

Policy Committee

Monday, May 23, 2022 6:00 PM

Waconia City Hall, 201 S Vine Street, Waconia, MN 55387

1. Discussion

1.A. Member Attendance at Board Meetings (Continued)

2. Carryover from Feb. 28 Policy Committee Agenda

2.A. 425 Staff Development (Feb 2020)

425 STAFF DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The School Board will establish a Staff Development Advisory Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the District Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Staff Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include non-teaching staff, parents, and administrators.

B. The district will establish Site Professional Development Teams.

1. Administrators will determine the Site Professional Development Teams based on site and staff need.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DISTRICT STAFF DEVELOPMENT PLAN

A. The Staff Development Advisory Committee will develop a District Staff Development Plan. This plan will be reviewed by the school board on an annual basis as part of the district strategic road map;

B. The District Staff Development Plan will address:

1. Goals and desired outcomes that are aligned with the district's strategic initiatives

2. The means to achieve the goals and desired outcomes;

3. The process for evaluating progress at each school site toward meeting the goals and desired outcomes. [repealed in 2017]

4. The District Staff Development Plan and district practices will also:

a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and

e. Reinforce national and state standards of effective teaching practice.

C. The Staff Development Advisory Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and desired outcomes of the Staff Development Plan.

D. The Staff Development Advisory Committee will annually evaluate staff development efforts at the site level and the extent to which staff at the site have met the goals and desired outcomes of the District Staff Development Plan.

E. The Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development.

IV. STAFF DEVELOPMENT ACTIVITIES

A. The Staff Development Plan and district practices will support ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

1. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
6. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
7. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

B. Staff development activities will:

1. Focus on the school classroom and research-based strategies that improve student learning;
2. Provide opportunities for teachers to practice and improve their instructional skills over time;
3. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
5. Align with state and local academic standards;

6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

7. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

C. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

D. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

V. STAFF DEVELOPMENT FUNDING

A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount equal to at least two percent of its basic revenue for:

1. in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways;

2. staff development plans;

3. curriculum development and programs;

4. other in-service education;

5. teachers' workshops;

6. teacher conferences;

7. the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and

8. other related costs for staff development efforts.

B. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a College in the Schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

C. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

D. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On an annual basis, the Staff Development Advisory Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the School Board, the Staff Development Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the Superintendent [or designee] for consistency with the Staff Development Plan on an annual basis.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

A. The school district designee, in partnership with the Staff Development Advisory Committee, shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the School District's World's Best Workforce Report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities. The report will provide a breakdown of expenditures for:

- a. curriculum development and curriculum training programs;
- b. staff development training models, workshops, and conferences; and
- c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

2. The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

B. The school district will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

Legal References:

- Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
- Minn. Stat. § 120A.415 (Extended School Calendar)
- Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
- Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal) Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
- Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
- Minn. Stat. § 122A.60 (Staff Development Program)
- Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
- Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)

- Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Policy Adopted: May 12, 2008

revised June 2011, revised August 2015, revised February 2020

Independent School District 110

Waconia, MN

425 STAFF DEVELOPMENT

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

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The ~~school board~~ [Superintendent or Designee] will establish a Staff Development Advisory Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the District Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

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1. Administrators will determine the Site Professional Development Teams based on site and staff need.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DISTRICT STAFF DEVELOPMENT PLAN

A. The Staff Development Advisory Committee will develop a District Staff Development Plan. This plan will be reviewed by the school board on an annual basis as part of the district strategic road map;

B. The District Staff Development Plan will address:

1. Goals and desired outcomes that are aligned with the district's strategic initiatives;

[Note: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the goals and desired outcomes;
 3. The process for evaluating progress at each school site toward meeting educational outcomes.
 4. The Staff Development Plan will also:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
 - e. Reinforce national and state standards of effective teaching practice.
- C. The Staff Development Advisory Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and desired outcomes of the Staff Development Plan.
- D. The Staff Development Advisory Committee will annually evaluate staff development efforts at the site level and the extent to which staff at the site have met the goals and desired outcomes of the District Staff Development Plan.
- E. The Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development.

IV. STAFF DEVELOPMENT ACTIVITIES

- A. The Staff Development Plan and district practices will support ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
1. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices

methods;

2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
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1. Focus on the school classroom and research-based strategies that improve student learning;
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4. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
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6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

7. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
- C. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
- D. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

V. STAFF DEVELOPMENT FUNDING

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 1. in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways;
 2. staff development plans;
 3. curriculum development and programs;
 4. other in-service education;
 5. teachers' workshops;
 6. teacher conferences;
 7. the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and
 8. other related costs for staff development efforts.
- B. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- C. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

- D. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

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- A. On an annual basis, the Staff Development Advisory Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the superintendent [or designee] for consistency with the Staff Development Plan on an annual basis.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

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- A. The school district designee, in partnership with the Staff Development Advisory Committee, shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and

- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.
 2. The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
- B. The school district will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Policy Adopted: May 12, 2008
Revised: June 2011 / August 2015 / February 2020
Independent School District No. 110
Waconia, MN

603 CURRICULUM DEVELOPMENT

[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 provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level.
 - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.
- E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational 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)
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 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
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 616 (School District System Accountability)
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)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy Adopted: January 2004

Revised: July 2006, May 2012 (formerly titled Curriculum Development)/Jan. 2016, July 2020

Independent School District No. 110
Waconia, MN

2.C. 606 Textbooks and Instructional Materials (Dec
2020)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the Director of Teaching and Learning the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
 - 1. support the academic standards and goals of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. In addition to formally adopted textbooks and instructional materials, supplemental resources are commonly used to augment or enrich instruction at the classroom level. In making these selections, teachers should refer to School Board Policy 625 Media and Book Selection for guidance.

D. The Director of Teaching and Learning shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall be coordinated with the school district's curriculum development effort and may utilize the Teaching and Learning Advisory Council for input and consideration.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The Director of Teaching and Learning shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school district shall provide a process for members of the school district community to seek reconsideration of the use of select textbooks or instructional materials.

B. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

School Board Policy 625 Media and Book Selection

Policy Adopted: July 2012

Revised: Dec 2020

Independent School District No. 110

Waconia, MN

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the ~~Director of Teaching and Learning~~ **Superintendent or Designee** the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
1. support the academic standards and goals of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state

history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. In addition to formally adopted textbooks and instructional materials, supplemental resources are commonly used to augment or enrich instruction at the classroom level. In making these selections, teachers should refer to School Board Policy 625 Media and Book Selection for guidance.
- D. The ~~Director of Teaching and Learning~~ **Superintendent or Designee** shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall be coordinated with the school district's curriculum development effort and may utilize the Teaching and Learning Advisory Council for input and consideration.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The ~~Director of Teaching and Learning~~ **Superintendent or Designee** shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The ~~Director of Teaching and Learning~~ **Superintendent or Designee** shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school district shall provide a process for members of the school district community to seek reconsideration of the use of select textbooks or instructional materials.
- B. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
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Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

C. A member of the community may request the School Board directly to reconsider a textbook or instructional material by providing a petition signed by a number of members of the district equal to or greater than 5% of the number of students enrolled in the district at the time of petition.

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
School Board Policy 625 Media and Book Selection

Policy Adopted: July 2012

Revised: Dec 2020

Independent School District No. 110

Waconia, MN

3. **Carryover from March 28 Policy Committee Agenda**

3.A. Series 100 School District

3.A.1. 105 Public Relations and School
Communications (Dec. 2018)

105 SCHOOL DISTRICT PUBLIC RELATIONS AND SCHOOL COMMUNICATIONS

I. PURPOSE

This policy ensures that Waconia Independent School District 110 maintains regular and ongoing communications throughout the community.

II. GENERAL STATEMENT OF POLICY

Waconia Independent School District 110 is committed to partnering the community, families, students and employees. District 110 will coordinate and share regular and ongoing communications through a variety of means, including: e-newsletters, videos, website, social media, e-mail, printed materials and face-to-face communications. At the direction of the Superintendent, the Director of Communications will manage communications with all audiences and oversee interactions with media at all levels.

III. INFORMATION SHARING

A. Coordination of Communications

The Director of Communications preserves, manages, and promotes the image and brand of District 110. Decisions are guided by the Strategic Roadmap, Communications Plan and Brand Guidelines.

Objectives of the Communications Plan

1. Provide consistent, relevant and engaging communications to all key audiences.
2. Increase awareness and trust by delivering communications in convenient, user-friendly platforms.
3. Develop a network of internal and external storytellers.
4. Increase story frequency on all platforms.
5. Create district-wide storytelling culture based on honesty, authenticity and transparency.

Target Audiences

1. Parents

Internal Communication

Classroom Level – teacher/school/parents

External Communication

Marketing and Public Relations – teacher/school/community

2. Community

This broad audience includes everyone regardless of whether they currently have or previously had children in the district.

3. Students

Student pride deepens and confidence grows when they see the accomplishments of their school, teachers and classmates being celebrated in the community on a regular basis.

4. Staff

Teachers and staff are among the frontline ambassadors of our brand.

5. Online Community

Social media includes all of the above stakeholders.

B. Building Level and Program Specific Communications

1. Individual school sites and specific district-sponsored programs will provide regular communications to their stakeholders by sharing information about their activities, events, curriculum, assessments and goals as needed. The preferred method of communication is a branded and formatted weekly e-newsletter.

2. The primary source of regular communications will be web/email based with the recognition that District 110, individual school sites, education programs, and extra-curricular activities will ensure that families, community members and employees who do not have access to electronic sources will receive shared communications.

C. Communication Standards

The Director of Communications, at the direction of the Superintendent, establishes communication standards for employees.

IV. DISTRICT 110 SPOKESPERSON AND KEY CONTACTS FOR MEDIA

A. Official Spokesperson

The Director of Communications, working in conjunction with the Superintendent, is the main initial contact for all media. The Director of Communications is responsible for developing and maintaining relationships with media. The Superintendent is always the main spokesperson for the District unless otherwise directed by the Superintendent.

In collaboration with the Superintendent, the Director of Communications is responsible for working with staff and community partners to identify, develop, produce, write and then publish/post/upload stories about District 110.

District 110 employees must receive approval from the Director of Communications prior to contacting the media.

Regarding ongoing activities – such as a sports season or band related activities – one approval will cover the season.

B. Crisis or Emergency Situation

The District 110 Crisis Communications Plan dictates the processes and protocols during an emergency situation, including the spokesperson for District 110.

V. MEDIA COMMUNICATIONS WITH STUDENTS

Media may not contact or interview students on any of the school campuses or at school-related events without permission from one of the following:

1. Director of Communications
2. Leadership at the school level (principal, assistant principal)
3. Program Leader (Activities Director, coach, Director of Community Education)

Even with permission, parent/guardian permission may still be required.

Cross References: District 110 Policy 406 (Public & Private Personnel Data)
District 110 Policy 423 (Employee-Student Relationships)
District 110 Policy 434 (Teacher Evaluation)
District 110 Policy 515 (Protection & Privacy of Pupil Records)
District 110 Policy 519 (Interviews of Students by Outside Agencies)
District 110 Policy 524 (Internet Acceptable Use and Safety)
District 110 Policy 806 (Crisis Management Policy)

Policy Adopted: March 10, 1997
Policy Amended: July 9, 2001 / July 2007
Policy Revised: August 2014, December 2018
Independent School District No. 110
Waconia, MN

3.B. 301 School District Administration (December
2017)

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services.
- B. The school board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Policy Adopted: May 12, 1997 / Amended: February 11, 2002 / November 2007 / November 2012
/ December 2017

Independent School District No. 110
Waconia, Minnesota 55387

Adopted: _____

MSBA/MASA Model Policy 301

Orig. 1995

Revised: _____

Rev. 2022~~11~~

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services equitably.
- B. The school board expects all activities related to ~~the school district~~ operations ~~of the school district~~ to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools~~

4. **Series 300 Administration**

4.A. 302 Superintendent

Adopted: _____

MSBA/MASA Model Policy 302

Orig. 1995

Revised: _____

Rev. 20~~22~~11

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

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

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and
Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and
School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School
District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an
Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and
Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings
and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory
Offenders)
MSBA/MASA Model Policy 907 (Rewards)
~~MSBA Service Manual, Chapter 3, Superintendent of Schools~~

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

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

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)

MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)
MSBA Service Manual, Chapter 3, Superintendent of Schools

Policy Adopted: May 12, 1997 / February 11, 2002 / November 2007 / November 2012 /
December 2017
Independent School District No. 110
Waconia, Minnesota 55387

4.B. 303 Superintendent Selection

Adopted: _____

MSBA/MASA Model Policy 303

Orig. 1995

Revised: _____

Rev. 202216

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: ~~MSBA Service Manual, Chapter 3, Superintendent~~None

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
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- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: MSBA Service Manual, Chapter 3, Superintendent

Policy Adopted: May 12, 1997 / Amended February 11, 2002 / November 2007

Policy Reviewed: September 2017

Independent School District No. 110

Waconia, MN

4.C. 304 Superintendent's Contract, Duties, and
Evaluation

Adopted: _____

MSBA/MASA Model Policy 304

Orig. 1995

Revised: _____

Rev. ~~2022~~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: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)~~

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)

Policy Adopted: September 2017
Independent School District No. 110
Waconia, MN

4.D. 305 Policy Implementation

Adopted: _____

MSBA/MASA Model Policy 305

Orig. 1995

Revised: _____

Rev. ~~2022~~1999

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school ~~board~~ district policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop procedures, guidelines, and directives to effectuate the implementation of school board policies. These procedures, guidelines, and directives shall not be inconsistent with said policies. At least annually, these written procedures, guidelines, and directives shall be presented to the school board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

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

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

School District 110 recognizes the importance of implementing school district policy in an effective, efficient, and consistent manner. The administration is responsible for implementing and monitoring all school district policies approved by the school board.

I. PROCESS FOR IMPLEMENTING POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school board policies. These guidelines and directives shall not be inconsistent with said policies. At least annually, these written procedures shall be presented to the school board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123.34, Subd. 9 (Superintendent)

Cross References: School District Policy 209 (Development, Adoption and Implementation of Policies)

Policy Adopted: May 12, 1997 / February 11, 2002 / November 2007
Policy Reviewed: September 2017
Independent School District No. 110
Waconia, Minnesota 55387