College SE - Red Wing) as an Adjunct to Special Projects. His job will be to implement and provide administrative oversight. This resolution was recommended by our legal counsel to authorize the performance of additional work with no adjustments to his contractual duty days or the collective bargaining agreement. This is similar to the informal arrangement with the district where Randy was compensated beyond his contract for the extra time and attention required by the high school building project.

Here is a section of language from the grant budget justification describing Mr. Paulson's role.

*Co-PI Salary for Randy Paulson at Chatfield High School as Adjunct Special Projects MSCS Co-PI Salary @ no greater than 2/12 of the annual calendar year salary Co-PI Randy Paulson works with the PI through electronic communications and onsite meetings at MSCS. Co-PI Paulson is located at Chatfield High School. Co-PI Paulson will coordinate course setups and scheduling of academy courses, lab modifications, faculty assignments at the participating high schools, and communications of academy participation expectations. Coordinate data management at the high schools through the academy*

educators in coordination with MSCS for survey distribution completion, collection, and compilation for non-performance data. Student performance data and dual enrollment coordination with MSCS to take place in a standardized methodology for the schools. Additional outreach planning and execution for the academy outreach plan of professional development will be required in year one for the IWITTS team training. These roles include the outreach, dissemination, and sustainability identified tasks throughout the scope of the 3-year project. Co-PI Randy Paulson is a salaried administrator and works the entire calendar year, so no academic adjustment is required.

Co-PI – Randy Paulson at Chatfield High School based on Co-PI role – Base Salary \$115,220 Year 1 \$9218 Year 2 \$9218 Year 3 \$9218 Total \$27,653

12d. Fiber Optic Sale Purchase Agreement (HBC)

The purchase agreement between HBC and the District for the fiber optic connection between the elementary and high school is complete and ready for Board approval. Because this is the sale of capital equipment, the proceeds (\$55,000) need to be reserved for capital expenditures (equipment and/or facilities). Beyond the sale of the fiber, HBC is interested in partnering with the District on a project of mutual interest. Discussions on this will take place over the coming year.





## High School Board Report

### Go Gophers!

#### **Future of Learning**



#### **New staff and staff changes:**

Chad Olson	FOCUS ALP Program.
Zach Slowiak	Social Studies replacing Adam Archer.
Trish Doyle	English Middle School
Jay Harstad	Math Middle School
Sara Duxbury	High School counselor position.

#### Fall Sports



I want to thank Dan, Patti and the coaches for putting together the parent night sessions on Thursday. I especially want to thank the parents for attending. This shows that we have a lot of support and interest with our parents. Dan informed me that we had a large attendance especially in Volleyball and Cross Country. Football, since they just had their summer football camp, had a smaller attendance. I am looking forward to another great year of fall sports.

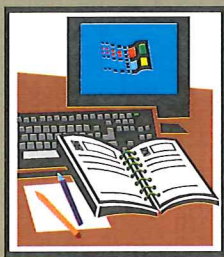
#### Picture Day on Thursday



Thursday, August 22<sup>nd</sup>, from 2 p.m. to 6 p.m. is picture day at the high school. Students can stop any time between 2 and 6 to get their school picture taken. Students should enter through the main entrance of the school and follow the signs. Seniors are not required to get their picture taken as long as they are having their graduation pictures taken professionally and are able to submit copies for the yearbook.



## Student and Professional Handbooks



In your packet you should have received a copy of both the Student Handbook and the Professional (Secondary) Handbook. There are no changes this year for the Student Handbook. The faculty handbook has some general updates, which I highlighted for your review. I also included the Discipline Matrix, which I don't think you need to approve. The only change this year is moving the definitions and general information in front of the discipline categories. Please let me know if you have any questions on either of these. Once again, both of these will be on our website for parent and student access. I will make sure to let the staff and the students know that we will print them a hard copy if needed. Since I am not aware of any printed copies handed out last year, I won't print any until asked.

## First Day of School, Orientations and Schedules



Students are to report to their respective Homerooms first thing in the morning on the first day of school.

Seventh and ninth graders will receive their schedules and homeroom assignments during their respective orientations. The 8<sup>th</sup> graders' are the same as last year and listed on their schedules, except for Mr. Harstad and Ms. Doyle will be added to the Homeroom teacher list.

The 10<sup>th</sup>-12<sup>th</sup> grade advisors are listed on their respective schedules as well. I will be expecting our students to have their own schedule on their device or their own printed copy.

Seventh Grade Orientation is Tuesday, August 27<sup>th</sup>, starting at 7:00 p.m., in the Forum Room.

Ninth Grade Orientation is Wednesday, August 28<sup>th</sup>, also starting at 7:00 p.m., and in the Forum Room.

There is a rumor that the Delta Crew is planning a first day assembly celebration.

## Thank You Root River and F & M Bank

Thank you again Root River State Bank and F & M Bank for the Mini Grant donations. This year, our high school will receive some STEM Materials, supplies for our 7<sup>th</sup> Period Flex Time and to help pay for community professionals that will be presenting in our STEM Shop area.



Please call or e-mail me if you have any questions. See you Wednesday night.

*Randy Paulson*

[rpaulson@chatfield.k12.mn.us](mailto:rpaulson@chatfield.k12.mn.us)



TO: Chatfield School Board

FR: Randy Paulson, High School Principal

Dan Schindler, Activities Director

RE: Coach's Parent Survey

8/6/19

The High School Principal and the Activities Director would like to recommend that the parent survey be replaced with a student survey, similar in nature as the "My Student Survey", which is currently being used to survey teacher by students.

The reasons for considering this change:

- The current parent survey on coaches has resulted in low survey returns and there are certain sports that have more parents of non-starters returning surveys than students that are starters.
- Surveying parents in this fashion is not consistent with the process used to evaluate other staff members.
- We believe that students will provide better feedback for coaches similar to the My Student Survey for teachers.
- There is currently a process for parent concerns, which includes the coach, AD, Principal, Superintendent and school board. We would like to encourage parents to communicate their concerns especially to the coaches and AD.

We would like to open this discussion with the Activities Committee and we hope that this committee will come forward with a recommendation for the board.

## CHATFIELD ELEMENTARY REPORT TO THE SCHOOL BOARD



Chatfield  
public schools

August 7, 2019

### New Hires for 2019-2020

5<sup>th</sup> Grade – Kaitlyn Ellringer

Kindergarten – Kristine Welper

Art – Amy Gernes

Nurse – Anna Pence

Counselor – Jenna Dokken

Paras – TBD

### Valleyland

I would like to recognize the efforts of our Valleyland staff. Throughout the summer, I have observed the many activities that they do for the kids. Some of our children are here bright and early and get picked up late in the afternoon. This could be a very long day, but the activities our staff provide, make the day more enjoyable.

### Mini Grants

I would like to thank Root River State Bank and F & M Bank for their generosity in supporting the Mini Grants. This year, our elementary students will receive Metalab Coding Robot Kits, STEM Materials, Personalized Learning/Project Based Materials, Large Drums, Working Memory Activities, and Movement Tools for classrooms.

It is already August and we are gearing up for an exciting 2019-2020 school year.

Thank you

APPROVED AUG 07 2019

## RESOLUTION APPROVING WORK UNDER GRANT

WHEREAS, Randy Paulson is employed by Independent School District No. 227, Chatfield ("District") as a full-time Principal; and

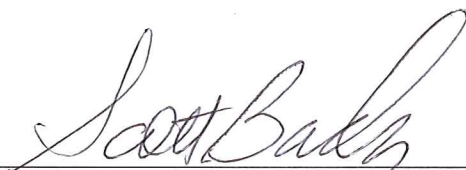
WHEREAS, Mr. Paulson is a salaried employee of the District; and

WHEREAS, the Rural Advanced Manufacturing Academy Hub in the Upper Mississippi River Basin (RAMAH) Project has provided grant funding through Minnesota State College Southeast to Mr. Paulson for a three year period to act as Adjunct Special Projects consultant to coordinate programming and outreach with high schools, commencing with the 2019-2020 academic year; and

WHEREAS, the Board has been provided with information that no adjustment to Mr. Paulson's duty days under his contract or the collective bargaining agreement will be required for him to perform the duties for the RAMAH project;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 227 Chatfield that Mr. Paulson is authorized to perform the work under the grant for the RAMAH project.

BY ORDER OF THE SCHOOL BOARD

/s/   
School District Clerk  
Chatfield Public Schools #0227  
August 7, 2019



## 428 EMPLOYEE USE OF SOCIAL MEDIA

### PURPOSE

District 227 recognizes the value of teacher inquiry, investigation, and innovation using new technology tools to enhance the learning experience. The District also recognizes its obligation to reach and ensure responsible and safe use of these technologies.

The purpose of this policy is to address employee use of social media in the classroom and to provide guidance to employees on the maintenance of professional ethics and boundaries when utilizing social media in their personal and professional lives. Employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies.

### DEFINITIONS

- A. **Public Social Media Networks** are defined to include various forms of discussion and information sharing including social networks, blogs, video sharing, podcasts, wikis, message boards, and online forums.
- B. **District-adopted, password protected online social media** are interactive media within the District's electronic technologies network or which the District has approved for educational use. The district has greater authority and responsibility to protect minors from inappropriate content and can limit public access with this forum.

### CLASSROOM USE OF ONLINE SOCIAL MEDIA

Teachers may elect to utilize District-adopted, password protected online social media in the classroom for purposes of instruction. Teachers may also elect to use public online social media in the classroom for purposes of instruction. Use of online social media in the classroom is subject to the following:

- A. Employees must ensure that student work, private student data and student images are not made public on public online social media sites unless written parental permission has been obtained.
- B. When utilizing either type of online social media in the classroom, employees shall ensure compliance with any applicable terms of use of the online social media site.
- C. An employee's use of any social media network and an employee's posting, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies.
- D. Before creating any official Chatfield Public Schools social networking sites on a non-school site (such as Facebook and Twitter), contact the Technology Coordinator for approval. If approved, the site creator must include the official district logo, a link to the District's homepage and a respective Chatfield Public Schools email and telephone number.

### PERSONAL USE OF PUBLIC ONLINE SOCIAL MEDIA BY EMPLOYEES

The decision to make personal use of public online social media is left to the discretion of each employee. District 227 does not monitor employee use of public online social media; however, it may take appropriate responsive action when it becomes aware of, or suspects, conduct or communication on a public online social media site that adversely affects the workplace or violates applicable professional codes of ethics.

Because readers of social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules when referring to the District, its schools, students, programs, activities, employees, volunteers and communities on any social media networks.

- A. An employee's use of any social media network and an employee's posting, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies.
- B. Employees must consider their role as school personnel before posting or communicating content that is obscene, profane, vulgar, harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior or sexual harassment.

- C. Employees should not use their District e-mail address for communications on public social media networks for personal use.
- D. Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the District. Employees may not act as a spokesperson for the District or post comments as representative of the District, except as authorized by the Superintendent or the Superintendent's designee.
- E. Employees may not disclose information on any public online social media site that is private, confidential or owned by the District, its students, or employees or that is protected by data privacy or copyright laws.
- F. Employees may not use or post a District or school logo on any public online social media site without permission from the Superintendent or designee.
- G. The District recognizes that student groups or members of the public may create public online social media representing students or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they do so as an employee of the District.
- H. Employees always have responsibility for maintaining appropriate employee-student relationships. This includes using professional judgment when necessary for the safety of students online and responding appropriately as a mandated reporter when applicable.
- I. Employees may not post images of co-workers on a social media network without the co-worker's written consent.

Employees are expected to serve as positive ambassadors for Chatfield Public Schools and to remember they are role models to students in the community. Employees will be held responsible for their disclosure, whether purposeful or inadvertent, of confidential or private information that violates the privacy rights or other rights of a third party, or for the content of anything communicated by the employee on any online social media site. An employee who fails to comply with the guidance set forth in this policy may be subject to disciplinary action and other consequences, up to and including termination, subject to applicable collective bargaining agreements.

## CHATFIELD PUBLIC SCHOOLS GUIDELINE FOR EDUCATOR USE OF SOCIAL NETWORKING

Social networks are rapidly growing in popularity and use by all ages in society. Many staff members use social networking as a personal tool to connect with friends and family; some are also beginning to use it as a professional/educational tool. Social networking is a powerful tool that has the potential for some wonderful educational applications. However, just as in life, what is appropriate in one's personal and private life is not always appropriate in an educational setting. The district recognizes the value of student/teacher/parent interaction on educational networking sites (e.g. social networking sites dedicated to professional activity/collaboration/networking). Collaboration, resource sharing, and student/teacher, student/student, and teacher/parent dialog can all be facilitated using networking tools. Such interactivity outside of the school walls can greatly enhance face-to-face classes.

Since social networking is relatively new to many staff members, we wanted to provide some guidelines for maintaining a clear line between personal social networking and professional/educational social networking. Both have a valued place in our increasingly digital lives.

It is also important to for employees to recognize that regardless of the setting, School District policies regarding appropriate behavior remain in full force and effect. Nothing in these guidelines shall be construed as altering District expectations regarding appropriate conduct for employees, appropriate interaction between staff and students, staff and parents or the obligations of employees under District policies or the law.

### **Your Online Identity**

As educators, we have a professional image to uphold, and how we conduct ourselves online impacts this image. As reported by the media, there have been instances of educators demonstrating unprofessional conduct while engaging in inappropriate dialogue about their schools and/or students or posting pictures and videos of themselves engaged in inappropriate activity online. Mistakenly, some educators feel that being online shields them from having their personal lives examined. Online identities are very public and can cause serious repercussions if behavior is careless or inappropriate, including disciplinary action related to employment.

### **Friending**

One of the hallmarks of online networks, both personal and educational, is the ability to "friend" others – creating a group of others that share interests and personal news. The district strongly discourages staff members from accepting invitations to friend students within personal social networking sites. When students gain access into a staff member's network of friends and acquaintances and can view personal photos and communications, the student-teacher dynamic is altered. By friending current students, staff members provide more information than one should share in an educational setting. It is important to maintain a professional relationship with students to avoid relationships that could cause bias in the classroom. Until a student has graduated, he/she is a part of our educational setting. Social networking can be a great way to stay connected to students after they have graduated, and staff members should use their best judgment when friending students who have graduated.

Of course, the potential for "friending" parents of students also exists and can create some awkwardness for educators who want to maintain a clear line between their private and professional lives. Those who find themselves in the delicate position of either "unfriending" parents who are already a part of their social network, or not accepting requests for friendship can use the following language to help them out: "Our district has recently provided us with some guidelines to help us navigate the line between our personal and professional on-line activities. I use my Facebook account solely within the realm of my personal life and would like to maintain that personal/professional distinction. In the spirit of maintaining that distinction I need to not "friend" parents of students." The following are recommended practices.

### **Professional/Educational Social Networking By Staff**

- a. Let your administrator, fellow teachers and parents know about your educational network. When available, use district-supported networking tools.
- b. Do not say or do anything that you would not say or do as a teacher in the classroom. (Remember that all online communications are stored somewhere.)

- c. Have a clear purpose and outcomes for the use of the networking tool and establish a code of conduct for all network participants.
- d. All employees are required to strictly adhere to district policies and the Minnesota Government Data Practices Act when posting student pictures and using student names.
- e. Pay close attention to the site's security settings and allow only approved participants access to the site.
- f. Feel free to contact an Instructional Technology Coach if you would like help and feedback.

### **Personal Social Networking By Staff**

- a. Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests and do not initiate social networking friendships with students.
- b. Use your best judgment when friending former students AFTER they have graduated. Even if a student has graduated, the former student may have friends who are still in school.
- c. In general, do not friend parents of students.
- d. In general, do not post to or update your page during work hours. Yes, you may be on your lunch break, but others who see your page may inaccurately infer that you are social networking when you should be teaching.
- e. Remember that people classified as "friends" can download and share your information with others. You do not have control over who they share your information with.
- f. *Post only what you want the world to see.* Imagine your students, their parents, or your administrator visiting your site. It is not like posting something to your web site or blog and then realizing that a story or photo should be taken down. On a social networking site, once you post something it may be available, even after it is removed from the site. Visit your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to "only friends". Setting your security to allow "Friends of friends" and "Networks and Friends" can open your content to a large group of unknown people. Your privacy and that of your family may be a risk.

### **All Social Networking**

- a. Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- b. If a staff member learns of information on a social networking site that falls under the mandatory reporting guidelines, they must report it as required by law.
- c. Stay informed and cautious in the use of all new networking technologies.
- d. Do not release private data that you have learned in the course of your employment with the School District, as doing so may violate the Minnesota Government Data Practices Act.
- e. Employees may be disciplined for engaging in conduct on social networking sites that is a violation of School District policy or that adversely impacts their ability to perform their job.

### **Resources**

Should Students and Teachers be Online Friends?

[http://www.education.com/magazine/article/Students\\_Teachers\\_Social\\_Networking/](http://www.education.com/magazine/article/Students_Teachers_Social_Networking/)

A Teachers Guide to Using Facebook

<http://www.scribd.com/doc/16957158/Teachers-Guide-to-Using-Facebook-Read-Fullscreen>

Social Networking Best Practices for Educators

<http://www.willard.k12.mo.us/co/tech/Document/SocialNetworkBestPractices.pdf>

Connections for Learning: A White Paper. Saywire, 2009

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MSBA/MASA Model Policy 616

Orig. 1997

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Rev. ~~2016~~ 2019

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these 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 federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law 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. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted 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. “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 federal law. 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. 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. District Assessment Coordinator (if different from “a.” above)

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

5. Translation services should be provided to the extent appropriate and practicable.

6. 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 Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting-

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the 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

cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, 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 in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process)  
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 3501.0640-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds 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)





Adopted: \_\_\_\_\_

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Rev. ~~2012~~ 2019

## 624 ONLINE LEARNING OPTIONS

*[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095, 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.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

**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)



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## 713 STUDENT ACTIVITY ACCOUNTING

### I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

### II. GENERAL STATEMENT OF POLICY

#### A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

*[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 2, to take charge of and control over all cocurricular activities, including all money received for such activities.]*

#### B. Extracurricular Activities

##### ~~*{Options 1 and 2}*~~

The school board shall ~~*{take charge of, control over, and account for}*~~ ~~*or {review and account for}*~~ take charge of and control over all student activity accounting that relates to extracurricular activities.

*[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]*

~~*or*~~

##### ~~*{Option 3}*~~

~~*1. The school board shall take charge of, control over, and account for the following student extracurricular activities:*~~

- a. ~~Any student extracurricular activity related to a contract which must be ratified by the school board or its designee [Note: The school board must take charge of, control over, and approve all contracts entered into for the purchase of items related to an extracurricular activity (i.e., contracts for the purchase of items for a fundraising event.);~~
  - b. ~~Student activities or transactions that have a fee which the school district is statutorily authorized to charge [Note: The school board may, but is not required to, take charge of and control over these activities or transactions.];~~
  - c. ~~Student activities or transactions that have a taxable sale related to them [Note: The school board may, but is not required to, take charge of and control over these activities or transactions.];~~
  - d. ~~All student class activity accounts of graduated classes where a residual balance remains in the account at the start of the school year following graduation;~~
  - e. ~~[The school board may take control over a student activity if otherwise is not required to control. All other extracurricular activities over which the school board chooses to take control, such as class activity funds, should be listed in this section.]~~
2. ~~The school board shall review and account for the following student extracurricular activities:~~

~~[List extracurricular activities over which the school board will review and account; i.e., class activity funds.]~~

~~[A school board may, but is not required to, take charge of and control over extracurricular activities in accordance with Minn. Stat. § 123B.49, Subd. 4. Board control includes powers and responsibilities, such as: board approval of a budget; receipt, review, and approval of revenue; and preparation of expenditure reports. If the school board takes charge of and control over extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures must be recorded in the same manner as other revenues and expenditures of the school district in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS).]~~

~~To the extent a school board does not take control over such activities, these activities must be self-sustaining with all expenses (except direct salary costs and indirect costs of the use of school facilities) met by dues, admissions, or other student fundraising events. Extracurricular activities~~



~~which are not under school board control still may be directed by the school board, but the fiscal transactions for such activities may only be presented to the school board for review and receipt, not approval. Accordingly, the school board may take charge of all extracurricular activities (Option 1), no extracurricular activities (Option 2), or may choose to take charge of and control over some extracurricular activities (which are not required to be under its control, such as activities which are not related to a graduation requirement or credit or a board-ratified contract) and only review and account for other extracurricular activities (Option 3).]~~

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

### III. DEFINITIONS

A. Cocurricular Activity

A “cocurricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An “extracurricular (noncurricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

#### IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), ~~the Manual for Activity Fund Accounting (MAFA) to the extent applicable~~, and school district policies and procedures.

B. Extracurricular Activities

~~1. — Extracurricular Activities Under Board Control~~

- ~~a1.~~ Any and all costs of extracurricular activities ~~under board control~~ may be provided from school revenues.
- ~~b2.~~ All money received or expended for extracurricular activities ~~under board control~~ shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for

expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

- e3. The treasurer shall account for all revenues and expenditures related to extracurricular activities ~~under board control~~ in accordance with UFARS and MAFA and school district policies and procedures. *[Note: UFARS is required to be used when transactions of an activity are under school board control in accordance with Minn. Stat. §§ 123B.49 and 123B.77.]*

~~2. Extracurricular Activities Not Under Board Control~~

~~a. All extracurricular activities not under board control shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fundraising events. The general fund shall reflect only those salaries directly related to and readily identified with the activity and paid by public funds.~~

~~b. Revenues and expenditures for extracurricular activities not under board control shall be recorded and be managed according to MAFA and shall be reviewed for compliance with and accepted by the school board in accordance with school district policies and procedures. [Note: MAFA is required to be used when transactions of an extracurricular activity are not under school board control in accordance with Minn. Stat. § 123B.49, Subd. 4(c).]~~

- e4. All student activity funds will be collected and expended:

- ~~(1)~~a. in compliance with school district policies and procedures;
- ~~(2)~~b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;
- ~~(3)~~c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
- ~~(4)~~d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
- ~~(5)~~e. in a manner which meets a public purpose.

- d5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will ~~be removed from the terminated student~~



~~activity account and deposited into~~ remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

~~*[Note: The school board may take control over residual funds from a graduating class activity account only if it has taken board control over such activities and transactions. The school board then has authority to transfer these terminated accounts to its general fund. The school district may then transfer this money from its general fund to those extracurricular activities over which the board has taken control in accordance with Section IV.B.1.a., above. Unless the school board has taken class activity accounts under its control, it would not be authorized to transfer funds from a graduating class activity account to an existing class activity fund for another class. If the school board has not taken control over these accounts, however, the principal and student representatives of the class may choose to transfer residual accounts to another existing class activity account prior to graduation.]*~~

## V. DEMONSTRATION OF ACCOUNTABILITY

### ~~A.~~ Semi-Annual Activity Fund Reports

~~The school board shall appoint a Student Finance Advisory Committee at the commencement of each school year. The Committee will review all new student activity funds and continuing student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The Committee will provide the school board with a summary accounting of student activity accounts at least semi-annually, including a report on transactions within each account of the student activity funds. The Committee will make recommendations to the school board on any recommended internal controls regarding student activity funds.~~

~~*[Note: MAFA recommends that the school board conduct periodic reviews of student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The manner in which such reviews are conducted is in the discretion of the school board. The foregoing procedure is the practice suggested by MAFA. It could also be done by a different standing or special committee appointed by the school board.]*~~

### BA. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

**EB.**     Fundraiser Report

The **Committee administration** will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

*[Note: ~~MAFA recommends that the~~ **The** school board **should** conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board. ~~The foregoing procedure is the practice suggested by MAFA.~~]*

**Legal References:**     Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)  
                                 Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
                                 Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)  
                                 Minn. Stat. § 123B.35 (General Policy)  
                                 Minn. Stat. § 123B.36 (Authorized Fees)  
                                 Minn. Stat. § 123B.37 (Prohibited Fees)  
                                 Minn. Stat. § 123B.38 (Hearing)  
                                 Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)  
                                 Minn. Stat. § 123B.52 (Contracts)  
                                 Minn. Stat. § 123B.76 (Expenditures; Reporting)  
                                 Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)  
                                 Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)  
                                 *Visina v. Freeman*, 252 Minn. 177, 89 N.W.2d 635 (1958)  
                                 Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

**Cross References:**     Uniform Financial Accounting and Reporting Standards (UFARS)  
                                 ~~Manual for Activity Fund Accounting (MAFA)~~  
                                 MSBA/MASA Model Policy 510 (School Activities)  
                                 MSBA/MASA Model Policy 511 (Student Fundraising)  
                                 MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
                                 MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
                                 MSBA/MASA Model Policy 702 (Accounting)  
                                 MSBA/MASA Model Policy 703 (Annual Audit)  
                                 MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)  
                                 MSBA/MASA Model Policy 706 (Acceptance of Gifts)