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CHAPTER 3500

STATE BOARD OF EDUCATION

PROGRAM REQUIREMENTS FOR PUBLIC SCHOOLS

3500.0605 STAFFING REQUIREMENTS FOR PRINCIPALS

3500.1150 REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS

3500.0605 STAFFING REQUIREMENTS FOR PRINCIPALS.

Subpart 1. **Licensed principal required.** Every elementary, middle, and secondary school must be under the immediate direction of an appropriately licensed principal.

A. In any elementary school building enrolling 350 or more elementary pupils, at least one full-time nonteaching licensed elementary principal must be assigned for the administration and supervision of that building.

B. In any secondary school building enrolling 350 or more secondary pupils, at least one full-time nonteaching licensed secondary principal must be assigned for the administration and supervision of that building.

C. Notwithstanding the number of students, every middle school as defined in Minnesota Statutes, section 120.05, subdivision 2, clause (2) must be under the direction of a full-time licensed principal. Every person employed as a middle school principal must hold either an elementary principal's license or a secondary principal's license.

D. In any elementary school building enrolling at least 150, but fewer than 350 elementary pupils, at least one licensed elementary principal must be assigned to that building and must devote at least one-half time to administration and supervision.

E. In any secondary school building enrolling at least 150, but fewer than 350 secondary pupils, at least one licensed secondary principal must be assigned to that building and must devote at least one-half time to administration and supervision.

F. In any elementary school building enrolling fewer than 150 elementary pupils, at least one licensed elementary principal must be assigned to that building and must devote at least one-half time to administration and supervision. The superintendent may assume the duties of the elementary principalship if licensed as an elementary principal and must devote at least one-half time to such duties.

G. In any secondary school building enrolling fewer than 150 secondary pupils, at least one licensed secondary principal must be assigned to that building and must devote at least one-half time to administration and supervision. The superintendent may assume the duties of the secondary principalship if licensed as a secondary principal and must devote at least one-half time to such duties.

H. In any combination of two elementary school buildings pursuant to cooperative arrangements between districts with a combined enrollment not exceeding 350 elementary pupils, a full-time nonteaching licensed elementary principal must be assigned to those buildings and must devote one-half time to administration and supervision of each building.

I. In any combination of two secondary school buildings pursuant to cooperative arrangements between districts with a combined enrollment not exceeding 350 secondary pupils, a full-time nonteaching licensed secondary principal must be assigned to those buildings and must devote one-half time to administration and supervision of each building.

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J. The commissioner of education may grant to a school district an assignment exemption from the requirements of items F and G, based on demonstrated hardship. Such hardship shall consist of unique school district situations involving geography, sparsity of population, distance, and enrollment problems. The exemption shall be granted for a school year or a portion of a school year. A request for the hardship assignment exemption must be submitted by the superintendent to the commissioner of education with full documentation detailing the problems involved in full compliance and becomes effective upon review and approval by the State Board of Education:

Subp. 2. **Approval for exception.** Subject to the following conditions, the commissioner of education may issue a letter of approval to a school district annually which will allow the district to employ a person who is not fully licensed to perform the duties of a principal if the school district is unable to employ a fully licensed elementary or secondary school principal.

A. Letters of approval must be issued to school districts only in instances where the individual is enrolled in an approved specialist degree or six-year program in school administration and can show evidence that the program can be completed within three school years.

B. Letters of approval must be applied for annually and may not exceed the three years stated in item A for any one individual.

C. The school superintendent must provide written verification of the district's inability to contract with a fully licensed elementary or secondary school principal for a position. The verification must state the means by which the position was advertised and that no licensed principal who wishes to assume the position has been placed on unrequested leave by the district.

Statutory Authority: *MS s 121.11 subds 7,12, 123.34 subd 10; 125.05*

History: *10 SR 1427*

NOTE Part 3500 0605 is effective September 1, 1987 See the Notice of Adoption published on December 23, 1985 at 10 State Register, page 1427

3500.1150 REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS.

Subpart 1. **Curriculum offerings.** A school district shall offer broad and balanced elementary school curriculum that is appropriate to the developmental levels of the learners in the physical, social, emotional, and cognitive areas. The curriculum must be based on the philosophy, goals, and objectives developed by the school board and adapted by the board for each elementary school to reflect the individual school needs.

Subp. 2. **Required curriculum offerings.** The curriculum offerings listed in this subpart are required curriculum offerings or common branches for kindergarten through the last elementary grade in each elementary school.

A. Communications/language arts, including:

- (1) listening/speaking;
- (2) reading/writing;
- (3) children's literature; and
- (4) language study: structure and meaning.

B. Mathematics.

C. Art, including:

- (1) observing;
- (2) producing; and
- (3) valuing and judging.

D. Music, including:

- (1) describing sounds;
- (2) producing sounds; and

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- (3) organizing sounds.
- E. Science, including:
 - (1) earth science;
 - (2) life science;
 - (3) physical science; and
 - (4) process skills.
- F. Social studies from local to global, including:
 - (1) anthropology;
 - (2) economics;
 - (3) geography;
 - (4) history;
 - (5) political science;
 - (6) psychology; and
 - (7) sociology.
- G. Physical education, including:
 - (1) body management;
 - (2) motor and physical fitness; and
 - (3) motor skills.
- H. Health, including:
 - (1) personal health;
 - (2) mental health;
 - (3) growth and development;
 - (4) chemical and substances use and abuses;
 - (5) nutrition; and
 - (6) safety.
- I. Environmental education, including:
 - (1) natural context;
 - (2) social context;
 - (3) valuing context; and
 - (4) action context.
- J. Media and technology, including:
 - (1) equipment familiarity and use;
 - (2) materials retrieval, selection, and use;
 - (3) media production; and
 - (4) viewing skills.

Subp. 3. **Optional curriculum offerings.** Other subjects as determined by the philosophy and goals of the district may be included in the curriculum, such as world languages and cultures, play in kindergarten, industrial arts, and home economics.

Subp. 4. **Balance among curriculum offerings.** A reasonable balance among required curriculum offerings shall consist of the following distribution at a minimum, yearly: one-third for communications/language arts; one-third for mathematics, art, and music; one-third for science, social studies, physical education, and health; provided that the curriculum balance may be adjusted to accommodate the needs of individual students. Optional curriculum offerings shall not alter the balance among required curriculum offerings.

Subp. 5. **Integration of required curriculum offerings.** Environmental education and media and technology skills shall be taught in the context of the other required curriculum offerings. Although particular curriculum offerings in subpart 4 are clustered to indicate emphasis in a balanced elementary school curricu-

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lum, any curriculum offering may be taught in combination or cluster with any of the other offerings.

Subp. 6. Components. A school district's elementary curriculum must include the components listed in this subpart for each curriculum offering:

A. a coordinated scope and sequence from kindergarten through the last grade in each elementary school with school district coordination through grade 12;

B. a means of evaluation of each curriculum offering and its coordinated scope and sequence; and

C. a process for review on a regular cycle not to exceed eight years, that is used to modify each curriculum offering as necessary.

Subp. 7. Definitions. In subpart 6:

A. "Scope" means the breadth and depth of a curriculum offering as defined by its content and objectives.

B. "Sequence" means the arrangement of objectives in a logical and developmental order.

Statutory Authority: *L 1984 c 463 art 7 s 26 subd 2*

History: *10 SR 16*