Jordan School District #717
Health & Safety Meeting Agenda

Monday, February 10, 2020 at 6:30 PM
Regular Meeting
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

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1. Call to Order
2. Pledge of Allegiance
3. Roll Call 4
4. Consideration of Agenda
5. Public Comments 5
6. School Board Recognition Week: February 17-21, 2020
7. Consent Agenda
    1. Minutes 6
    2. Monthly Finance Reports 11
    3. Donations 140
    4. Policies
        1. 104 School District Mission Statement - 1st and Final Reading 141
        2. 105 Vision Statement - 1st and Final Reading 142
        3. 418 Drug-Free Workplace / Drug-Free School - 1st and Final Reading 143
        4. 419 Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices - 1st and Final Reading 149
        5. 427 Workload Limits for Certain Teachers - 1st and Final Reading 152
        6. 501 School Weapons Policy - 1st and Final Reading 154
        7. 502 Search of Student Lockers, Desks, Personal Possessions, and Student's Person - 1st and Final Reading 159
        8. 505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees - 1st and Final Reading 162
        9. 513.1 Student Grade Advancement and/or Subject-Specific Acceleration (Grades 3-8) - 1st and Final Reading 168
        10. 515.1 Retention and Destruction of Student Records for Special Education Students - 1st Reading 171

11. 518 DNR - DNI Orders - 1st and Final Reading 174
12. 520 Student Surveys - 1st and Final Reading 175
13. 521 Student Disability Nondiscrimination - 1st and Final Reading 187
14. 526 Hazing Prohibition - 1st and Final Reading 190
15. 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds - 1st and Final Reading 196
16. 541 Memorials for Deceased Students or Staff - 1st and Final Reading 201
17. 601 School District Curriculum and Instruction Goals - 1st and Final Reading 203
18. 603 Curriculum Development - 1st and Final Reading (#1) 209
19. 603 Curriculum Development - 1st and Final Reading (#2) 212
20. 604 Instructional Curriculum - 1st and Final Reading 215
21. 607 Organization of Grade Levels - 1st and Final Reading 220
22. 610 Field Trips - 1st and Final Reading 221
23. 611 Home Schooling - 1st and Final Reading 231
24. 613 Graduation Requirements - 1st and Final Reading 235
25. 614 School District Testing Plan and Procedure - 1st and Final Reading 241
26. 615 Testing, Accommodations, Modifications, and Exemptions for IEP's, Section 504 Plans, and LEP Students - 1st and Final Reading 263
27. 616 School District System Accountability - 1st and Final Reading 268
28. 618 Assessment of Student Achievement - 1st and Final Reading 274
29. 619 Staff Development for Standards - 1st and Final Reading 281
30. 624 Online Learning Options - 1st and Final Reading 283
31. 701.1 Modification of School District Budget - 1st and Final Reading 288
32. 710 Extracurricular Transportation - 1st and Final Reading 290
33. 713 Student Activity Accounting - 1st and Final Reading (#1) 292
34. 713 Student Activity Accounting - 1st and Final Reading (#2) 297
35. 904 Distribution of Materials on School District Property by Nonschool Persons - 1st and Final Reading 302

5. Teacher Seniority List 307
6. Leave of Absence Request - Rachel Rydberg
7. Leave of Absence Request - Ashley Hyatt
8. Leave of Absence Request - Laurie Schmidt
9. Leave of Absence Request - Anthony Rydberg
10. New Hire - Lindsey Mitchell - LTS - MS Teacher, English 314
11. New Hire - Nicholas Dahlen - Coach, Baseball 7th Grade 316
12. New Hire - Travis Fremming - CERC Front Desk Assistant 318
13. New Hire - Jordan Lamberson - CERC Front Desk Assistant 320
14. New Hire - Abigail Vizenor - CERC Front Desk Assistant 322
15. New Hire - Kristin Hagan - CERC Tutor 324
16. New Hire - Kristina Stresnak - MS Building Nurse 326
17. Reduction of FTE Request for 2020-2021 - Tammy Stensland - ES Teacher, Special Ed
18. Resignation - Karen Schommer - MS Cooks Helper
19. Resignation - Erin Hjelmeland - MS Softball Coach

8. Action Items
    1. Review and Act on Revised Fiscal Year 2020 Budget 328
    2. Review and Act on Girls Golf Field Trip Request - Morton, MN 336
    3. Review and Act on Teacher Unrequested Leave of Absence Language as an Addendum to the EMJ Master Agreement and Corresponding Memorandum of Understanding 339
    4. Review and Act on Resolution Directing the Administration to make Recommendations for Reductions in Programs and Positions and Reasons Therefor 346
    5. Review and Act on the 2020-2021 JMS Course Registration Guide 347
    6. Review and Act on the 2020-2021 JHS Course Registration Guide 406
    7. Review and Act on Directing Administration to Make an Application to the Minnesota Department of Education for a Flexible Learning Year Calendar 470
9. Board and Administrative Reports
    1. Superintendent's Report 480
    2. HS Principal's Report 488
    3. MS Principal's Report 490
    4. ES Principal's Report 492
    5. Director of Teaching and Learning's Report 494
    6. Activities Director's Report 497
    7. Community Education & Recreation Director's Report 499
    8. Communication, Marketing, and Event Director's Report 501
    9. Nutritional Services Director's Report 503
    10. Special Services Director's Report 504
    11. Technology Director's Report 506
    12. Facilities Director's Report 507
    13. School Board Member Reports / Committee Reports 508
10. Adjourn Regular Meeting

Governing Board Member Meeting / Mileage Claim Form
2020

Jordan Board Member:_____
Address:_____

I have attended the following meetings and will be reimbursed at the following rates:

- Negotiations: **$70.00**
- Meetings recommended by the board: Including, but not limited to, Pre-delegate Assembly, Delegate Assembly, Joint Legislative Conferences, MSBA Phase trainings, Summer Conference, Leadership Conference, Officer Training, Board Retreats:
  - **$125 for Half Days (<4 hours)**
  - **$225 for Full Days (>4 hours)**

Date of Meeting: _____ Round Trip Miles: _____
Purpose: _____

Date of Meeting: _____ Round Trip Miles: _____
Purpose: _____

I have driven a total of _____ miles (*please report total round trip miles to attend the above mentioned meeting(s) and include a MapQuest with this claim form.*)

- I will be reimbursed at the rate of 57.5 cents per mile.

Note: This does not apply to regular board meetings or committee meetings already covered by the $2,500.00 comprehensive compensation.

I declare under the penalties of law that this agreement, claim, or demand is just and correct and that no part of it has been paid.

_____ _____
Signed **Date**

Request to Address the School Board

According to School Board Policies 206 & 207, if a citizen wishes to speak to the School Board about an agenda item, the Superintendent's office must be notified. For all other purposes, citizens must complete the 'Request to Address the School Board' form, which must be submitted in person or email to the School Board Clerk, or other designee, any time up to ten (10) minutes prior to the start of the School Board meeting.

Name: _____

Residence (city only): _____

Date: _____

Phone Number: _____

**This will only be used for follow-up to your shared issue/concern.*

Please specifically state your purpose for addressing the School Board.

_____

_____

_____

_____

_____

_____

Have you previously contacted a School Board member and/or school employee about this issue/concern? (Circle One) YES NO

If so, please state name of board member/school employee:_____

If proper procedures have been followed and the School Board Clerk, or other designee, has determined that proper communication channels have been followed, your request will be submitted to the Board Chair. The Board Chair will then call you by name, state the purpose of your address, and invite you to the podium during the scheduled time for open forum/public comments.

School Board Meeting

Non Board Approved Minutes

Monday, January 6, 2020 at 5:00 PM
Regular / Organizational Meeting
CERC Multi-purpose Room

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1. Call to Order
- D. Pauly called the meeting to order at 5:03pm

2. Pledge of Allegiance

3. Roll Call
- Present: Deb Pauly, Tom Vogel, Sandy Burke, Connie Hennen, Lauren Pedersen (5:09pm), Rob Langheim, and Ryan Dahnert
- Absent: N/A

4. Consideration of Agenda
- Action Item 9.6. Review and Act on Wrestling Field Trip Request - Grand Forks, ND was added after the original release.
- Motion to approve the agenda made by T. Vogel, Seconded C. Hennen Passed 6-0

5. Public Comments
- None

6. AIPAC - Ann Hiegel
- Ann Hiegel addressed the board to review the goals and budget of the American Indian Parent Advisory Council.

7. Organizational Meeting - Offices & Committees

7. 1. Ceremonial Oath of Office - Ryan Dahnert
- Ryan Dahnert was elected at the 11/5/19 election and will serve through 1/2/23.

7. 2. Student School Board Representative - Olivia Rausch
- Olivia's application was selected and she will serve as the student representative through 6/30/20.

7. 3. Organization of the Board
- The board read the code of ethics.
- 1. Elections — Nominated & Elected — Motion
  - 1.1. Chairperson — D. Pauly — L. Pedersen

- 1.2. Vice Chair T. Vogel D. Pauly
- 1.3. Clerk S. Burke L. Pedersen
- 1.4. Treasurer C. Hennen S. Burke
- All candidates were elected by acclamation.

- 2. Establishments
  - 2.1. Treasurers Bond: $100,000
  - 2.2. Depositories: Frandsen Bank, Riverland Bank, MSDLAF, Hometown Bank, and MN Trust
  - 2.3. Newspaper Jordan Independent
  - 2.4. Investment Authority: Superintendent / Finance Director
  - 2.5. Meeting Day & Time: 2nd & 4th Mondays at 6:30pm
  - 2.6. Legal Counsel: Ratwik, Rozak, and Maloney, P.A. *The district reserves the right to work with another firm as needed.
  - Motion to approve the establishments made by C. Hennen, Seconded S. Burke Passed 7-0
- 3. Board Member Compensation
  - 3.1. Member $2,500
  - 3.2. Chairperson $ 500
  - 3.3. Vice Chairperson $ 300
  - 3.4. Clerk $ 300
  - 3.5. Treasurer $ 300
  - 3.6. Meetings $ 125 Half Day (<4 hours)
    $ 225 Full Day (>4 hours)
  - Motion to approve the compensations made by T. Vogel, Seconded R. Langheim Passed 7-0
- 6. The District delegates authority to make electronic funds transfers to the District's Finance Director.
  - Motion to approve made by S. Burke, Seconded L. Pedersen Passed 7-0

7. 4. Committee Assignments

- Budget / Finance: Entire Board
- Calendar: S. Burke, alt. - L. Pedersen
- City-School: R. Langheim, L. Pedersen, T. Vogel, alt. - D. Pauly
- Communications Committee: S. Burke, R. Dahnert, alt. - L. Pedersen
- Com. Ed/Rec./Joint Powers: T. Vogel, R. Dahnert
- Curriculum & Technology: D. Pauly, S. Burke, C. Hennen, alt. - L. Pedersen, O. Rausch
- Education Foundation: R. Langheim, C. Hennen, alt. - L. Pedersen
- Facilities: D. Pauly, R. Langheim, T. Vogel, alt. - C. Hennen, O. Rausch
- Meet & Confer/Cont, Ed/Staff Dev/: D. Pauly, R. Langheim, R. Dahnert
- Negotiations: D. Pauly, T. Vogel, alt. - R. Dahnert
- Personnel: D. Pauly, T. Vogel, alt. - R. Dahnert
- Policy: S. Burke, D. Pauly, alt. - R. Langheim
- Safe Schools/PBIS: L. Pedersen, alt. - S. Burke, O. Rausch
- SCALE: T. Vogel, alt. - R. Dahnert
- SW Metro/Intermediate: D. Pauly, alt. - S. Burke
- AIPAC: S. Burke, alt. - D. Pauly

- Booster: L. Pedersen, alt. - R. Dahnert
- Legislative: D. Pauly
- MSHSL: D. Pauly
- SEAC: C. Hennen
- Region V/SCSC/Metro ECSE: L. Pedersen, alt. - S. Burke
- Motion to approve made by T. Vogel, Seconded L. Pedersen Passed 7-0

7. 5. Board Calendar

- The 2020 board calendar was reviewed.
- Motion to approve the calendar made by C. Hennen, Seconded L. Pedersen Passed 7-0

7. 6. Confidentiality and Conflict of Interest Policy and Disclosure Form

- This is an annual requirement for school board members.

8. Consent Agenda

8. 1. Minutes

- 12/9/19: Regular / Truth in Taxation

8. 2. Monthly Finance Reports

- Amy Hafemann prepared reports for the board to review.

8. 3. Donations

• MightyCause	Food Shelf	$ 145.00
• John Gulner	High School Band Trip – J.B.	$ 500.00
• Kathy Pedersen	JES Lunch Accounts	$ 500.00
• Dennis/Diane Schroeder	ES Music Dept.	$ 20.00
• Boyd Perkins Group, Inc.	Zen Room	$1,000.00
• Cory Templin	MS Industrial Arts	$ 10.00
• HomeTown Bank	JMS Field Trips	$ 200.00
• Mark & Diane Anhalt	Middle School	$ 25.00

8. 4. Policies

8. 4. 1. 299 Student Representative to the School Board - 1st and Final Reading

8. 4. 2. 540 Student Clubs - Repeal

8. 5. Safety & Security Procedure

8. 6. New Hire - ES LTS Special Education Teacher - Cassandra Krueger

8. 7. New Hire - MS LTS English Teacher - Erin Wells

8. 8. New Hire - Assistant Dance Coach - Ashley Jirik

8. 9. New Hire - MS Cooks Helper - Karen Schommer

8. 10. New Hire - Kids Co. Group Leader - Amber Lambrecht

8. 11. New Hire - Kids Co. Group Leader - Isabelle Hayden

8. 12. New Hire - ES Kitchen Site Lead - Kelly Raser

8. 13. Resignation - MS Knowledge Bowl Coach - Travis Paulsen

8. 14. Resignation - MS Nurse - Michelle Germscheid

8. 15. Resignation - HS Custodian - Markus Volimas

8. 16. Leave of Absence - Kaylee Doherty

8. 17. Leave of Absence - Kathryn McKnight

8. 18. Leave of Absence - Kimberly Krautkremer

8. 19. 2020-21 Contract - Activities Director - Joe Perkl

- Motion to approve the consent agenda made by T. Vogel, Seconded R. Dahnert Passed 7-0

9. Action Items

9. 1. Review and Act on 2020-21 District Calendar

- The Administrative Team & Calendar Committee prepared two drafts for all staff to vote on. The preferred option was presented for board approval. The district will be considering submitting an 'Alternative Learning Year' application to the MDE which would allow us to begin school prior to labor day in future school years.
- Motion to approve made by S. Burke, Seconded by L. Pedersen Passed 7-0

9. 2. Review and Act on Kraus-Anderson Contract

- This was reviewed at prior board meetings. If the district runs a referendum campaign in the future, it would use their services.
- With a motion to approve the Kraus-Anderson contract, the School Board is committing to a process of community engagement so all citizens have a voice. Motion to approve made by T. Vogel, Seconded R. Langheim Passed 7-0

9. 3. Review and Act on School Perceptions Contract

- This was reviewed at prior board meetings. A district staff and community survey will be administered and analyzed to determine the feasibility of a future referendum campaign.
- With a motion to approve the School Perceptions contract, the School Board is committing to a process of community engagement so all citizens have a voice. Motion to approve made by R. Dahnert, Seconded L. Pedersen Passed 7-0

9. 4. Review and Act on Local Control Resolution

- The MSBA drafted this resolution asking for local school board control and is asking districts to pass it to show their support. They will then pass on the approved resolutions to our local and national legislators.
- Motion to approve made by L. Pedersen, Seconded R. Dahnert Passed 7-0

9. 5. Review and Act on Wrestling Field Trip Request - Hutchinson

- This is for a trip on February 21-22, 2020.
- Motion to approve made by C. Hennen, Seconded T. Vogel Passed 7-0

9. 6. Review and Act on Robotics Field Trip Request - Grand Forks, ND

- This is for a trip on February 26 - March 1, 2020.
- Motion to approve made by T. Vogel, Seconded L. Pedersen Passed 7-0

10. Board and Administrative Reports

10. 1. Enrollment Update

10. 2. School Board Member Reports / Committee Reports

11. Board and Superintendent Comments

- The One Act Play Festival is coming up later this month.
- The MSBA Leadership Conference is January 16-17.

12. Adjourn Regular Meeting

- T. Vogel moved to adjourn the meeting at 6:25pm.

_____ _____

School Board Clerk Date

717 JORDAN PUBLIC SCHOOLS
District Office
500 Sunset Drive, Suite #1
Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax

AMY HAFEMANN
Director of Finance
ahafemann@isd717.org

February 3, 2020

Board of Education Meeting

Finance Report

February financial reports show activity that has been completed thru January, 2020. There is still work that needs to be done, but this data is as current as can be at this time.

The Detailed Payment Register by Vendor gives the detailed activity of all vendors that have been paid in the month of January. This report now also includes payments that have been made from the Student Activity Accounts that are now under "Board Control". The last page of this report gives the total that was paid out per fund. As seen, $21,364.95 was paid out of the Student Activity Accounts. This report does not include the vendors that are paid for Payroll Taxes.

The Detailed Payment Register by Check No gives the detailed activity of the Payroll Taxes that have been paid in the month of December.

The pie chart shows the expenses by object codes in the General Fund that were paid thru January, 2020. This chart is as current as can be at this time.

Tuesday, February 4th and Wednesday, February 5th Matt and I did a School Funding and Budgeting presentation for the Middle School and High School Certified Staff. This presentation was a shorter version of the Community Engagement presentation. We will be doing this for the Elementary School, and also Early Learning Services next week. I have also attached both presentations.

There were questions on Expenditures By Program Code pie chart. The majority of the questions were what types of expenditures go into each piece of that chart. I am also attaching a document that explains that pie chart and the pieces that go along with it. This document will also be posted on the district website under Departments > Business and Finance.

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104016	11220		BENJAMIN BUS		Check
				E 01 005 760 720 360 000	Dec 2019 Contract	$66,697.90	
	PO#:	Voucher #:	109259	Invoice	Invoice No: Dec 2019 Contract	1/3/2020	Paid Amt: $66,697.90
							Check Amount: $66,697.90
0717	001	104017	27783		BEST BUY ADVANTAGE ACCOUNT		Check
				E 01 005 630 302 555 000	Installation Services	$2,000.00	
	PO#: 46815	Voucher #:	109263	Invoice	Invoice No: 4184046	1/3/2020	Paid Amt: $2,000.00
							Check Amount: $2,000.00
0717	001	104018	5093		BINGHAM, MARK		Check
				E 01 300 296 000 305 306	GBB Official 12/31/19	$120.00	
	PO#:	Voucher #:	109260	Invoice	Invoice No: GBB Official	1/3/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104019	29170		BLOCK, DAN		Check
				E 01 300 296 000 305 306	GBB Official 12/20/19	$120.00	
	PO#:	Voucher #:	109261	Invoice	Invoice No: GBB Official	1/3/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104020	5105		BRAUN INTERTEC CORPORATION		Check
				E 06 005 870 791 305 000	COP School Land-Geotecnical Eval thru 12/13/1	$2,445.00	
	PO#: 48369	Voucher #:	109264	Invoice	Invoice No: B197693	1/3/2020	Paid Amt: $2,445.00
				E 06 005 870 791 305 000	Geotechnical Eval Rental Property	$9,097.50	
	PO#: 48355	Voucher #:	109265	Invoice	Invoice No: B195002	1/3/2020	Paid Amt: $9,097.50
							Check Amount: $11,542.50
0717	001	104021	5115		BURKE, CLAIRE		Check
				B 02 230 000	Gavin Burke	$34.00	
	PO#: 48362	Voucher #:	109262	Invoice	Invoice No: Refund	1/3/2020	Paid Amt: $34.00
							Check Amount: $34.00
0717	001	104022	2328		DEMORETT, ANDREW		Check
				E 01 300 294 000 305 306	BBB Official 1/2/20	$120.00	
	PO#:	Voucher #:	109266	Invoice	Invoice No: BBB Official	1/3/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104023	25674		DLR GROUP		Check
				E 01 100 865 380 520 000	Nov 2019 JES Boiler/Chiller Replace	$82.50	
	PO#: 48352	Voucher #:	109267	Invoice	Invoice No: 0170583	1/3/2020	Paid Amt: $82.50
							Check Amount: $82.50
0717	001	104024	5119		GERBER, JOSHUA		Check
				E 01 300 296 000 305 306	GBB Official 12/31/19	$120.00	
	PO#:	Voucher #:	109268	Invoice	Invoice No: GBB Official	1/3/2020	Paid Amt: $120.00
							Check Amount: $120.00

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104025	5116		GRAF, HEIDI		Check
				B 02 230 000	Liam Steine-Graf	$36.00	
	PO#: 48363	Voucher #:	109269	Invoice	Invoice No: Refund	1/3/2020	Paid Amt: $36.00
							Check Amount: $36.00
0717	001	104026	3271		GRIDER, DANIEL		Check
				E 01 300 294 000 305 306	BBB Official 1/2/20	$120.00	
	PO#:	Voucher #:	109270	Invoice	Invoice No: BBB Official	1/3/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104027	4134		HESS-NORSKOG, STACEY		Check
				E 01 005 420 740 366 000	Home Visits	$100.34	
				E 01 005 420 419 366 640	Staff Dev	$162.86	
	PO#: 48373	Voucher #:	109271	Invoice	Invoice No: Reimbursement	1/3/2020	Paid Amt: $263.20
							Check Amount: $263.20
0717	001	104028	29171		JORDAN AREA FOOD SHELF		Check
				E 18 100 298 301 899 000	Mighty Cause Nov 2019	$145.00	
	PO#: 48360	Voucher #:	109272	Invoice	Invoice No: Donation	1/3/2020	Paid Amt: $145.00
							Check Amount: $145.00
0717	001	104029	27090		MN HARVEST, LLC		Check
				E 02 300 770 701 490 000	HS	$35.00	
				E 02 128 770 701 490 000	MS	$70.00	
				E 02 100 770 701 490 000	ES	$70.00	
	PO#:	Voucher #:	109273	Invoice	Invoice No: 1430	1/3/2020	Paid Amt: $175.00
							Check Amount: $175.00
0717	001	104030	5120		MN SECRETARY OF STATE-NOTARY		Check
				E 01 300 050 000 820 000	R. Hentges	$120.00	
				E 01 128 050 000 820 000	K. Kochlin	$120.00	
	PO#: 48324	Voucher #:	109274	Invoice	Invoice No: Notary Renewal	1/3/2020	Paid Amt: $240.00
							Check Amount: $240.00
0717	001	104031	28584		NEW DOMINION SCHOOL		Check
				E 01 998 203 000 390 000	SPED 410 J. Halverson Nov 2019	$1,229.30	
				E 01 998 410 740 393 000	SPED 410 J. Halverson Nov 2019	$3,142.03	
	PO#: 48353	Voucher #:	109275	Invoice	Invoice No: 7799	1/3/2020	Paid Amt: $4,371.33
							Check Amount: $4,371.33
0717	001	104032	28559		NYLANDER, BEN		Check
				E 01 128 260 000 430 000	Science Supplies-Hands of Friendship	$7.62	
	PO#: 48345	Voucher #:	109276	Invoice	Invoice No: Reimbursement	1/3/2020	Paid Amt: $7.62
							Check Amount: $7.62

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104033	4630		RAKERS, KIIRSTEN		Check
				E 01 005 420 740 366 000	Dec 2019 Mileage	$34.57	
	PO#: 48344	Voucher #:	109278	Invoice	Invoice No: Reimbursement	1/3/2020	Paid Amt: $34.57
							Check Amount: $34.57
0717	001	104034	20698		RATWIK, ROSZAK & MALONEY, PA		Check
				E 01 005 160 000 311 000	Grad Ceremony	$308.00	
				E 01 005 400 000 306 000	SPED	$115.00	
	PO#: 48358	Voucher #:	109277	Invoice	Invoice No: 65569	1/3/2020	Paid Amt: $423.00
							Check Amount: $423.00
0717	001	104035	28089		SCHMIDT, LAURIE		Check
				E 01 128 402 740 369 250	ESY Field Trip Parking 7/15/19	$37.00	
	PO#: 48372	Voucher #:	109281	Invoice	Invoice No: Reimbursement	1/3/2020	Paid Amt: $37.00
							Check Amount: $37.00
0717	001	104036	25338		SCOTT COUNTY TREASURER		Check
				E 01 005 110 000 305 000	TNT Billing	$453.70	
				E 01 005 110 000 305 000	Tax TNT Cost Allocation	$440.00	
	PO#: 48351	Voucher #:	109280	Invoice	Invoice No: IN25189	1/3/2020	Paid Amt: $893.70
							Check Amount: $893.70
0717	001	104037	10214		SOUTHWEST METRO INTERMEDIATE DISTRICT		Check
				E 01 998 211 303 390 277	SW Metro	$511.70	
				E 01 300 211 303 390 277	JHS	$2,412.00	
				E 01 100 203 303 390 277	JES	$2,400.00	
				E 01 128 211 303 390 277	JMS	$2,170.30	
	PO#: 48354	Voucher #:	109279	Invoice	Invoice No: 2124	1/3/2020	Paid Amt: $7,494.00
							Check Amount: $7,494.00
0717	001	104038	4700		TEACHERS ON CALL		Check
				E 01 100 203 000 394 999	ES	$2,472.70	
				E 01 100 400 000 307 999	ES Non Licensed SPED	$174.15	
				E 01 100 402 740 307 999	ES DCD Para	$67.52	
				E 01 300 211 000 394 999	HS	$2,033.81	
				E 01 128 211 000 394 999	MS	$870.75	
				E 01 128 400 000 307 999	MS Non Licensed SPED	$814.76	
				E 01 128 407 419 303 640	MS SLD Staff Dev	$348.30	
				E 01 128 408 419 303 640	MS EBD Staff Dev	$174.15	
				E 01 128 411 419 303 640	MS ASD Staff Dev	$348.30	
				E 01 128 640 316 305 999	MS Staff Dev	$1,044.90	
	PO#: 48366	Voucher #:	109282	Invoice	Invoice No: 111785	1/3/2020	Paid Amt: $8,349.34
							Check Amount: $8,349.34

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104039	5086		VOLLBRECHT, RACHEL		Check
				E 01 100 412 422 366 000	Mileage Nov-Dec 2019-367 Miles	$212.86	
	PO#: 48377	Voucher #:	109283	Invoice	Invoice No: Reimbursement	1/3/2020	Paid Amt: $212.86
							Check Amount: $212.86
0717	001	104040	4272		ASL INTERPRETING SERVICES, INC.		Check
				E 01 100 203 000 357 000	Interpreting Service at Holiday Program for deaf	$128.00	
	PO#: 48313	Voucher #:	109345	Invoice	Invoice No: 19.24651	1/10/2020	Paid Amt: $128.00
							Check Amount: $128.00
0717	001	104041	11220		BENJAMIN BUS		Check
				E 01 005 760 725 360 000	Votech	$3,922.92	
				E 01 100 203 733 360 232	2nd Grade Cinderella	$692.28	
				E 01 100 203 733 360 233	3rd Grade Shakopee Cultural Center	$480.74	
				E 01 100 203 733 360 234	4th Grade Shakopee Cultural Center	$374.98	
				E 01 128 211 733 360 000	8th Grade Courage Retreat	$461.52	
				E 01 128 298 733 360 373	MS Knowledge Bowl	$418.25	
				E 01 128 211 733 360 000	7th Grade Feed My Starving Children	$548.06	
				E 01 300 294 733 360 306	BBB	$259.61	
				E 01 300 296 733 360 306	GBB	$317.30	
				E 01 300 298 733 360 373	HS Knowledge Bowl	$437.49	
				E 01 300 211 733 360 000	Leadership Conference	$225.95	
				E 01 300 211 733 360 000	HS Robotics	$197.11	
				E 01 005 760 723 360 000	In District SPED	$9,774.66	
				E 01 005 760 728 360 000	Homeless	$9,840.60	
				E 01 005 760 728 360 000	Care & Treatment	$3,014.55	
				E 01 005 760 715 360 000	Foster Care	$3,168.90	
				E 01 005 760 723 360 000	SPED	$18,688.95	
	PO#: 48408	Voucher #:	109346	Invoice	Invoice No: Nov 2019	1/10/2020	Paid Amt: $52,823.87
							Check Amount: $52,823.87
0717	001	104042	5130		BISEK HANDYMAN SERVICES LLC		Check
				E 01 005 850 302 520 000	Paint/Shower Repair/Garage Entry Door/Cabinet	$4,185.00	
	PO#: 48441	Voucher #:	109347	Invoice	Invoice No: INV0263	1/10/2020	Paid Amt: $4,185.00
							Check Amount: $4,185.00
0717	001	104043	5106		BRABEC, LAUREN		Check
				E 01 300 296 000 305 294	Dance Official 1/9/20	$64.50	
	PO#:	Voucher #:	109349	Invoice	Invoice No: Dance Official	1/10/2020	Paid Amt: $64.50
							Check Amount: $64.50
0717	001	104044	4825		BRIH DESIGN		Check
				E 01 128 416 740 394 000	Meeting Services 10-16-2019	$645.00	

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001	104044	4825		BRIH DESIGN			Check	
				E 01 128 416 740 394 000	Travel Fee 10-16-2019		$75.00		
	PO#: 48113	Voucher #:	108946	Invoice	Invoice No: 106306	1/10/2020		Paid Amt:	$720.00
				E 01 128 416 740 394 000	Meeting Services 9-25-2019		$215.00		
	PO#: 48112	Voucher #:	108947	Invoice	Invoice No: 106263	1/10/2020		Paid Amt:	$215.00
				E 01 128 416 740 394 000	Program Monitoring		$322.50		
				E 01 128 416 740 394 000	Travel Fee		$75.00		
				E 01 128 416 740 394 000	Report Writing		$430.00		
				E 01 128 416 740 394 000	Team Meeting Services		$645.00		
				E 01 128 416 740 394 000	Travel Fee		$75.00		
	PO#: 48376	Voucher #:	109348	Invoice	Invoice No: 106376	1/10/2020		Paid Amt:	$1,547.50
								Check Amount:	$2,482.50
0717	001	104045	10873		CENTERPOINT ENERGY			Check	
				E 01 005 810 000 330 203	Rental Property 12/4/19-1/7/20		$38.43		
	PO#: 48424	Voucher #:	109350	Invoice	Invoice No: 1/9/20	1/10/2020		Paid Amt:	$38.43
								Check Amount:	$38.43
0717	001	104046	3676		CHOICE ELECTRIC			Check	
				E 01 300 810 000 350 272	HS Gym Banner-Move Power & Data Pipes		$385.15		
	PO#: 48427	Voucher #:	109353	Invoice	Invoice No: 18004	1/10/2020		Paid Amt:	$385.15
								Check Amount:	$385.15
0717	001	104047	1062		COOL AIR MECHANICAL			Check	
				E 01 100 865 380 520 000	LTFM-Installation of JES Boiler/Chiller		$72,946.00		
	PO#: 46311	Voucher #:	109351	Invoice	Invoice No: 91732	1/10/2020		Paid Amt:	$72,946.00
								Check Amount:	$72,946.00
0717	001	104048	5128		COUNTRYSIDE CONSTRUCTION & REMODELING, INC			Check	
				E 01 300 292 000 302 000	Girls Soccer Shed Materials-Booster Billed		$753.13		
	PO#: 48426	Voucher #:	109354	Invoice	Invoice No: 1686	1/10/2020		Paid Amt:	$753.13
								Check Amount:	$753.13
0717	001	104049	2728		CRISIS PREVENTION INSTITUTE (CPI)			Check	
				E 01 005 420 419 366 640	Blended Classroom CPI Instructor Renewal 3-4-		$319.72		
				B 01 131 000	Blended Classroom CPI Instructor Renewal L. W		$545.00		
				B 01 131 000	Blended Classroom CPI Instructor Renewal L. W		$225.28		
	PO#: 48110	Voucher #:	109352	Invoice	Invoice No: CUS0206913	1/10/2020		Paid Amt:	$1,090.00
								Check Amount:	$1,090.00
0717	001	104050	5137		DICK'S SANITATION INC			Check	
				E 01 005 810 000 305 000	Rental Property Sanitation Services Feb-Oct 20		$247.18		
	PO#:	Voucher #:	109394	Invoice	Invoice No: Acct#59622.1,526	1/10/2020		Paid Amt:	$247.18
								Check Amount:	$247.18

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001	104051	5028		DIVERSIFIED SNACK DISTRIBUTION			Check	
				E 02 300 770 701 490 000	Sparkling Ice		$275.40		
	PO#:	Voucher #:	109355	Invoice	Invoice No: 155862	1/10/2020		Paid Amt:	$275.40
								Check Amount:	$275.40
0717	001	104052	28840		DUGUAY, TAMMY			Check	
				E 02 128 770 701 401 000	Shoes-Kohls		$68.62		
	PO#: 48381	Voucher #:	109356	Invoice	Invoice No: Reimbursement	1/10/2020		Paid Amt:	$68.62
								Check Amount:	$68.62
0717	001	104053	3962		EIDE BAILLY, LLP			Check	
				E 01 005 110 000 317 000	Final Billing Audit 6/30/19		$5,100.00		
	PO#: 48370	Voucher #:	109357	Invoice	Invoice No: E100898565	1/10/2020		Paid Amt:	$5,100.00
								Check Amount:	$5,100.00
0717	001	104054	5125		HENKEMEYER, MIKAYLA			Check	
				E 01 300 296 000 305 294	Dance Official 1/9/20		$95.00		
	PO#:	Voucher #:	109367	Invoice	Invoice No: Dance Official	1/10/2020		Paid Amt:	$95.00
								Check Amount:	$95.00
0717	001	104055	4829		HENTGES, JEREMY			Check	
				E 01 998 810 000 305 299	RVEC Snow Plow		$450.00		
	PO#: 48402	Voucher #:	109360	Invoice	Invoice No: 0000163	1/10/2020		Paid Amt:	$450.00
				E 04 005 505 321 305 550	CERC Snow Plow		$390.00		
	PO#: 48402	Voucher #:	109361	Invoice	Invoice No: 0000164	1/10/2020		Paid Amt:	$390.00
				E 01 128 810 000 305 299	MS Snow Plow		$1,425.00		
	PO#: 48402	Voucher #:	109362	Invoice	Invoice No: 0000165	1/10/2020		Paid Amt:	$1,425.00
				E 01 100 810 000 305 299	ES Snow Plow		$1,050.00		
	PO#: 48402	Voucher #:	109363	Invoice	Invoice No: 0000166	1/10/2020		Paid Amt:	$1,050.00
				E 01 300 810 000 305 299	HS Snow Plow		$1,725.00		
	PO#: 48402	Voucher #:	109364	Invoice	Invoice No: 0000167	1/10/2020		Paid Amt:	$1,725.00
				E 01 998 810 000 305 000	RVEC Salt		$490.00		
				E 04 005 505 321 305 550	CERC Salt		$490.00		
				E 01 100 810 000 305 299	ES Salt		$1,306.67		
				E 01 128 810 000 305 299	MS Salt		$1,306.67		
				E 01 300 810 000 305 299	HS Salt		$1,306.66		
	PO#: 48402	Voucher #:	109365	Invoice	Invoice No: 0000162	1/10/2020		Paid Amt:	$4,900.00
								Check Amount:	$9,940.00
0717	001	104056	24254		HOLIDAY CREDIT OFFICE			Check	
				E 01 005 790 733 440 000	Regular		$199.48		

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104056	24254		HOLIDAY CREDIT OFFICE		Check
				E 01 005 810 000 440 000	Tractor/Mower/Pickup	$213.88	
	PO#:	Voucher #:	109359	Invoice	Invoice No: 12/11/19	1/10/2020	Paid Amt: $413.36
							Check Amount: $413.36
0717	001	104057	5110		HUDYMA, SARAH		Check
				E 01 300 296 000 305 294	Dance Official 1/9/20	$95.00	
	PO#:	Voucher #:	109366	Invoice	Invoice No: Dance Official	1/10/2020	Paid Amt: $95.00
							Check Amount: $95.00
0717	001	104058	4628		ILLUMINATE EDUCATION, INC		Check
				E 01 300 211 302 460 000	Fast Pilot - Gina Shannon	$150.00	
	PO#: 48199	Voucher #:	109358	Invoice	Invoice No: INV0000043368	1/10/2020	Paid Amt: $150.00
							Check Amount: $150.00
0717	001	104059	2914		KORTENHOF, JILL		Check
				E 01 300 296 000 305 294	Dance Official 1/9/20	$80.00	
	PO#:	Voucher #:	109369	Invoice	Invoice No: Dance Official	1/10/2020	Paid Amt: $80.00
							Check Amount: $80.00
0717	001	104060	4776		KUSSKE, JENNIFER		Check
				E 01 300 211 000 401 217	Solo Deluxe On Line Audio 1 Yr Subscription	$18.00	
	PO#: 48403	Voucher #:	109368	Invoice	Invoice No: Reimbursement	1/10/2020	Paid Amt: $18.00
							Check Amount: $18.00
0717	001	104061	27558		LEE'S REFRIGERATION		Check
				E 02 300 770 701 350 000	Salad Bar Table	$737.24	
	PO#: 48422	Voucher #:	109370	Invoice	Invoice No: 32953	1/10/2020	Paid Amt: $737.24
							Check Amount: $737.24
0717	001	104062	4824		Mack, Hope		Check
				E 01 005 010 000 366 000	Board/Admin Retreat Supplies	$10.23	
	PO#: 48455	Voucher #:	109371	Invoice	Invoice No: Reimbursement	1/10/2020	Paid Amt: $10.23
							Check Amount: $10.23
0717	001	104063	25312		MAPLE RIVER HIGH SCHOOL		Check
				E 01 300 292 000 820 300	South Central Football District Dues	$175.00	
	PO#: 48410	Voucher #:	109372	Invoice	Invoice No: FB District Dues	1/10/2020	Paid Amt: $175.00
							Check Amount: $175.00
0717	001	104064	25921		MCDONALD, JENNIFER		Check
				E 01 100 412 422 366 000	462.90 Miles	$268.48	
	PO#: 48404	Voucher #:	109374	Invoice	Invoice No: Reimbursement	1/10/2020	Paid Amt: $268.48
							Check Amount: $268.48
0717	001	104065	1488		MINNESOTA STATE UNIVERSITY, MANKATO		Check
				E 01 300 211 000 394 000	Elem Spanish	$3,300.00	

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104065	1488		MINNESOTA STATE UNIVERSITY, MANKATO		Check
				E 01 300 211 000 394 000	Int Spanish	$3,300.00	
	PO#: 48395	Voucher #: 109375	Invoice	Invoice No: 01131461		1/10/2020	Paid Amt: $6,600.00
							Check Amount: $6,600.00
0717	001	104066	27090		MN HARVEST, LLC		Check
				E 02 300 770 701 490 000	HS	$35.00	
				E 02 128 770 701 490 000	MS	$70.00	
				E 02 100 770 701 490 000	ES	$70.00	
	PO#:	Voucher #: 109373	Invoice	Invoice No: 1437		1/10/2020	Paid Amt: $175.00
							Check Amount: $175.00
0717	001	104067	28584		NEW DOMINION SCHOOL		Check
				E 01 998 203 000 390 000	Care & Treatment J. Halverson Dec 2019	$970.50	
				E 01 998 410 740 393 000	Care & Treatment J. Halverson Dec 2019	$2,480.55	
	PO#: 48454	Voucher #: 109376	Invoice	Invoice No: 7895		1/10/2020	Paid Amt: $3,451.05
							Check Amount: $3,451.05
0717	001	104068	28689		PEKARNA MEATS		Check
				E 02 300 770 701 490 000	All Staff Picnic 8/26/19	$393.90	
	PO#: 47624	Voucher #: 108047	Invoice	Invoice No: 50		1/10/2020	Paid Amt: $393.90
							Check Amount: $393.90
0717	001	104069	4989		PETERSON,JILL		Check
				E 01 300 296 000 305 294	Choreography & Music Editing for Fall Dance	$300.00	
	PO#:	Voucher #: 109377	Invoice	Invoice No: 001		1/10/2020	Paid Amt: $300.00
							Check Amount: $300.00
0717	001	104070	11072		RADERMACHER FOODS INC.		Check
				E 04 005 570 321 401 000	Kids Co	$2.49	
	PO#: 48392	Voucher #: 109378	Invoice	Invoice No: Acct#26211		1/10/2020	Paid Amt: $2.49
							Check Amount: $2.49
0717	001	104071	5109		RECKARD, SARA MARIE		Check
				E 01 300 296 000 305 294	Dance Official 1/9/20	$95.00	
	PO#:	Voucher #: 109379	Invoice	Invoice No: Dance Official		1/10/2020	Paid Amt: $95.00
							Check Amount: $95.00
0717	001	104072	16835		SOUTH CENTRAL SERVICE COOP.		Check
				E 01 005 865 352 305 000	EMS Nov 2019	$433.58	
	PO#: 48371	Voucher #: 109380	Invoice	Invoice No: 19324		1/10/2020	Paid Amt: $433.58
							Check Amount: $433.58
0717	001	104073	10214		SOUTHWEST METRO INTERMEDIATE DISTRICT		Check
				E 01 305 365 830 390 000	Auto	$2,199.12	
				E 01 305 301 830 390 000	Animal Science	$1,374.45	

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001	104073	10214		SOUTHWEST METRO INTERMEDIATE DISTRICT			Check	
				E 01 305 365 830 390 000	Criminal Justice		$1,649.34		
				E 01 305 365 830 390 000	Computer		$824.67		
				E 01 305 361 830 390 000	Construction		$1,649.34		
				E 01 305 365 830 390 000	Cosmo		$1,374.45		
				E 01 305 321 830 390 000	Med Careers		$4,123.35		
				E 01 305 365 830 390 000	Graphics		$1,374.45		
				E 01 305 361 830 390 000	Photo		$2,199.12		
	PO#: 48399	Voucher #:	109381	Invoice	Invoice No: 2132	1/10/2020		Paid Amt:	$16,768.29
								Check Amount:	$16,768.29
0717	001	104074	25711		STAR GROUP, LLC/NAPA AUTO PARTS			Check	
				E 01 005 810 000 350 200	Tool Cat Light Repair		$3.69		
				E 01 005 810 000 350 200	Rocker		$3.49		
	PO#: 48419	Voucher #:	109382	Invoice	Invoice No: 755626/745723	1/10/2020		Paid Amt:	$7.18
								Check Amount:	$7.18
0717	001	104075	4922		T MOBILE			Check	
				E 01 005 630 000 320 000	Student Hot Spots 11/21/19-12/20/19		$588.00		
	PO#: 48393	Voucher #:	109386	Invoice	Invoice No: 963842030	1/10/2020		Paid Amt:	$588.00
								Check Amount:	$588.00
0717	001	104076	4700		TEACHERS ON CALL			Check	
				E 01 100 203 000 394 999	ES		$1,615.33		
				E 01 100 400 000 307 999	ES Non Licensed SPED		$174.15		
				E 01 100 407 740 307 999	ES SLD Para		$109.72		
				E 01 100 412 740 307 999	ES ECSE Para		$185.68		
				E 01 128 211 000 394 999	MS		$3,134.70		
				E 01 128 400 000 307 999	MS Non Licensed SPED		$957.83		
				E 01 300 211 000 394 999	HS		$688.58		
				E 01 300 400 000 307 999	HS Non Licensed SPED		$174.15		
				E 01 300 408 740 307 999	HS Licensed SPED		$261.23		
	PO#: 48432	Voucher #:	109384	Invoice	Invoice No: 112437	1/10/2020		Paid Amt:	$7,301.37
				E 01 100 203 000 394 999	ES		$1,547.80		
				E 01 100 400 000 307 999	ES Non Licensed SPED		$174.15		
				E 01 100 402 740 307 999	ES DCD SPED		$87.08		
				E 01 100 407 740 307 999	ES SLD Para		$113.94		
				E 01 100 640 316 305 999	ES Staff Dev		$870.75		
				E 04 005 582 344 394 999	Preschool		$174.15		
				E 01 300 211 000 394 999	HS		$1,691.28		
				E 01 300 400 000 307 999	HS Non Licensed SPED		$174.15		
				E 01 300 408 740 307 999	HS EBD SPED		$174.15		

Co	Bank	Check No	Code	Rcd	Vendor			Pmt/Void Date		Pmt Type	
0717	001	104076	4700		TEACHERS ON CALL					Check	
				E 01 300 411 740 307 999	HS ASD Para SPED				$109.72		
				E 01 128 211 000 394 999	MS				$1,219.05		
				E 01 128 400 000 307 999	MS Non Licensed SPED				$1,044.90		
				E 01 128 408 740 307 999	MS EBD Para				$253.20		
				E 01 128 416 740 307 999	MS SPED Para				$118.16		
				E 01 128 416 740 307 999	MS Staff Dev				$174.15		
	PO#: 48398	Voucher #:	109385	Invoice	Invoice No: 112116			1/10/2020		Paid Amt:	$7,926.63
										Check Amount:	$15,228.00
0717	001	104077	11342		TRANS MISSISSIPPI BIOLOGICAL SUPPLY INC.					Check	
				E 01 300 260 000 430 000	2000 Elodea Leaves				$20.00		
				E 01 300 260 000 430 000	Freight				$24.63		
	PO#: 48229	Voucher #:	109383	Invoice	Invoice No: 12215			1/10/2020		Paid Amt:	$44.63
										Check Amount:	$44.63
0717	001	104078	5107		TUTEWOHL, MELISSA					Check	
				E 01 300 296 000 305 294	Dance Official 1/9/20				$98.00		
	PO#: 51	Voucher #:	109387	Invoice	Invoice No: Dance Official			1/10/2020		Paid Amt:	$98.00
										Check Amount:	$98.00
0717	001	104079	2515		UNIVERSAL ATHLETIC					Check	
				E 01 005 865 384 510 000	LTFM Batting Cages				$18,950.00		
	PO#: 48429	Voucher #:	109388	Invoice	Invoice No: 150-0046931-01			1/10/2020		Paid Amt:	$18,950.00
										Check Amount:	$18,950.00
0717	001	104080	5129		UPGRADE MECHANICAL, INC					Check	
				E 01 005 850 302 520 000	Tub/Shower/Toilet/Faucet/Dishwasher				$3,170.00		
	PO#: 48431	Voucher #:	109389	Invoice	Invoice No: 12/26/19			1/10/2020		Paid Amt:	$3,170.00
										Check Amount:	$3,170.00
0717	001	104081	27930		WAGNER PRESS & GRAPHICS					Check	
				E 01 300 211 000 401 000	Envelopes for JHS				$178.00		
	PO#: 47219	Voucher #:	109391	Invoice	Invoice No: 32210			1/10/2020		Paid Amt:	$178.00
										Check Amount:	$178.00
0717	001	104082	4154		WEM HIGH SCHOOL					Check	
				E 01 300 298 000 369 373	01/14/20 Knowledge Bowl				$75.00		
	PO#: 48142	Voucher #:	109390	Invoice	Invoice No: 1/14/20			1/10/2020		Paid Amt:	$75.00
										Check Amount:	$75.00
0717	001	104083	4709		WILLAERT, LEO					Check	
				E 01 128 255 000 430 000	Fastenal/Menards				$34.10		
	PO#: 48396	Voucher #:	109392	Invoice	Invoice No: Reimbursement			1/10/2020		Paid Amt:	$34.10
										Check Amount:	$34.10

Co	Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type	
0717	**001**	**104084**	**18746**		**XCEL ENERGY**										**Check**	
				E	01	005	810	000	330	201	Rental Property 11/8/19-12/10/19			$50.30		
	PO#: 48428	**Voucher #:**	**109393**	Invoice		**Invoice No:**	665062818					**1/10/2020**			**Paid Amt:**	**$50.30**
															Check Amount:	**$50.30**
0717	**001**	**104088**	**27791**		**JACQUES DRAIN CLEANING**										**Check**	
				E	01	100	810	000	350	272	ES Urinal Drain Cleaning 1/6/ 20			$295.00		
	PO#: 48517	**Voucher #:**	**109561**	Invoice		**Invoice No:**	1/6/20					**1/16/2020**			**Paid Amt:**	**$295.00**
															Check Amount:	**$295.00**
0717	**001**	**104089**	**5147**		**JO VOLLEYBALL**										**Check**	
				E	04	005	505	321	305	515	5th-6th Grade			$800.00		
				E	04	005	505	321	305	515	7th-8th Grade			$525.00		
				E	04	005	505	321	305	515	9th-12th Grade			$225.00		
				E	04	005	505	321	305	515	Walk In			$225.00		
				E	04	005	505	321	305	515	10% to CE			($177.50)		
	PO#:	**Voucher #:**	**109562**	Invoice		**Invoice No:**	Registrations					**1/16/2020**			**Paid Amt:**	**$1,597.50**
															Check Amount:	**$1,597.50**
0717	**001**	**104091**	**27865**		**ST. CLAIR SCHOOLS**										**Check**	
				E	01	300	298	000	369	373	01/20/20 Knowledge Bowl			$75.00		
	PO#: 48143	**Voucher #:**	**109564**	Invoice		**Invoice No:**	1/20/20					**1/16/2020**			**Paid Amt:**	**$75.00**
															Check Amount:	**$75.00**
0717	**001**	**104092**	**26733**		**ACT**										**Check**	
				E	01	300	211	000	460	000	Fall 2019 Pre ACT-Reporting Package			$1,960.00		
	PO#: 48507	**Voucher #:**	**109568**	Invoice		**Invoice No:**	32178760					**1/17/2020**			**Paid Amt:**	**$1,960.00**
															Check Amount:	**$1,960.00**
0717	**001**	**104093**	**4220**		**ADVANCED IMAGING SOLUTIONS**										**Check**	
				E	01	100	203	302	370	000	ES Lease			$137.63		
				E	01	100	203	000	335	000	ES Maintenance			$220.63		
				E	04	005	505	321	370	000	CE Lease			$137.63		
				E	04	005	505	321	335	000	CE Maintenance			$220.63		
				E	01	128	211	302	370	000	MS Lease			$137.63		
				E	01	128	211	000	335	000	MS Maintenance			$220.64		
				E	04	005	582	344	370	000	ELS Lease			$137.62		
				E	04	005	582	344	335	000	ELS Maintenance			$220.63		
				E	04	005	582	344	335	000	DO Lease			$137.63		
				E	01	005	170	000	335	000	DO Maintenance			$220.63		
				E	01	300	211	302	370	000	HS Lease			$137.63		
				E	01	300	211	000	335	000	HS Maintenance			$220.63		
				E	01	100	203	302	370	000	ES Staff Lease			$137.62		

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104093	4220		ADVANCED IMAGING SOLUTIONS		Check
				E 01 100 203 000 335 000	ES Staff Maintenance	$220.62	
				E 01 128 211 302 370 000	MS Staff Lease	$137.62	
				E 01 128 211 000 335 000	MS Staff Maintenance	$220.63	
				E 01 300 211 302 370 000	HS Staff Lease	$137.62	
				E 01 300 211 000 335 000	HS Staff Maintenance	$220.62	
				E 01 100 203 302 370 000	ES Front Desk Lease	$137.62	
				E 01 100 203 000 335 000	ES Front Desk Maintenance	$220.62	
				E 01 005 110 302 370 000	DO Nicky Lease	$137.62	
				E 01 005 170 000 335 000	DO Nicky Maintenance	$220.62	
				E 01 100 203 000 335 000	ES Overage	$149.18	
				E 04 005 505 321 335 000	CE Overage	$9.47	
				E 01 128 211 000 335 000	MS overage	$90.06	
				E 04 005 582 344 335 000	ECFE Overage	$17.26	
				E 01 005 170 000 335 000	DO Overage	$30.25	
				E 01 300 211 000 335 000	HS Overage	$131.78	
	PO#: 48405	Voucher #:	109565	Invoice	Invoice No: 403306103	1/17/2020	Paid Amt: $4,368.77
							Check Amount: $4,368.77
0717	001	104094	5093		BINGHAM, MARK		Check
				E 01 300 294 000 305 306	BB Official 1/14/20	$120.00	
	PO#:	Voucher #:	109566	Invoice	Invoice No: BB Official	1/17/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104095	11747		BLUE CROSS & BLUE SHIELD		Check
				B 01 215 024	D. Swenson Feb 2020	$239.50	
	PO#:	Voucher #:	109567	Invoice	Invoice No: 200102140693	1/17/2020	Paid Amt: $239.50
							Check Amount: $239.50
0717	001	104096	2629		COMCAST		Check
				E 04 005 505 321 320 550	CERC Service 1/4/20-2/3/20	$2.25	
	PO#:	Voucher #:	109569	Invoice	Invoice No: 12/25/19	1/17/2020	Paid Amt: $2.25
							Check Amount: $2.25
0717	001	104097	5101		CORNELL, MALINDA		Check
				R 04 000 000 321 621 550	membership refund	$95.00	
	PO#: 48449	Voucher #:	109570	Invoice	Invoice No: Refund	1/17/2020	Paid Amt: $95.00
							Check Amount: $95.00
0717	001	104098	4783		GOING, PAMELA		Check
				E 04 005 570 321 366 000	Expo Mileage 1/7/20	$37.26	
	PO#: 48512	Voucher #:	109572	Invoice	Invoice No: Reimbursement	1/17/2020	Paid Amt: $37.26
							Check Amount: $37.26

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104099	3952		GRIER EFFICIENCY TRAINING LLC-VINCE GRIER		Check
				E 04 005 505 321 305 515	Vince Grier - Xmas Camp 2019 1 student	$63.20	
	PO#: 48383	Voucher #:	109571	Invoice	Invoice No: Balance Due	1/17/2020	Paid Amt: $63.20
							Check Amount: $63.20
0717	001	104100	5141		GRYSKIEWICZ, ANGELA		Check
				E 01 300 296 000 305 294	Dance Official 1/9/20	$80.00	
	PO#:	Voucher #:	109573	Invoice	Invoice No: Dance Official	1/17/2020	Paid Amt: $80.00
							Check Amount: $80.00
0717	001	104101	26698		HOUSE OF PRINT		Check
				E 01 005 110 000 329 000	Winter brochure 2020	$1,775.41	
				E 04 005 505 321 329 000	Winter brochure 2020	$1,775.41	
				E 01 005 110 000 329 000	Winter brochure 2020	($1,775.41)	
				E 01 005 110 000 305 000	Winter brochure 2020	$1,775.41	
				E 04 005 505 321 329 000	Winter brochure 2020	($1,775.41)	
				E 04 005 505 321 305 000	Winter brochure 2020	$1,775.41	
	PO#: 48443	Voucher #:	109574	Invoice	Invoice No: 055766	1/17/2020	Paid Amt: $3,550.82
							Check Amount: $3,550.82
0717	001	104102	5063		INTERVAL TECHNOLOGY PARTNERS		Check
				E 01 128 211 000 406 000	Registration/Licenses fees for Enriching Studen	$2,391.50	
	PO#: 47892	Voucher #:	109575	Invoice	Invoice No: 911	1/17/2020	Paid Amt: $2,391.50
							Check Amount: $2,391.50
0717	001	104103	29171		JORDAN AREA FOOD SHELF		Check
				E 18 100 298 301 899 000	Dec 2019 Mighty Cause Donation	$45.00	
	PO#: 48489	Voucher #:	109576	Invoice	Invoice No: Donation	1/17/2020	Paid Amt: $45.00
							Check Amount: $45.00
0717	001	104104	01372		LEHNEN, BARB		Check
				E 02 300 770 701 401 000	Clothing Allowance-Shoes	$83.90	
	PO#: 48460	Voucher #:	109577	Invoice	Invoice No: Reimbursement	1/17/2020	Paid Amt: $83.90
							Check Amount: $83.90
0717	001	104105	5144		MILLER, PAUL		Check
				E 01 300 294 000 305 306	BB Official 12/17/19	$120.00	
	PO#:	Voucher #:	109578	Invoice	Invoice No: BB Official	1/17/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104106	3766		PETERSON, SCOTT		Check
				E 01 300 294 000 305 306	BB Official 1/14/20	$120.00	
	PO#:	Voucher #:	109579	Invoice	Invoice No: BB Official	1/17/2020	Paid Amt: $120.00
							Check Amount: $120.00

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104107	4838		QUICK LANE TIRE & AUTO		Check
				E 01 005 760 733 350 000	2015 Fusion Oil Change 12/17/19	$71.88	
	PO#: 48497	Voucher #:	109580	Invoice	Invoice No: 6200747/1	1/17/2020	Paid Amt: $71.88
							Check Amount: $71.88
0717	001	104108	20698		RATWIK, ROSZAK & MALONEY, PA		Check
				E 01 005 400 000 306 000	SPED A. Moon	$2,236.00	
	PO#: 48509	Voucher #:	109583	Invoice	Invoice No: 65665	1/17/2020	Paid Amt: $2,236.00
							Check Amount: $2,236.00
0717	001	104109	5068		RIEMER, STACEY		Check
				R 04 005 505 321 050 507	Drivers Ed refund for behind the wheel	$261.00	
	PO#: 47981	Voucher #:	109581	Invoice	Invoice No: Refund	1/17/2020	Paid Amt: $261.00
							Check Amount: $261.00
0717	001	104110	5083		RING THE BELL FITNESS LLC		Check
				E 04 005 508 321 305 000	Ring the Bell class Fall 2019	$143.55	
	PO#: 48193	Voucher #:	109582	Invoice	Invoice No: 1059	1/17/2020	Paid Amt: $143.55
							Check Amount: $143.55
0717	001	104111	2355		SAYERS, KEVIN		Check
				E 01 300 294 000 305 306	1/2/20	$120.00	
				E 01 300 294 000 305 306	1/10/20	$120.00	
	PO#:	Voucher #:	109584	Invoice	Invoice No: BB Official	1/17/2020	Paid Amt: $240.00
							Check Amount: $240.00
0717	001	104112	5126		SCHINDELE, CHRISTINE		Check
				R 04 000 000 321 621 550	refund of membership	$20.32	
	PO#: 48445	Voucher #:	109585	Invoice	Invoice No: Refund	1/17/2020	Paid Amt: $20.32
							Check Amount: $20.32
0717	001	104113	5146		SCHOOL PERCEPTIONS LLC		Check
				E 01 005 010 000 305 000	Community Survey Phase 1Strategy Dev	$1,100.00	
	PO#: 48510	Voucher #:	109586	Invoice	Invoice No: 3764	1/17/2020	Paid Amt: $1,100.00
							Check Amount: $1,100.00
0717	001	104114	5145		SIERRA, AMBER		Check
				E 01 300 296 000 305 306	BB Official 1/14/20	$120.00	
	PO#:	Voucher #:	109587	Invoice	Invoice No: BB Official	1/17/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104115	4220		ADVANCED IMAGING SOLUTIONS		Check
				E 01 005 420 419 405 000	Software-Glabal Capture	$407.48	
	PO#: 48457	Voucher #:	109728	Invoice	Invoice No: 403838535	1/24/2020	Paid Amt: $407.48
							Check Amount: $407.48

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0717	001	104116	5075		ARMSTRONG, MICHELLE		Check	
				E 01 100 203 000 401 164	Box Top $ Supplies	$27.96		
	PO#: 48537	Voucher #:	109730	Invoice	Invoice No: Reimbursement	1/24/2020	Paid Amt:	$27.96
							Check Amount:	$27.96
0717	001	104117	5134		BAHE, MARIA		Check	
				E 01 100 412 419 366 640	Sept 30 & Oct 1 2019	$28.30		
	PO#: 48456	Voucher #:	109731	Invoice	Invoice No: Reimbursement	1/24/2020	Paid Amt:	$28.30
							Check Amount:	$28.30
0717	001	104118	2546		BELLE PLAINE PUBLIC SCHOOLS		Check	
				E 01 128 294 000 369 306	8th grade boys bb tournament	$150.00		
	PO#: 48539	Voucher #:	109732	Invoice	Invoice No: BB Tourney Fee	1/24/2020	Paid Amt:	$150.00
							Check Amount:	$150.00
0717	001	104119	4932		BOHMBACH, JOHN		Check	
				E 01 300 294 000 305 306	BB Official 1/21/20	$120.00		
	PO#:	Voucher #:	109733	Invoice	Invoice No: BB Official	1/24/2020	Paid Amt:	$120.00
							Check Amount:	$120.00
0717	001	104120	4132		CAOLA LANDSCAPE SERVICES, INC		Check	
				E 01 300 810 000 350 199	HS	$200.00		
				E 01 128 810 000 350 199	MS	$2,200.00		
				E 01 100 810 000 350 199	ES	$120.00		
				E 01 005 810 000 350 272	District	$620.00		
	PO#: 48556	Voucher #:	109736	Invoice	Invoice No: 1729	1/24/2020	Paid Amt:	$3,140.00
				E 01 005 865 384 510 000	Batting Cages/Softball Shed Pad	$17,017.01		
	PO#: 48555	Voucher #:	109737	Invoice	Invoice No: 1730	1/24/2020	Paid Amt:	$17,017.01
				E 01 100 810 000 350 272	JES Tree Root Removal	$2,700.00		
	PO#: 48554	Voucher #:	109738	Invoice	Invoice No: 1733	1/24/2020	Paid Amt:	$2,700.00
							Check Amount:	$22,857.01
0717	001	104121	5021		CENTRAL CROSS COUNTRY		Check	
				E 01 005 110 000 401 988	Nordic Skis	$1,488.00		
	PO#: 47630	Voucher #:	109739	Invoice	Invoice No: 0003	1/24/2020	Paid Amt:	$1,488.00
							Check Amount:	$1,488.00
0717	001	104122	4508		CENTRAL GIRLS BASKETBALL		Check	
				E 01 128 294 000 369 306	7th Grade Boys Basketball	$150.00		
	PO#: 48521	Voucher #:	109734	Invoice	Invoice No: BB Tourney Fee	1/24/2020	Paid Amt:	$150.00
							Check Amount:	$150.00

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104123	3676		CHOICE ELECTRIC		Check
				E 01 128 810 000 350 272	MS Air Handler Fault	$107.00	
	PO#: 48559	Voucher #: 109735		Invoice	Invoice No: 18206	1/24/2020	Paid Amt: $107.00
							Check Amount: $107.00
0717	001	104124	25674		DLR GROUP		Check
				E 01 005 105 000 305 000	Preliminary Design	$18,000.00	
				E 01 005 105 000 305 000	Reimbursable Expenses	$1,427.23	
	PO#: 48533	Voucher #: 109740		Invoice	Invoice No: 0171871	1/24/2020	Paid Amt: $19,427.23
							Check Amount: $19,427.23
0717	001	104125	27284		HELGERSON, MATT		Check
				E 01 005 020 000 366 000	Uber 1/16/20-MSBA Conf	$20.94	
	PO#: 48538	Voucher #: 109741		Invoice	Invoice No: Reimbursement	1/24/2020	Paid Amt: $20.94
							Check Amount: $20.94
0717	001	104126	24970		JORDAN ACE HARDWARE		Check
				E 01 100 810 000 350 274	ES In House Repairs	$88.26	
				E 01 300 810 000 350 274	HS In House Repairs	$162.73	
				E 01 128 810 000 350 274	MS In House Repairs	$205.61	
				E 01 005 810 000 401 000	Maintenance Supplies	$61.71	
				E 04 005 505 321 350 550	CERC	$1.66	
				E 01 300 255 000 430 000	Ind Tech Supplies	$12.57	
	PO#:	Voucher #: 109729		Invoice	Invoice No: Nov 2019	1/24/2020	Paid Amt: $532.54
							Check Amount: $532.54
0717	001	104127	25618		KORBA, JERRY		Check
				E 01 300 296 000 305 306	GBB Official 1/23/20	$120.00	
	PO#:	Voucher #: 109742		Invoice	Invoice No: GBB Official	1/24/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104128	5148		LARKIN, AARON		Check
				E 01 300 294 000 305 306	BB Official 1/14/20	$120.00	
	PO#:	Voucher #: 109743		Invoice	Invoice No: BBB Official	1/24/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104129	26840		MACMH		Check
				E 01 100 640 316 366 000	WORKSHOP FOR MOLLY NEFSTEAD 4/26-4,	$380.00	
	PO#: 48528	Voucher #: 109744		Invoice	Invoice No: 12420646	1/24/2020	Paid Amt: $380.00
							Check Amount: $380.00
0717	001	104130	1919		MASA		Check
				E 01 005 010 000 305 000	FY20	$408.00	

Co	Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type	
0717	001	104130	1919		MASA										Check	
				B	01	131	000				FY21			$408.00		
	PO#: 48527	Voucher #:	109747	Invoice			Invoice No:	Jobsite Renewal					1/24/2020		Paid Amt:	$816.00
															Check Amount:	$816.00
0717	001	104131	26865		MID COUNTY FABRICATING INC.										Check	
				E	01	005	810	000	350	272	Fix Snow Plow Wear Plates			$223.60		
	PO#: 48494	Voucher #:	109745	Invoice			Invoice No:	34875					1/24/2020		Paid Amt:	$223.60
															Check Amount:	$223.60
0717	001	104132	27090		MN HARVEST, LLC										Check	
				E	02	300	770	701	490	000	HS Apples			$35.00		
				E	02	100	770	701	490	000	ES Apples			$70.00		
				E	02	128	770	701	490	000	MS Apples			$70.00		
				E	02	300	770	701	490	000	HS Apple Chips			$200.00		
	PO#:	Voucher #:	109765	Invoice			Invoice No:	1445					1/24/2020		Paid Amt:	$375.00
															Check Amount:	$375.00
0717	001	104133	5142		MORGAN, SHVAWN										Check	
				R	04	000	000	321	621	550	membership refund			$375.00		
	PO#: 48471	Voucher #:	109746	Invoice			Invoice No:	Refund					1/24/2020		Paid Amt:	$375.00
															Check Amount:	$375.00
0717	001	104134	5150		OHERN, MOLLY ANN										Check	
				E	09	005	960	000	898	000	2019 Pitschneider Scholarship			$500.00		
	PO#: 48573	Voucher #:	109748	Invoice			Invoice No:	Scholarship					1/24/2020		Paid Amt:	$500.00
															Check Amount:	$500.00
0717	001	104135	27447		PLAINVIEW MILK PRODUCTS COOP										Check	
				E	02	300	770	701	495	000	JHS			$811.00		
				E	02	128	770	701	495	000	JMS			$1,318.81		
				E	02	100	770	701	495	000	JES			$2,334.28		
				E	02	300	770	701	495	000	Southwest Metro			$292.28		
				E	02	300	770	701	495	000	St Johns			$255.48		
	PO#:	Voucher #:	109766	Invoice			Invoice No:	Dec 2019					1/24/2020		Paid Amt:	$5,011.85
															Check Amount:	$5,011.85
0717	001	104136	11072		RADERMACHER FOODS INC.										Check	
				E	04	005	570	321	401	000	Kids Co			$17.94		
	PO#:	Voucher #:	109750	Invoice			Invoice No:	Acct#26211					1/24/2020		Paid Amt:	$17.94
				E	04	005	582	344	401	000	Preschool Supplies			$120.34		
	PO#:	Voucher #:	109751	Invoice			Invoice No:	Acct#23233					1/24/2020		Paid Amt:	$120.34
				E	04	005	582	344	401	000	Preschool Supplies			$167.77		
	PO#: 48534	Voucher #:	109752	Invoice			Invoice No:	Acct#23233					1/24/2020		Paid Amt:	$167.77

Co	Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type	
0717	**001**	**104136**	**11072**		**RADERMACHER FOODS INC.**									**Check**	
				E	01	128	260	000	430	000	7th Grade Supplies		$5.18		
				E	01	128	211	000	305	000	8th Grade Courage Retreat		$59.33		
				E	01	300	211	318	401	000	Achieve-Integration		$21.66		
				E	01	300	211	318	401	000	A&I Improvement		$97.86		
				E	01	128	211	303	401	277	MS ASP		$49.74		
				E	01	100	203	303	401	277	ES ASP		$39.85		
				E	01	005	010	000	401	000	Board Meet/Greet		$48.70		
				E	01	005	110	000	401	000	DO Supplies		$28.30		
				E	01	005	199	000	401	000	Election Meals		$117.37		
				E	01	100	203	000	430	000	ES Supplies		$18.87		
				E	01	100	203	000	401	164	ES Special Projects		$132.68		
				E	02	128	770	701	490	000	MS Food Service		$23.82		
				E	18	128	298	301	899	000	Food Shelf Reimbursed		$127.32		
				E	01	300	212	000	430	000	HS Art		$20.33		
				E	01	300	331	830	433	000	HS FACS		$45.24		
				E	01	300	260	000	430	000	HS Science		$15.35		
				E	01	128	250	000	490	000	JMS FACS Food		$139.40		
				E	01	128	250	000	430	000	JHS FACS Instructional		$26.44		
				E	01	128	810	000	350	274	MS Maintenance		$9.20		
				E	01	128	402	740	433	000	SPED MS		$43.45		
				E	01	128	408	740	433	000	SPED MS		$24.43		
	PO#: 48536	**Voucher #:**	**109753**	Invoice		**Invoice No:**	Acct#26200					**1/24/2020**		**Paid Amt:**	**$1,094.52**
														Check Amount:	**$1,400.57**
0717	**001**	**104137**	**26128**		**RIDGES AT SAND CREEK**									**Check**	
				E	01	300	292	000	401	296	Clicgear cart model 3.5 charcoal/black		$2,220.00		
				E	01	300	292	000	401	296	HAAS Jordan umbrellas-black		$280.00		
	PO#: 48526	**Voucher #:**	**109749**	Invoice		**Invoice No:**	11320					**1/24/2020**		**Paid Amt:**	**$2,500.00**
														Check Amount:	**$2,500.00**
0717	**001**	**104138**	**4688**		**SHARKEY, AMY**									**Check**	
				E	02	300	770	701	401	000	Pants/Shoes		$52.99		
	PO#: 48513	**Voucher #:**	**109754**	Invoice		**Invoice No:**	Reimbursement					**1/24/2020**		**Paid Amt:**	**$52.99**
														Check Amount:	**$52.99**
0717	**001**	**104139**	**2203**		**SONNEBURG, GARY**									**Check**	
				E	01	300	294	000	305	306	BBB Official 1/21/20		$120.00		
	PO#:	**Voucher #:**	**109758**	Invoice		**Invoice No:**	BBB Official					**1/24/2020**		**Paid Amt:**	**$120.00**
														Check Amount:	**$120.00**
0717	**001**	**104140**	**10214**		**SOUTHWEST METRO INTERMEDIATE DISTRICT**									**Check**	
				E	01	998	405	740	396	000	DHH		$4,620.09		

Co	Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type		
0717	**001**	**104140**	**10214**		**SOUTHWEST METRO INTERMEDIATE DISTRICT**									**Check**		
				E	01	998	405	740	397	000	DHH		$1,559.93			
				E	01	998	405	740	820	000	DHH		$309.00			
				E	01	998	406	740	396	000	BVI		$2,336.82			
				E	01	998	406	740	397	000	BVI		$714.11			
				E	01	998	406	740	820	000	BVI		$152.54			
				E	01	998	401	740	396	000	Speech		$2,425.13			
				E	01	998	401	740	397	000	Speech		$860.51			
				E	01	998	401	740	820	000	Speech		$164.28			
				E	01	998	420	740	396	000	SPED Aggregate		$3,472.37			
				E	01	998	420	740	397	000	SPED Aggregate		$942.61			
				E	01	998	420	740	820	000	SPED Aggregate		$168.69			
	PO#: 48531	**Voucher #:**	**109755**	Invoice				**Invoice No:** 2142				**1/24/2020**		**Paid Amt:**	**$17,726.08**	
				E	01	305	365	830	390	000	Auto		$1,940.40			
				E	01	305	301	830	390	000	Animal Science		$1,212.75			
				E	01	305	365	830	390	000	Criminal Justice		$1,455.30			
				E	01	305	365	830	390	000	Computer		$727.65			
				E	01	305	361	830	390	000	Construction		$1,455.30			
				E	01	305	365	830	390	000	Cosmo		$1,212.75			
				E	01	305	321	830	390	000	Med Careers		$3,638.25			
				E	01	305	365	830	390	000	Graphics		$1,212.75			
				E	01	305	361	830	390	000	Photo		$1,940.40			
	PO#: 48530	**Voucher #:**	**109756**	Invoice				**Invoice No:** 2158				**1/24/2020**		**Paid Amt:**	**$14,795.55**	
														Check Amount:		**$32,521.63**
0717	**001**	**104141**	**25711**		**STAR GROUP, LLC/NAPA AUTO PARTS**									**Check**		
				E	01	128	810	000	350	272	MS Roof Motor		$22.60			
	PO#: 48562	**Voucher #:**	**109757**	Invoice				**Invoice No:** 756802				**1/24/2020**		**Paid Amt:**	**$22.60**	
														Check Amount:		**$22.60**
0717	**001**	**104142**	**4700**		**TEACHERS ON CALL**									**Check**		
				E	01	100	407	740	307	999	ES SLD Para		$177.24			
				E	01	100	408	740	307	999	ES EBD Para		$227.88			
				E	01	128	211	000	394	999	MS		$609.53			
				E	01	128	400	000	307	999	MS Non Licensed SPED		$348.30			
				E	01	300	211	000	394	999	HS		$348.30			
				E	01	300	640	316	305	999	HS Staff Dev		$696.60			
				E	01	305	361	628	145	000	HS Carl Perkins		$174.15			
	PO#: 48532	**Voucher #:**	**109759**	Invoice				**Invoice No:** 112773				**1/24/2020**		**Paid Amt:**	**$2,582.00**	
				E	01	100	203	000	394	999	ES		$806.32			
				E	01	100	408	740	307	999	ES EBD Para		$713.18			

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001	104142	4700		TEACHERS ON CALL			Check	
				E 04 005 582 344 394 999	Preschool Para		$329.16		
				E 01 128 211 000 394 999	MS		$870.75		
				E 01 128 400 000 307 999	MS SPED Non Licensed		$1,915.65		
				E 01 128 402 740 307 999	MS DCH Para		$118.16		
				E 01 128 410 740 307 999	MS Other Health Para		$240.54		
				E 01 300 211 000 394 999	HS		$542.42		
	PO#: 48552	Voucher #:	109760	Invoice	Invoice No: 113050	1/24/2020		Paid Amt:	$5,536.18
								Check Amount:	$8,118.18
0717	001	104143	5151		TESKE, DAVID			Check	
				E 01 300 296 000 305 306	GBB Official 1/23/20		$120.00		
	PO#:	Voucher #:	109764	Invoice	Invoice No: GBB Official	1/24/2020		Paid Amt:	$120.00
								Check Amount:	$120.00
0717	001	104144	3456		TRI CITY UNITED HIGH SCHOOL			Check	
				E 01 128 296 000 369 306	7th Grade Girls BB		$100.00		
				E 01 128 296 000 369 306	8th Grade Girls BB		$100.00		
	PO#: 48523	Voucher #:	109761	Invoice	Invoice No: BB Tourney Fee	1/24/2020		Paid Amt:	$200.00
								Check Amount:	$200.00
0717	001	104145	27670		WESTMAN, JULIE			Check	
				R 04 000 000 321 621 550	membership refund plus overcharged		$82.00		
	PO#: 48470	Voucher #:	109762	Invoice	Invoice No: Refund	1/24/2020		Paid Amt:	$82.00
								Check Amount:	$82.00
0717	001	104146	26382		WITTERSCHEIN, JOE			Check	
				E 01 300 296 000 305 306	GBB Official 1/2/20		$120.00		
	PO#:	Voucher #:	109763	Invoice	Invoice No: GBB Official	1/24/2020		Paid Amt:	$120.00
								Check Amount:	$120.00
0717	001	104147	27328		SCOTT COUNTY			Check	
				E 01 128 050 000 820 000	Kelly Kochlin - Notary fee		$20.00		
				E 01 300 050 000 820 000	Renee Hentges - Noary fee		$20.00		
	PO#: 48479	Voucher #:	109770	Invoice	Invoice No: Notary Fee	1/27/2020		Paid Amt:	$40.00
								Check Amount:	$40.00
0717	001	104148	3456		TRI CITY UNITED HIGH SCHOOL			Check	
				E 01 300 291 000 369 372	02/01/2020 Speech Meet		$322.00		
	PO#: 48314	Voucher #:	109941	Invoice	Invoice No: Speech Meet Fee	1/30/2020		Paid Amt:	$322.00
								Check Amount:	$322.00
0717	001	104149	11220		BENJAMIN BUS			Check	
				E 01 005 760 725 360 000	Votech		$3,461.40		
				E 01 100 203 733 360 231	1st Grade Children's Theater		$1,052.84		

Co	Bank	Check No	Code	Rcd	Vendor						Pmt/Void Date		Pmt Type	
0717	**001**	**104149**	**11220**		**BENJAMIN BUS**								**Check**	
				E	01	100	201	733	360	228	Kindergarten Stages Theater	$669.20		
				E	01	128	211	733	360	000	6th Grade Ski Trip	$533.63		
				E	01	128	298	733	360	373	MS Knowledge Bowl	$899.00		
				E	01	300	292	733	360	000	Adapted Hockey	$576.90		
				E	01	300	291	733	360	389	HS Band	$634.59		
				E	01	128	294	733	360	306	MS Boys Basketball	$519.21		
				E	01	300	294	733	360	306	HS Boys Basketball	$1,773.97		
				E	01	300	294	733	360	303	FB Motor Coach	$1,326.87		
				E	01	128	296	733	360	306	MS Girls Basketball	$903.81		
				E	01	300	296	733	360	306	HS Girls Basketball	$1,782.62		
				E	01	300	296	733	360	326	Girls Soccer Motor Coach	$490.37		
				E	01	300	211	733	360	000	HS Gov Law	$245.18		
				E	01	300	298	733	360	373	HS Knowledge Bowl	$490.37		
				E	01	300	291	733	360	371	One Act Play	$288.45		
				E	01	300	211	733	360	000	HS Phy Ed Curling Center	$283.64		
				E	01	300	211	733	360	000	HS Phy Ed Mt Kato	$749.98		
				E	01	300	211	733	360	000	HS Science Museum	$374.99		
				E	01	300	294	733	360	310	HS Wrestling	$418.25		
				E	01	005	760	723	360	000	In District SPED	$8,624.70		
				E	01	005	760	728	360	000	Homeless	$7,153.65		
				E	01	005	760	728	360	000	Care & Treatment	$3,417.12		
				E	01	005	760	715	360	000	Foster Care	$2,970.45		
				E	01	005	760	723	360	000	SPED Preschool	$4,699.80		
				E	01	005	760	723	360	000	SPED	$10,490.13		
	PO#: 48579	**Voucher #:**	**109977**	Invoice			**Invoice No:**	Dec 2019			**1/31/2020**		**Paid Amt:**	**$54,831.12**
													Check Amount:	**$54,831.12**
0717	**001**	**104150**	**5092**		**CARLSON, DAN**								**Check**	
				E	04	005	505	321	305	515	Fall Indoor tennis Little Stars, Risings stars and	$1,196.00		
	PO#: 48543	**Voucher #:**	**109979**	Invoice			**Invoice No:**	115			**1/31/2020**		**Paid Amt:**	**$1,196.00**
													Check Amount:	**$1,196.00**
0717	**001**	**104151**	**10254**		**CITY OF JORDAN**								**Check**	
				E	01	100	810	000	330	204	ES	$2,089.65		
				E	01	128	810	000	330	204	MS	$2,155.68		
				E	01	300	810	000	330	204	HS	$2,688.99		
				E	01	005	810	000	330	204	Athletic Complex	$590.22		
				E	04	005	505	321	330	000	ES CE	$47.49		
				E	04	005	505	321	330	000	MS CE	$92.39		
				E	04	005	582	344	330	000	ECFE	$142.48		

Co	Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type	
0717	001	104151	10254		CITY OF JORDAN									Check	
				E	02	100	770	701	330	000	ES Food Service		$94.98		
				E	02	128	770	701	330	000	MS Food Service		$123.18		
				E	02	300	770	701	330	000	HS Food Service		$171.64		
				E	04	005	505	321	330	550	CERC		$708.29		
	PO#:	Voucher #:		109978	Invoice		Invoice No:	1/9/20				1/31/2020		Paid Amt:	$8,904.99
														Check Amount:	$8,904.99
0717	001	104152	2629		COMCAST									Check	
				E	04	005	505	321	320	550	CERC Service		$2.25		
	PO#:	Voucher #:		109980	Invoice		Invoice No:	1/8/20				1/31/2020		Paid Amt:	$2.25
														Check Amount:	$2.25
0717	001	104153	2328		DEMORETT, ANDREW									Check	
				E	01	300	294	000	305	306	BBB Official 1/30/20		$120.00		
	PO#:	Voucher #:		109981	Invoice		Invoice No:	BBB Official				1/31/2020		Paid Amt:	$120.00
														Check Amount:	$120.00
0717	001	104154	28892		EDUCATORS BENEFIT CONSULTANTS									Check	
				E	01	005	110	000	311	000	Jan 2020 Admin Fee		$233.54		
	PO#:	Voucher #:		109982	Invoice		Invoice No:	12669				1/31/2020		Paid Amt:	$233.54
														Check Amount:	$233.54
0717	001	104155	4830		GLAZIER, SHERRI									Check	
				E	02	128	770	701	366	000	Managers Class/License		$85.00		
	PO#: 48591	Voucher #:		109983	Invoice		Invoice No:	Reimbursement				1/31/2020		Paid Amt:	$85.00
														Check Amount:	$85.00
0717	001	104156	3271		GRIDER, DANIEL									Check	
				E	01	300	294	000	305	306	BBB Official 1/28/20		$120.00		
	PO#:	Voucher #:		109984	Invoice		Invoice No:	BBB Official				1/31/2020		Paid Amt:	$120.00
														Check Amount:	$120.00
0717	001	104157	24254		HOLIDAY CREDIT OFFICE									Check	
				E	01	005	790	733	440	000	Regular		$214.22		
				E	01	005	810	000	440	000	Tractor/Mower/Pickup		$226.19		
	PO#:	Voucher #:		109985	Invoice		Invoice No:	1/11/20				1/31/2020		Paid Amt:	$440.41
														Check Amount:	$440.41
0717	001	104158	2329		HOVICK, NICK									Check	
				E	01	300	294	000	305	306	BBB Official 1/30/20		$120.00		
	PO#:	Voucher #:		109986	Invoice		Invoice No:	BBB Official				1/31/2020		Paid Amt:	$120.00
														Check Amount:	$120.00

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104159	5147		JO VOLLEYBALL		Check
				E 04 005 505 321 305 515	15's,16's,17's,18's Registrations-$11,785 X 90%	$10,606.50	
	PO#: 48618	Voucher #:	109987	Invoice	Invoice No: Registrations	1/31/2020	Paid Amt: $10,606.50
							Check Amount: $10,606.50
0717	001	104160	29171		JORDAN AREA FOOD SHELF		Check
				E 18 100 298 301 899 000	Donation-D.J. Heinz	$500.00	
	PO#: 48605	Voucher #:	109988	Invoice	Invoice No: Donation	1/31/2020	Paid Amt: $500.00
							Check Amount: $500.00
0717	001	104161	28878		MEDICARE BLUE RX		Check
				B 01 215 024	Feb 2020 D. Swenson	$167.50	
	PO#:	Voucher #:	109990	Invoice	Invoice No: 200070254013	1/31/2020	Paid Amt: $167.50
							Check Amount: $167.50
0717	001	104162	3967		MINNESOTA VALLEY ELECTRIC COOPERATIVE		Check
				E 01 005 810 000 330 201	Ballfield Lights	$10.74	
	PO#:	Voucher #:	109989	Invoice	Invoice No: 1/7/20	1/31/2020	Paid Amt: $10.74
							Check Amount: $10.74
0717	001	104163	4739		PERKL, JOE		Check
				E 01 300 292 000 366 300	Aug-Dec 2019	$344.63	
				E 01 300 292 000 366 300	Jan 2020	$120.06	
	PO#: 48593	Voucher #:	109992	Invoice	Invoice No: Reimbursement	1/31/2020	Paid Amt: $464.69
							Check Amount: $464.69
0717	001	104164	3739		PRAIRIE RESTORATIONS, INC		Check
				E 01 128 810 000 350 199	2019-20 Vegetation Management Site Visit #2	$375.00	
	PO#: 48613	Voucher #:	109991	Invoice	Invoice No: 19808	1/31/2020	Paid Amt: $375.00
							Check Amount: $375.00
0717	001	104165	1334		RANCE, JESSICA		Check
				E 01 100 218 388 430 000	Gifted & Talented Supplies	$39.00	
	PO#: 48594	Voucher #:	109994	Invoice	Invoice No: Reimbursement	1/31/2020	Paid Amt: $39.00
							Check Amount: $39.00
0717	001	104166	24638		REGION V COMPUTER SERVICES		Check
				E 01 005 110 302 316 000	Oper Capital Fee	$1,100.00	
				E 01 005 110 000 401 000	W-2 Envelopes	$62.00	
				E 01 005 110 000 366 000	ACA Session Lunch	$10.65	
				E 01 005 110 000 316 000	Region V User Fee	$5,427.25	
	PO#: 48491	Voucher #:	109993	Invoice	Invoice No: 13066	1/31/2020	Paid Amt: $6,599.90
							Check Amount: $6,599.90

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001	104167	4909		SOKOL,MARK		Check
				E 01 100 810 000 401 000	Clothing Allowance-Shoes	$39.98	
	PO#: 48619	Voucher #: 109995	Invoice	Invoice No: Reimbursement		1/31/2020	Paid Amt: $39.98
							Check Amount: $39.98
0717	001	104168	25711		STAR GROUP, LLC/NAPA AUTO PARTS		Check
				E 01 005 810 000 350 200	Tool Cat Light	$13.19	
	PO#: 48607	Voucher #: 109996	Invoice	Invoice No: 756819		1/31/2020	Paid Amt: $13.19
							Check Amount: $13.19
0717	001	104169	5153		SULLIVAN, THOMAS		Check
				E 01 300 294 000 305 306	BBB Official 1/30/20	$120.00	
	PO#:	Voucher #: 109997	Invoice	Invoice No: BBB Official		1/31/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104170	4672		SYMANITZ, REBECCA		Check
				E 02 100 770 701 401 000	Food Serv-Clothing Allowance-Pants/SHoes	$96.98	
	PO#: 48592	Voucher #: 109998	Invoice	Invoice No: Reimbursement		1/31/2020	Paid Amt: $96.98
							Check Amount: $96.98
0717	001	104171	4700		TEACHERS ON CALL		Check
				E 01 100 203 000 394 999	ES	$3,289.31	
				E 01 100 400 000 307 999	ES SPED Non Licensed	$870.76	
				E 01 100 403 740 307 999	ES DCD-MM Para	$181.46	
				E 01 100 411 740 307 999	ES ASD Para	$143.48	
				E 01 100 412 740 307 999	ES ECSE Para	$109.72	
				E 01 128 211 000 394 999	MS	$1,306.14	
				E 01 128 400 000 307 999	MS SPED Non Licensed	$1,480.30	
				E 01 128 407 740 307 999	MS SLD Para	$118.16	
				E 01 128 411 740 307 999	MS ASD Para	$240.54	
				E 01 300 211 000 394 999	HS	$174.16	
				E 01 305 361 628 145 000	HS Carl Perkins	$174.15	
	PO#: 48595	Voucher #: 109999	Invoice	Invoice No: 113365		1/31/2020	Paid Amt: $8,088.18
							Check Amount: $8,088.18
0717	001	104172	2330		VOGEL, CORY		Check
				E 01 300 294 000 305 306	BBB Official 1/28/20	$120.00	
	PO#:	Voucher #: 110000	Invoice	Invoice No: BBB Official		1/31/2020	Paid Amt: $120.00
							Check Amount: $120.00
0717	001	104173	5149		ZEPHYR		Check
				E 01 300 292 000 302 000	Baseball Hats-Small	$197.10	
				E 01 300 292 000 302 000	Baseball Hats-Medium	$744.60	
				E 01 300 292 000 302 000	Baseball Hats-Large	$547.50	

Co	Bank	Check No	Code	Rcd	Vendor							Pmt/Void Date		Pmt Type	
0717	001	104173	5149		ZEPHYR									Check	
				E	01	300	292	000	302	000	Baseball Hats-Xlarge		$87.60		
				E	01	300	292	000	302	000	Freight		$37.10		
	PO#: 48542	Voucher #:	110001	Invoice		Invoice No: 638415-17						1/31/2020		Paid Amt:	$1,613.90
														Check Amount:	$1,613.90
0717	STUD	1760	25145		LAKE CRYSTAL COACHES									Check	
				E	27	300	298	301	401	957	Dorian Festival Bus cost		$290.00		
	PO#: 48418	Voucher #:	109341	Invoice		Invoice No: INV0001						1/8/2020		Paid Amt:	$290.00
														Check Amount:	$290.00
0717	STUD	1761	2572		LUTHER COLLEGE									Check	
				E	27	300	298	301	401	957	Dorian Festival		$100.00		
	PO#: 48414	Voucher #:	109342	Invoice		Invoice No: Registration Fees						1/8/2020		Paid Amt:	$100.00
														Check Amount:	$100.00
0717	STUD	1762	5121		MALZ, MADISON									Check	
				E	27	300	298	301	401	957	Refund from Student Activity. She left the distric		$140.00		
	PO#: 48379	Voucher #:	109343	Invoice		Invoice No: Refund						1/10/2020		Paid Amt:	$140.00
														Check Amount:	$140.00
0717	STUD	1764	11072		RADERMACHER FOODS INC.									Check	
				E	27	300	298	301	401	964	Speech Supplies		$34.95		
	PO#: 48535	Voucher #:	109727	Invoice		Invoice No: Account#26200						1/24/2020		Paid Amt:	$34.95
														Check Amount:	$34.95
0717	STUD	1765	2828		PERFORMANCE TOURS									Check	
				E	27	300	298	301	401	957	Winnipeg Deposit #2		$20,800.00		
	PO#: 48486	Voucher #:	109923	Invoice		Invoice No: 2932						1/30/2020		Paid Amt:	$20,800.00
														Check Amount:	$20,800.00
														Report Total:	$557,421.28

Jordan Public Schools

Detail Payment Register By Check

Fund Summary

Fund	Description	Total
01	General Fund	$495,359.74
02	Food Service Fund	$8,014.50
04	Community Education	$19,822.27
06	Building Fund	$11,542.50
09	Trust Fund	$500.00
18	Custodial Fund	$817.32
27	HS Student Activity Account	$21,364.95
Report Total		**$557,421.28**

Jordan Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor		Pmt/Void Date		Pmt Type	
0717	001		21993		PUBLIC EMPLOYEES RETIREMENT				Wire	
				B 01 215 014	PERA			$20,187.87		
				B 01 215 014	PERA			$24.70		
	PO#:	Voucher #:	109531	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$20,212.57
				B 01 215 014	PERA			$2,666.44		
	PO#:	Voucher #:	109556	Invoice	Invoice No: S202013S0		1/15/2020		Paid Amt:	$2,666.44
									Check Amount:	$22,879.01
0717	001		21994		TEACHERS RETIREMENT ASSN				Wire	
				B 01 215 018	TRA			$66,887.20		
	PO#:	Voucher #:	109532	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$66,887.20
									Check Amount:	$66,887.20
0717	001		22350		FRANDSEN BANK AND TRUST				Wire	
				B 01 215 003	Fed Tax			$46,454.36		
	PO#:	Voucher #:	109533	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$46,454.36
				B 01 215 010	FICA			$16,684.74		
	PO#:	Voucher #:	109534	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$16,684.74
				B 01 215 010	FICA			$71,341.80		
	PO#:	Voucher #:	109536	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$71,341.80
				B 01 215 003	Fed Tax			$483.96		
	PO#:	Voucher #:	109557	Invoice	Invoice No: S202013S0		1/15/2020		Paid Amt:	$483.96
				B 01 215 010	FICA			$657.88		
	PO#:	Voucher #:	109558	Invoice	Invoice No: S202013S0		1/15/2020		Paid Amt:	$657.88
				B 01 215 010	FICA			$2,812.66		
	PO#:	Voucher #:	109560	Invoice	Invoice No: S202013S0		1/15/2020		Paid Amt:	$2,812.66
									Check Amount:	$138,435.40
0717	001		22350		FRANDSEN BANK AND TRUST				Wire	
				B 01 215 002	State Tax			$21,968.16		
	PO#:	Voucher #:	109535	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$21,968.16
									Check Amount:	$21,968.16
0717	001		22350		FRANDSEN BANK AND TRUST				Wire	
				B 01 215 002	State Tax			$271.68		
	PO#:	Voucher #:	109559	Invoice	Invoice No: S202013S0		1/15/2020		Paid Amt:	$271.68
									Check Amount:	$271.68
0717	001		24948		MN CHILD SUPPORT PYMT CENTER				Wire	
				B 01 215 029	Child Support			$511.20		
	PO#:	Voucher #:	109539	Invoice	Invoice No: S2020130		1/15/2020		Paid Amt:	$511.20
									Check Amount:	$511.20

Co	Bank	Check No	Code	Rcd	Vendor			Pmt/Void Date		Pmt Type	
0717	001		27742		MN DEPT OF REVENUE					Wire	
				B 01 215 074			Garnishment		$411.60		
	PO#:	Voucher #:	109541	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$411.60
										Check Amount:	$411.60
0717	001		28892		EDUCATORS BENEFIT CONSULTANTS					Wire	
				B 01 215 056			American Express		$2,325.54		
	PO#:	Voucher #:	109542	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$2,325.54
				B 01 215 055			Equitable Life		$2,812.88		
	PO#:	Voucher #:	109543	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$2,812.88
				B 01 215 050			ECONOMIC SERVICES		$537.52		
	PO#:	Voucher #:	109544	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$537.52
				B 01 215 053			Fidelity Investment		$983.37		
				B 01 215 068			ING/Aetna		$1,319.08		
	PO#:	Voucher #:	109545	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$2,302.45
				B 01 215 068			ING/Aetna		$129.20		
				B 01 215 080			First Investors Corporation		$500.02		
	PO#:	Voucher #:	109546	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$629.22
				B 01 215 064			Franklin Templeton		$586.04		
				B 01 215 068			ING/Aetna		$954.33		
	PO#:	Voucher #:	109547	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$1,540.37
				B 01 215 069			Orchard Trust/Great West		$130.00		
	PO#:	Voucher #:	109548	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$130.00
				B 01 215 078			Horace Mann		$4,110.40		
	PO#:	Voucher #:	109549	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$4,110.40
				B 01 215 068			ING/Aetna		$5,644.82		
	PO#:	Voucher #:	109550	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$5,644.82
				B 01 215 077			Modern Woodmen		$334.02		
	PO#:	Voucher #:	109551	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$334.02
				B 01 215 057			Thrivent Financial		$1,172.41		
	PO#:	Voucher #:	109552	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$1,172.41
				B 01 215 067			Valic		$990.45		
	PO#:	Voucher #:	109553	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$990.45
										Check Amount:	$22,530.08
0717	001		3565		MEDICA					Wire	
				B 01 215 020			Health Ins		$65.00		
	PO#:	Voucher #:	109554	Invoice	Invoice No:	S2020130		1/15/2020		Paid Amt:	$65.00
										Check Amount:	$65.00

Jordan Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0717	001		11747		BLUE CROSS & BLUE SHIELD		Wire
				B 01 215 020	Health Ins	$70,911.62	
	PO#:	Voucher #:	109530	Invoice	Invoice No: S2020130	1/31/2020	Paid Amt: $70,911.62
				B 01 215 020	Health Ins	$0.23	
	PO#:	Voucher #:	109555	Credit	Invoice No: S202013S0	1/31/2020	Paid Amt: ($0.23)
				B 01 215 020	Health Ins	$72,524.11	
				B 01 215 024	Health Ins-retiree	$8,120.97	
				B 01 215 020	Health Ins-adj to actual	$3,726.23	
	PO#:	Voucher #:	109945	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $84,371.31
				B 01 215 020	Health Ins	$0.00	
	PO#:	Voucher #:	109969	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $0.00
							Check Amount: $155,282.70
0717	001		21993		PUBLIC EMPLOYEES RETIREMENT		Wire
				B 01 215 014	PERA	$24,033.63	
	PO#:	Voucher #:	109946	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $24,033.63
				B 01 215 014	PERA	$86.50	
	PO#:	Voucher #:	109970	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $86.50
							Check Amount: $24,120.13
0717	001		21994		TEACHERS RETIREMENT ASSN		Wire
				B 01 215 018	TRA	$65,813.09	
	PO#:	Voucher #:	109947	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $65,813.09
				B 01 215 018	TRA	$322.66	
	PO#:	Voucher #:	109971	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $322.66
							Check Amount: $66,135.75
0717	001		22350		FRANDSEN BANK AND TRUST		Wire
				B 01 215 003	Fed Tax	$44,428.52	
	PO#:	Voucher #:	109948	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $44,428.52
				B 01 215 010	FICA	$16,550.96	
	PO#:	Voucher #:	109949	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $16,550.96
				B 01 215 010	FICA	$70,769.36	
	PO#:	Voucher #:	109951	Invoice	Invoice No: S2020140	1/31/2020	Paid Amt: $70,769.36
				B 01 215 003	Fed Tax	$244.99	
	PO#:	Voucher #:	109972	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $244.99
				B 01 215 010	FICA	$110.44	
	PO#:	Voucher #:	109973	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $110.44
				B 01 215 010	FICA	$472.16	
	PO#:	Voucher #:	109975	Invoice	Invoice No: S202014S0	1/31/2020	Paid Amt: $472.16
							Check Amount: $132,576.43

Jordan Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001		22350		FRANDSEN BANK AND TRUST			Wire	
				B 01 215 002	State Tax		$21,416.04		
	PO#:	Voucher #:	109950	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$21,416.04
								Check Amount:	$21,416.04
0717	001		22350		FRANDSEN BANK AND TRUST			Wire	
				B 01 215 002	State Tax		$148.71		
	PO#:	Voucher #:	109974	Invoice	Invoice No: S202014S0	1/31/2020		Paid Amt:	$148.71
								Check Amount:	$148.71
0717	001		24385		AFLAC			Wire	
				B 01 215 060	American Family/Flex Cancer		$61.90		
	PO#:	Voucher #:	109537	Invoice	Invoice No: S2020130	1/31/2020		Paid Amt:	$61.90
				B 01 215 060	American Family/Flex Cancer		$61.90		
	PO#:	Voucher #:	109952	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$61.90
								Check Amount:	$123.80
0717	001		24948		MN CHILD SUPPORT PYMT CENTER			Wire	
				B 01 215 029	Child Support		$511.20		
	PO#:	Voucher #:	109954	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$511.20
								Check Amount:	$511.20
0717	001		26971		Select/MII Life			Wire	
				B 01 215 090	Flex-Dep Care		$2,560.67		
				B 01 215 091	Flex-Medical Care		$768.08		
	PO#:	Voucher #:	110002	Invoice	Invoice No: S2020130	1/31/2020		Paid Amt:	$3,328.75
				B 01 215 090	Flex-Dep Care		$2,560.67		
				B 01 215 091	Flex-Medical Care		$768.08		
				B 01 215 090	Flex-Dep Care-adj to actual claims		($429.86)		
				B 01 215 091	Flex-Medical Care-adj to actual claims		($609.60)		
	PO#:	Voucher #:	110003	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$2,289.29
								Check Amount:	$5,618.04
0717	001		26971		Select/MII Life			Wire	
				B 01 215 028	Flex - Employee Contributions		$2,777.26		
	PO#:	Voucher #:	109540	Invoice	Invoice No: S2020130	1/31/2020		Paid Amt:	$2,777.26
								Check Amount:	$2,777.26
0717	001		26971		Select/MII Life			Wire	
				B 01 215 028	Flex - Employee Contributions		$2,777.26		
	PO#:	Voucher #:	109955	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$2,777.26
								Check Amount:	$2,777.26

Co	Bank	Check No	Code	Rcd	Vendor		Pmt/Void Date		Pmt Type	
0717	001		26971		Select/MII Life				Wire	
				B 01 215 076		VEBA/HSA - Employer Contribution		$1,000.00		
	PO#:	Voucher #:	110004	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$1,000.00
									Check Amount:	$1,000.00
0717	001		27742		MN DEPT OF REVENUE				Wire	
				B 01 215 074		Garnishment		$410.49		
	PO#:	Voucher #:	109956	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$410.49
									Check Amount:	$410.49
0717	001		28892		EDUCATORS BENEFIT CONSULTANTS				Wire	
				B 01 215 056		American Express		$2,325.54		
	PO#:	Voucher #:	109957	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$2,325.54
				B 01 215 055		Equitable Life		$2,812.88		
	PO#:	Voucher #:	109958	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$2,812.88
				B 01 215 050		ECONOMIC SERVICES		$537.52		
	PO#:	Voucher #:	109959	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$537.52
				B 01 215 053		Fidelity Investment		$983.37		
				B 01 215 068		ING/Aetna		$1,319.08		
	PO#:	Voucher #:	109960	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$2,302.45
				B 01 215 068		ING/Aetna		$129.20		
				B 01 215 080		First Investors Corporation		$500.02		
	PO#:	Voucher #:	109961	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$629.22
				B 01 215 064		Franklin Templeton		$586.04		
				B 01 215 068		ING/Aetna		$954.33		
	PO#:	Voucher #:	109962	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$1,540.37
				B 01 215 069		Orchard Trust/Great West		$130.00		
	PO#:	Voucher #:	109963	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$130.00
				B 01 215 078		Horace Mann		$4,110.40		
	PO#:	Voucher #:	109964	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$4,110.40
				B 01 215 068		ING/Aetna		$5,644.82		
	PO#:	Voucher #:	109965	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$5,644.82
				B 01 215 077		Modern Woodmen		$334.02		
	PO#:	Voucher #:	109966	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$334.02
				B 01 215 057		Thrivent Financial		$1,172.41		
	PO#:	Voucher #:	109967	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$1,172.41
				B 01 215 067		Valic		$990.45		
	PO#:	Voucher #:	109968	Invoice	Invoice No: S2020140		1/31/2020		Paid Amt:	$990.45
									Check Amount:	$22,530.08

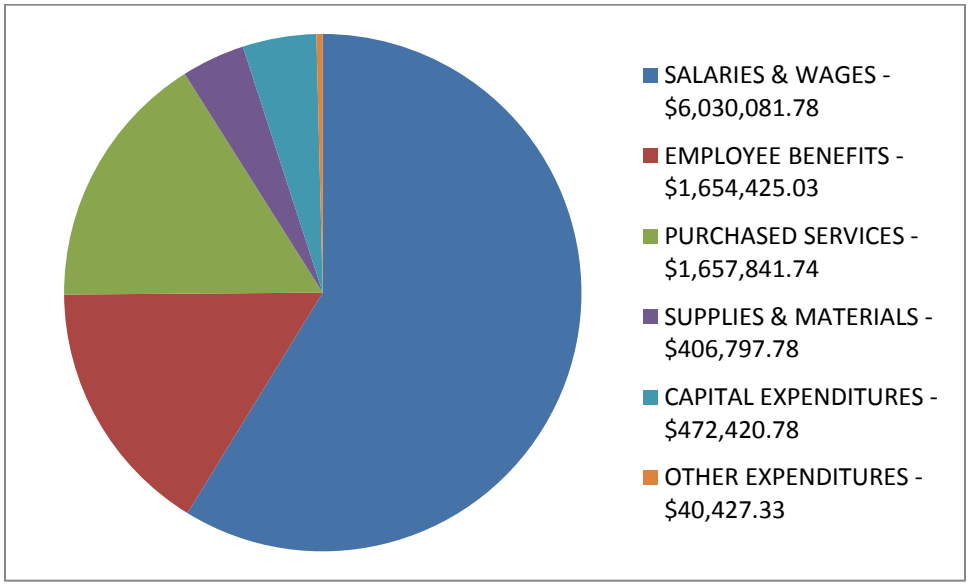
Jordan Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date		Pmt Type	
0717	001	104085	24229		EDUCATION MINNESOTA - JORDAN			Check	
				B 01 215 039	Jea		$13,053.34		
	PO#:	Voucher #:	109527	Invoice	Invoice No: S2020130	1/15/2020		Paid Amt:	$13,053.34
								Check Amount:	$13,053.34
0717	001	104086	26288		LOCAL 284			Check	
				B 01 215 071	Local 284 Dues		$1,268.25		
	PO#:	Voucher #:	109528	Invoice	Invoice No: S2020130	1/15/2020		Paid Amt:	$1,268.25
								Check Amount:	$1,268.25
0717	001	104087	5088		MEYER NJUS TANICK			Check	
				B 01 215 074	Garnishment		$322.36		
	PO#:	Voucher #:	109529	Invoice	Invoice No: S2020130	1/15/2020		Paid Amt:	$322.36
								Check Amount:	$322.36
0717	001	104174	23795		NATIONAL INSURANCE SERVICES			Check	
				B 01 215 027	Supplemental Life Ins		$25.21		
				B 01 215 035	Life		$1,092.41		
				B 01 215 065	Disability		$1,968.89		
	PO#:	Voucher #:	109525	Invoice	Invoice No: S2020130	1/31/2020		Paid Amt:	$3,086.51
				B 01 215 036	Accident		$1.50		
	PO#:	Voucher #:	109526	Invoice	Invoice No: S2020130	1/31/2020		Paid Amt:	$1.50
				B 01 215 027	Supplemental Life Ins		$25.21		
				B 01 215 035	Life		$1,086.41		
				B 01 215 065	Disability		$1,962.15		
				B 01 215 035	Life - adj to actual premium		($235.42)		
				B 01 215 027	Supp Life - adj to actual premium		($5.62)		
				B 01 215 026	Retiree Life Ins		$36.00		
				B 01 215 065	Disability - adj to actual premium		($259.35)		
	PO#:	Voucher #:	109942	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$2,609.38
				B 01 215 036	Accident		$1.50		
	PO#:	Voucher #:	109943	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$1.50
								Check Amount:	$5,698.89
0717	001	104175	24384		NCPERS MINNESOTA			Check	
				B 01 215 032	PERA Life		$32.00		
	PO#:	Voucher #:	109944	Invoice	Invoice No: S2020140	1/31/2020		Paid Amt:	$32.00
								Check Amount:	$32.00
								Report Total:	$729,762.06

FUND 01 - EXP GUIDELINE BY OBJECT

FEBRUARY, 2020

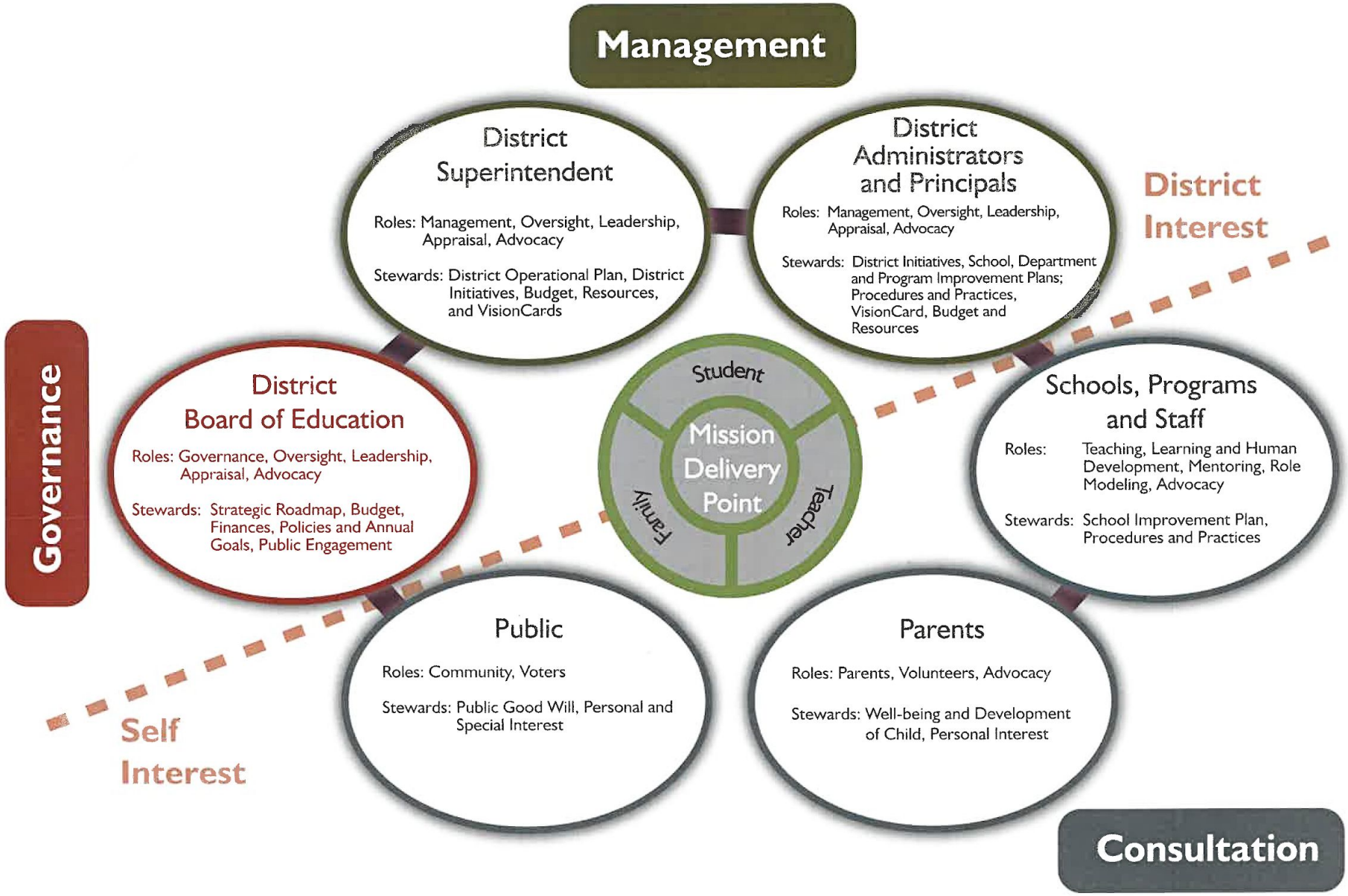


TOTAL EXPENDITURES – FUND 01 - THRU JANUARY, 2020 - $10,261,994.44

SCHOOL FUNDING AND BUDGETING

Community Engagement

JORDAN


Management
District Superintendent
Roles: Management, Oversight, Leadership, Appraisal, Advocacy
Stewards: District Operational Plan, District Initiatives, Budget, Resources, and VisionCards
District Administrators and Principals
Roles: Management, Oversight, Leadership, Appraisal, Advocacy
Stewards: District Initiatives, School, Department and Program Improvement Plans; Procedures and Practices, VisionCard, Budget and Resources
District Interest
Governance
District Board of Education
Roles: Governance, Oversight, Leadership, Appraisal, Advocacy
Stewards: Strategic Roadmap, Budget, Finances, Policies and Annual Goals, Public Engagement
Student
Mission Delivery Point
Family
Teacher
Schools, Programs and Staff
Roles: Teaching, Learning and Human Development, Mentoring, Role Modeling, Advocacy
Stewards: School Improvement Plan, Procedures and Practices
Public
Roles: Community, Voters
Stewards: Public Good Will, Personal and Special Interest
Parents
Roles: Parents, Volunteers, Advocacy
Stewards: Well-being and Development of Child, Personal Interest
Self Interest
Consultation



GENERAL EDUCATION AID

FUNDING SOURCES

- Local Levy
- State Aid
- Federal Aid
- Local Revenue

JORDAN



LOCAL LEVY

Local **property tax collected** to help finance the educational programs and operations of public schools

JORDAN



STATE AID

Paid by the state based on **Average Daily Membership (ADM)** = the number of **students enrolled in our district**

JORDAN



FEDERAL AID

- Based on **special education child** count
- Can **only** be used to supplement special education programming
- Revenue is received once the dollars have been spent

JORDAN



LOCAL REVENUE

Examples

- Athletic/activity fees
- Student fees

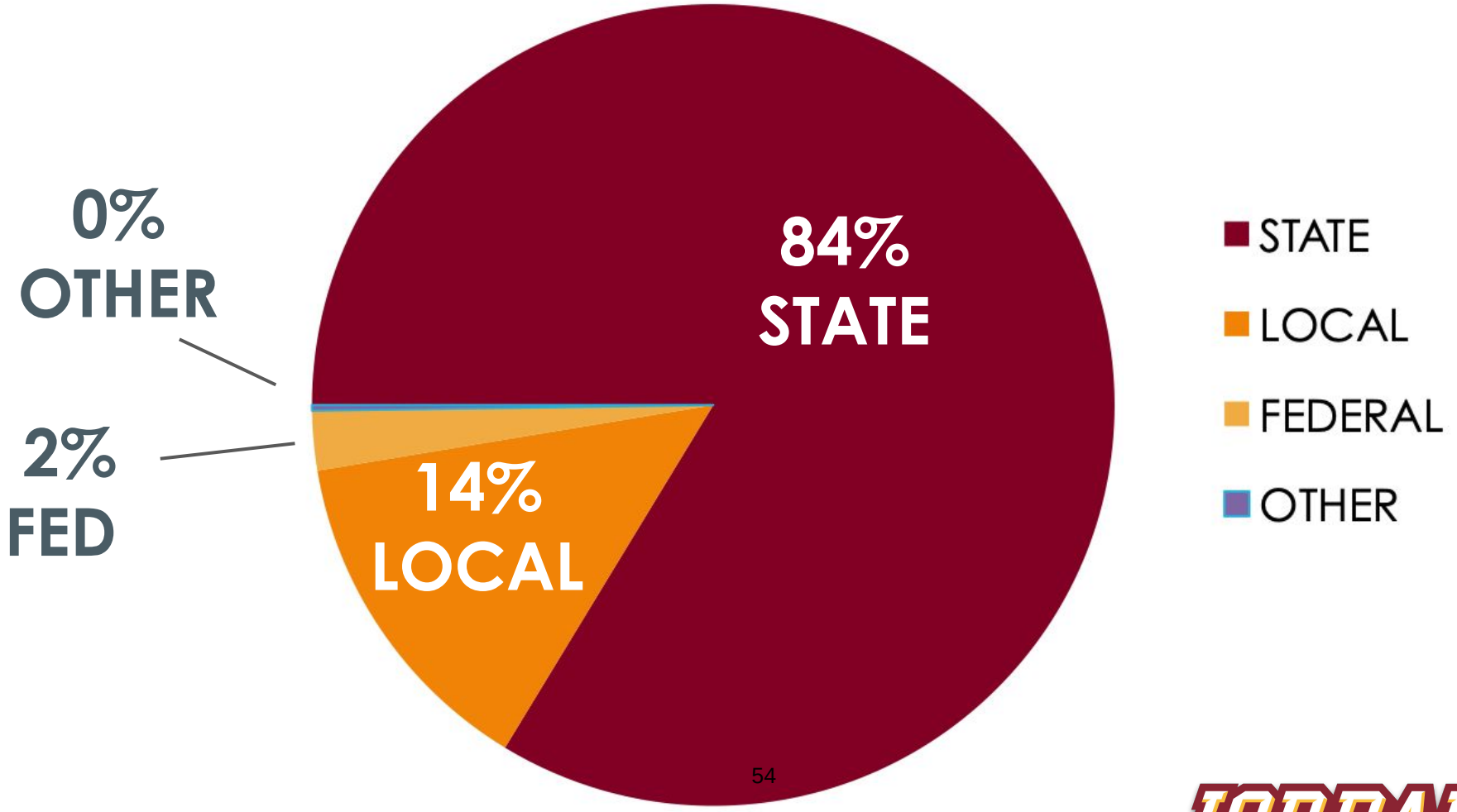
JORDAN

HOW DO WE FARE FROM OUR TWO LARGEST SOURCES?

- Local Levy
- State Aid

JORDAN

WHERE DO JORDAN SCHOOL DISTRICT DOLLARS COME FROM? (2019–2020 projected)



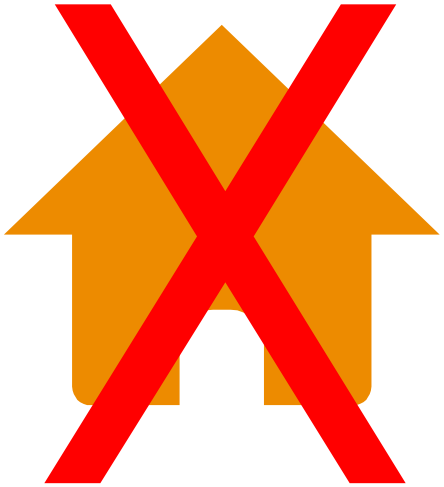
WHERE DO DISTRICT DOLLARS COME FROM?
(2019-2020)

FUNDING SOURCE	AMOUNT/STUDENT	IMPLICATIONS
State aid *we are heavily dependent on*	**$6,438/student**	(State Aid) any increase in **state aid is never guaranteed**
Local operating levy *currently in place without voter approval (option given to ALL districts)*	**$724/student**	(Local Aid) **minimum and less** than districts our size, neighboring districts, and state average for **local operating levy authority**

total per student = $7,162

JORDAN

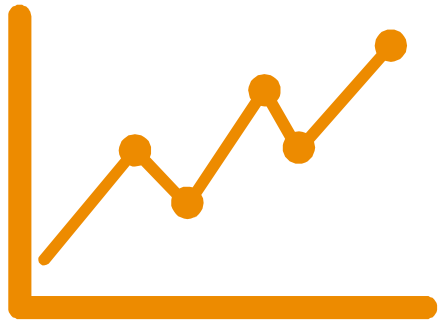
WHEN TWO OR MORE OF THESE DON'T KEEP UP, SCHOOLS STRUGGLE



LOCAL OPERATING LEVY



STUDENT ENROLLMENT



STATE AID

JORDAN

FACTS ABOUT OUR LOCAL OPERATING LEVY

… And why we NEED a local voter approved operating levy

JORDAN

OUR LOCAL OPERATING LEVY AUTHORITY VS OTHERS (2018-2019)

- **Jordan Public Schools has $724 per pupil unit in non-voter approved local levy authority.** This is the amount that **all Minnesota Schools** are eligible to levy for without seeking voter approval. Beyond that, school districts must take it to the voters for additional authority.
- **The $724 per pupil is totaled and then spread amongst taxpayers based on their property value** *(each property is not taxed $724 actual dollars)*.

JORDAN	COMP SCHOOLS' AVERAGE	NEIGHBORS' AVERAGE	STATE AVERAGE
$724/student	$1,036/student	$1,094/student	$1,568/student
Difference	is $312 more per student than Jordan	is $370 more per student than Jordan	is $844 more per student than Jordan

Comp schools: Belle Plaine, Byron, Annandale, St. Peter, Rockford, St. Anthony/New Brighton
Neighbor schools: Belle Plaine, Eastern Carver County, New Prague, Prior Lake, Shakopee

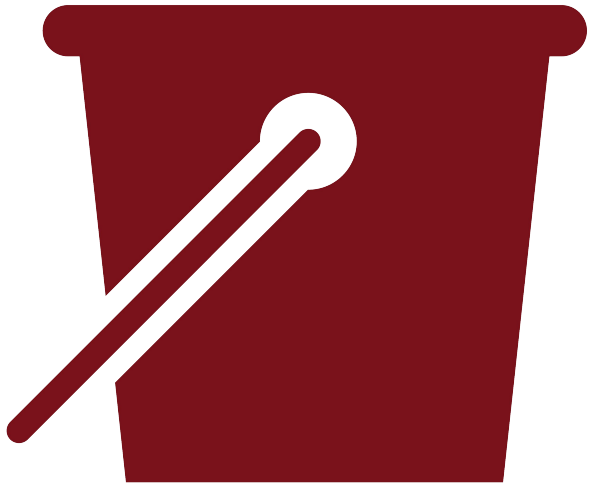
JORDAN

HOW IS SCHOOL FUNDING DIVIDED

The use of school funding is determined by the Minnesota Department of Education (MDE).

JORDAN

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 1

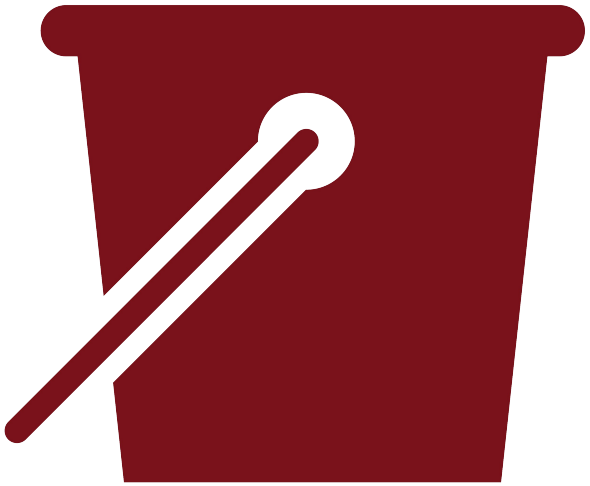
GENERAL FUND

- Includes revenues and expenditures used for **all educational activities**
  - Includes Restricted/Reserved Accounts
  - Includes Unassigned Accounts
  - Includes Unassigned Fund Balance (savings account)

DISTRICTS HAVE FUND ACCOUNTING

JORDAN

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 1

GENERAL FUND

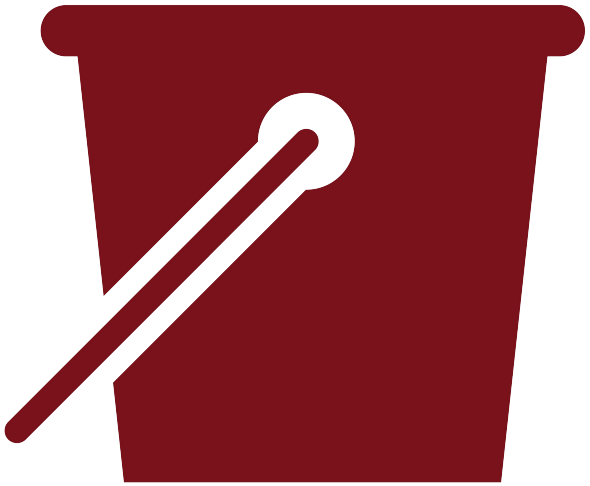
RESTRICTED/ RESERVED ACCOUNTS

only spent on **certain things**

Examples

- LTFM (Long Term Facilities Maintenance)
  - ie. tennis court resurfacing
- Capital Dollars
  - Technology equipment
  - Land

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 1

GENERAL FUND

UNASSIGNED ACCOUNTS

used for the **day to day operations** of a school district

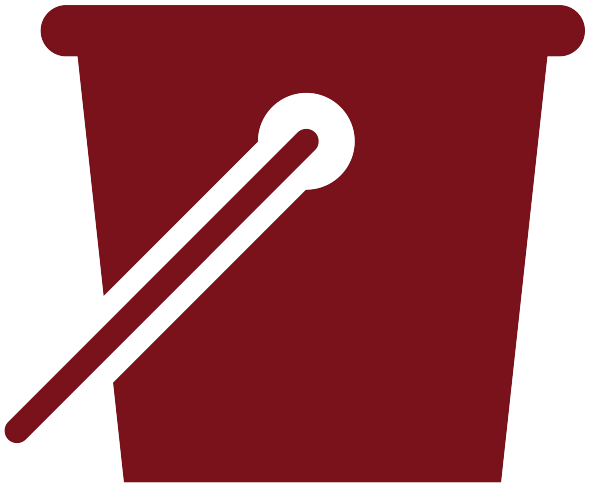
Examples

- Salaries and benefits
- Transportation
- Supplies

DISTRICTS HAVE FUND ACCOUNTING

JORDAN

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 1

GENERAL FUND

UNASSIGNED FUND BALANCE

works as a **savings account** for the district

Takeaways

- Our district policy is to have 12%+ fund balance
- Our auditors recommend a 20% fund balance

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 2

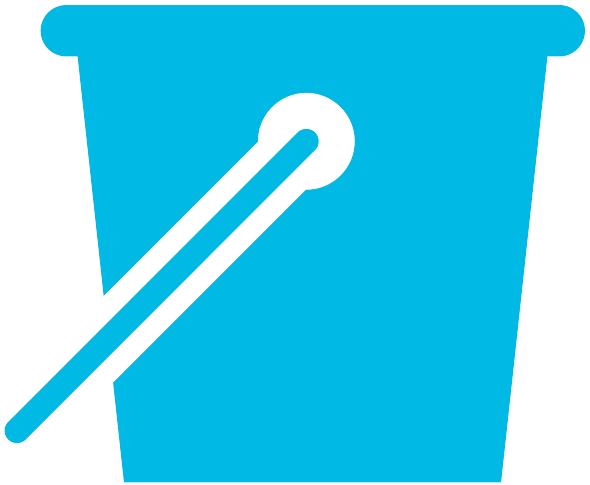
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- Includes all revenues and expenditures for the Food Service Program

DISTRICTS HAVE FUND ACCOUNTING

JORDAN

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 4

COMMUNITY EDUCATION

- Includes all revenues and expenditures for the community education program (5 components):
  - Community Education Restricted/Reserved
  - Community Education Restricted (preschool screening & non-public education)
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DISTRICTS HAVE FUND ACCOUNTING

JORDAN

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 6

BUILDING CONSTRUCTION

- Building construction programs funded by the sale of bonds, capital loans, or major capital projects
  - Utilized only during the building process (ie. when the middle school and CERC were built)

DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 7

DEBT SERVICE

- Includes revenues and expenditures of outstanding bonded indebtedness



There is **no crossover** between these fund buckets

WHY IS A YEARLY FINANCIAL AUDIT IMPORTANT?

- It's the law
- Creditors want it
- Keeps everyone honest

JORDAN



AUDIT PROCESS

- Done after June 30th of every year
- Financial data is finalized and "uploaded" to the MDE
- Audited financial statements are also sent to the MDE and the State Auditor's office

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SCHOOL DISTRICT AUDIT – *EIDE BAILLY*

- Go through financial data
- Conduct interviews with board members and administration to review for fraudulent activity
- Prepare financial statements
- Present the Audit Executive Summary at the December Board of Education meeting



JORDAN



District had a clean audit!



Expressed concern regarding Unassigned Fund Balance *(our savings account)*

- Currently at 10%
- Projected to drop to 8.5%
- Policy is 12%
- Auditors recommend 20%

FACTS FROM 2018-2019 AUDIT

JORDAN



A HEALTHY UNASSIGNED FUND BALANCE

(SAVINGS ACCOUNT)

- Works as a cushion for unexpected expenditures or revenue shortfalls
- Contributes to a favorable bond rating
- Produces investment income and provides a source of working capital to meet cash flow needs

JORDAN



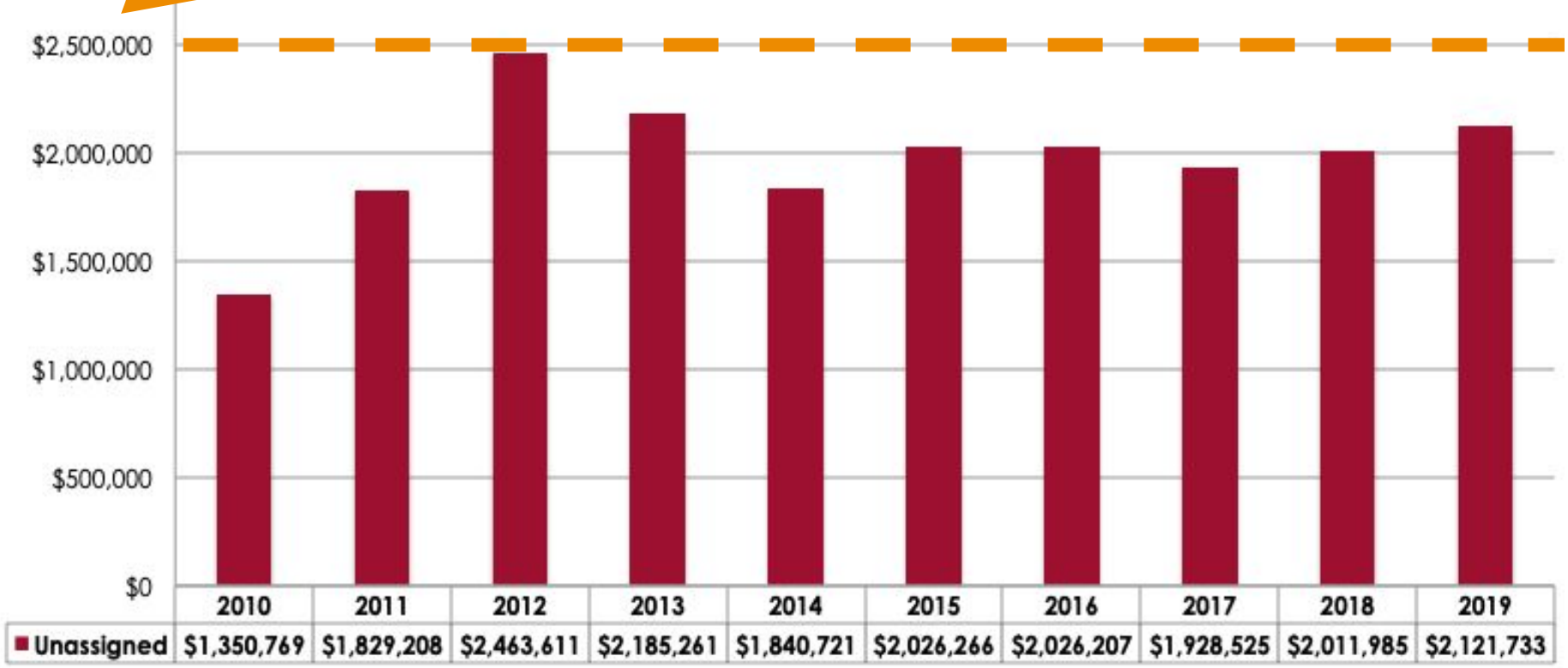
- District fund balance policy is 12% of the annual budget (target amount is $2.5M)
- At June 30, 2019 Unassigned Fund Balance was $2,121,733, or 10%
- Unassigned Fund Balance increased by $109,750 from FY2018 audit

FUND BALANCE POLICY

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DISTRICT FUND BALANCE HISTORY

FUND BALANCE POLICY IS $2.5 MILLION



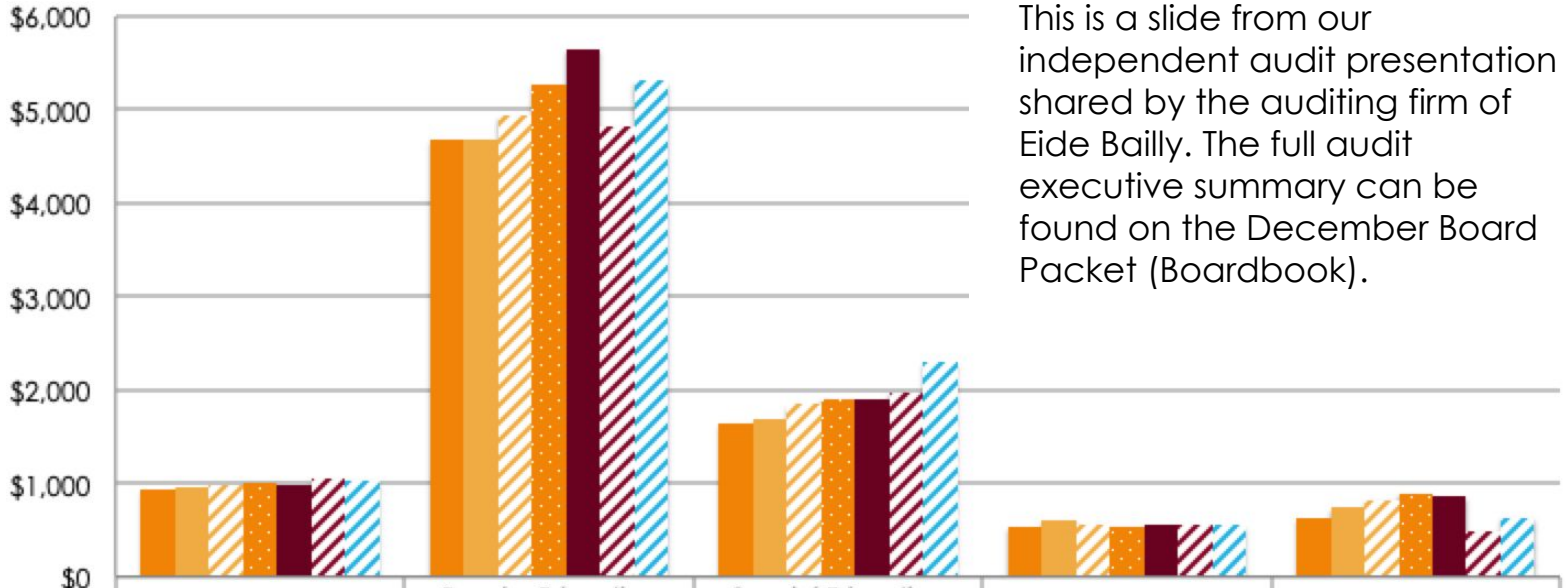
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Unassigned	$1,350,769	$1,829,208	$2,463,611	$2,185,261	$1,840,721	$2,026,266	$2,026,207	$1,928,525	$2,011,985	$2,121,733

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WHERE ARE DOLLARS USED

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AUDITED COST PER STUDENT SERVED (ADM)



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In 2018, Jordan spent **$32 per pupil LESS** than schools of similar size on **Administration**

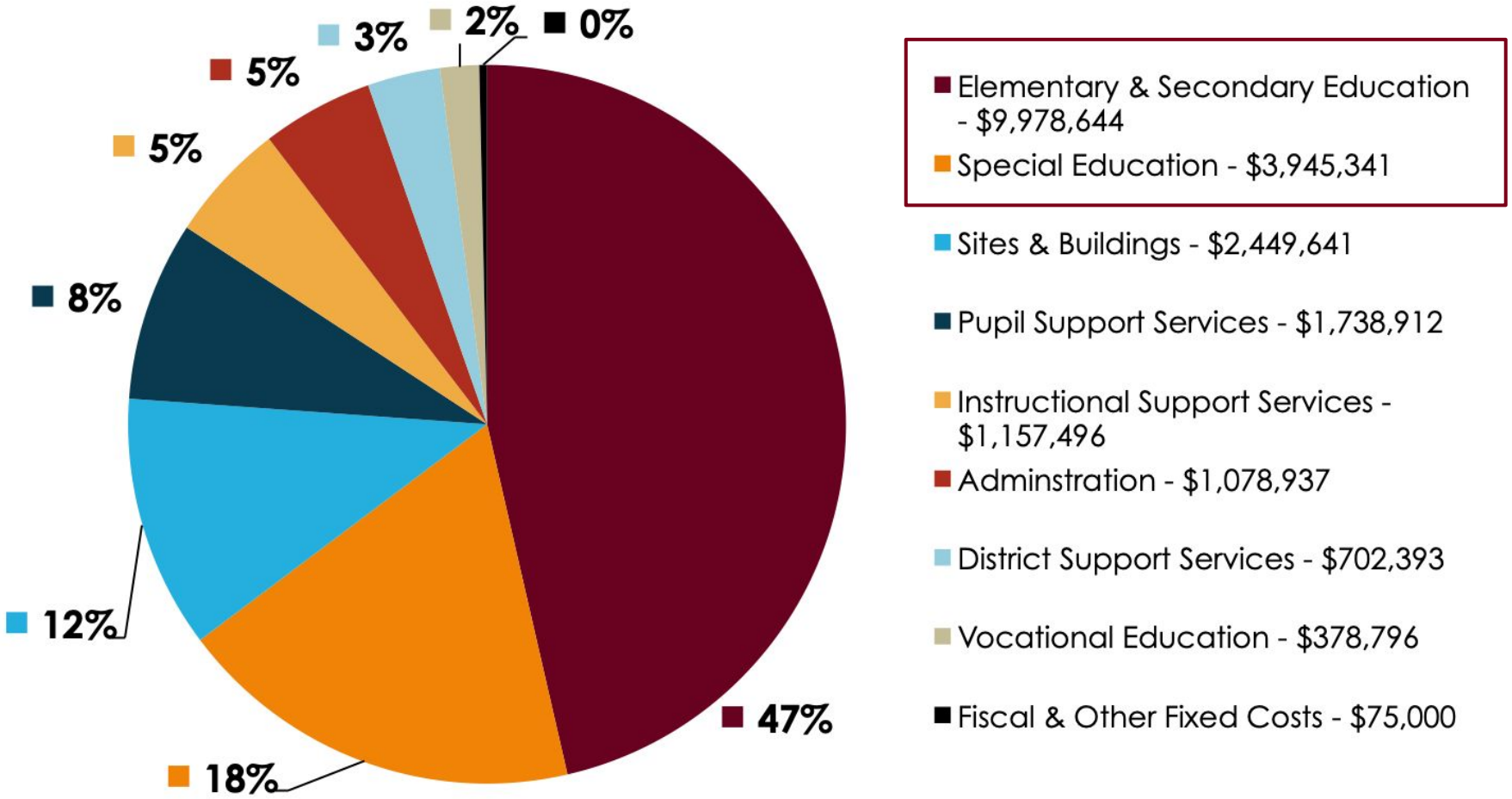
In 2018, Jordan spent **$460 per pupil MORE** than schools of similar size on **Regular Education**

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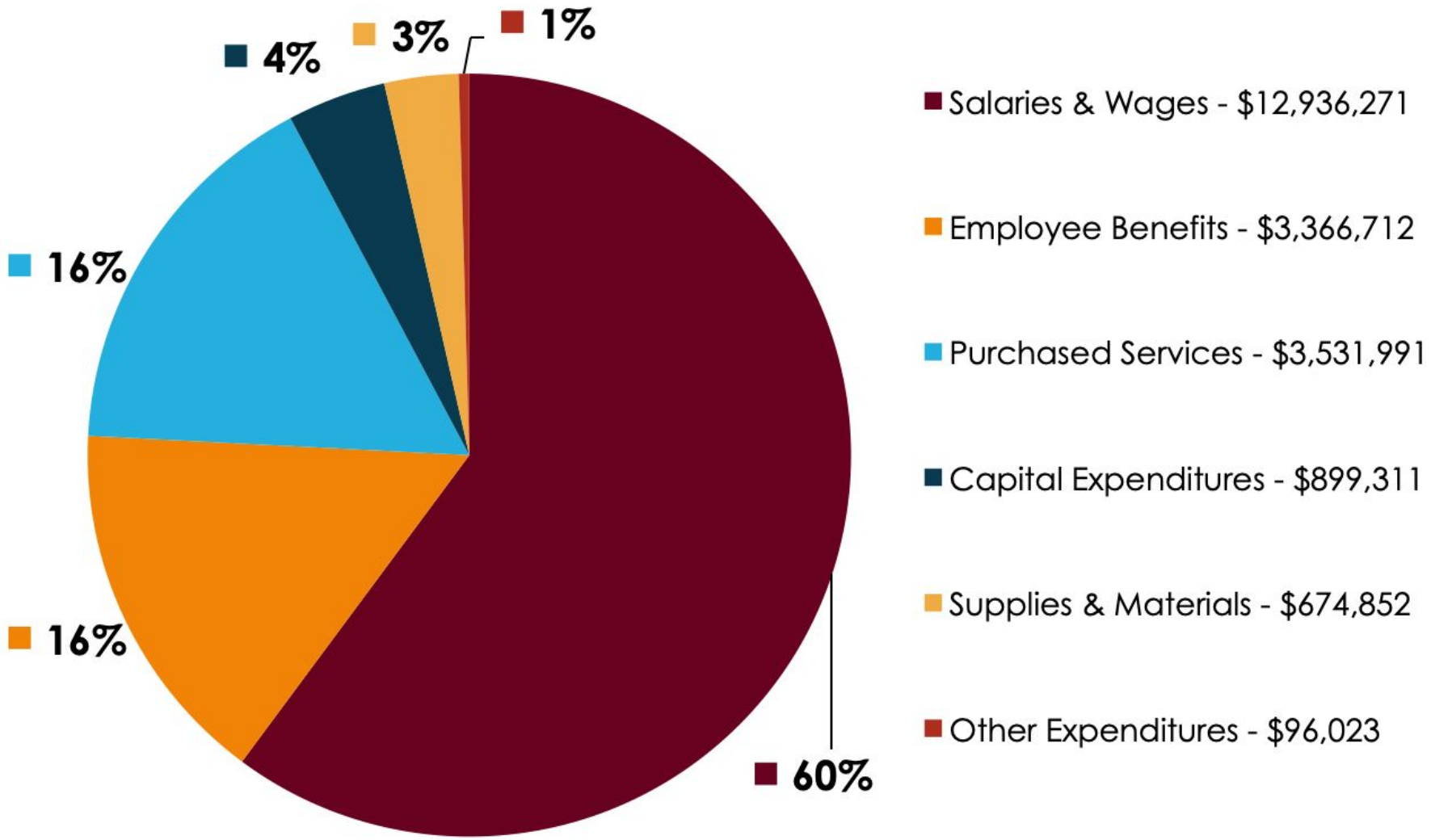
In 2018, Jordan spent **$406 per pupil MORE** than schools of similar size on **Community Ed & Rec**

FY2019-2020 GENERAL FUND EXPENDITURES BY PROGRAM



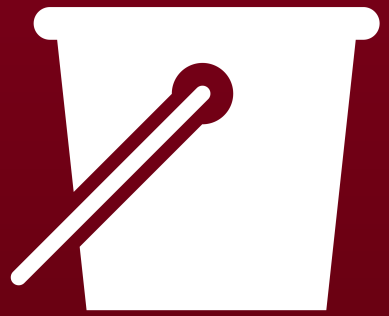
- The majority of our General Fund Exp goes to Elementary and Secondary Regular Instruction
- The next major expense is Special Education

FY2019-2020 PROJECTED EXPENDITURES



BUDGET PROCESS

JORDAN



Tonight we will only be working on our ***General Fund (Fund 1)***

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ADOPTED BUDGET

- Board approved by June 30 for upcoming school year
- Rough guess based on what we know and can predict



REVISED BUDGET

- Reviewed during Jan-May of school year
- An estimation of where you are at financially and tool to make future budget corrections
- Avoid surprises at fiscal year end

SCHOOL BUDGET PROCESS

JORDAN



SCHOOL YEAR 2019-20 ADOPTED BUDGET

Adopted Budget **Revenue = $20,943,716**

- Based on students we predicted student enrollment
- Special Ed revenue projected

Adopted Budget **Expenditures = $20,922,953**

- Based on predicted salary and benefits, transportation, purchased services, and supplies/equipment

Projected a positive balance = $20,763



SCHOOL YEAR 2019-20 REVISED BUDGET

Projected **Revenue = $20,913,926**

- Estimated to be $29,790 less than Adopted Budget

Projected **Expenditures = $21,505,694**

- Estimated to be $582,646 more than Adopted Budget

Projected a difference of = $591,768



BUDGET IMPACT VARIABLES

- Actual enrollment vs. predicted enrollment
- Additional Special Education state aid
- Care & treatment/homeless transportation cost increase
- Foster care transportation cost increase
- Changing JHS to LED lighting - expense paid upfront but should result in electricity savings going forward
- Salary negotiations year for collective bargaining units (contract settlement $ amounts exceeded the State Aid $ increase over a 2 year period)

NEXT STEPS TO PROACTIVELY BALANCE BUDGET

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PROACTIVE NEXT STEPS...

- The Revised Budget shows the district overspending. **This is only a projection**; and these numbers will likely change by June 30, 2020 (end of the fiscal year).



FACTORS

- Snow removal costs (not as much as projected)
- Utility costs (not as much as projected)
- Instructional supplies budget (not as much as projected - spending suspended on January 13, 2020)
- Projects not completed, but $s projected are in the budget
- Additional unknown purchased services amounts (ie. legal fees)

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HOW WILL THIS AFFECT THE UNASSIGNED FUND BALANCE *(SAVINGS ACCOUNT)*

To cover the shortfall we will have to dip into "savings" an **estimated $300,000** once all factors are accounted for by June 30, 2020

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PROACTIVE NEXT STEPS...

- Reductions will need to be made, beginning July 1, 2020 (better to be proactive).

Recommendation is to be proactive and reduce expenditures by:

$675,000



Why such an aggressive reduction?

$675,000

Why not just $300,000?

- Reductions need to be at a more aggressive pace to make up the deficit spending in FY2019-20 and start recouping back $s into the Unassigned Fund Balance
- Doubling the reduction could mean a balanced budget in FY2021 and also adds a possible cushion to account for unknown factors

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SUPPLEMENTAL INFORMATION

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SUPPLEMENTAL RESOURCES UTILIZED WHEN BUDGETING

Metro ECSU Class Size Study

Hazel Reinhardt Demographic Study

MDE Revenue Projection Model

MDE Levy Limitation & Certification Report 2019 Pay 2020

- Levy Limitation & Certification Report page notations:
  - The report of 2018 Payable 2019 is for revenue in FY2019-20
  - Page 1 lists the Resident Pupil Units and Adjusted ADMs for past 4 years and also what is projected
  - Page 31 gives the amounts that the Board of Education certified in December 2018

Levy Summary Data

FY2020-21 Budget Timeline

WCC Activity Fees

Costing Tutorial

Community Conversation Presentation - Referendum 2019

Taxes Payable 2019 - Tables

2014 JMS and CERC Referendum Facts

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Q / A

JORDAN

With further questions contact:

Matt Helgerson
Superintendent

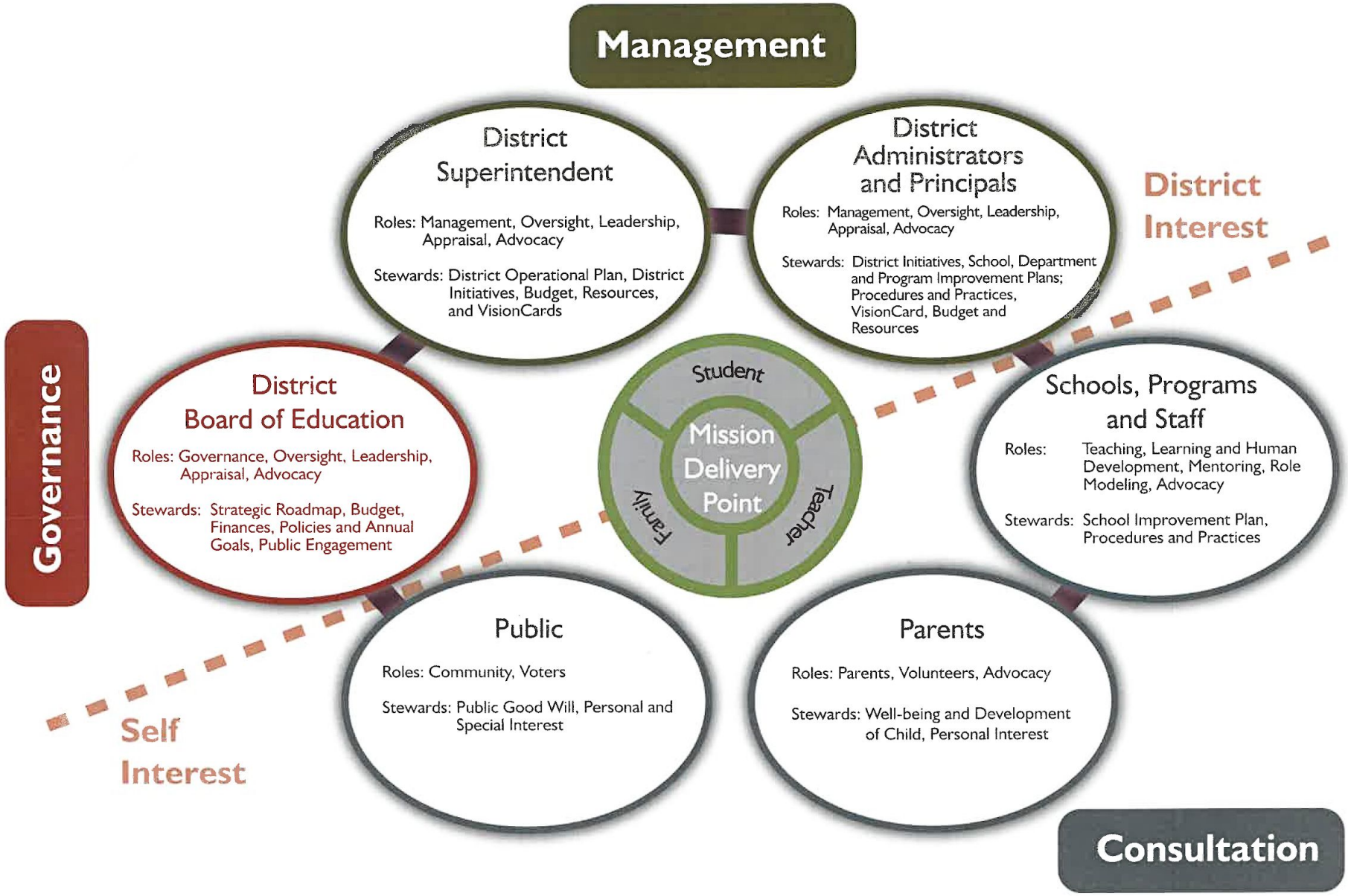
mhelgerson@isd717.org
952-492-4226

JORDAN

SCHOOL FUNDING AND BUDGETING

February 2020 Staff Meetings

JORDAN


Management
District Superintendent
Roles: Management, Oversight, Leadership, Appraisal, Advocacy
Stewards: District Operational Plan, District Initiatives, Budget, Resources, and VisionCards
District Administrators and Principals
Roles: Management, Oversight, Leadership, Appraisal, Advocacy
Stewards: District Initiatives, School, Department and Program Improvement Plans; Procedures and Practices, VisionCard, Budget and Resources
District Interest
Governance
District Board of Education
Roles: Governance, Oversight, Leadership, Appraisal, Advocacy
Stewards: Strategic Roadmap, Budget, Finances, Policies and Annual Goals, Public Engagement
Student
Mission Delivery Point
Family
Teacher
Schools, Programs and Staff
Roles: Teaching, Learning and Human Development, Mentoring, Role Modeling, Advocacy
Stewards: School Improvement Plan, Procedures and Practices
Public
Roles: Community, Voters
Stewards: Public Good Will, Personal and Special Interest
Parents
Roles: Parents, Volunteers, Advocacy
Stewards: Well-being and Development of Child, Personal Interest
Self Interest
Consultation

FUNDING SOURCES

- Local Levy
- State Aid
- Federal Aid
- Local Revenue

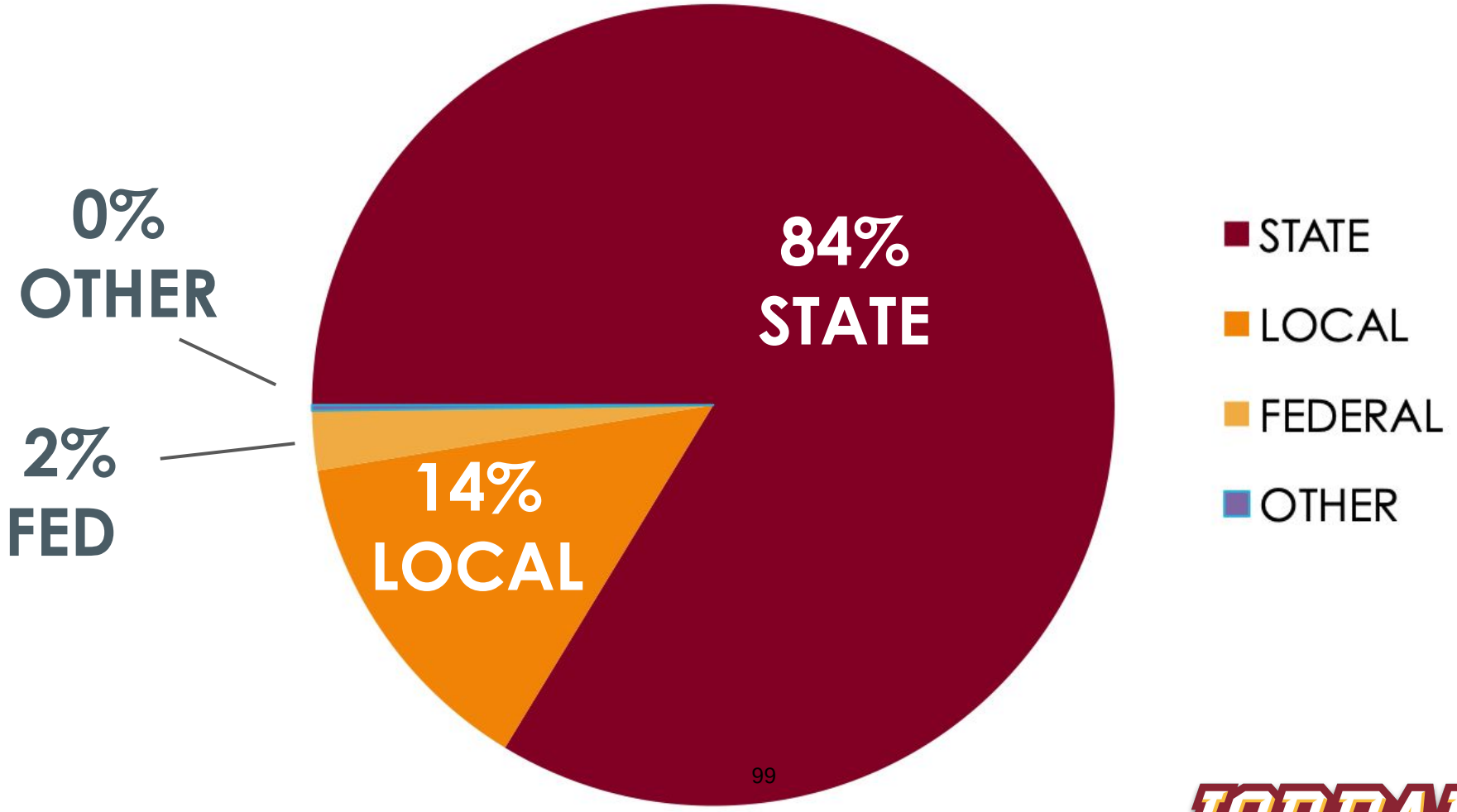
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HOW DO WE FARE FROM OUR TWO LARGEST SOURCES?

- Local Levy
- State Aid

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WHERE DO JORDAN SCHOOL DISTRICT DOLLARS COME FROM? (2019–2020 projected)



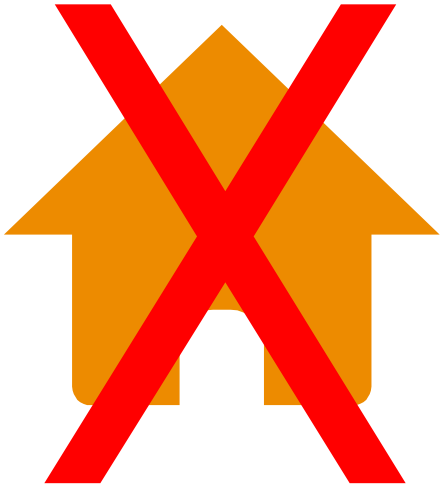
WHERE DO DISTRICT DOLLARS COME FROM?
(2019-2020)

FUNDING SOURCE	AMOUNT/STUDENT	IMPLICATIONS
State aid *we are heavily dependent on*	**$6,438/student**	(State Aid) any increase in **state aid is never guaranteed**
Local operating levy *currently in place without voter approval (option given to ALL districts)*	**$724/student**	(Local Aid) **minimum and less** than districts our size, neighboring districts, and state average for **local operating levy authority**

total per student = $7,162[100]

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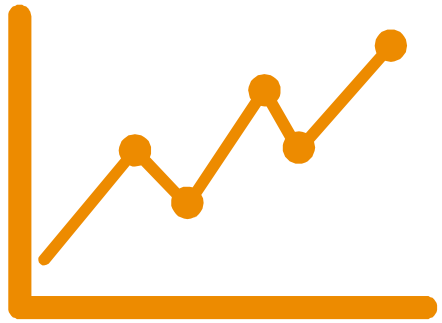
WHEN TWO OR MORE OF THESE DON'T KEEP UP, SCHOOLS STRUGGLE



LOCAL OPERATING LEVY



STUDENT ENROLLMENT



STATE AID

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FACTS ABOUT OUR LOCAL OPERATING LEVY

… And why we NEED a local voter approved operating levy

JORDAN

OUR LOCAL OPERATING LEVY AUTHORITY VS OTHERS (2018-2019)

- **Jordan Public Schools has $724 per pupil unit in non-voter approved local levy authority.** This is the amount that **all Minnesota Schools** are eligible to levy for without seeking voter approval. Beyond that, school districts must take it to the voters for additional authority.
- **The $724 per pupil is totaled and then spread amongst taxpayers based on their property value** *(each property is not taxed $724 actual dollars)*.

JORDAN	COMP SCHOOLS' AVERAGE	NEIGHBORS' AVERAGE	STATE AVERAGE
$724/student	$1,036/student	$1,094/student	$1,568/student
Difference	is $312 more per student than Jordan	is $370 more per student than Jordan	is $844 more per student than Jordan

Comp schools: Belle Plaine, Byron, Annandale, St. Peter, Rockford, St. Anthony/New Brighton
Neighbor schools: Belle Plaine, Eastern Carver County, New Prague, Prior Lake, Shakopee

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HOW IS SCHOOL FUNDING DIVIDED

The use of school funding is determined by the Minnesota Department of Education (MDE).

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DIFFERENT FUNDS HAVE DIFFERENT PURPOSES



FUND 2

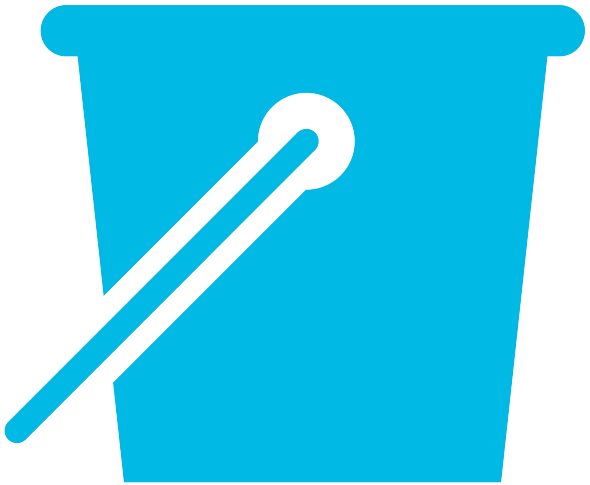
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DISTRICTS HAVE FUND ACCOUNTING

JORDAN

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DISTRICTS HAVE FUND ACCOUNTING

JORDAN

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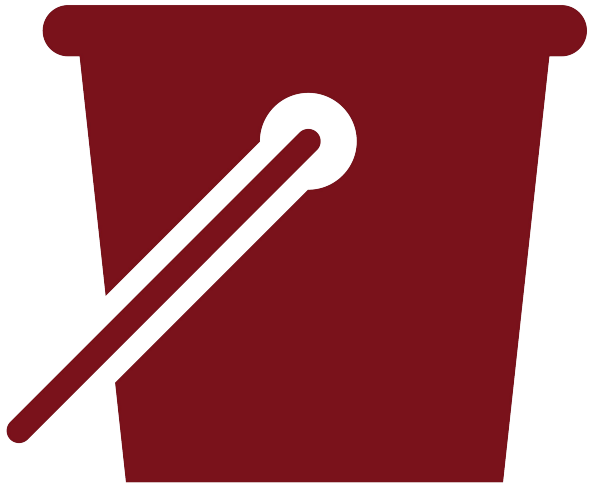


FUND 7

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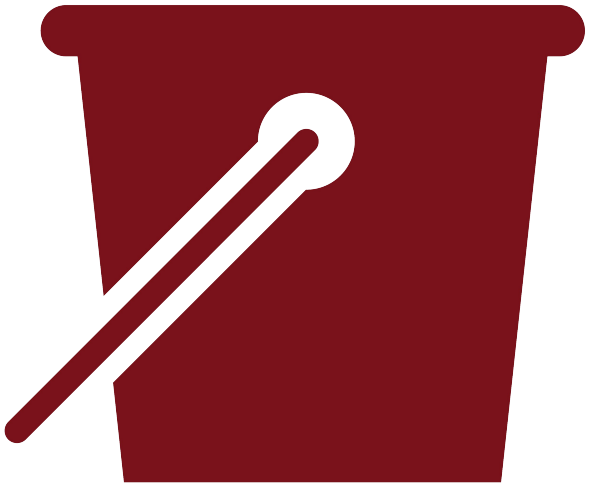
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JORDAN

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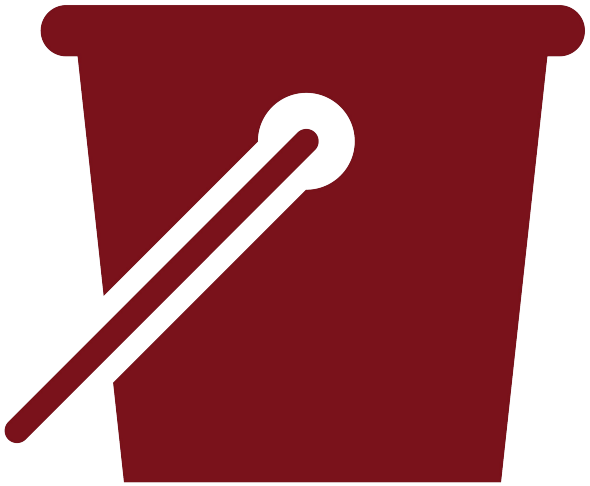
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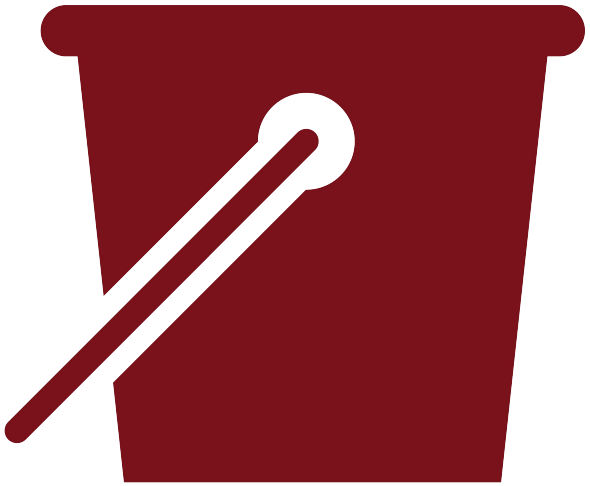
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JORDAN

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A HEALTHY UNASSIGNED FUND BALANCE

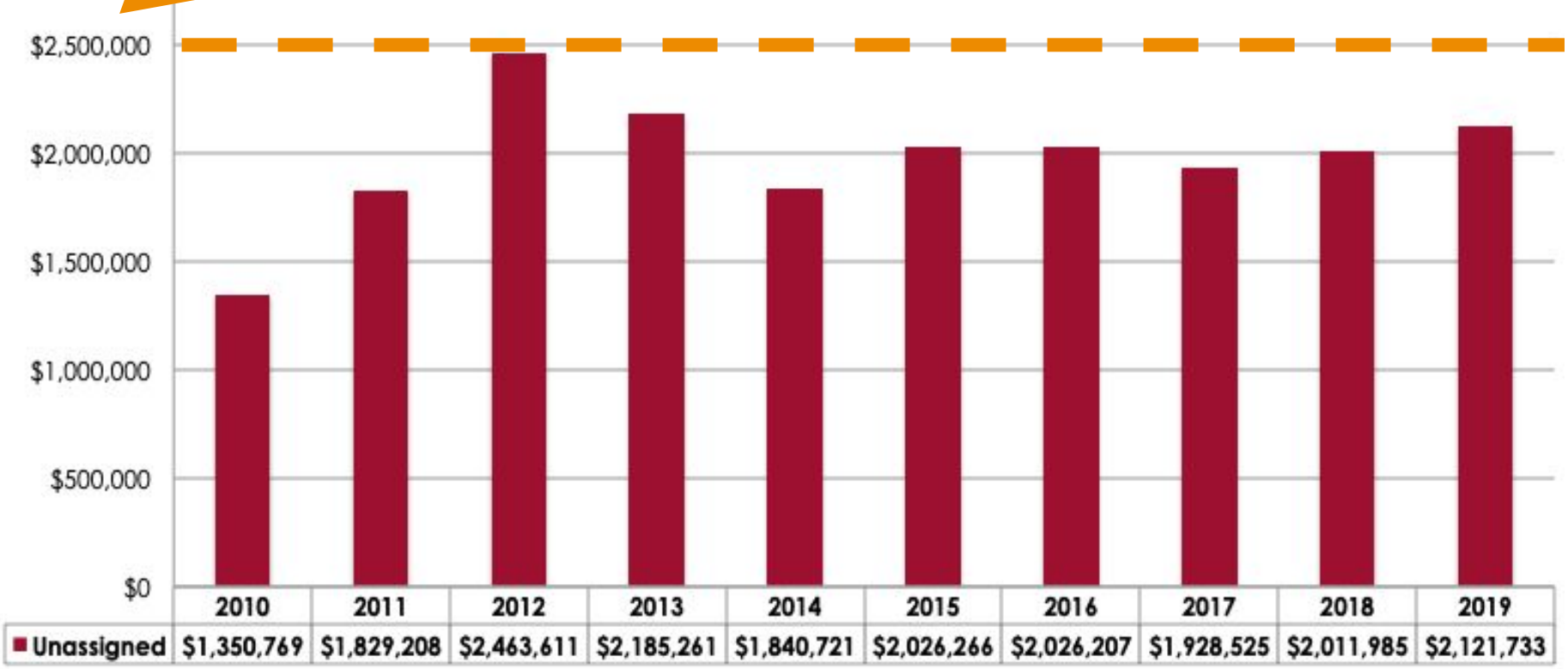
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DISTRICT UNASSIGNED FUND BALANCE HISTORY

FUND BALANCE POLICY IS $2.5 MILLION



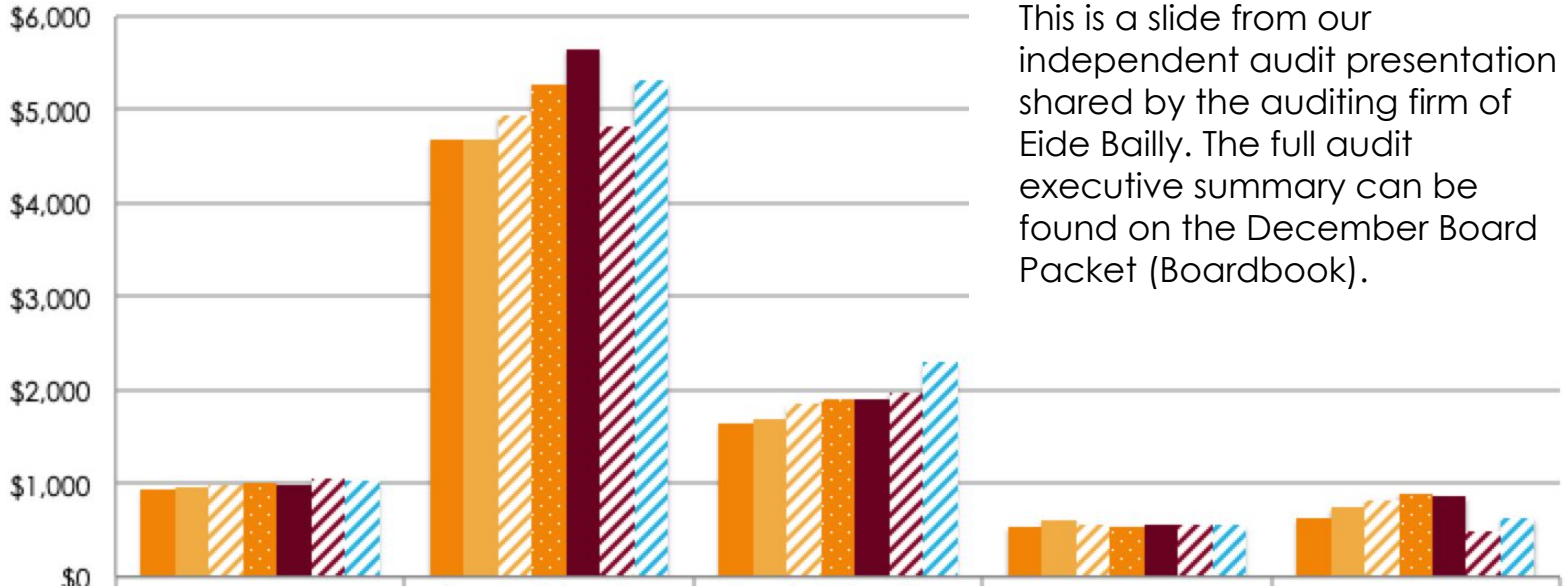
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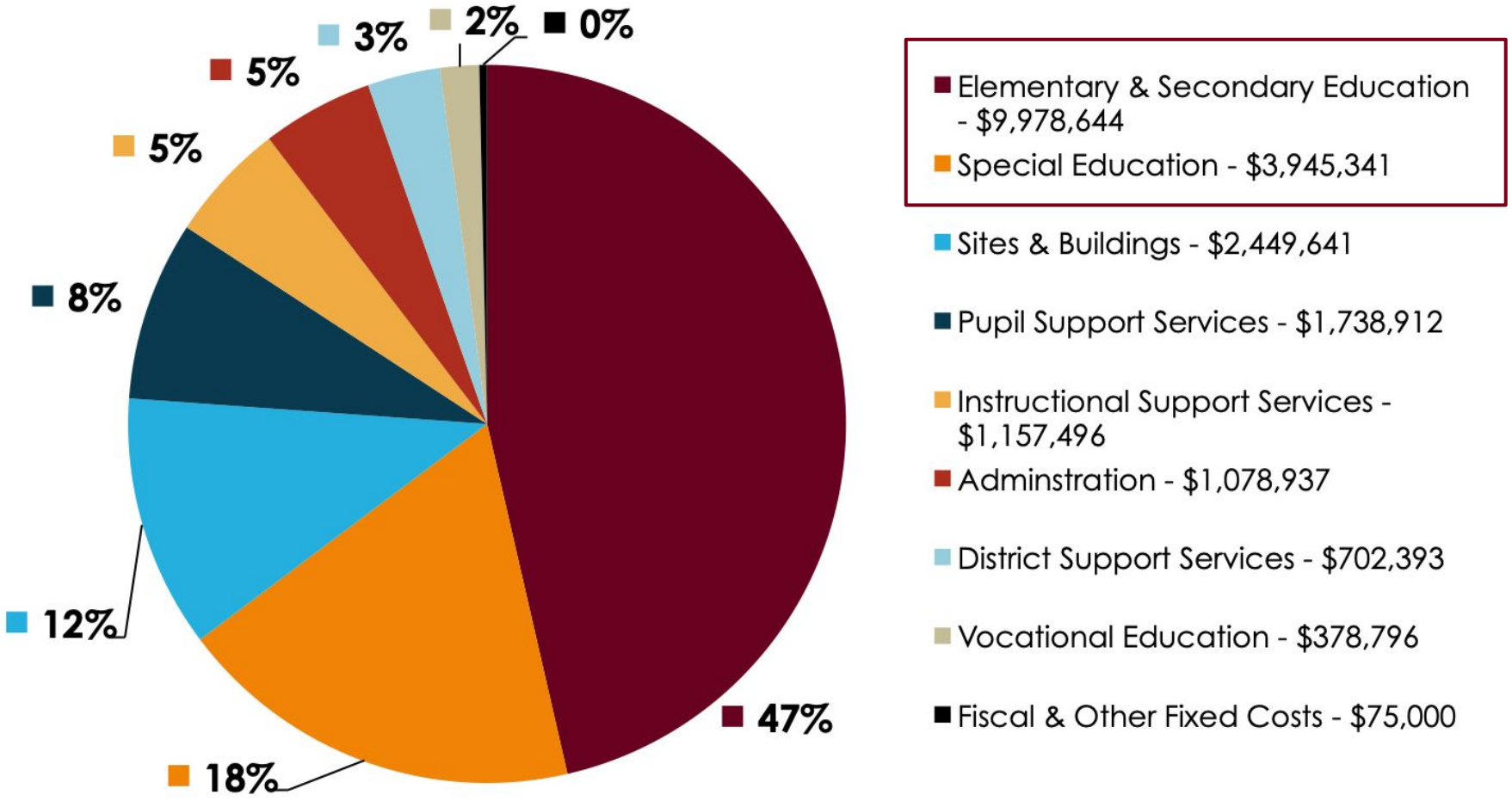
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FY2019-2020 GENERAL FUND EXPENDITURES BY PROGRAM



- The majority of our General Fund Exp goes to Elementary and Secondary Regular Instruction
- The next major expense is Special Education

JORDAN

BUDGET PROCESS



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- Actual enrollment vs. predicted enrollment
- Additional Special Education state aid
- Care & treatment/homeless transportation cost increase
- Foster care transportation cost increase
- Changing JHS to LED lighting - expense paid upfront but should result in electricity savings going forward
- Salary negotiations year for collective bargaining units (contract settlement $ amounts exceeded the State Aid $ increase over a 2 year period)

NEXT STEPS TO PROACTIVELY BALANCE BUDGET

JORDAN

PROACTIVE NEXT STEPS...

- The Revised Budget shows the district overspending. **This is only a projection**; and these numbers will likely change by June 30, 2020 (end of the fiscal year).



FACTORS

- Snow removal costs (not as much as projected)
- Utility costs (not as much as projected)
- Instructional supplies budget (not as much as projected - spending suspended on January 13, 2020)
- Projects not completed, but $s projected are in the budget
- Additional unknown purchased services amounts (ie. legal fees)

JORDAN



HOW WILL THIS AFFECT THE UNASSIGNED FUND BALANCE *(SAVINGS ACCOUNT)*

To cover the shortfall we will have to dip into "savings" an **estimated $300,000** once all factors are accounted for by June 30, 2020

JORDAN

PROACTIVE NEXT STEPS...

- Reductions will need to be made, beginning July 1, 2020 (better to be proactive).

Recommendation is to be proactive and reduce expenditures by:

$675,000



Why such an aggressive reduction?

$675,000

Why not just $300,000?

- Reductions need to be at a more aggressive pace to make up the deficit spending in FY2019-20 and start recouping back $s into the Unassigned Fund Balance
- Doubling the reduction could mean a balanced budget in FY2021 and also adds a possible cushion to account for unknown factors

JORDAN

Ideas Generated During Community Engagement Session

- Cut vocational busing (look at liability waiver)
  - Would BP want to share costs?
    - BP doesn't currently bus
- Freeze athletic uniform cycles
- Increase activities/athletics fees
- Increase parking fees
- Increase gate fees for contests and games
- Early buyout options-retirement packages
- Reduce honors programming at JES and JMS
- Class size thresholds increase at all buildings to reduce teaching staff
  - 5-8 consider low 30s
- Elective thresholds at HS increase to reduce teaching staff
- Hard enforcement of busing lanes
- SRO (Review agreement with City)
  - City picking up more
- Increasing parent supply fees
- Review and evaluation of need for special education director position
- TOSA/instructional coach position reduction (Teacher On Special Assignment) (see value, but need to reduce and consider bringing back when they can be afforded)
- Reorganize the equity specialist position
- Use existing staff for behavioral support
- Reduce/streamline the number of electives at our secondary buildings
- Use Jordan Boosters to assist with uniform cycle versus taking out of district funds
- Look at highest "passion cuts" to insure voters turn out next referendum and follow through with them
- Look at using free versus paid programming (ie: Google Classroom in place of Schoology)
- Eliminate 6th period pay
- Reorganize teacher schedules and assignments to create efficiencies
- Review administrative assistant needs and/or duties (check coding of salary and benefits)
- Review the Joint Powers Agreement with the City of Jordan
- Staff Development - can this go to General Fund?

JORDAN

Ideas Generated During Community Engagement Session

- Reduction of non-special education paraprofessionals and/or reorganize paraprofessionals to create efficiencies
- Reduce classroom supply budgets
- Add more fundraising
- Gifted and talented - can it be run more efficiently?
- Cut honors programming for 6th through 10th grade
- Develop computer science or GT courses to attract more students and raise money
- Look at school athletics and shift to clubs
- Reduce HS and MS paraprofessionals due to low student to paraprofessional ratios
- Expand revenue opportunities to capitalize on enrollment trends
- Think about using Targeted Services to run some programming
- Enforce the 1 mile bus radius for K-6 and 2 mile bus radius for 7-12 and review crosswalk supervision/hazardous roadway designation
    - Charge a "ride for fee" if students live within these boundaries
- Cut MS activities
    - Where there are traveling organizations
- Consider staggered starts for our schools to save on transportation costs
- Reduce the working hours for paraprofessionals
- Review K-2 class sizes
- Reduce or stop irrigating the fields and grounds
- End use of subs for data days and other professional development days
- Eliminate the use of Kelly Services as sub finding service
- Decrease the amount of RTI (response to intervention) programming in the ES and MS
- Consider larger class sizes of 50-60 for lecture based classes such as social studies
- Consider 4 day school week
- Review number of assistant coaches a program can have
    - Some assistants paid from Booster Account now
- Add more supplies to class lists for parents to purchase

JORDAN

Ideas Generated During Community Engagement Session

Other Notes

Restricted/Reserved Accounts - don't help with unassigned fund balance

- Look at marketing and branding costs - restricted/reserved account
- Community Ed reductions were talked about, but doesn't help as it is a different fund

Amendment of Contracts

- Questions about admin benefits and teacher benefits - these are negotiated items and need to work through collective bargaining process
    - Questions about insurance contributions for certain employee groups

Another Referendum?

- Questions surrounding whether or not the district plans to run a referendum again in the near future
    - Community engagement survey will be conducted in late April/May to determine why this past fall's referendum failed and what, if any type of referendum and tax increase the public may support in the future
- Run another referendum with basic needs only
    - A survey and strong citizen group is important

Other Notes/Questions

- Cut non-essential positions
- Review equity issues prior to making cuts
- Follow through with cuts outlined in fall 2019 referendum discussions
- Retain great staff
- Choose cut items with the least impact on kids
- Need to make sure reductions are felt so voters understand the needs
- "Untouchables" need to include our SRO, ES class size levels and Summit Academy

JORDAN

Q / A

JORDAN

With further questions or input contact:

ahafemann@isd717.org
952-492-4373

mhelgerson@isd717.org
952-492-4226

JORDAN

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JORDAN

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JORDAN

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Another Referendum?

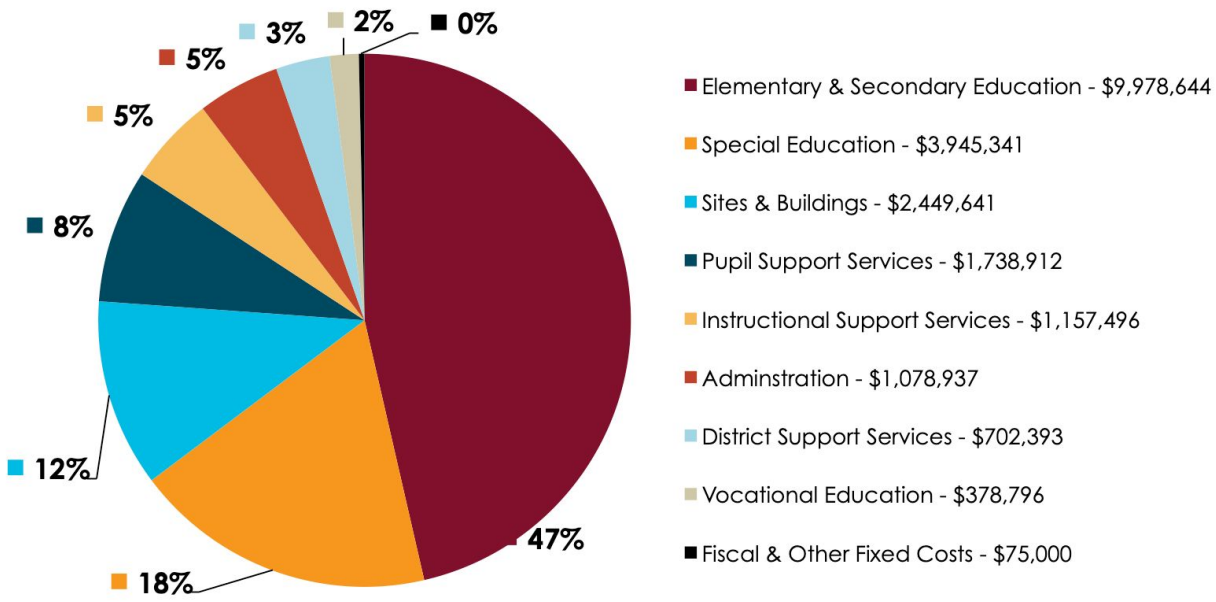
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JORDAN

GENERAL FUND EXPENDITURES BY PROGRAM CODE



FACTS ABOUT THIS PIE CHART:

The percentages and amounts on each part of this pie chart are not just salaries & benefits

- Expenses included are:
  - Salaries & benefits (all staff including Board of Ed)
    - **Some staff are coded multiple ways depending on their duties. In some cases, positions are also partially coded to Food Service (Fund 02) and Community Ed & Rec (Fund 04)**
  - Purchased services
  - Supplies (both instructional and non-instructional)
  - Equipment
  - Membership dues

WHAT DO THESE PERCENTAGES MEAN IN TERMS OF STAFF:

Administration

- Board of Ed - 7
- Superintendent - 1
- Principals - 3
- JES - Admin Asst - 1*
- JMS - Admin Asst - 2*
- JHS - Admin Asst - 2*
    - *Typically Admin Assistants are coded to Regular Ed Instruction - In Jordan these positions have historically been coded to Administration

District Support Services

- Communication/Marketing Director - .6 FTE *(.4 coded to Fund 04)
- Technology Director - 1
- Finance Director - 1
- District Office Staff - 3

Elementary & Secondary Education

- JES Teachers - 36.3 FTE
- JMS Teachers - 37.16 FTE
- JHS Teachers - 25.755 FTE
- JES Paras - 11.9 FTE
- JMS Paras - 1.33 FTE
- JHS Paras - 2 FTE
- JES - Admin Asst - 1 FTE
- Athletic Admin Asst - .5 FTE *(.4 coded to Fund 04)

Vocational Education

- JHS Teachers - 2 FTE

Special Education

- Special Ed Director - 1
- Special Ed - Admin Asst - 1
- Special Ed Teachers - 27.84 FTE
- JES Special Ed Paras - 23.05 FTE
- JMS Special Ed Paras - 12.17 FTE
- JHS Special Ed Paras - 8.57

Instructional Support Services (includes Technology-Staff Development-Curriculum)

- Director of Teaching & Learning - .875 FTE (.125 FTE is Summit Academy Instructor)
- Technology Support - 2 FTE
- Staff Development staff - Teachers 15.8 FTE (2% of teaching staff)

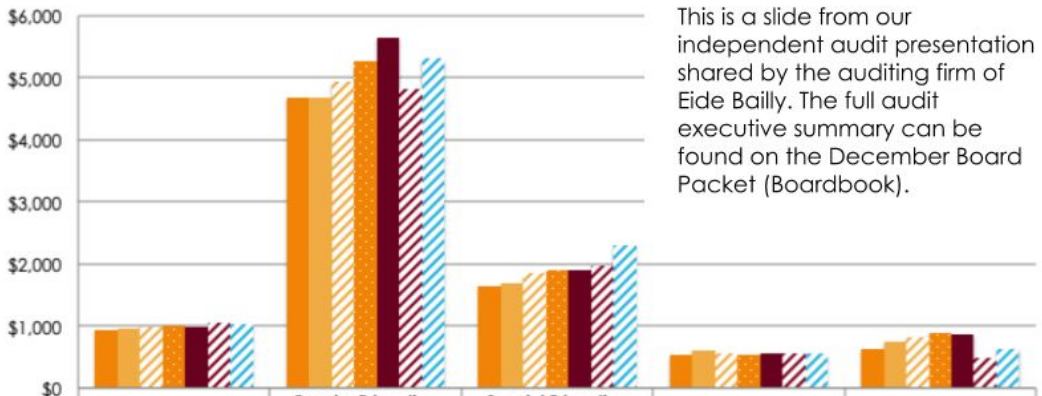
Pupil Support Services

- Guidance Counselors - 3 FTE
- Health Services - 2 FTE
- Social Workers - 2.2 FTE
- JHS Dean of Students - .85 FTE

Sites & Buildings

- Facilities Director - 1
- Custodial Staff - 11.17 FTE

AUDITED COST PER STUDENT SERVED



This is a slide from our independent audit presentation shared by the auditing firm of Eide Bailly. The full audit executive summary can be found on the December Board Packet (Boardbook).

	Administration	Regular Education Instruction	Special Education Instruction	Food Service	Community Ed & Rec
Jordan 2015	$930	$4,682	$1,643	$536	$624
Jordan 2016	$953	$4,685	$1,688	$613	$744
Jordan 2017	$982	$4,934	$1,844	$557	$826
Jordan 2018	$1,009	$5,274	$1,907	$546	$894
Jordan 2019	$973	$5,654	$1,904	$547	$862
2018 State Avg Similar Size	$1,041	$4,814	$1,974	$553	$488
2018 State Avg All	$1,031	$5,310	$2,298	$553	$640

In 2018, Jordan spent **$32 per pupil LESS** than schools of similar size on **Administration**	In 2018, Jordan spent **$460 per pupil MORE** than schools of similar size on **Regular Education**	In 2018, Jordan spent **$67 per pupil less** than schools of similar size on **Special Education**	In 2018, Jordan spent **$7 per pupil LESS** than schools of similar size on **Food Service**	In 2018, Jordan spent **$406 per pupil MORE** than schools of similar size on **Community Ed & Rec**

The following resolution was moved by _____ and seconded by _____:

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Jordan Public Schools ISD 717 gratefully accepts the following donations as identified below:

Donor	Designated Purpose	Amount / Item(s)
MightyCause	Food Shelf	$45.00
By The Yard	JHS Angel Account	$449.06
Gary & Diane Otterness	Field Trips	$200.00
Robert & Helen Remick	JESN News	$1,200.00
D.J. Heinz	Food Shelf	$500.00

The vote on adoption of the Resolution was as follows:

Aye:

_____

_____

Nay: _____

Absent: _____

Whereupon, said Resolution was declared duly adopted.

_____ _____

School Board Clerk Date

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September. 12, 2007

Revised: July 22nd, 2019

104 SCHOOL DISTRICT MISSION STATEMENT

MISSION STATEMENT

The mission of the Jordan School District is to inspire a caring community to ignite learning, innovation, and success for all.

Adopted: September 12, 2007

Revised: July 22nd, 2019

105 VISION STATEMENT

The Jordan School District's vision is to:

- Help students attain high academic achievement
- Provide a safe, collaborative, and innovative culture and environment in which to learn and work
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 8th, 2019

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, controlled substances, or medical cannabis in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

C. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) any other method, excluding smoking, approved by the commissioner.

D. "Toxic substances" includes glue, cement, aerosol paint, or other substances used

or possessed with the intent of inducing intoxication or excitement of the central nervous system.

E. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § 624.701, Subd. 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in

writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal

of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

717 JORDAN PUBLIC SCHOOLS
District Office
500 Sunset Drive, Suite #1
Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax

MATTHEW HELGERSON
Superintendent of Schools
mhelgerson@isd717.org

— ACKNOWLEDGMENT —

DRUG-FREE WORKPLACE / DRUG-FREE SCHOOL POLICY

I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No.717, Jordan, Minnesota.

Signature of Employee / Applicant: _____

Printed Name of Employee / Applicant: _____

Dated: _____

Adopted: March 8, 2010

Revised: July 22nd, 2019

419 TOBACCO-FREE ENVIRONMENT

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.

B. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to,~~;~~ cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.

C. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

D. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

Adopted: 2015

Revised: July 8th, 2019

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

501 SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips,

bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;

    a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

    b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. a gun or knife show held on school property;

8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;

2. confiscation of the weapon;

3. immediate notification of police;

4. parent or guardian notification; and

5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students

carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.

B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.

C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.

E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip

searches will be conducted only in circumstances involving imminent danger.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References:
U. S. Const., amend. IV
Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References:
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: September 12, 2007

Revised: July 8th, 2019

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would

find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If material is intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

The following disclaimer shall be included on all posted documents:
'Not a school sponsored event. This has been reviewed by a school administrator and is in accordance with Policy 505. _____' (signature of school administrator)

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: February 9, 2015

Revised: July 22nd, 2019

513.1 STUDENT GRADE ADVANCEMENT AND/OR SUBJECT-SPECIFIC ACCELERATION (GRADES 3-8)

I. PURPOSE

Jordan Public Schools supports the philosophy that all students must be educationally challenged by their school programs. Some students may have already learned material taught in their grade level classes or may learn it much more rapidly and in greater complexity than other students. When a reasonable attempt to provide curriculum at a student's grade level does not provide sufficient challenge, options for curriculum acceleration should be considered by teachers, parents, and the building principal. The purpose of this policy is to establish standards and procedures for grade advancement and/or subject-specific acceleration of students in grades 3-8.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Jordan Public Schools that students be placed in the grade level most suitable to his/her cognitive, academic and social/emotional development.

III. DEFINITIONS

A. "Grade advancement" is the placement of a child in the next grade level above their current grade level.

B. "Subject-specific acceleration" is the practice of providing instruction in a specific subject at the next grade level's expectations.

IV. CRITERIA

A. The student must be currently enrolled in Jordan Public Schools.

B. The student's educational needs have not been adequately met through alternative options.

C. The student must achieve scores above the 95th percentile on the Cognitive Abilities Test (CogAT).

D. The student must achieve scores above the 98th percentile on the most recent state assessments.

E. The student must consistently demonstrate academic skill levels at least two standard deviations above the mean on nationally normed tests (e.g., NWEA MAPs).

F. The student must demonstrate academic skill levels at least one to two grade levels above his or her current grade level in content level for both rote skills and academic application (e.g., mastery on end of course assessments).

G. The student must demonstrate the cognitive and conceptual capabilities of handling the increased demands of the next grade level by transferring previous learning and acquired knowledge to accomplish complex cognitive tasks as demonstrated by current classroom performance.

H. The student must demonstrate the skills of an independent learner who actively seeks and persists in new and rigorous academic challenges as demonstrated by current classroom performance.

I. The student must demonstrate social and emotional maturity and demonstrate excellent, interpersonal skills in his/her interactions with adults, age-mates, as well as with both older and younger students, as documented by professionally trained staff.

J. The student must be willing to be grade advanced or subject-specific accelerated. Parents/Guardians and teachers must be in support of the grade advancement or subject-specific acceleration.

V. PROCEDURE

A. Process is initiated by school district staff or a parent/guardian.

B. The placement process shall be initiated and completed to allow for grade advancement or content acceleration following the first semester, or prior to the beginning of the next school year.

C. Preliminary academic and development data is collected.

D. The child's parent/guardian, principal, current teacher, and other appropriate personnel as determined by principal meet to discuss available data. Decision is made whether or not to proceed with formal assessment.

E. Assessments are conducted by appropriate licensed personnel and a summary report is generated.

F. The child's parent/guardian, principal, current teacher and other appropriate personnel meet to discuss assessment reports and apply eligibility criteria. Documentation of the referral is completed.

G. The final determination as to grade advancement or subject-specific acceleration will be made by the superintendent.

H. Based on eligibility determination, an implementation for advancement, acceleration, or increased differentiation is created. The plan is monitored by appropriate personnel.

I. If the child is not successful in the accelerated placement, the school district reserves the right to reverse the decision.

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 8th, 2019

Revised:

515.1 RETENTION AND DESTRUCTION OF STUDENT RECORDS FOR SPECIAL EDUCATION STUDENTS

I. PURPOSE

School district records can only be destroyed pursuant to a records retention schedule that has been adopted by the School Board and approved by the Records Disposition Panel of the State of Minnesota or by special permission. Minn. Statute §138.17.

II. GENERAL STATEMENT

The following procedures regarding the retention and destruction of student records for special education students are adopted by the school district, pursuant to:

A. The requirements of 20 U.S.C. §123f requiring that records relating to the expenditures of federal funds be maintained for five years after completion of the activity for which the funds were used.

B. The requirements of the Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. §99.10 which states that educational records may not be destroyed if there is an outstanding request to inspect the records by the parent or eligible student.

C. The requirements of the Individuals and Disabilities Education Act's (IDEA) regulations which require school districts to "...inform parents when personally identifiable information collected, maintained, or used..." pursuant to the IDEA, "...is no longer needed to provide educational services to the child..." 34 C.F.R. § 300.573 and therefore will be destroyed by the district. Before the information is destroyed, the district is advised to provide "Notice" to the student of the District's procedure at the last IEP meeting prior to graduation. IDEA regulations also provide that "information must be destroyed at the request of the parents if they are no longer needed for education purposes." However, a permanent record of a student's name, address, and phone number, his or her grades, attendance records, classes attended, grade level completed, and year completed may be maintained without time limitations." 34 C.F.R. § 300.573.

III. GENERAL STATEMENT OF PROCEDURES

Jordan Public Schools will retain educational records for students with disabilities for a period of five years beyond the student's 21's birthday. In addition, special education records will not be destroyed if there is an outstanding request for the record by the adult student or court appointed guardian. Also, adult students or their court appointed legal guardian will be notified about this practice at the time the student is:

A. dismissed from special education services,

B. graduates from school, or

C. ages out of school.

This will constitute notice and no further notice will be given at the end of the five years.

Adult students, or their court appointed legal guardian, will be asked to sign an acknowledgement (Notice of Special Education File Retention Procedure) of the district's procedure to destroy the records after five years and that the "Notice" has been given. A copy of this notice will be retained by the District. Results of achievement and other standardized tests will be retained permanently. When the student reaches the age of at least 26, all special education records will be destroyed, with the exception of the final Individual Education Program (IEP) plan, the most recent Evaluation Report, and the Exit Report: Summary of Performance. These records will be kept an additional five years (until the student reaches age 31) at which time they will be destroyed.

Legal guardians must provide documentation to the District establishing their rights to make decisions on behalf of the adult student.

Legal Reference 20 U.S.C. § 1232f 34
C.F.R. § 300.573 & 34 C.F.R. § 99.10 (Family Educational Rights and Privacy Act) (FERPA)
Doe v. Arnig, 651 F. Supp. 424, 37 Educ. L.R. (D. Mass. 1987)

NOTICE OF SPECIAL EDUCATION FILE RETENTION PROCEDURE

In accordance with the procedure adopted by the Jordan Public Schools and approved by the Minnesota Records Disposition Panel, notice is hereby being given as to the length of time that your special education file will be maintained.

The record will be retained until five years after your 21st birthday in accordance with the District's retention schedule. At that time, the contents will be destroyed with the exception of the final IEP, the most recent Evaluation Report, and the Exit Report: Summary of Performance. These remaining records will be kept an additional five years at which time they too will be destroyed. The following records will be maintained without time limitation; standardized and achievement tests results, student's name, address, phone number, grades, attendance and grade level completed.

By signing this notice, you are acknowledging the retention procedure. No further notice will be given.

Adult Student or Legal Guardian	Date
Witness	Date

Student Copy

In accordance with the procedure adopted by the Jordan School District and approved by the Minnesota Records Disposition Panel, notice is hereby being given as to the length of time that your special education file will be maintained.

The special education record will be retained until five years after your 21st birthday in accordance with the District's retention schedule. At that time, the contents will be destroyed with the exception of the final IEP/IIIP, the most recent Evaluation Report, and the Exit Report: Summary of Performance. These remaining records will be kept an additional five years at which time they too will be destroyed.

Adult Student or Legal Guardian	Date
Witness	Date

Adopted: September 12, 2007

Revised: July 22nd, 2019

518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.

D. The parent/guardian will be notified of the emergency as soon as possible.

E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References:

Adopted: September 12, 2007

Revised: July 8th, 2019

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally

identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.

c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that

information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other post-secondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable

access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

   a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

   b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

      (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

      (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

      (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

      "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

   c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

   d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations

or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

PUBLIC NOTICE

Independent School District No. 717 gives notice to parents of students currently in attendance in the school district, eligible students currently in attendance in the school district, and students currently in attendance in the school district of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents, eligible students, and students are hereby informed that they have the following rights:

    a. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.

    b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

        (1) political affiliations or beliefs of the student or the student's parent;

        (2) mental and psychological problems of the student or the student's family;

        (3) sex behavior or attitudes;

        (4) illegal, antisocial, self-incriminating, or demeaning behavior;

        (5) critical appraisals of other individuals with whom respondents have close family relationships;

        (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

        (7) religious practices, affiliations, or beliefs of the student or the student's parent; or

        (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.

d. This notice does not preempt applicable state law that may require parental notification.

e. The school district has developed and adopted a policy, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

f. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.

g. The school district will directly notify parents and eligible students, at least annually at the start of each school year or, if scheduled thereafter, parents will be provided with reasonable notice of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

(1) Collection, disclosure, or use of personal information for marketing, sales, or other distribution.

(2) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.

(3) Any nonemergency, invasive physical examination or screening as described above.

[See consent/opt-out for specific activities attached hereto.]

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

INDEPENDENT SCHOOL DISTRICT NO. 717
JORDAN, MINNESOTA

Dated:_____ _____
Chair

PPRA NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires **Jordan Public Schools** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys") and certain physical examinations and screenings.

Following is a schedule of activities requiring parental notification and consent or opt-out for the upcoming school year. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 or older or an emancipated minor under state law.

Date:
Grades: [see sample activity notices attached]
Activity:
Summary:

Consent or Opt-out: [or both depending on situation]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **the Superintendent at 500 Sunset Drive, Jordan, MN**. **The Superintendent** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I [parent's name] give my consent for [child's name] to take [survey] on [date].

_____
Parent's signature

Please return this form no later than [insert date] to [name of school official and mailing address].

EXAMPLES OF ACTIVITIES

Date: On or about October 15, 2010
Grades: Five and Six
Activity: ABC Survey of At-Risk Behaviors
Summary: This is an anonymous survey that asks students questions about behaviors such as drug and alcohol use, sexual conduct, violence, and other at-risk behaviors. The survey also asks questions of a demographic nature concerning family make-up, the relationship between parent and children, and use of alcohol and drugs at home.

Consent **[for U.S. Department of Education funded, protected information surveys only]**: A parent must sign and return the attached consent form no later than **[insert return date]** so that your child may participate in this survey.

Opt-out **[for any non-U.S. Department of Education funded protected information survey]**: Contact **[school official]** at **[telephone number, email, address, etc.]** no later than **[date]** if you do not want your child to participate in this activity.

Date: November 22-24, 2010
Grades: One through Six
Activity: Flu Shots
Summary: The County Department of Public Health Services will administer flu shots for influenza types A and B.

Opt-out: Contact **[school official]** at **[telephone number, email, address, etc.]** no later than **[date]** if you do not want your child to participate in this activity.

Below is an example dealing with the collection, use, and distribution of personal information for student-based commercial services.

[Limited to personal information designated as "directory information"]

Date: 2010-2011 School Year
Grades: Nine through Twelve
Activity: Student-Based Commercial Services
Summary: **[School]** collects, or allows businesses to collect, use, and disclose personal information on students, including names, addresses, and telephone listings. These businesses provide student-based products and services, such as computer equipment, sports clothing, school jewelry, and entertainment products.

Opt-out: Contact **[school official]** at **[telephone number, email, address, etc.]** no later than **[date]** if you do not want your child to participate in this activity.

[Note: This information – names, addresses, and telephone listings – may be designated and disclosed as "directory information" under the school district's student records policy.

Instead of using this Model Notice format, schools *may* meet PPRA notice requirements for specific marketing activities that involve only designated "directory information" by allowing parents to opt out of "directory information" at the start of each school year, which would include all marketing activities.]

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or

2. has a record of such an impairment; or

3. is regarded as having such an impairment.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Special Services, Jordan School District, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 717
STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Disability Discrimination
Independent School District No. 717 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant:_____
Home Address:_____
Work Address:_____
Home Phone:_____ Work Phone:_____

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because_____
_____

Date of alleged incident(s):_____

Name of person you believe discriminated against you or another person:_____
_____

If the alleged discrimination was toward another person, identify that person:_____
_____

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary):_____
_____
_____
_____

Location of the incident(s):_____
_____
_____

List any witnesses that were present:_____
_____
_____

This complaint is filed based on my honest belief that _____ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

_____ _____
(Complainant Signature) (Date)

Received by:_____ _____
(Date)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 2015

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, ~~or~~ work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe

to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has

the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building

administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;

2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. Totally or partially restricting a child's senses as punishment;

4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or

serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;

6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

7. Withholding regularly scheduled meals or water; and/or

8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of

restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References:
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: October 8, 2013

Revised: July 22nd, 2019

541 MEMORIALS FOR DECEASED STUDENTS OR STAFF

PURPOSE

It is recognized that the loss of a member of the school community is deeply felt by students, staff and families. The purpose of this policy is to ensure that the Jordan Public Schools will support staff, students and families impacted from a death through assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families and the community, the Jordan Public Schools will provide a process for memorial decision-making.

DEFINITION

Memorials: Objects or activities to remember an event or deceased person(s).
District Crisis Team: A designated group of staff members and resources for the district who plan and implement mental health support for grief recovery.
Crisis: Any natural disaster or unexpected event that negatively affects a student, a staff member or a significant group of the school population and usually involves serious emotional, psychological and/or physical injury or death.
Significant Impact: The magnitude of the potential loss or seriousness of the crisis.

GENERAL STATEMENT OF POLICY

Memorial activities expressed at school need to be coordinated and approved through the school's District Crisis Team (DCT). The DCT will assist families and students in selecting memorial activities that are appropriate for school and assist students in healthy bereavement.

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. In the event a request is made, the school district will consider the request on a case-to-case basis. Only in the case of a significant impact will exceptions be considered.

Memorials following a death from suicide must not glamorize, romanticize or stigmatize the act of suicide.

Temporary school memorials, in common areas, as approved by school administration, may be displayed until the day of the funeral and will then be given to the family. Allowable temporary school memorials are banners, pictures, and locker and student desk displays. Memorial symbols on clothing or lockers displayed by individual students or staff on school Grounds will be limited to two weeks past the funeral. Any selling of memorial items must receive prior approval from administration.

Permanent memorials for deceased students and staff must come from donations and be initiated by a donor or family member. The donor must clear donations with the family. These memorials will be limited to endowments, scholarships, plantings and books or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship and may include the name of the individual. Plantings may be made in a designated location based on the discretion of the Facilities Manager and Superintendent. All trees or shrubbery can be designated with a stake or plaque. This practice allows for the memorial while respecting the well-being of all students and staff. Permanent memorials may not include the retirement, alteration, or discontinued use of school property. Existing memorials established prior to the implementation of this policy will not be affected.

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 8th, 2019

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. "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.

G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

a. reading, writing, speaking, listening, and viewing in the English language;

b. mathematical and scientific concepts;

c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

d. creative and critical thinking, decision making, and study skills;

e. work readiness skills;

f. global and cultural understanding.

2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;

b. bring many perspectives, including historical, to contemporary issues;

c. develop an appreciation and respect for democratic institutions;

d. communicate and relate effectively in languages and with cultures other than the student's own;

e. practice stewardship of the land, natural resources, and environment;

f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

a. establishing and achieving personal and career goals;

b. adapting to change;

c. leading a healthy and fulfilling life, both physically and mentally;

d. living a life that will contribute to the well-being of society;

e. becoming a self-directed learner;

f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:

a. appreciate, understand, and accept human diversity and interdependence;

b. address human problems through team effort;

c. resolve conflicts with and among others;

d. function constructively within a family unit;

e. promote a multicultural, gender-fair, disability-sensitive society.

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices

must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

    a. the student's reading proficiency as measured by a locally adopted assessment;

    b. reading-related services currently being provided to the student and the student's progress; and

    c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

    This provision may not be used to deny a student's right to a special education evaluation.

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention as outlined in the annual literacy plan until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
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.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
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 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 618 (Assessment of Student Achievement)

Adopted: September 12, 2007

Revised: July 8th, 2019

603 CURRICULUM DEVELOPMENT

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. 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.

E. 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. 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)

Adopted: September 12, 2007

Revised: July 22nd, 2019

603 CURRICULUM DEVELOPMENT

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 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.

E. 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.

F. 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 Student's 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)

Adopted: September 12, 2007

Revised: July 8th, 2019

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;

2. Mathematics and science;

3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);

4. Health and physical education;

5. The arts;

6. Career and technical education; and

7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.

1. In the school district's discretion, training and instruction may result in CPR certification.

2. CPR and AED instruction must include CPR and AED training that have been developed:

   a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

   b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work

habits;

2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English

learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the 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 the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.

1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.

3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.

4. Schools and districts may administer civics test questions as part of the social studies curriculum.

5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

6. The school district cannot charge a fee related to this requirement.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: September 12, 2007

Revised: July 22nd, 2019

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

Elementary:	Grades prekindergarten through 4
Middle:	Grades 5 through 8
Secondary:	Grades 9-12

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

III. DEFINITIONS

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

B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

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

Cross References:

Adopted: September 12, 2007

Revised: July 22nd, 2019

610 FIELD TRIPS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

3. In some instances a waiver of liability will be required. It will be administered by the trip advisor and provided to district administration.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle. (School-owned vehicles may travel a maximum of 400 miles one way)

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

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

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

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

INDEPENDENT SCHOOL DISTRICT 717
FIELD TRIP POLICY PROCECURES

The procedures for field trips consist of two approval phases, a communication phase and guidelines applicable to field trips.

ADVANCE PLANNING AND APPROVAL FOR ALL FIELD TRIPS

Any principal, teacher, advisor or other district staff person planning a field trip under the auspices of the school district must request preliminary approval for the proposed trip before any conversation occurs with parents or students regarding the possibility of such a trip. This request and its possible subsequent approval is on a "trip-by-trip" basis, and the request must be renewed each time a trip is repeated.

1. Timing and approval authority for preliminary request:

Instructional Trips:

- Day Trip – Must be submitted to the building principal a minimum of thirty (30) days in advance of the date of the proposed trip.

Optional Trips:

- Overnight Field Trip – Must be submitted to the School Board through the Superintendent of Schools a minimum of 60 days in advance of the date of the proposed trip.

- Extended Field Trip: Must be submitted to the School Board through the Superintendent of Schools a minimum of 60 days in advance of the proposed date of the trip.

2. Information to be included in the preliminary request:

a) Purpose of the trip:

1. The educational/incentive-based objectives to be met by the trip shall be clearly defined, including reference to any educational standards addressed by the trip and a description of its relationship to the school's curriculum or co-curricular objectives.

2. If the trip includes out of state or country travel, the purpose of the trip must include at a minimum one of the following objectives:

Δ Provides a unique, educational experience for the students.

Δ Provides an environment of preparation that cannot be achieved locally.

Δ Provides a level of competition suitable for the program.

b) Number of students likely to participate.

c) Proposed destination.

d) Proposed dates and details of the length of the trip.

e) Proposed travel arrangements, including lodging and meals if relevant.

f) Description of proposed plan for adult supervision of the students participating and any precautions planned due to age or maturity level of students.

g) Proposed funding source and description of plans for addressing costs for either accompanying adults or (in the case of self-funded trips) for meeting the needs of students with less capacity to pay, through a variety of fund raising activities to include individual, student and group events.

3. Preliminary request forms and information:

   The preliminary request is to be submitted to the appropriate approving authority on the form designed for that purpose. Accompanying documents needed to meet the above requirements may be attached. In the case of instructional day trips and optional overnight trips, the approving authority will review the request and respond within seven (7) working days of receipt of the request. In the case of optional extended field trips, the Board will review the request and respond in a timely manner.

COMMUNICATION TO PARENTS AND STUDENTS

Upon receipt of preliminary approval for the trip, the staff person coordinating the trip can communicate the plans for the trip to the students and parents for whom the trip is intended.

1. Information provided to parents and students should include a copy of the relevant information included in the preliminary approval request, especially related to dates, educational objectives served, and details of both cost per student and expected funding source.

2. If the trip is to be paid for by the participants and there is any additional cost to them associated with sharing expenses for adult chaperones, that information should be explicitly provided in the packet that goes to the parents.

3. Students and parents who may otherwise have difficulty obtaining funds to participate should be communicated with separately about any special options available to them.

FINAL APPROVAL PROCESS

When final details are completed, the staff person coordinating the trip must submit

information requested in #2 of the final approval process to the original approving authority for final approval.

1. Timing of final approval:

    a) Day trip – Request for final approval to the building principal not less than ten (10) working days in advance of the proposed date for the trip.

    b) Overnight field trip – Request for final approval to the Superintendent of Schools not less than ten (10) working days in advance of the proposed date of the trip.

    c) Extended field trip – Request for final approval to the Superintendent of Schools not less than twenty (20) working days in advance of the proposed date of the trip.

2. The request for final approval should include:

    a) Detailed information about name and number of participants.

    b) Completed parental consent forms for each student.

    c) A complete listing of any adults accompanying the students on the trip.

    d) A detailed budget outlining costs and sources of revenue.

    e) Final details as to travel, meal, and lodging arrangements.

    f) Final detailed air and/or ground transportation plan.

3. The approving authority will have five (5) working days from the receipt of the request for final approval to act on the request and notify the staff person coordinating the trip.

OVERALL GUIDELINES TO BE CONSIDERED APPLICABLE TO FIELD TRIPS SPONSORED OR SANCTIONED BY INDEPENDENT SCHOOL DISTRICT 717

District 717 will not be responsible for or endorse any trips organized or conducted by district staff persons under the auspices of non-school agencies or that have not been approved in advance through the process described herein.

1. Signed and individual parental consent forms, release of liability waivers are required for out-of-district travel.

    a) Special and specific release of liability waivers are required and must be drafted by the District's legal counsel for ALL out-of-country field trips with the only exception being trips to Canada.

    b) For out-of-country field trips, with the exception of travel to Canada, the trip organizer will work with the superintendent and the District's chosen Travel

Company to insure that the District is added to the travel company's liability insurance as an "additional insured party." In the event that the travel company does not allow this practice, the District will purchase specific liability travel insurance with all costs associated with this expense to be borne by the participants of the trip.

2. Appropriate adult supervision must be provided for any district-sponsored travel.

    a) The ratio of adult chaperones to student participants should reflect the destination and length of the trip as well as the age and maturity level of the students involved.

    b) The number of adult chaperones to be included, as well as the details of how their expenses are to be funded, must be part of the documents included in the request for trip approval.

    c) During travel, whether in district vehicles or approved public transportation, the ratio of adult chaperones to student participants in each vehicle must reflect the age and maturity level of the student involved.

    d) Chaperones of overnight and extended field trips must have a current background check on file in the District Office. Chaperones incur the cost of the background check.

3. Frequency of field trip related travel for staff and students – While it is true that success for students can be enhanced by appropriate use of field trip opportunities, it is also true that regular and consistent presence in the classroom (on the part of both students and staff) is an even greater contributor to overall success. With that in mind, there are some restrictions placed on frequency of participation in district-sponsored field trip related absence from the classroom.

    - Every effort will be made to schedule travel to occur during non-student contact days.

4. Homestays are not permitted unless arranged by a reputable exchange program.

5. Risk-based activities will not be allowed without parental or guardian release of liability waiver and acknowledgement of risk.

6. No employee or spouse of an employee affiliated with a district-sponsored field trip (extended or otherwise) will receive or accept any direct personal payment, from any organization or agency outside the school district for their services, time, or participation in the field trip.

7. Funding

    a) Except in cases where trips take place during the school day, relate directly to a course of study, and require student participation, district or school-funded, field

trips will be deemed "optional" in nature and the funding will be collected and disbursed through the appropriate student activity account.

b) Each optional trip will be funded according to the General Statement of Policy section II of this policy. No financial commitments will be made by coordinating staff persons for travel, hotel, meal or other accommodations for such trips until the approving authority is fully satisfied that the necessary funds have been collected for that purpose.

c) Any proposed stipends, expense payments, or other costs provided to accompanying staff members (beyond their normal salary and benefits) in connection with a proposed field trip must be fully disclosed in advance to both the approving authority and to the provider of the funding for the trip, be that parents, students, or an outside agency.

d) All such costs to accompanying staff, including any cost associated with funding a replacement for them in their classroom during their absence, will be deemed to be part of the cost of the trip and the funding source must be accounted for in advance of final approval.

e) ISD 717 does not and will not assume liability for reimbursement of staff persons, their family members, or any other party for any costs associated with having purchased travel arrangements or accommodations for a field trip if those purchases were made prior to having received district approval for the trip or if those purchases were made through a vendor not pre-approved by the district finance department.

f) Any additional and necessary liability insurance costs associated with out-of-country field trips, with the exception of trips to Canada, will be borne by the participants as referenced in the "Overall Guidelines To Be Considered Applicable To Field Trips Sponsored or Sanctioned by Independent School District 717" Section 1b.

FIELD TRIP REQUEST FORM

☐ Day Field Trip
(Submit 30 days in advance)

☐ Overnight/Extended Field Trip **(Requires Board Approval)**
(Submit 60 days in advance)

Day Trip Procedures:

- ☐ Check with the main office to confirm the date of the trip
- ☐ Complete this form, include an itinerary, and submit to principal for approval
- ☐ Arrange appropriate transportation
- ☐ Arrange parent/guardian chaperones, if necessary, and notify them of trip information
- ☐ Have chaperones complete a volunteer background check
- ☐ Email appropriate support staff, SPED teachers, specialists, kitchen staff

Overnight/Extended Procedures:

- ☐ Check with the main office to confirm the date of the trip
- ☐ Complete this form, include an itinerary, submit to Principal for approval, and wait for board approval
- ☐ Arrange appropriate transportation/lodging **(do not book until board approval is given)**
- ☐ Arrange parent/guardian chaperones, if necessary, and notify them of trip information
- ☐ Have chaperones complete a background check
- ☐ Email appropriate support staff, SPED teachers, specialists, kitchen staff
- ☐ Waiver of Liability (See Policy 610)

Name of Group:	Date of trip:
Destination:	Amount charged to students:
Trip Supervisor:	Cell phone #:
Number of Adults:	Number of Students:
Depart from School:	Estimated time of return:
Transportation Type*:	Lodging:
Transportation Cost Total:	Field Trip Cost Total:

*School-owned vehicles may only be used for trips 400 miles or less away.

- Learning Objectives / Educational Purposes:

- Outcomes students will gain from this trip:

- Educational alternatives with similar outcomes for students who do not attend:

- Review / Evaluation upon returning to school:

_____ _____
Trip Supervisor Signature Date

☐ Approved ☐ Denied

_____ _____
Administrator Signature Date

ADDITIONAL INFORMATION FOR OVERNIGHT / EXTENDED FIELD TRIPS

- If associated with a class, describe plans to ensure quality instruction for members of the class not participating in the trip. Attach additional pages if necessary.

- Describe plans to inform and involve parents/guardians and secure their approval. Attach copies of information and permission documents.

- Describe steps taken to inform and assist disadvantaged students participating in the trip:

- List all expected expenditures (substitute teachers, salary, stipends, food, transportation, lodging, admissions, etc.)

- List any paraprofessional need; type of paraprofessional and their expected role (do not list confidential student(s) names on this form)

- If fund raising activities are part of financing, briefly describe fund raising plans and attach a copy of the fund raising request.

- Describe how funds will be collected.

- Adults accompanying students on the trip:
  Name: Status: Teacher, parent/guardian, etc.

_____	_____
Administrator Signature	Date
_____	_____
Superintendent Signature	Date
_____	_____
School Board Signature	Date

Adopted: September 12, 2007

Revised: July 22nd, 2019

611 HOME SCHOOLING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CONDITIONS FOR HOME SCHOOLING

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

IV. IMMUNIZATION

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

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

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

VI. PUPIL SUPPORT SERVICES

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

VII. EXTRACURRICULAR ACTIVITIES

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

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

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

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

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

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

   A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

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

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

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

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

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

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 8th, 2019

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.

B. "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.

C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

F. "GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Teaching and Learning shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

A. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;

B. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

1. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

2. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

C. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

D. Based on appropriate state guidelines, students with an IEP may satisfy

state graduation requirements by achieving an individual score on the state-identified alternative assessments.

E. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

F. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

G. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

B. Three credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.

C. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics and one half credit of social studies electives sufficient to satisfy all of the academic standards in social studies;

F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

G. One and one-half credit 9th grade physical education, 10th grade physical education, one-half credit health education

H. One-half credit Freshman Academy

I. A minimum of seven elective credits.

J. Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic

standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary

education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
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 3501.1300-3501.1345 (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 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)

Adopted: September 12, 2007

Revised: July 22nd, 2019

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

c. Annually review and recertify staff who have access to MDE secure systems.

d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

e. Establish a culture of academic integrity.

f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

g. Ensure student information is current and accurate.

h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. <u>District Assessment Coordinator</u>

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security.

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

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

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

a. Implement test administration and test security policies and procedures.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

(4) Identify need for additional test materials to district assessment coordinator.

(5) Provide MTAS student data collection forms if necessary.

(6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

e. Be knowledgeable regarding student accommodations.

f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

a. Before test.

(1) Receive and maintain security of test materials.

(2) Verify that all test materials are received.

(3) Ensure proper number of computers/devices or paper accommodated test materials are present.

(4) Verify student testing tickets and appropriate allowable materials.

(5) Assign numbered test books to individual students.

(6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g. staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

    a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

    b. Attend trainings related to test administration and security.

    c. Complete required training course(s) for tests administering.

    d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

    e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

    a. Before the test.

        (1) Maintain security of materials.

        (2) Confirm appropriate MTAS materials are available and prepared for student.

    b. During the test.

        (1) Administer each task to each student and record the score.

        (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

        (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

        (4) Document and report and unusual circumstances to district or school assessment coordinator.

    c. After the test.

        (1) Keep materials secure.

        (2) Return all materials.

        (3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

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

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any person with access to test materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

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

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g. smart watches, fitness trackers), or other devices that can

electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

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

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:
Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
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 3501.1300-3501.1345 (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 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
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)

Minnesota Department of Education

ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE

Effective for school year: _____

The Minnesota Department of Education (MDE) is required by state statute to implement statewide testing programs. Test security must be maintained to provide an equal opportunity to all students to demonstrate their academic achievement and to ensure the validity of test scores and the integrity of state assessments. Failure to maintain test security jeopardizes district and state accountability requirements and the accuracy of student, school, district, and state data. Test scores are included in important decisions about students' future success, and it is essential that they reflect the truth about what students know and can do. This form must be signed prior to access to any secure test content or restricted material(s).

All test content and restricted material(s), whether in draft or final form, are considered secure, and only authorized persons are permitted to have access to them. Authorized persons:

- Are administrators, educators, staff, or other persons designated by the district who have a role in storing, distributing, coordinating, or administering tests.
- Have received appropriate training to fulfill their assigned roles.
- Have signed this agreement.

Responsibilities of authorized persons who may potentially interact with secure test content and data are outlined in the *Procedures Manual of the Minnesota Assessments* (hereafter *Procedures Manual*). By signing this form, you agree to the following assurances:

- As required for my role in the administration of the statewide testing program, I am responsible for understanding relevant information contained in the current year's *Procedures Manual* and directions for test administration. I will abide by policies and procedures detailed in the manuals for statewide test administration.
- As required for my role, I am or will be trained in the administration policies and procedures for statewide tests before participating in any part of statewide test administration.
- As required for my role, I will instruct staff on state and district procedures for maintaining test security and will not allow unauthorized persons to distribute, coordinate, or administer tests, or have access to secure test content and materials.
- As required for my role, I will follow the procedures in the *Procedures Manual* to investigate and notify the appropriate school and district staff or the MDE immediately upon learning of potential misconduct or irregularities, whether intentional or unintentional.
- I understand that MDE has the responsibility to oversee the administration of the statewide tests, and I will cooperate fully with MDE representatives conducting site visits.
- I understand that test data and documents that contain student-level information are considered confidential and secure. I will follow all applicable federal and state data privacy laws related to student educational data, including data within reports and data accessible in electronic systems provided by MDE or its service provider(s).
- I understand my responsibility to enforce proper testing procedures and to ensure the security and confidential integrity of the test(s). I will apply and follow procedures designed to keep test content secure and to ensure the validity of test results, including, but not limited to:
  - Recognizing the rights of students and families to accurate test results that reflect students' individual, unassisted achievement.
  - Protecting the confidentiality of statewide assessments and ensuring the validity of students' results by safeguarding secure test content, keeping test materials in a secure area, and adhering to chain of custody requirements.
  - Never retaining secure test materials in my custody beyond the allowed times to process, distribute, coordinate, administer, and return them, as appropriate for my role.

- Ensuring that no part of the paper or online tests are outlined, summarized, paraphrased, discussed, released, distributed to unauthorized personnel, printed, reproduced, copied, photographed, recorded, or retained in original or duplicated format, without the explicit permission of MDE or as authorized in the *Procedures Manual*.
- Never permitting or engaging in the unauthorized use of a student's MARSS or Secure Student Identification Number (SSID) to log in to the online testing system or access an online test.
- Never engaging in, or allowing others to engage in, unauthorized viewing, discussion, or analysis of test items before, during, or after testing.
- Actively monitoring students during test administration for prohibited behavior.
- Never leaving students unattended during test administration or under the supervision of unauthorized staff or volunteers.
- Never providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, providing clues or hints; providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses; permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.); or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
- Never formally or informally scoring secure tests or individual test items except as required by the test-specific manuals and directions. Prohibited actions include, but are not limited to, creating an answer key; reviewing or scoring a student's item response or responses unless items are designed to be scored by the test administrator using a rubric or script; retaining, reviewing, or scoring student scratch paper or accommodated test materials; or tracking student performance on test items.
- Never altering or engaging in other prohibited involvement with student responses.
- Never inducing or encouraging others to violate the procedures outlined above or to engage in any conduct that jeopardizes test security or the validity of test scores.

By accepting the terms of this agreement, you name yourself as an employee of the School District (District) or as an authorized person selected by the District, and affirm that you are authorized by the District during the current academic school year to have access to secure test materials or student data related to statewide test administrations and hereby agree to be bound by the terms of this agreement.

Failure to follow procedures can lead to the invalidation of students' tests. Consequences for violating the terms of this agreement may result in a complaint filed with the local School Board, the Professional Educator Licensing and Standards Board, or the Board of School Administrators for evaluation and investigation. The findings of the appropriate Board may result in disciplinary action up to and including termination and/or loss of license.

_____	_____
Signature	Date
_____	_____
Name (printed)	Work Telephone
_____	_____
School Name	Email Address
_____	
District Name	

Minnesota Department of Education

TEST ADMINISTRATION REPORT (TAR)

District Name/Number:_____

School Name/Number:_____

Date:_____ Printed Name:_____

Signature:_____

Test:_____

Subject (if applicable): ☐ Mathematics ☐ Reading ☐ Science

The Test Administration Report is used for recording situations where something unusual or unexpected happened during testing (see examples below). If an adult was involved (e.g., translator), include the adult's name, signature, and relationship to the student. Attach additional sheets to this form as needed.

For all Minnesota Assessments, districts are not required to return a Test Administration Report. However, districts must maintain records for one year after the end of the academic school year in which testing took place for program audits or monitoring conducted by MDE or to answer questions when reports are received. If completed by the School Assessment Coordinator, a copy of the report should be forwarded to the District Assessment Coordinator.

Name of Student	Gr.	MARSS# (13 digits)	Explanation and/or Name and Signature

Examples of events to be documented in this report:

- A student engages in inappropriate behavior or action, including cheating, that results in the invalidation of tests.
- A student is administered the incorrect assessment or accommodation.
- A student uses a calculator when a calculator is not allowed.
- A student refuses to take an assessment, requiring the assessment to be invalidated.
- The district uses a translator to translate test directions to an English learner.
- District staff enters a student's MCA responses or a student's MTAS scores online.

Districts may also choose to document any students who experienced technical issues during online testing that affected their testing experience.

DISTRICT TEST SECURITY PROCEDURES
Independent School District No. _____, _____, Minnesota
20__-20__

I. PREPARATION FOR TEST SECURITY DURING TEST ADMINISTRATION

A. Roles and Responsibilities

1. _____ will be responsible for ensuring completion of *Assurance of Test Security and Non-Disclosure* each year by all staff involved with test administration.

2. _____ will be responsible for reviewing the specific requirements staff agreed to in the *Assurance of Test Security and Non-Disclosure* prior to spring testing (especially if the assurance was completed in the fall).

3. _____ will be responsible for training the Test Monitors and Test Administrators prior to the test administration. Annual training for Test Monitors and Test Administrators must include training on test administration policies and procedures and test security and be documented and kept on file at the district.

   a) Review of Test Security Training. Test Monitor responsibilities, *Test Monitor and Student Directions*, and any special instructions for a particular test given.
   b) Review of required test-specific trainings, such as the Online Test Monitor Certification Course and MTAS Training for Test Administrators.
   c) Discuss what active monitoring of the test session involves and the school district's expectations for Test Monitors.
   d) Review of district policies and procedures for situations that may arise during test administration in order to maintain test security, including:

      (1) Who will answer questions from staff involved in test administration and how staff will ask questions without leaving students unmonitored.
      (2) What the process is for contacting others for assistance if a problem arises during the testing so active monitoring can continue.
      (3) Who Test Monitors should contact in case of emergency.
      (4) Ensuring students get to the correct rooms for test administration.
      (5) Ensuring students do not use cell phones or other electronic devices.
      (6) Breaks for use of the restroom or other interruptions during testing:
         (a) What to do if a student reports an error or technical issue with a test item.

(b) What to do if an individual student or the Test Monitor becomes ill or needs to leave during testing.

(c) What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill).

(d) What individual students will do when finished testing.

(7) Remind staff that all test materials are secure and cannot be reproduced or shared in any form.

4. _____ will ensure that students are reminded of the importance of test security (including the expectation that students will keep test content secure and act with honesty and integrity during test administration).

5. _____ will ensure that all guidelines referenced in applicable procedures manuals are followed in terms of what materials are allowed during test administration, calculator use guidelines, what help a Test Monitor can give, covering instructional materials in the classroom, and setup of computer labs and testing rooms.

6. _____ is responsible for tracking devices/computers used by students.

7. _____ is responsible for conducting on-site monitoring of test administrations within the district.

8. _____ is responsible for determining the process for how all secure test materials for online and paper administrations will be kept secure before, during, and after testing, including when and how all secure test materials are returned between testing sessions and once testing is completed.

a) _____ is responsible for reminding staff of the district process for communicating potential security breaches within the school and to the District Assessment Coordinator, as well as providing information on the MDE tip line as an additional option for reporting security concerns.

II. BREACHES IN TEST SECURITY

Any concern that test security may have been breached must be reported to the District Assessment Coordinator who will notify MDE within 24 hours of the time notice of the alleged breach was received and submit the *Test Security Notification* in Test WES within 48 hours of notice of the alleged breach.

III. CHAIN OF CUSTODY FOR SECURE TEST MATERIALS

A. Receipt and Organization of Secure Test Materials

1. Persons with access to the secured area, inventory materials, and complete security checklists are _____. Persons with access to secure online testing systems, student testing tickets, and student scratch paper are _____.

2. Paper test materials are shipped to district or school as determined by _____. If delivered to the school district, the process for distributing secure test materials to the school(s) will be completed by _____.

3. _____ will be immediately informed that secure test materials have arrived and will secure all materials in a pre-determined secure locked location.

4. _____ will inventory materials immediately using the securing checklists. Any discrepancies will be reported immediately to _____. Security checklists are maintained by the school district for two years following the end of the school year that the tests are administered.

5. _____ organizes test materials for each Test Monitor and Test Administrator, including *Test Monitor/Test Materials Security Checklists*, student testing tickets, and scratch paper.

6. Test materials for online and paper administrations will be kept in _____, a secure locked location, until the time of distribution.

7. If students are taking the tests on multiple days, the building plan for keeping test materials (including student login information and any materials used as scratch paper) secure between test sessions includes _____.

B. <u>Distribution of Materials to Test Monitors or Test Administrators and Test Administration</u>

1. The procedure for the distribution of all test materials for online administrations to the Test Monitors and Test Administrators will be _____. Discrepancies in materials will be reported immediately to _____.

2. The procedure for the distribution of any paper test materials to the Test Monitors and Test Administrators will be _____. Discrepancies in materials will be reported immediately to _____.

3. Upon the receipt of materials, the Test Monitor will ensure that all test materials listed on the *Test Monitor Test Materials Security Checklist* and any other materials provided (e.g., student testing tickets, scratch paper) are accounted for prior to handing out the test materials to the students.

Any discrepancies will be reported immediately to _____.

4. The Test Monitor is responsible for the test materials during the test administration until their return to _____.

C. Return of Materials

1. The Test Monitor and Test Administrator will return all test materials (including student testing tickets and any material used as scratch paper) to _____ immediately after testing. If Test Monitors and Test Administrators will keep test materials in between testing sessions, they must keep them in _____, a locked secure location.

2. If not kept by Test Monitors and Test Administrators, _____ will keep all test materials secure until distributed for the next test session.

3. Student testing tickets and any materials used as scratch paper will be securely destroyed at the end of test administration by _____ no more than 48 hours after the close of the testing window.

4. *Test Monitor Test Materials Security Checklists* for paper test materials will be signed by the Test Monitor indicating that all materials have been returned once testing is completed. The *Test Monitor Test Materials Security Checklists* will be returned to _____.

5. When the test materials are returned to _____, they will again be inventoried and kept in _____, a secure locked location, until returned to the district office (if applicable) or shipped back to the service provider.

6. _____ will prepare the materials for their return to the district office (if applicable) or for shipment to the service provider according to return instructions in the applicable assessment manual.

7. _____ will follow instructions provided in the applicable assessment manual for the return shipping of test materials.

Minnesota Department of Education

TEST MONITOR TEST MATERIALS SECURITY CHECKLIST

Test(s):_____

(FOR TEST MONITOR and ASSESSMENT COORDINATOR USE ONLY – Do Not Return to service provider.)

Test Monitor:_____

School Name:_____ Grade:_____

Use this form to assign secure test materials to students. All secure test materials distributed must be collected before students leave the testing room. Return ALL used and unused secure test materials to your District or School Assessment Coordinator as soon as possible after the completion of testing.

STUDENT NAME	SUBJECT: _____ TEST DATES:		SUBJECT: _____ TEST DATES:		COMMENTS-INFO (Why student not tested, why incomplete test, administration problems, etc.)
	Security Barcode	Returned	Security Barcode	Returned	

Report any missing secure testing materials and the circumstances surrounding missing items to the District or School Assessment Coordinator immediately.

I certify that I have accounted for all secure materials and have thoroughly documented any missing materials. I understand that if there is any discrepancy, this form may be used as a reference for investigation.

_____ _____ _____ _____

Test Monitor (Signature) Date Assessment Coordinator (Signature) Date

Adopted: September 12, 2007

Revised: July 22nd, 2019

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.

3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;

(2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

a. Student's disability category;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

d. The expectation that the student will receive a low score on the ACCESS for ELs;

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. <u>EL Students New to the United States</u>

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

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

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0640-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf

Alternate ACCESS for ELLs Participation Guidelines, https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf

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 616 (School District System Accountability)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the Every Student Succeeds Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and Every Student Succeeds Act will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "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 the Every Student Succeeds Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Curriculum and Technology Advisory Committee (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.

The Jordan School District has established a continuous curriculum review process that includes yearly documentation of current curricular materials and future needs.

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* be comprised of the Curriculum and Technology Advisory Committee.

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 November 1st 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 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)

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 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 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.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
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: September 12, 2007

Revised: August 1st, 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

B. "Academic standard" means a summary description of student learning in a required content area or elective content area.

C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

F. "Computer-adaptive assessments" means fully adaptive assessments.

G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

I. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level.

K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.

L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The superintendent shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

   a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

   b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and

   c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school

district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:

   a. explains the need for state academic standards;

   b. identifies the state assessments that are aligned with state standards;

   c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

   d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;

   e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and

   f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. Rigorous Course of Study Waiver

A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a

specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.

B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise

an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
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 616 (School District System Accountability)

Adopted: September 12, 2007

Revised: July 22nd, 2019

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability,

reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities and required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessionals works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
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 616 (School District System Accountability)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 1st, 2019

624 ONLINE LEARNING OPTIONS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. The school district shall grant academic credit for completing the requirements of an online learning course or program.

C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. 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.

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)

Adopted: September 12, 2007

Revised: July 22nd, 2019

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENT

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

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

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 22nd, 2019

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. An employee must also obtain written or documented verbal approval by a legal guardian for students under 18 years old. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)

Cross References: MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: July 8th, 2019

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.

B. Extracurricular Activities

The school board shall ***review and account for*** all student activity accounting that relates to extracurricular activities.
The school board shall have final control over all student activity accounting that relates to extracurricular activities.

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. While the district may not account for these funds, the district reserves the right to bar completely or regulate these funds.

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

a. Any and all costs of extracurricular activities under board control may be provided from school revenues.

b. All money received or expended for extracurricular activities under board control shall be turned over to the District Office Finance Department, 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.

c. 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.

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.

c. All student activity funds will be collected and expended:

(1) in compliance with school district policies and procedures;

(2) under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;

(3) in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;

(4) for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and

(5) in a manner which meets a public purpose.

d. 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 the general fund. 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.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Semi-Annual Activity Fund Reports

District Administration will provide the Board of Directors 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.

B. 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.

C. Fundraiser Report

District Administration will prepare a fundraising report annually, each July/August, which will be reviewed by the school board. The report will list the activity, type of fundraisers, timing, purpose, and results of fundraiser from the prior fiscal school year. Administration and/or Board Members reserve the right to contact non-school organizations to request fundraising information.

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)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 1st, 2019

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.

B. Extracurricular Activities

The school board shall take charge of and control over all student activity accounting that relates to extracurricular activities.

The school board shall have final control over all student activity accounting that relates to extracurricular activities.

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. While the district may not account for these funds, the district reserves the right to bar completely or regulate these funds.

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) and school district policies and procedures.

B. Extracurricular Activities

1. Any and all costs of extracurricular activities may be provided from school revenues.

2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the District Office Finance Department, 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.

3. The treasurer shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.

4. All student activity funds will be collected and expended:

a. in compliance with school district policies and procedures;

b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;

c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;

d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and

e. in a manner which meets a public purpose.

5. 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 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.

V. DEMONSTRATION OF ACCOUNTABILITY

A. 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.

B. Fundraiser Report

The Administration will prepare a fundraising report annually, each July/August, which will be reviewed by the school board. The report will list the activity, type of fundraisers, timing, purpose, and results of fundraiser from the prior fiscal school year. Administration and/or Board Members reserve the right to contact non-school organizations to request fundraising information.

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)
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)

Adopted: September 12, 2007

Revised: July 22nd, 2019

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by non-staff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.

B. To provide for orderly and non-disruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "Minor" means any person under the age of eighteen (18).

F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.

2. Date(s) and time(s) of day of requested distribution.

3. If material is intended for students, the grade(s) of students to whom the distribution is intended.

4. The proposed method of distribution.

B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

E. The following disclaimer shall be included on all posted documents:
'Not a school sponsored event. This has been reviewed by a school administrator and is in accordance with Policy 904. _____' (signature of school administrator)

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Legal References:
U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___U.S. ___, 132 S.Ct. 592 (2011)

Cross References:
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

The Minnesota Department of Education website was referenced when creathing this list and only active licensures will be listed.

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/27/1986	Stemig	Cherie	MA+40	291213	Elementary Education	K-6
8/27/1986	Stemig	Cherie	MA+40	291213	Pre-Kindergarten	Pre-K
7/18/1990	Gustafson	Brian	MA+20	324688	Social Studies -ALL-	7-12
7/15/1991	Ruehling	Lisa	MA+40	328483	Coaching	7-12
7/15/1991	Ruehling	Lisa	MA+40	328483	Mathematics	7-12
7/6/1993	Miller	Sarah	MA+40	346332	Life Sciences	Middle S
7/6/1993	Miller	Sarah	MA+40	346332	Social Studies -ALL-	Middle S
7/6/1993	Miller	Sarah	MA+40	346332	Elementary Education	1-6
7/22/1993	Koch	Randy	MA+40	331709	Coaching	7-12
7/22/1993	Koch	Randy	MA+40	331709	Mathematics	7-12
6/15/1994	Martin	Bryan	MA+40	353638	Physical Education	K-12
6/15/1994	Martin	Bryan	MA+40	353638	Coaching	7-12
7/1/1994	Hesse	Diane	MA+40	311537	Speech & Theatre Arts	7-12
7/1/1994	Hesse	Diane	MA+40	311537	Library Media Specialist	K-12
7/26/1994	Johnson	Kyle	MA+40	331554	Coaching	7-12
7/26/1994	Johnson	Kyle	MA+40	331554	Elementary Education	1-6
8/28/1995	Buthe	Barbara	MA+40	358074	Speech-Language Pathologist	Pre K-12
6/12/1997	McClellan	Lanae	MA+30	357633	Elementary Education	K-6
6/12/1997	Olstad	Stephanie	MA+10	357888	Elementary Education	K-6
6/9/1998	Ripley	Darren	BA+20	307916	Physical Education	K-12
6/9/1998	Ripley	Darren	BA+20	307916	Coaching	7-12
6/9/1998	Ripley	Darren	BA+20	307916	Social Studies -ALL-	7-12
6/11/1998	Weber	Leah	MA+40	379813	Learning Disabilities	K-12
6/11/1998	Weber	Leah	MA+40	379813	Mild to Moderate Mentally HDCP	K-12
6/22/1998	Gutzmer	Kevin	MA+20	374119	Mathematics	7-12
4/7/1999	Nefstead	Molly	MA+20	379909	School Social Worker	Pre K-12
8/25/1999	Johns	Amy	MA+40	380402	Elementary Education	K-6
8/25/1999	McDonald	Jennifer	MA+40	380943	Speech-Language Pathologist	K-12
8/28/2000	Albers	Craig	MA+40	387184	Business Education -ALL-	7-12
8/28/2000	Dietel	Greg	BA+10	332126	Coaching	7-12
8/28/2000	Dietel	Greg	BA+10	332126	Elementary Education	1-6
8/28/2000	Klatt	Joseph	MA	367389	Elementary Education	1-6
8/28/2000	Randolph	Tammy	MA+20	368566	Communication Arts/Literature	5-8
8/28/2000	Randolph	Tammy	MA+20	368566	Elementary Education	1-6
8/8/2001	Nowicki-Whiteside	Robin	MA+30	395647	School Counselor	K-12
8/27/2001	Jans	Anne	MA	393758	Home Economics	7-12
8/27/2001	Jans	Anne	MA	393758	Family and Consumer Sciences	5-12
8/27/2001	Johnson	Rose	MA+10	344019	Elementary Education	1-6
8/27/2001	Johnson	Rose	MA+10	344019	Learning Disabilities	K-12
8/27/2001	Johnson	Rose	MA+10	344019	Mild to Moderate Mentally HDCP	K-12
8/23/2002	Aukes	Shannon	MA+10	366402	Elementary Education	K-6
8/23/2002	Borowicz	Bruce	MA+40	366181	Coaching	7-12
8/23/2002	Borowicz	Bruce	MA+40	366181	Mathematics	7-12
8/23/2002	Chambers	Colleen	MA+40	289466	Physical Education	K-12
8/23/2002	Fritzke	Sarah	MA+30	397164	Elementary Education	K-6
8/23/2002	Gulbranson	Rose	MA+40	404223	Social Studies -ALL-	5-8
8/23/2002	Gulbranson	Rose	MA+40	404223	Elementary Education	K-6
8/23/2002	Sinke	Drew	MA	403515	Elementary Education	K-6

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/23/2002	Sinke	Drew	MA	403515	Pre-Primary	Pre K
8/24/2002	Chambers	Colleen	MA+40	289467	Coaching	7-12
8/22/2003	Aldrich	Bryan	BA+30	300648	Physical Sciences (Physics & Chem)	7-12
8/22/2003	Devine	Jessica	BA	413317	Spanish	K-12
8/22/2003	Devine	Jessica	BA	413317	Emotional Behavior Disorders	K-12
8/22/2003	Devine	Jessica	BA	413317	Learning Disabilities	K-12
8/22/2003	Devine	Jessica	BA	413317	Developmental Disabilities	K-12
8/22/2003	Geisel	Jason	MA	411002	Physical Education	K-12
8/22/2003	King	Anthony	MA	399004	Elementary Education	1-6
8/23/2004	McMahon	Amanda	MA+30	408022	Communication Arts/Literature	5-8
8/23/2004	McMahon	Amanda	MA+30	408022	Elementary Education	K-6
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Milawski	Renae	MA+20	419507	Communication Arts/Literature	5-8
8/23/2004	Milawski	Renae	MA+20	419507	Reading	K-12
8/23/2004	Milawski	Renae	MA+20	419507	Elementary Education	1-6
8/23/2004	Milawski	Renae	MA+20	419507	Communication Arts/Literature	5-8
8/23/2004	Milawski	Renae	MA+20	419507	Reading	K-12
8/23/2004	Milawski	Renae	MA+20	419507	Elementary Education	1-6
8/23/2004	Peters	Amy	MA+40	371968	English as a Second Language	K-12
8/23/2004	Peters	Amy	MA+40	371968	Spanish	7-12
8/23/2004	Rydberg	Anthony	MA	418604	Communication Arts/Literature	5-12
8/24/2005	Schultz	Gwen	MA	396808	Elementary Education	K-6
8/24/2005	Schultz	Gwen	MA	396808	Learning Disabilities	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Elementary Education	K-6
9/19/2005	Schmidt	Laurie	MA+30	379489	Emotional Behavior Disorders	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Learning Disabilities	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Autism Spectrum Disorders	K-12
8/25/2006	Casterton	Nick	MA	410680	Mathematics	5-12
8/25/2006	Holzwarth	Julie	MA	409861	Emotional Behavior Disorders	K-12
8/25/2006	Holzwarth	Julie	MA	409861	Learning Disabilities	K-12
8/25/2006	Houdek	Sarah	MA	377869	Elementary Education	1-6
8/25/2006	Leary	Lisa	MA+20	388546	English/Language Arts	7-12
8/25/2006	Leary	Lisa	MA+20	388546	Spanish	7-12
8/25/2006	Paulsen	Travis	MA+10	430543	Business	5-12
8/25/2006	Paulsen	Travis	MA	430543	Business	5-12
8/25/2006	Peters	Ansley	MA	422295	Social Studies -ALL-	5-12
8/25/2006	Schuettpelz	Meredith	MA+10	426556	Science 5-8	5-8
8/25/2006	Schuettpelz	Meredith	MA+10	426556	Elementary Education	K-6
8/24/2007	Axtell	Lauralie	BA+20	282645	Early Childhood Special Education	B-Age 6
8/24/2007	Axtell	Lauralie	BA+20	282645	Mild to Moderate Mentally HDCP	K-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/24/2007	Nylander	Benjamin	MA+40	422385	Life Sciences	9-12
8/24/2007	Nylander	Benjamin	MA+40	422385	Science 5-8	5-8
8/22/2008	Barnd	Jessica	MA+10	414308	Visual Arts	K-12
8/22/2008	Johnson	Holly	MA+30	401009	Elementary Education	K-6
8/22/2008	Johnson	Holly	MA+30	401009	Pre-Primary	Pre K
8/22/2008	Schmitz	Amy	BA+20	412895	Elementary Education	K-6

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/22/2008	Schmitz	Amy	BA+20	412895	Physical and Health Disabilities	Pre K-12
8/22/2008	Schmitz	Amy	BA+20	412895	Developmental Disabilities	K-12
8/22/2008	St. John	Jennifer	MA	442141	Learning Disabilities	K-12
8/22/2008	St. John	Jennifer	MA	442141	Developmental Disabilities	K-12
8/22/2008	St. John	Jennifer	MA	442141	Autism Spectrum Disorders	B-12
8/28/2009	Cederstrom	Tracy	MA	395159	Vocal and Classroom Music	K-12
8/28/2009	Cederstrom	Tracy	MA	395159	Instr (Band/Orch) and Classroom Music	K-12
8/28/2009	Sievers	Sara	MA	450013	Learning Disabilities	K-12
8/27/2010	Doherty	Kaylee	MA	452141	Communication Arts/Literature	5-8
8/27/2010	Doherty	Kaylee	MA	452141	Elementary Education	K-6
8/27/2010	Pettinelli	Kimberly	BA+20	434874	Mathematics	5-8
8/27/2010	Pettinelli	Kimberly	BA+20	434874	Elementary Education	K-6
8/27/2010	Rance	Jessica	MA	447180	Elementary Education	K-6
8/26/2011	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/26/2011	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/26/2011	Davis	Heather	MA+10	435427	Mathematics	5-8
8/26/2011	Davis	Heather	MA+10	435427	Elementary Education	K-6
8/26/2011	Jensen	Ariane	MA	435404	Elementary Education	K-6
8/26/2011	Jensen	Ariane	MA	435404	Pre-Primary	Age 3-K
8/26/2011	Jensen	Ariane	MA	435404	Early Childhood Special Education	B-Grade 3
8/26/2011	Kucera	Nathan	BA	462092	Social Studies -ALL-	5-8
8/26/2011	Kucera	Nathan	BA	462092	Elementary Education	K-6
8/26/2011	Olson	Christopher	MA+30	417713	Life Sciences	9-12
8/26/2011	Olson	Christopher	MA+30	417713	Science 5-8	5-8
8/24/2012	Armstrong	Michelle	MA+20	464650	Elementary Education	K-6
8/24/2012	Armstrong	Michelle	MA+20	464650	Communication Arts/Literature	5-8
8/24/2012	Bright	Mary	MA	316151	School Social Worker I	Pre K-12
8/24/2012	Burnside	Logan	MA	462309	Instr(Band/Orch) and Classroom Music	K-12
8/24/2012	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/24/2012	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/24/2012	Geib	Janet	BA+40	316199	Teacher/Coord Work Exp Hanicapped	High School
8/24/2012	Geib	Janet	BA+40	316199	Elementary Education	1-6
8/24/2012	Geib	Janet	BA+40	316199	Emotional Behavior Disorders	K-12
8/24/2012	Geib	Janet	BA+40	316199	Learning Disabilities	K-12
8/24/2012	Geib	Janet	BA+40	316199	Mild to Moderate Mentally HDCP	K-12
8/24/2012	Graf	Heidi	MA+40	427264	Learning Disabilities	K-12
8/24/2012	Ohme	Kylee	MA	447892	Mathematics	5-8
8/24/2012	Ohme	Kylee	MA	447892	Elementary Education	K-6
8/24/2012	Pongratz	Kelly	MA+20	397824	Elementary Education	1-6
8/24/2012	Urbanek	Matthew	MA	367913	Coaching	7-12
8/24/2012	Urbanek	Matthew	MA	367913	Social Studies -ALL-	7-12
8/23/2013	Coddington	Michael	MA+40	433517	Physical Education	K-12
8/23/2013	Coddington	Michael	MA+40	433517	Developmental/Adapted Physical Ed.	Pre K-12
8/23/2013	Dyrhaug	Kristin	MA	448352	Emotional Behavior Disorders	K-12
8/23/2013	Kilgren	Kristin	MA	417661	Elementary Education	K-6
8/23/2013	Kilgren	Kristin	MA	417661	Visual Arts	K-12
8/23/2013	Rasmussen	Ryan	MA	469146	Social Studies -ALL-	7-12
8/23/2013	Spies	Michelle	MA+30	368560	English/Language Arts	7-12
8/15/2014	Bahn	Jennifer	MA	417579	Elementary Education	K-6

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/15/2014	Bahn	Jennifer	MA	417579	Social Studies -ALL-	5-8
8/15/2014	Dietz	Nicole	MA	476445	Elementary Education	K-6
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Mangone	Michael	BA	480607	Communication Arts/Literature	5-12
8/15/2014	Mangone	Michael	BA	480607	Social Studies -ALL-	5-12
8/15/2014	Mangone	Michael	BA	480607	Business	5-12
8/15/2014	McClellan	Stephen	MA+10	364222	Industrial Arts	5-12
8/15/2014	Reinholt	Meghan	MA	471081	Elementary Education	K-6
8/15/2014	Sand	Ozzie	MA	463278	Physical Education	K-12
8/15/2014	Sand	Ozzie	MA	463278	Learning Disabilities	K-12
8/15/2014	Sand	Ozzie	MA	463278	Health Education	5-12
8/15/2014	Stensland	Tamra	MA+10	372089	Elementary Education	1-6
8/15/2014	Stensland	Tamra	MA+10	372089	Learning Disabilities	K-12
8/15/2014	Stensland	Tamra	MA+10	372089	Autism Spectrum Disorders	K-12
8/15/2014	Weiers	Laura	MA+20	372613	Life Sciences	7-12
8/15/2014	Weiers	Laura	MA+20	372613	Science 5-9	5-9
8/15/2014	Weiers	Laura	MA+20	372613	Chemistry	9-12
8/15/2015	Warden	Haley	BA	481965	Elementary Education	K-6
8/15/2015	Warden	Haley	BA	481965	Learning Disabilities	K-12
8/15/2015	Warden	Haley	BA	481965	Early Childhood Education	B-Grade 3
8/27/2015	Elliott	Nicole	MA	482456	Science 5-8	5-8
8/27/2015	Heller	Brian	MA	408618	Health Education	5-12
8/27/2015	Heller	Brian	MA	408618	Physical Education	K-12
8/27/2015	Heller	Brian	MA	408618	Developmental/Adapted Physical Ed.	Pre K-12
8/27/2015	Holbeck	Maggie	BA	489544	English as a Second Language	K-12
8/27/2015	Meyer	Chelsey	MA	484641	School Counselor	K-12
8/27/2015	Wyckoff	Lisa	MA+20	419118	Emotional Behavior Disorders	K-12
8/27/2015	Wyckoff	Lisa	MA+20	419118	Learning Disabilities	K-12
8/26/2016	Beckman	Steven	BA	466892	Social Studies -ALL-	5-12
8/26/2016	Flicek	Brittany	MA	471392	Autism Spectrum Disorders	B-12
8/26/2016	Flicek	Brittany	MA	471392	Development Disabilities	K-12
8/26/2016	Hamer	Tatiana	MA+40	417597	School Counselor	K-12
8/26/2016	Hamer	Tatiana	MA+40	417597	English as a Second Language	K-12
8/26/2016	Hyatt	Ashley	BA+10	488515	Science 5-8	5-8
8/26/2016	Hyatt	Ashley	BA+10	488515	Life Sciences	9-12
8/26/2016	Hyer	Kelly	MA	418138	Science 5-8	5-8
8/26/2016	Hyer	Kelly	MA	418138	Elementary Education	K-6
8/26/2016	McKnight	Kathryn	MA	492888	Vocal and Classroom Music	K-12
8/26/2016	Vollbrecht	Rachel	BA+20	459768	Development Disabilities	K-12
8/26/2016	Vollbrecht	Rachel	BA+20	459768	Early Childhood Special Education	B-Age 6
1/3/2017	Langheim	Nicole	BA	498933	Public School Nurse	Pre K-12
1/3/2017	Menden	Laura	BA	475859	Public School Nurse	Pre K-12
3/7/2017	Arnold	Brandon	BA	498673	Elementary Education	K-6
8/25/2017	Aamlid	Leah	MA	486001	Elementary Education	K-6
8/25/2017	Aamlid	Leah	MA	486001	Early Childhood Education	B-Grade 3
8/25/2017	Kusske	Anthony	MA	454172	Physical Education	K-12
8/25/2017	Kusske	Anthony	MA	454172	Health Education	5-12
8/25/2017	Peters	Shane	MA	390404	Mathematics	7-12

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/25/2017	Peters	Shane	MA	390404	Mathematics	Middle S
8/25/2017	Peters	Shane	MA	390404	Social Studies -ALL-	Middle S
8/25/2017	Pivec	Megan	MA	488494	Communication Arts/Literature	5-12
8/25/2017	Theis	Laura	MA	69787	Elementary Education	K-6
8/25/2017	Theis	Laura	MA	69787	Pre-Pimary	Age 3-PreK
8/25/2017	Walerius	Kelley	BA	493237	Physical Education	K-12
8/25/2017	Walerius	Kelley	BA	493237	Health Education	5-12
8/23/2018	Curren	Sarah	MA	510014	Speech-Language Pathologist	PreK-12
8/23/2018	Hoffman	Jessica	BA	483410	Elementary Education	K-6
8/23/2018	Houle	Rachel	BA+10	486339	Elementary Education	K-6
8/23/2018	Houle	Rachel	BA+10	486339	Emotional Behavior Disorders	K-12
8/23/2018	Houle	Rachel	BA+10	486339	Learning Disabilities	K-12
8/23/2018	Houle	Rachel	BA+10	486339	Autism Spectrum Disorders	B-12
8/23/2018	Munson	Kelsey	BA	505634	Visual Arts	K-12
8/23/2018	Olson	Kendra	MA	480068	Spanish	K-12
8/23/2018	Pederson	Anna	BA	492210	Academic and Behavioral Strategist	K-12
8/23/2018	Reger	Eric	BA	496421	Academic and Behavioral Strategist	K-12
8/23/2018	Schipper	Margaret	BA+40	418832	Elementary Education	K-6
8/23/2018	Schipper	Margaret	BA+40	418832	Science 5-8	5-8
8/23/2018	Schipper	Margaret	BA+40	418832	Life Sciences	9-12
8/23/2018	Willaert	Leo	BA+10	478501	Technology	5-12
10/8/2018	Kusske	Jennifer	MA+10	438829	School Counselor	K-12
10/8/2018	Kusske	Jennifer	MA+10	438829	Mathematics	5-12
4/1/2019	Buesgens	Mark	MA+40	292140	Coaching	7-12
4/1/2019	Buesgens	Mark	MA+40	292140	Mathematics	7-12
8/23/2019	Beckman	Elizabeth	MA	465631	Communication Arts/Literature	5-12
8/23/2019	Burr	Jamie	MA+30	1002034	School Psychologist	PreK-12
8/23/2019	Buthe	Chase	MA	485288	Emotional Behavior Disorders	K-12
8/23/2019	Buthe	Chase	MA	485288	Learning Disabilities	K-12
8/23/2019	Buthe	Chase	MA	485288	Developmental Disabilities	K-12
8/23/2019	Buthe	Chase	MA	485288	Academic and Behavioral Strategist	K-12
8/23/2019	Christensen	Kelsey	BA	494461	Communication Arts/Literature	5-12
8/23/2019	Eddington	Tracy	MA+40	373389	School Psychologist	PreK-12
8/23/2019	Goehring Anderson	Gina	MA	463048	Elementary Education	K-6
8/23/2019	Goehring Anderson	Gina	MA	463048	Communication Arts/Literature	5-8
8/23/2019	Hess-Norskog	Stacey	MA		Occupational Therapist	
8/23/2019	Johnson	Lindsay	MA	461130	Elementary Education	K-6
8/23/2019	Larson	Adam	MA	408257	Physical Education	K-12
8/23/2019	Larson	Adam	MA	408257	Elementary Education	1-6
8/23/2019	Larson	Adam	MA	408257	Developmental/Adapted Physical Ed.	K-12
8/23/2019	Lhotka	Alicia	BA	1000690	Elementary Education	K-6
8/23/2019	Lhotka	Alicia	BA	1000690	Mathematics	5-8
8/23/2019	O'Brien	Sean	BA	502540	Social Studies -ALL-	5-12
8/23/2019	Rothmeier	Kacie	BA	1000513	Family and Consumer Sciences	5-12
8/23/2019	Rydberg	Rachel	MA+40	474561	School Social Worker	PreK-12
8/23/2019	Schulz	Britney	BA	1000311	Elementary Education	K-6
8/23/2019	Soine	Taylor	BA	1001311	Elementary Education	K-6

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2019-2020

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/23/2019	Steele	Evan	BA	512685	Chemistry	9-12
8/23/2019	Steele	Evan	BA	512685	Science 5-8	5-8
8/23/2019	Steele	Nathan	BA	1000305	Elementary Education	K-6
8/23/2019	Thietje	Tobias	BA+30	447158	Vocal and Classroom Music	K-12

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER PART TIME SENIORITY LIST
2019-2020

The Minnesota Department of Education website was referenced when creathing this list and only active licensures will be listed.

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
7/6/1993	Miller	Sarah	MA+20	346332	Social Studies -ALL-	Middle S
7/6/1993	Miller	Sarah	MA+20	346332	Elementary Education	1-6
4/7/1999	Nefstead	Molly	MA	379909	School Social Worker	Pre K-12
8/27/2001	Jans	Anne	MA	393758	Home Economics	7-12
8/27/2001	Jans	Anne	MA	393758	Family and Consumer Sciences	5-12
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Milawski	Renae	MA+20	419507	Communication Arts/Literature	5-8
8/23/2004	Milawski	Renae	MA+20	419507	Reading	K-12
8/23/2004	Milawski	Renae	MA+20	419507	Elementary Education	1-6
8/25/2006	Paulsen	Travis	MA	430543	Business	5-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/28/2009	Cederstrom	Tracy	MA	395159	Vocal and Classroom Music	K-12
8/28/2009	Cederstrom	Tracy	MA	395159	Instr (Band/Orch) and Classroom Music	K-12
8/26/2011	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/26/2011	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/24/2012	Egger	Elizabeth	MA	427365	Vocal and Classroom Music	K-12
8/23/2013	Kilgren	Kristin	BA+20	417661	Elementary Education	K-6
8/23/2013	Kilgren	Kristin	BA+20	417661	Visual Arts	K-12
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Rance	Jessica	MA	447180	Elementary Education	K-6
8/27/2015	Rakers	Kiirsten	MA+40			
8/26/2017	Ohme	Kylee	MA	447892	Mathematics	5-8
8/26/2017	Ohme	Kylee	MA	447892	Elementary Education	K-6
1/3/2017	Langheim	Nicole	BA	498933	Public School Nurse	Pre K-12
1/3/2017	Menden	Laura	BA	475859	Public School Nurse	Pre K-12
8/26/2019	Aldrich	Bryan	BA+30	300648	Physical Sciences (Physics & Chem)	7-12

EMPLOYEE DATA SHEET

Employee:	Lindsey Mitchell	**Date Offer Accepted:**	1/21/2020
Job Title:	LTS - Teacher, English	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Full-time
Hiring Supervisor:	Ben Bakeberg	**Location:**	Middle School

PERSONNEL ACTION

New Hire	X	**Replacement For**	Kaylee Doherty	**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Colorado Christian University	Lakewood, Colorado	English/Secondary Ed	Bachelors of Arts, 5/2019	8/2015 - 5/2019

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date
5-12 Communication Arts/Literature	PELSB	09/11/2019	06/30/2022

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Shakopee Public Schools	LTS- English Teacher	Implement shared 8th grade curriculum for two accelerated classes and 2 co-taught classes with a special education teacher	09/2019 - 12/2019

Beginning Contract Date:	2/18/2020	**Ending Contract Date:**	6/5/2020

Note: Leave of absence for Kaylee Doherty.

Brief Description of Previous Experience: Lindsey served as an 8th grade language arts long term sub at Shakopee West Middle School. She has experience working as a personal care assistant with students and adults.

JORDAN PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT #717
NEW TEACHER CONTRACT

The School Board of Independent School District No. 717 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **Lindsey Mitchell**, a legally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as for the - school year.

1. Basic Services:

Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.

2. Duration:

This contract covers the time period of **2/18/2020** through **6/5/2020.** Dates of assignment are approximate and may change due to licensure requirements and potential assignment changes.

3. Duty Year:

Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.

4. Additional Assignments:

The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.

5. Salary:

In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE: 1.0

Lane: BA

Step: 1

Days/Year: 186

Base Salary: $242.01/day

Employee Signature: Lindsey Mitchell

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____

EMPLOYEE DATA SHEET

Employee:	Nicholas Dahlen	**Date Offer Accepted:**	1/20/2020
Job Title:	Coach, Baseball 7th Grade	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Seasonal
Hiring Supervisor:	Joe Perkl	**Location:**	Middle School

PERSONNEL ACTION

New Hire	X	**Replacement For**	Jacob Allen	**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Bemidji State University	Bemidji, MN	Elementary Ed	Bachelors	1998-2003
St. Mary's University	Winona, MN	Teaching and Learning	Masters	2006-2007

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Shakopee Public Schools	Baseball Coach	Coaching duties	2003-2015
Shakopee Public Schools	Teacher		2003-2015

Beginning Contract Date:	3/23/2020	**Ending Contract Date:**	5/16/2020

Brief Description of Previous Experience: Nick has 12 years of baseball coach experience.

JORDAN

Extra-Curricular Assignment
2019-2020

To: Nicolas Dahlen

You have been assigned the following extra-curricular assignment:

Assignment: 7th Grade Baseball

Group: 6

Year Started: 2020

Longevity: 0 years

Location: JMS

Stipend Paid: $1,770

Longevity: $0.00

Total Stipend to be paid: $1,770

In consideration thereof, the School Board agrees to pay said employee a fixed stipend based on the information above.

Employee Signature: _____ Date: 1-29-20

Activities Director Signature: _____ Date: _____

EMPLOYEE DATA SHEET

Employee:	Travis Fremming	**Date Offer Accepted:**	9/28/2019
Job Title:	Front Desk Assistant	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	Andi Nold	**Location:**	CERC

PERSONNEL ACTION

New Hire	X	**Replacement For**		**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Apple Valley High School	Apple Valley, MN	High school	Diploma June 1992	1988- 19992

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
TAP QA	Manager Quality Assurance	quality assurance	currently employed

Beginning Contract Date:	1/12/2020	**Ending Contract Date:**	

Brief Description of Previous Experience: customer service, computer work, assessing quality

717 JORDAN PUBLIC SCHOOLS

2019-2020 COMMUNITY EDUCATION
NOTICE OF ASSIGNMENT

DATE: 1/29/2020

NAME: TRAVIS FREMMING **EMPLOYEE ID: 3668**

LOCATION: COMMUNITY EDUCATION AND RECREATION

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Grade	Step	Hourly Rate
Front Desk Assistant	*Varies*	2	1	$13.47

Employee Signature

EMPLOYEE DATA SHEET

Employee:	Jordan Lamberson	**Date Offer Accepted:**	2/24/2020
Job Title:	Front Desk Assistant	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	Andi Nold	**Location:**	CERC

PERSONNEL ACTION

New Hire	X	**Replacement For**		**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Farmington High School	Farmington, MN	High School		currently attending

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Rademacher's Fresh Market	Cashier	provided customer service, bagged groceries, worked at register	04/2018 present

Beginning Contract Date:	1/29/2020	**Ending Contract Date:**	

Brief Description of Previous Experience: Customer Service

717 JORDAN PUBLIC SCHOOLS

2019-2020 COMMUNITY EDUCATION
NOTICE OF ASSIGNMENT

DATE: 1/29/2020

NAME: JORDAN LAMBERSON **EMPLOYEE ID: 3643**

LOCATION: COMMUNITY EDUCATION AND RECREATION

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Grade	Step	Hourly Rate
Front Desk Assistant	*Varies*	4	1	$10.00

Jordan Lamberson

Employee Signature

EMPLOYEE DATA SHEET

Employee:	Abigail Vizenor	**Date Offer Accepted:**	11/03/2019
Job Title:	Front Desk Assistant	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	Andi Nold	**Location:**	CERC

PERSONNEL ACTION

New Hire	X	**Replacement For**		**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Jordan High School	Jordan,, MN	High School		currently attending

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed

Beginning Contract Date:	11/11/2019	**Ending Contract Date:**	

Brief Description of Previous Experience:

717 JORDAN PUBLIC SCHOOLS

2019-2020 COMMUNITY EDUCATION
NOTICE OF ASSIGNMENT

DATE: 1/14/2020

NAME: ABIGAIL VIZENOR **EMPLOYEE ID: 3663**

LOCATION: COMMUNITY EDUCATION AND RECREATION

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Grade	Step	Hourly Rate
Front Desk Assistant	*Varies*	4	1	$10.00

Abby Vizenor

Employee Signature

EMPLOYEE DATA SHEET

Employee:	Kristin Hagan	**Date Offer Accepted:**	1/21/2020
Job Title:	Tutor	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Temporary
Hiring Supervisor:	Steven Jensen	**Location:**	Community Education

PERSONNEL ACTION

New Hire	X	**Replacement For**		**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
University of Minnesota	Minneapolis, MN	Computer Engineering	Computer Engineer 12/1999	1995-1999

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Self	Homeschool Mom	Home schooling	2006-2019

Beginning Contract Date:	1/22/2020	**Ending Contract Date:**	

Brief Description of Previous Experience: Engineer

717 JORDAN PUBLIC SCHOOLS

2019-2020 COMMUNITY EDUCATION
NOTICE OF ASSIGNMENT

DATE: 1/22/2020

NAME: KRISTIN HAGEN **EMPLOYEE ID: 3639**

LOCATION: COMMUNITY EDUCATION AND RECREATION

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Grade	Step	Hourly Rate
Tutor	*Varies*	N/A	N/A	$25.00

Kristin Hagen
Employee Signature

EMPLOYEE DATA SHEET

Employee:	Kristina Stresnak	**Date Offer Accepted:**	2/3/2020
Job Title:	Building Nurse	**Indicate:** Full-time/Part-time/ Seasonal/Temporary	Full-time
Hiring Supervisor:	Chad Williams	**Location:**	Middle School

PERSONNEL ACTION

New Hire	X	**Replacement For**	Michelle Gremscheid	**Change**		**Additional Assignment**	

EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Hennepin Technical College		LPN- Technical Cert.	12/2016	6/14-12/16

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date
LPN - Tech. Certificate	Hennepin Technical College	12/16	NA

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Park Nicollet - Prior Lake	LPN	Gather and recording patient vitals, documenting health information, allergy injections, starting iVs, assisting with medical procedures, etc.	1/17-8/18
Allina Health	LPN	Gathering and reporting patient vitals and signs, documenting symptoms and concerns, working on patient records, administrating vaccinations and medications, responding to emergency situations, etc.	10/19-current

Beginning Contract Date:	2/10/2020	**Ending Contract Date:**	

Brief Description of Previous Experience: Kristina has worked for the past few years as an LPN demonstrating the same job requirements as a building nurse. She has the background and expertise that fits a school building nurses job requirements.

717 JORDAN PUBLIC SCHOOLS

2019-2020 BUILDING NURSE NOTICE OF ASSIGNMENT

DATE: 1/22/2020

NAME: KRISTINA STRESNAK **EMPLOYEE ID: 3680**

LOCATION: MIDDLE SCHOOL

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Grade	Step	Hourly Rate
Building Nurse	*7*	1	3	$21.86

K. Stresnak

Employee Signature

EXECUTIVE SUMMARY: 2020 REVISED BUDGET

DIRECTOR OF FINANCE: AMY HAFEMANN

The attached spreadsheets are summaries of a Revised Budget for each of the funds.

- General Fund
    - These numbers are only a projection based on the information at this current time
        - Revenue
            - Based on 1,900 Adj Adms (includes 20 ECSE students, 1,867 students served, and 13 tuitioned students (less than originally predicted in the Adopted Budget)
            - Project to receive more in State Spec Ed Aid
            - Received an addt'l $63,000 in Safe School $s in the form of state aid
        - Expenditures
            - Contract negotiations year for bargaining units - increase higher than anticipated
            - Care & Treatment/Homeless transportation increase
            - Foster Care transportation increase
            - Changing JHS to LED lighting (costs are coming out of LTFM $s, but should see a decrease in utility costs (utility costs are paid out of Unassigned accounts). Savings should eventually be seen in the Unassigned Fund Balance
        - Will also do another Revised Budget in May or early June.
            - There will be a better year end forecast at that time
            - Numbers will change before that time. Factors including:
                - Snow plowing may not be as much as projected
                - There may or may not be greater/less expenditures
                - Utility costs may increase/decrease

- Fund 02 - Food Service
    - These numbers are only a projection and may change by June 30th
    - This projection shows the Food Service Fund Balance growing

- Fund 04 - Community Education
    - These numbers are only a projection and will likely change by June 30th
        - Overall, this shows Com Ed over spending by 16,000
            - This is a very rough estimate because Com Ed will get a large portion of revenue in spring (spring catalog) and June (kids co - all day)
- Fund 06 - Construction
    - No change from adopted budget-$s remaining are COP funds. A portion of these funds will be used for the soil borings that were collected this past fall

- Fund 07 - Debt Service
    - No change from adopted budget

- Fund 20 - Self-Insured Dental
    - No change from adopted budget

JORDAN PUBLIC SCHOOLS

General Fund Budget
2019-20 School Year

	2018-2019 Actuals		2019-2020 Adopted Budget	2019-2020 Revised Budget-Jul19
BEGINNING FUND BALANCE, JUNE 30	**$ 2,190,561**		**2,439,336**	**2,439,336**
REVENUES:				
Local Sources	2,793,896		2,781,760	2,864,741
State Sources-	17,927,951		17,413,056	17,501,552
Federal Sources	560,529		505,000	500,033
Local Sales and Reimbursements	68,427		38,900	47,600
Other Finance Sources	108,840			
Student Activity Accounts			**205,000**	
TOTAL REVENUES	**$ 21,459,643**		**$ 20,943,716**	**$ 20,913,926**
EXPENDITURES:				
Salaries and Wages	12,182,666		12,733,643	12,936,271
Employee Benefits	3,049,742		3,156,991	3,366,712
Purchased Services	3,574,436		3,352,777	3,532,286
Supplies and Materials	740,334		654,083	674,652
Capital Expenditures	829,591		826,002	899,750
Debt Service			-	-
Other Expenditures	834,100		99,458	96,023
Student Activity Accounts-Expenditures			**100,000**	
TOTAL EXPENDITURES	**$ 21,210,869**		**$ 20,922,953**	**$ 21,505,694**
SURPLUS OR (DEFICIT)	**$ 248,775**		**$ 20,763**	**$ (591,768)**
ENDING FUND BALANCE, JUNE 30	**$ 2,439,336**		**$ 2,460,099**	**$ 1,847,568**
Analysis of Equity Balances as of:	06/30/19		6/30/2020	6/30/2020
Nonspendable	25884.23		25,000	25000
Restricted/Reserved				
Staff Development	16,238		10,000	792
Health & Safety-ends FY2019	-		-	
LTFM	79,479		50,000	1000
Learning and Development	51,867		1,000	0
Achievement & Integration	-		-	
Area Learning Center	69,846		7,500	30000
Gifted and Talented	18,535		5,000	5000
Basic Skills	19,156		-	0
Basic Skills - Extended time	9,091		-	17728
Operating Capital	26,699		15,000	0
Safe Schools	(78,486)		(85,000)	(50,000)
Career & Technical	-			
Medical Assistance	48,811		5,000	5000
Teacher Dev & Evaluation	30,485		29,700	29700
Student Activity Accounts(Restricted)			**105,000**	
Total Restricted/Reserved	**291,719**		**143,200**	**39,220**
Unassigned	2,121,733		2,291,899	1,783,348
Total Equity Balances	2,439,336		2,460,099	1,847,568

717 JORDAN PUBLIC SCHOOLS

FOOD SERVICE
2019-2020 School Year

	2018-2019 Audited Actuals	2019-2020 Adopted Budget	2019-2020 Revised Budget
FUND BALANCE, JUNE 30	**$ 32,845**	**0**	**0**
REVENUES:			
Revenues: State - Fed - Local Sources	$ 987,980	995470	995470
TOTAL REVENUES	**$ 987,980**	**$ 995,470**	**$ 995,470**
EXPENDITURES:			
Salaries and Wages	$ 359,913	349,000	366,736
Employee Benefits	72,459	72,200	70,520
Purchased Services	77,717	64,125	64,540
Supplies and Materials	502,376	503,800	482,656
Capital Expenditures	14,981	5,900	-
Other Expenditures	969	1,000	750
TOTAL EXPENDITURES	**$ 1,028,415**	**$ 996,025**	**$ 985,202**
SURPLUS OR (DEFICIT)	**$ (40,435)**	**$ (555)**	**$ 10,268**
FUND BALANCE, JUNE 30	**$ (0)**	**$ (555)**	**$ 10,268**

JORDAN PUBLIC SCHOOLS

COMMUNITY EDUCATION
2018-2019 SCHOOL YEAR

	2018-2019 Audited Actuals	2019-20 Adopted Budget	2019-20 Revised Budget
TOTAL FUND BALANCE, JUNE 30	**$ 290,101**	**$ 348,540**	**$ 348,540**
REVENUES:			
Local Sources	$ 1,340,923	$ 1,236,699	$ 1,321,020
State Sources	147,026	143,967	143,967
Federal Sources	-		
Local Sales and Reimbursements	191,864	200,500	191,000
TOTAL REVENUES	**$ 1,679,813**	**$ 1,581,166**	**$ 1,655,987**
EXPENDITURES:			
Salaries and Wages	$ 1,004,366	$ 994,925	$ 1,057,222
Employee Benefits	201,112	202,439	224,511
Purchased Services	247,532	226,310	249,297
Supplies and Materials	106,770	86,650	86,200
Capital Expenditures	23,878	13,900	17,170
Other Expenditures	37,717	38,475	37,800
TOTAL EXPENDITURES	**$ 1,621,375**	**$ 1,562,699**	**$ 1,672,200**
SURPLUS OR (DEFICIT)	**$ 58,438**	**$ 18,467**	**$ (16,213)**
FUND BALANCE, JUNE 30	**$ 348,539**	**$ 367,007**	**$ 332,327**
Analysis of Equity Balances as of:	6/30/2019	6/30/2020	6/30/2020
Nonspendable	2,288	1,000	1,000
Reserved for Community Education	(59,793)	(59,793)	(54,000)
Reserved for ECFE	56,595	56,595	52,000
Reserved for School Readiness	292,370	292,370	287,000
Reserved/Restricted	289,173	289,173	285,000
Reserved for Other Purposes	57,079	76,834	46,327
Total Equity Balances	$ 348,540	$ 367,007	$ 332,327

717 JORDAN PUBLIC SCHOOLS

CONSTRUCTION FUND

	2018-2019 Audited Actuals	2019-2020 Adopted Budget	2019-2020 Revised Budget
TOTAL FUND BALANCE, JUNE 30	**$ 176,725**	**$ 53,584**	**$ 53,584**
REVENUES:			
Revenue - bldg const fund	$ 3,204	$ 400	$ 400
TOTAL REVENUES	**$ 3,204**	**$ 400**	**$ 400**
EXPENDITURES:			
Bldg Fund Expenses	$ 126,345	$ 20,000	$ 20,000
TOTAL EXPENDITURES	**$ 126,345**	**$ 20,000**	**$ 20,000**
SURPLUS OR (DEFICIT)	**$ (123,141)**	**(19,600)**	**(19,600)**
FUND BALANCE, JUNE 30	**$ 53,584**	**$ 33,984**	**$ 33,984**

717 JORDAN PUBLIC SCHOOLS

DEBT SERVICE
2018-2019 SCHOOL YEAR

	2018-2019 Audited Actuals	2019-2020 Adopted Budget	2019-2020 Revised Budget
TOTAL FUND BALANCE, JUNE 30	**$ 19,145,767**	**$ 19,840,594**	**$ 19,840,594**
REVENUES:			
Local Sources	$ 4,283,621	$ 3,343,610	$ 3,343,610
State Sources	192,046	23,999	23,999
Sale of Bonds	-		
TOTAL REVENUES	**$ 4,475,667**	**$ 3,367,609**	**$ 3,367,609**
EXPENDITURES:			
Debt Service Expenditures	$ 3,780,840	$ 3,388,840	$ 3,388,840
TOTAL EXPENDITURES	**$ 3,780,840**	**$ 3,388,840**	**$ 3,388,840**
SURPLUS OR (DEFICIT)	**$ 694,827**	**$ (21,231)**	**$ (21,231)**
FUND BALANCE, JUNE 30	**$ 19,840,594**	**$ 19,819,363**	**$ 19,819,363**

717 JORDAN PUBLIC SCHOOLS

DENTAL INS-SELF INS FUND

	2018-2019 Audited Actuals	2019-2020 Adopted Budget	2019-2020 Revised Budget
TOTAL FUND BALANCE, JUNE 30	**$ -**	**$ 23,644**	**$ 23,644**
REVENUES:			
Revenue - Dental Ins Premiums	$ 134,732	$ 105,600	$ 105,600
TOTAL REVENUES	**$ 134,732**	**$ 105,600**	**$ 105,600**
EXPENDITURES:			
Expenditures-Dental Ins Fees & Claims	$ 111,088	100,000	100,000
TOTAL EXPENDITURES	**$ 111,088**	**$ 100,000**	**$ 100,000**
SURPLUS OR (DEFICIT)	**$ 23,644**	**5,600**	**5,600**
FUND BALANCE, JUNE 30	**$ 23,644**	**$ 29,244**	**$ 29,244**

JORDAN PUBLIC SCHOOLS

FIELD TRIP REQUEST FORM

☐ Day Field Trip
(Submit 30 days in advance)

x Overnight/Extended Field Trip **(Requires Board Approval)**
(Submit 60 days in advance)

Procedures:

- ☐ Check with the main office to confirm the date of the trip
- ☐ Complete this form, include an itinerary, and submit to principal for approval
- ☐ Arrange appropriate transportation
- ☐ Arrange parent/guardian chaperones, if necessary, and notify them of trip information
- ☐ Have chaperones complete a volunteer background check
- ☐ Email appropriate support staff, SPED teachers, specialists, kitchen staff

ght/Extended Procedures:

- ☐ Check with the main office to confirm the date of the trip
- ☐ Complete this form, include an itinerary, submit to Principal for approval, and wait for board approval
- ☐ Arrange appropriate transportation/lodging **(do not book until board approval is given)**
- ☐ Arrange parent/guardian chaperones, if necessary, and notify them of trip information
- ☐ Have chaperones complete a background check
- ☐ Email appropriate support staff, SPED teachers, specialists, kitchen staff

Name of Group: **Jordan Girls Golf**	Date of trip: **May 8th-9th**
Destination: **Dacotah Ridge Golf Course**	Amount charged to students: **0$**
Trip Supervisor: **Ozzie Sand**	Cell phone #: **507-272-1787**
Number of Adults: **Two**	Number of Students: **6**
Depart from School: **Friday May 8th @ 9:00am**	Estimated time of return: **Saturday 12th @ 4:00pm**
Transportation Type: **School Van**	Lodging: **Jackpot Junction Casino Hotel** **Address: 39375 County Rd 24, Morton, MN 56270**
Transportation Cost Total: **We will be taking the school van with a gas estimate of $40.**	Field Trip Cost Total: • **Hotel Rooms: $348** • **Two Meals: $270**

- Learning Objectives / Educational Purposes:
  Varsity Girls Golf Meet

- Outcomes students will gain from this trip:
  Allows the team to compete against high level competition to prepare for section and state play.

- Educational alternatives with similar outcomes for students who do not attend:

- Review / Evaluation upon returning to school:

Trip Supervisor Signature — Date: 1/10/20

☒ Approved ☐ Denied

Administrator Signature — Date: 1/10/20

ADDITIONAL INFORMATION FOR OVERNIGHT / EXTENDED FIELD TRIPS

- If associated with a class, describe plans to ensure quality instruction for members of the class not participating in the trip. Attach additional pages if necessary.

- Describe plans to inform and involve parents/guardians and secure their approval. Attach copies of information and permission documents.
  Parents will be informed at the Spring PAC meeting.

- Describe steps taken to inform and assist disadvantaged students participating in the trip:

- List all expected expenditures (substitute teachers, salary, stipends, food, transportation, lodging, admissions, etc.)

- List any paraprofessional need; type of paraprofessional and their expected role (do not list confidential student(s) names on this form)

- If fund raising activities are part of financing, briefly describe fundraising plans and attach a copy of the fundraising request.

- Describe how funds will be collected.
  Funds will come from the Jordan Golf Booster Account

- Adults accompanying students on the trip:

Name:	Status: Teacher, parent/guardian, etc.
Ozzie Sand	**Head Girls Coach**
Beth Oehlerking	**Parent**

Administrator Signature — Date: 1/10/20

Superintendent Signature — Date:

School Board Signature Date

ARTICLE 16
UNREQUESTED LEAVE OF ABSENCE (ULA) AND SENIORITY ~~POLICY~~AGREEMENT

Section 1. Purpose: The purpose of this ~~policy~~ article is to implement the provisions of M.S. 122A.40, Subd. 10, which ~~policy~~article, when adopted, shall constitute a plan for unrequested leave because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of districts.

Section 2. Definitions:

~~Subd. 1.~~ For purposes of this ~~policy~~article, the terms defined shall have the meaning respectively ascribed to them.

Subd. ~~2~~1. Teacher: "Teacher" means a member of the appropriate unit as defined in this Contract.

Subd. ~~3~~2. Qualified: "Qualified" shall mean a teacher who is certified and has either taught within this area of certification as a Jordan staff member within the last ten (10) years or has taken course work within this area of ~~certification~~ certification.~~on the following basis:~~

~~a. For the Seniority List published for the year 1974-75, three (3) quarter credits.~~

~~b. For the Seniority List published for the year 1975-76, six (6) quarter credits.~~

~~c. For the Seniority List published for the year 1976-77, nine (9) credits and thereafter three (3) quarter credits for each year of subsequent service in the School District.~~

Subd. ~~4~~3. Seniority: ~~"Seniority" means the number of days of continuous service in District 717 (excluding summer sessions, extended employment, etc.) by a continuing teacher contract commencing with the first day of actual service in the School District. While the School District may elect to place a probationary teacher on unrequested leave, it retains all its rights to dismiss a probationary teacher pursuant to M.S. 122A.40, or its successor statute, as it sees fit. Its decision to dismiss pursuant to M.S. 122A.40, or its successor statute, shall not be subject to the grievance procedure.~~ Seniority applies only to Tier 3 and Tier 4 qualified teachers and commences with the first day of continuous teaching service in the School District. Teachers teaching less than a full contract day or year shall accrue seniority in their existing assignments, but shall not be able to either displace full-time teachers or claim full-time positions that may become vacant.

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In determining the length of seniority, a teacher whose employment has been legally terminated by resignation, or termination pursuant to M.S. 122A.40, but whose employment was subsequently reinstated by the action of the School District and the teacher, without interruption of regular service, shall retain his/her seniority.

Subd. ~~5~~4. School Board: "School Board" means the local governing board of the School District.

Section 3. Unrequested Leave of Absence:

Subd. 1. Terms: ~~-~~ The School District may place on unrequested leave of absence for a period not to exceed four (4) calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation with another district or districts after which the right to reinstatement shall terminate provided the teacher's right to reinstatement shall also terminate if the teacher fails to file a written statement requesting reinstatement with the Superintendent by April 1st of each year. ~~Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed between the teacher and the School District.~~

Subd. 2. Notice: ~~Teachers to be placed on unrequested leave of absence shall be entitled to the notice and hearing rights specified in M.S. 122A.40.~~ Continuing contract teachers: A teacher who has acquired continuing contract rights must not be placed on unrequested leave of absence (ULA) while Tier 1 – licensed, Tier 2 – licensed, Tier 3 licensed or probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed. Tier 3 and 4 continuing contract teachers shall be placed on unrequested leave of absence in inverse order of seniority as calculated by the most recent date of hire as a licensed teacher with the exception of those teachers in whom the District has invested funds to send to specialized training or who have been hired with specialized academic training as a CIS~~, CE, or AP~~ or CE certified teacher. Teachers placed on ULA who have more seniority than another teacher in the same subject field, but do not have approval to teach CIS or CE courses, must receive notice by February 15th of that year that they are being proposed for ULA due to the fact that another teacher has been approved to teach CIS or CE courses. The teacher being proposed for ULA has until March 15th to notify the district of their ability to obtain certification to teach the CIS or CE course/s in question the following school year, and thus avoid ULA.

Commented [MH10]: This is the District's proposed language and we haven't yet reached a TA on it as it is tied to discussions related to Section 3, Subd. 1, 2, and 3.

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Commented [MH11]: This is EMJ's proposed language and we haven't yet reached a TA on it as it is tied to discussions related to Section 3, Subd. 1, 2, and 3.

Commented [MH12]: This is language the District has proposed. The wording is to be worked on jointly by Amy and Matt prior to the next meeting.

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Subd. 3. Placement: ~~Teachers placed on unrequested leave shall be done in inverse order of seniority in the areas which teachers are certified and qualified. No teacher shall be placed on unrequested leave if there is any other qualified teacher with less seniority. No teacher may displace a certified employee of the School District who is not a member of the bargaining unit.~~ Exceptions for licensure: Notwithstanding the provisions above, a teacher is not entitled to exercise any seniority when that exercise results in that teacher being retained by the district in a field for which the teacher holds only a provisional license, as defined by PELSB, unless that exercise of seniority results in the placement of unrequested leave of absence of another teacher who also holds a provisional license in the same field.

Subd. 4. Affirmative Action Program: The provisions herein shall not apply it if will result in any violation of the District's affirmative action program which shall include ethnic, race, color or sex, and any person employed in an affirmative action program may be retained in the same field or subject matter of a teacher with greater seniority if it is necessary to effectuate the purposes of such affirmative action programs.

Subd. 5. Tie Breaker: If there are teachers with identical seniority, the teacher or teachers to be placed on unrequested leave shall be those with fewer total years of teaching in public or private schools. If, after the application of the above criteria, there is still a tie, the teacher or teachers to be placed on unrequested leave shall be determined by the teacher or teachers having the higher license number being placed on unrequested leave first.

Subd. 6. Years of Service: Any teacher placed on such leave may engage in teaching or any other occupation during such period, and may be eligible for unemployment compensation if otherwise eligible under that law for such compensation, and such leave will not result in a loss of credit for years of service in the district earned prior to the commencement of such leave if the teacher is reinstated.

~~Subd. 7.~~ Teachers on authorized leaves, including unrequested leave, shall continue to accrue seniority credit for the period of time spent on leave, up to the total of four (4) years.~~.~~

Section 4. Reinstatement:

Subd. 1. Process: No new teacher shall be employed by the School District while any qualified teacher is on unrequested leave of absence in the same field or subject matter. Teachers placed on unrequested leave of

Commented [MH13]: We need to review the provisional license concept after 2020 when it no longer is applicable. Matt is wondering if we need to put in the term "exception" since that is the new term being used by PELSB going forward.

Commented [MH14]: We have worked through these sections and no changes are needed. Matt reviewed model MSBA ULA language and there were no changes to Subd. 4 as it relates to affirmative action and mention of gender identity as of the last updates to the model document in October of 2018.

absence shall be reinstated to the position from which they have been given leave, or any other available position in the School District for which the teacher is certified and qualified. The order of reinstatement shall be in inverse order in which teachers were placed on unrequested leave.

Subd. 2. Notices: When placed on unrequested leave, a teacher shall file his/her name and address with the School District personnel office to which any notice of reinstatement or availability of position shall be mailed.

Proof of service by the person in the School District depositing such notice to the teacher by registered mail at the teacher's last known address shall be sufficient and it shall be the responsibility of any teacher on unrequested leave to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the School District if any notice has been mailed as provided herein.

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Subd. 3. Acceptance of Reemployment: If a position becomes available for a qualified teacher on unrequested leave, the School District shall mail the notice to such teacher who shall have ~~thirty~~ fifteen (15) working days from the date of the ~~notice~~ postmarked notice to accept the re-employment. Failure to reply in writing within such ~~thirty~~ fifteen (~~30~~15) working days period shall constitute waiver on the part of the teacher to any further rights of employment or reinstatement, he/she shall forfeit any future reinstatement or employment rights. Provided, however, that if notice of an available position is given to any teacher on or after August 16 of any school year, such teacher shall have the right to defer the effective date of return to actual service until the beginning of the next succeeding school year if he/she is employed by another public or private school or school district that will not release him/her from an existing contract. A teacher so deferring the date of her/his return to actual service shall sign an individual teacher contract for such next succeeding school year. In the event a teacher accepts a position but defers his/her effective date of return as provided herein, the School District shall be free to fill the vacant position on a temporary basis from any source, without regard to
teachers remaining on unrequested leave of absence. The School District shall also be free to fill any position on a temporary basis pending completion of the recall procedure.

Subd. 4. Reinstatement Rights: Reinstatement rights shall automatically cease four (4) years from the date unrequested leave was commenced and no further rights to reinstatement shall exist unless extended by written mutual consent with each qualified teacher.

Section 5. Establishment of Seniority List:

Subd. 1~~.~~ Preparation: The School District shall cause a seniority list (by name, amount of seniority, areas of certification and qualification within those areas of certification, salary lane, and total years of teaching) to be prepared from its records as soon as practicable, but no later than December 15. It shall thereupon post such list in an official place in each school building of the district. Part-time teachers will receive seniority as part-time teachers on the part-time teacher seniority list. Teachers who have been full-time teachers and who become part-time teachers due to the ULA process shall not lose seniority on the full-time teacher seniority list, but shall establish seniority as both full-time and part-time teachers. Teachers who request a volunteer reduction in assignment will no longer accrue seniority on the full-time seniority list beginning on February 11th, 2019.

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Subd. 2. Request for Change: Any person whose name appears on such list and who may disagree with the findings of the School District and the order of seniority in said list shall have twenty (20) days from the date of posting to supply written documentation, proof and request for seniority change to the School District.

Subd. 3. Final List: Within twenty (20) days thereafter, the School District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes. A final seniority list shall thereupon be prepared by the School District, which list, as revised, shall be binding on the School District and any teacher. Each year thereafter, the School District shall cause such Seniority List to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cessation of services, or new employees. Such yearly revised list shall govern the application of the unrequested leave of absence policy until thereafter revised.

~~Subd. 4. Part-time teachers will receive seniority as part-time teachers on the part-time teacher seniority list. Teachers who have been full-time teachers and who become part-time teachers shall not lose seniority on the full-time teacher seniority list, but shall establish seniority as both full-time and part-time teachers.~~

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Section 6. Filing of Licenses: In any year in which a reduction of teaching positions is occurring and the School Board is placing teachers on ULA, only

those licenses actually received in the Superintendent's office for filing as of March 15th of such year shall be considered for purposes of determining lay-off within areas of licensure for the following school year. A license filed after March 15th shall be considered for purposes of recall but not for the current reduction.

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Section 6. Effect: This Article shall be effective at the beginning of this Contract and shall govern all unrequested leaves until a new contract between the Jordan School District and the Association is officially signed and ratified. This Article shall govern all teachers as defined therein and shall not be construed to limit the rights of any other certified employee not covered by the Contract or other agreement affecting such certified employees.

Section 7. Review: For purposes of review of the School District decision placing a teacher on unrequested leave of absence, the provisions of M.S. 122A.40~~,~~ shall apply and, therefore, shall not be subject to the grievance procedure.

Agreement regarding final language for Unrequested Leave of Absence (ULA)

This Agreement is entered into between EMJ – Local 7123 ("Union") and Independent School District No. 717 – Jordan School District ("District").

WHEREAS, the Union and the District are parties to a collective bargaining agreement governing the terms and conditions of employment for teachers employed by the District, pursuant to the Public Employment Labor Relations Act ("PELRA"), Minn. Stat. §179A.01 et. seq.; and

WHEREAS, the parties agree that statutory default language in Minn. Stat. §122A.40, subdivision 11 governing unrequested leave of absence has been eliminated by the state legislature, effective July 1, 2019; and

WHEREAS, state law under Minn. Stat. §122A.40, subdivision 10 requires districts and exclusive representatives of teachers to negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts; and

WHEREAS, the Union and District were jointly responsible for agreeing to an unrequested leave of absence process;

Now therefore it is mutually agreed and understood:

1. The Union and District have agreed upon ULA Language that will be in effect based on this signed MOU until it may be inserted into the 2021-2023 Master Agreement.

For the Union

_____ President

_____ Dated

For the District

_____ School Board Chair

_____ Dated

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION

TO MAKE RECOMMENDATIONS FOR REDUCTIONS

IN PROGRAMS AND POSITIONS AND REASONS

THEREFOR.

WHEREAS, the financial condition of the school district dictates that the school board must reduce expenditures immediately, and

WHEREAS, this reduction in expenditure must include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 717, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economies in the school district and reduce expenditures, make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by Member

_____ and upon vote being taken thereon, the following

voted in favor thereof:

_____

_____

and the following voted against the same: _____

whereupon said resolution was declared duly passed and adopted.

_____ _____

School Board Clerk Date

717 JORDAN PUBLIC SCHOOLS
Jordan Middle School
500 Sunset Drive, Suite #2
Jordan, Minnesota 55352
952-492-2332 main | 952-492-4450 fax

BEN BAKEBERG
Principal, Jordan Middle School
bbakeberg@isd717.org

Jordan Middle School 2020-2021 Course Registration Handbook Changes

The 2020-2021 Jordan Middle School Course Catalogs have limited changes for the upcoming school year as a result of the failed referendum and looming budget reductions. Handbooks are separated by grade level and common changes in these are below:

- No new courses added for the 2020-2021 school year.
- Sample student schedules were updated to reflect WIN and lunch period.
- Added the following disclaimer as a result of possible budget reductions:
    - "All course offerings for Jordan Middle School are subject to change based on final budget reductions."
- All grade level handbooks have been updated to include REACH course description. REACH replaced SAIL in all grade level this year.
- 8th grade handbook updated to reflect practice of band/choir for 8th grade during WIN.
- Added the following description to 8th grade Spanish:
    - Taking Spanish 1 in 8th grade means you are choosing to not take an elective/exploratory based on scheduling availability. Students wishing to continue with Band or Choir may do so during their WIN time.

District Office: 500 Sunset Drive, Suite #1, Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax | www.jordan.k12.mn.us

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!



Grade 5 Registration Manual 2020-2021

Benjamin Bakeberg
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Inspire a caring community to ignite learning, innovation and success for all.

- ***Jordan Public Schools Mission Statement***

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social and emotional needs of 5th, 6th, 7th and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop with the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe that their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe that understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

Middle School Mission:

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition

for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core with diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

Transition to Jordan Middle School

- **Core Curriculum**
    - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary with interdisciplinary standards based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
    - The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.
- **Elective Courses**
    - Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
    - Students not meeting grade level standards will be scheduled into an intervention class or classes to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
- **Advisory**
    - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
    - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.
    - Fifth grade students will begin the year by completing a Middle School Transition class during Advisory.
        - Goal is to support students in the transition to Jordan Middle School.
            - Basics of JMS, essential study skills and technology skills and conclude with digital citizenship.

What is the scheduling process for 5th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 5th grade, students will automatically be scheduled into grade level core and exploratory classes.
    - Students will be placed into honors and support classes following spring testing to ensure proper placement.
        - Criteria outlined in the course catalogue will be followed.

        - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

What should I do to register my 5th grader?

- 5th grade students are required to choose *at least one* of the performance electives for their elective hour.
    - Choir (Every Other Day)
    - Band (Every Other Day)
    - Band and Choir
- Students choosing band **or** choir will be scheduled into physical education class opposite their music selection.
- Students choosing band **and** choir will be scheduled into physical education class based on class availability.
- Students needing additional support in the area of study skills/homework completion will be scheduled into a structured study hall as needed.

Sample Student Schedule

<table>
<tr><th colspan="3">Grade 5</th></tr>
<tr><td>1</td><td colspan="2">Advisory</td></tr>
<tr><td>2</td><td colspan="2">Language</td></tr>
<tr><td>3</td><td colspan="2">Reading</td></tr>
<tr><td>4</td><td colspan="2">Science</td></tr>
<tr><td>5</td><td colspan="2">Social Studies</td></tr>
<tr><td>6</td><td colspan="2">Lunch
and
WIN (What I Need)</td></tr>
<tr><td>7</td><td colspan="2">Math</td></tr>
<tr><td rowspan="2">8</td><td colspan="2">Exploratory Hour</td></tr>
<tr><td>Physical Education</td><td>Art
Creative Connections</td></tr>
<tr><td rowspan="2">9</td><td colspan="2">Elective Hour Options</td></tr>
<tr><td>Band</td><td>Music Applications
Make it or Break It
Fitness and Recreation
Jordan and the World Around Us</td></tr>
</table>

	Music Applications **Make it or Break It** **Fitness and Recreation** **Jordan and the World Around Us**	**Choir**

*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Reading 5/Language 5	***Full Year, Every Day***
The goal of Reading 5/ Language Arts 5 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, mythology and legend and drama. This course is offered as a two hour block of study.	

Honors Reading 5/Honors Language 5	***Full Year, Every Day***
The goal of Honors Reading and Language Arts is to challenge students higher order thinking skills through the use and analyzation of literature, discussions, and advanced writing processes. Texts will be more complex, and students will be expected to analyze what is read with more depth and independence using the vocabulary of literary analysis in their discussions and writings. This course is offered as a two hour block of study.	
Entrance Criteria	**Exit Criteria**
● Placement determined based on historical student data. ○ MCA: 3 standard deviations above exceeds ○ NWEA: 92% or above ○ Teacher Recommendation ○ Writing sample	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Math 5	***Full Year, Every Day***
Math 5 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis. Skills in multiplication and division are reinforced. The addition and subtraction of fractions and decimals is covered in depth with like and unlike denominators. A more thorough understanding of variables in equations is required. Surface area and	

volume is introduced. Finally, students learn to interpret data through mean, median and range.

Honors Math 5	***Full Year, Every Day***
Honors Math 5 is an accelerated compacted program focusing on pre-algebra skills. Although still based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis , students are exposed to material at and above their grade level.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 3 standard deviations above Exceeds ○ **NWEA:** 92%ile or above ○ Teacher Recommendation	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Science 5	***Full Year, Every Day***
Science 5 is based on the Minnesota Standards for Science in the areas of physical science, earth and space science, life science, and the history of science and engineering. Science skills from the earlier years are reinforced. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in experiments, activities, projects, and class discussions.	

Social 5	***Full Year, Every Day***
In Social 5, students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between indigenous peoples, Europeans and Africans during the period of colonization and settlement. Students will examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. In addition, they analyze the debates that swirled around the creation of a new government and learn the basic	

principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights.

EXPLORATORY COURSES

The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.

Physical Education 5	***Full Year, Every Other Day***
In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.	

Art 5	***Semester, Every Other Day***
In Art 5 students complete a variety of projects using many different media. Drawing, painting, printmaking, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about the elements of art. Students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.	

Creative Connections	***Semester, Every Other Day***
This engaging class will begin by teaching students technology foundations to prepare students for middle school and beyond. Students will then explore their individual creativity using technology applications and presentations skills with the goal of highlighting a student's individual passion project. Final grades will be posted in a pass/fail basis on student report cards.	

Music Application 5	***Quarter, Every Other Day***
Music 5 gives students an opportunity to explore a variety of music genres. Students will learn about a variety of topics including but not limited to: American Music, World	

Music, Drumming, Guitar, and Composition. No evening performance requirements; however, students will conclude the class by creating a self-directed project which will apply their knowledge from the course.

Make it or Break It	***Quarter, Every Other Day***
This hands-on class will allow students imaginations to run wild! Students will be provided a problem and will gather information to solve that problem through creation, collaboration, invention and learning. Final grades will be posted in a pass/fail basis on student report cards.	

Jordan and the World Around Us	***Quarter, Every Other Day***
In this class students will research the rich history of the community of Jordan, state of Minnesota and world around them. The students will be challenged to research, understand and apply how interconnected the rich cultural of the world around them is. Final grades will be posted in a pass/fail basis on student report cards.	

Fitness and Recreation	***Quarter, Every Other Day***
The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans and goal setting. Final grades will be posted in a pass/fail basis on student report cards.	

ELECTIVE COURSES

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

Band 5	***Full Year, Every Other Day***
Band 5 students learn and develop instrumental music skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. In addition to participating in the class as part of the full band, students will receive	

small-group lessons on a regular basis. Students will be expected to practice on their own outside of school.

Choir 5	***Full Year, Every Other Day***
Choir 5 is an introduction to singing and musical literacy in a group setting. Singers will learn about music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. There will be a focus on group cooperation. There are three evening performances per year.	

ACADEMIC SUPPORT COURSES

Students will be scheduled into academic support courses based on student need with the ultimate goal of supporting goal of supporting academic, social and emotional growth. Depending in the students individual schedule, these course will take the place of a core, exploratory or elective option for students.

EL	***Full Year***
Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted in a pass/fail basis on student report cards.	

Extra Math 5	***Based on Student Need***
The purpose of this course is to give students a boost in their basic math skills. As a large group students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**

• **Review of past data.**
  ○ **MCA**: Partially Meet Standard
  ○ **NWEA:** Below grade level
  ○ Teacher Recommendation
  ○ Universal Screening Data
	• MCA: Meets or Exceeds
	• NWEA: move from "Well Below" to "Below Target"
	• Teacher Recommendation
	• Universal Screening Data

RTI Math 5	***Based on Student Need***
Response to Intervention (RtI) math is an intervention for students who do not qualify for other programs, but demonstrates a need in the area of math. Students receive enrichment and support to help them build foundational math skills and to meet grade level standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**

• **Review of past data.**
  ○ **MCA**: 20th Percentile or below
  ○ **NWEA:** 20th percentile or below
  ○ Teacher Recommendation
  ○ Universal Screening Data
	• MCA: Meets or Exceeds category
	• NWEA: Move from Below to At Grade Level Target
	• Teacher Recommendation
	• Universal Screening Data

Reading Power 5	***Based on Student Need***
The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**

• **Review of past data.**
  ○ **MCA**: Partially Meet Standard
  ○ **NWEA:** Below grade level
  ○ Teacher Recommendation
  ○ Universal Screening Data
	• MCA: Meets or Exceeds
	• NWEA: move from "Well Below" to "Below Target"
	• Teacher Recommendation
	• Universal Screening Data

RTI Reading 5	***Based on Student Need***
RTI Reading 5 is a class where students will receive specialized instruction in a small classroom setting to address fluency, vocabulary, phonemic awareness and phonics skills to support students academic success. This class is in addition to the students	

core reading class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● MCA above the 35th Percentile ● NWEA: move from "Well Below" to "Below Target" ● Grades consistently above a C ● Universal Screening Data ● Move to an intervention class or a co-taught classroom if possible

SAIL	***Based on Student Need***
SAIL is designed to provide a structured study hall setting for students to teach organization, accountability, and/or students that need academic support for daily assignments. These classes meet every day and help students develop confidence and success in organization, time management, responsibility skills. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ Student receiving failing grades in core subjects ○ Multiple missing assignments ○ Organizational concerns	● Consistent grades C or above ● Conference Student Teacher ● Staff recommendation ● Mandatory semester monitor

SPECIAL EDUCATION SERVICES

Applied Skills	***Based on IEP Minutes***
Applied Skills is designed for students who have an individualized educational plan (IEP). They have been identified as a student with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Positive Learning Understanding Self (PLUS)	***Based on IEP Minutes***
PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational, stress	

management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.

Communication Strategies	***Based on IEP Minutes***
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DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities.	

We focus on lifelong health activities and skills that the student would be doing in their General Physical Education class. As a whole we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.

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- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

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- If not initially invited into the course by initial identification, the student and parent(s) must:
    - Complete written Appeal Request Form
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In order for a schedule change to be approved, your student needs to complete the following steps:

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Please note that schedule changes will be considered up to the final day of the first week of the semester.



Grade 6 Registration Manual 2020-2021

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Inspire a caring community to ignite learning, innovation and success for all.

- ***Jordan Public Schools Mission Statement***

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social and emotional needs of 5th, 6th, 7th and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
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Middle School Mission:

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embraces individual differences and learning styles. The middle school provides an environment that allows transition

for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core with diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
    - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary with interdisciplinary standards based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
    - The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.
- **Elective Courses**
    - Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
    - Students not meeting grade level standards will be scheduled into an intervention class or classes to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
- **Advisory**
    - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
    - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.
    - Sixth grade students will begin the year by completing a Digital Literacy Course during Advisory.

What is the scheduling process for 6th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 6th grade, students will automatically be scheduled into grade level core and exploratory classes.
    - Students will be placed into honors and support classes following spring testing to ensure proper placement.
        - Criteria outlined in the course catalogue will be followed.
        - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

What should I do to register my 6th grader?

- 6th grade students are required to choose *at least one* of the performance electives for their elective hour.
    - Choir (Every Other Day)
    - Band (Every Other Day)
    - Band and Choir
- Students choosing band **or** choir will be scheduled into physical education class opposite their music selection.
- Students choosing band **and** choir will be scheduled into physical education class based on class availability.
- Students needing additional support in the area of study skills/homework completion will be scheduled into a structured study hall as needed.

Sample Student Schedule

<table>
<tr><th colspan="3">Grade 6</th></tr>
<tr><td>1</td><td colspan="2">Advisory</td></tr>
<tr><td>2</td><td colspan="2">Language</td></tr>
<tr><td>3</td><td colspan="2">Reading</td></tr>
<tr><td>4</td><td colspan="2">Science</td></tr>
<tr><td>5</td><td colspan="2">Social Studies</td></tr>
<tr><td>6</td><td colspan="2">Lunch
and
WIN (What I Need)</td></tr>
<tr><td>7</td><td colspan="2">Math</td></tr>
<tr><td rowspan="2">8</td><td colspan="2">Exploratory Hour</td></tr>
<tr><td>Physical Education</td><td>Art
Technology Formatting & Application</td></tr>
<tr><td rowspan="3">9</td><td colspan="2">Elective Hour Options</td></tr>
<tr><td>Band</td><td>Game Based Problem Solving
Building and Design
Fitness and Recreation
Skills for Success</td></tr>
<tr><td>Game Based Problem Solving
Building and Design
Fitness and Recreation
Skills for Success</td><td>Choir</td></tr>
</table>

*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Reading 6/Language Arts 6	***Full Year, Every Day***
The goal of Reading 6/Language Arts 6 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments and study grammar as well as usage. Literature genres include poetry, short story, non-fiction, novels, mythology and legend, and drama. This course is offered as a two hour block of study.	

Honors Reading 6/Language Arts 6	***Full Year, Every Day***
The goal of Honors Reading and Language Arts is to challenge students' higher order thinking skills through the use and analysis of literature, discussions, and advanced writing processes. Texts will be more complex, and students will be expected to analyze what is read with more depth and independence using the vocabulary of literary analysis in their discussions and writings. This course is offered as a two hour block of study.	
Entrance Criteria	**Exit Criteria**
● Placement determined based on historical student data. ○ MCA: 3 standard deviations above exceeds ○ NWEA: 92% or above ○ Teacher Recommendation ○ Writing sample	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Math 6	***Full Year, Every Day***
Math 6 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis. Topics include solving equations; factoring, including greatest common factor and least common multiple; positive rational numbers; volume and surface area; calculating perimeter and area; ratios; fractions, decimals and percentages; and probability.	

Honors Math 6	***Full Year, Every Day***
Honors Math 6 is an accelerated compacted program focusing on pre-algebra skills. Although still based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 3 standard deviations above Exceeds ○ **NWEA:** 92%ile or above ○ Teacher Recommendation	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Science 6	***Full Year, Every Day***
Physical Science covers matter and its interactions, motion and stability (forces and interactions), energy, and waves and their application in technologies for information transfer. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in lab experiments, activities, projects and class discussions.	

Social 6	***Full Year, Every Day***
Social Studies 6 is a multi-content course that covers a variety of topics. In Civics, students focus on citizenship through a personal, local and national lens. Lessons incorporate modern issues to keep students up to date on real life applications of government and economic issues. In economics, concepts include basic supply and demand, monetary responsibility, and US stock market. In addition, students are introduced to Minnesota history and government, geography, cultures, current events, and global issues.	

EXPLORATORY COURSES

The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.

Physical Education 6	***Full Year, Every Other Day***
In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.	

Art 6	***Semester, Every Other Day***
Building upon knowledge learned in fifth grade art, sixth grade students receive reinforcement in the elements of art and are introduced to the principles of design while completing a variety of projects using many different media. Drawing, painting, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.	

Technology Formatting & Application	***Semester, Every Other Day***
Technology Formatting & Application is an opportunity for students to master the programs they'll encounter during their Middle School years. Emphasis is on keyboarding technique, digital collaboration, web-based research, conditional programming, business expectations and creative productions. Applications used to meet these ends include: web-based keyboarding programs, Google's full array of business productivity applications, Microsoft's Office suite, and a rotation of web-based business applications.	

Building and Design	***Quarter, Every Other Day***
Students will begin by constructing difficult Lego sets reinforcing direction following skills. Students will then design and build an original design and create building	

instructions, similar to what is found in a Lego set. Students will concluded by constructing each other's designs. Final grades will be posted in a pass/fail basis on student report cards.

Skills for Success	***Quarter, Every Other Day***
In this class students will learn about and research essential skills for success in middle school and beyond. Students will learn about and apply healthy decision making skills in real and the virtual world. SKills will be taught for successful use of technology and being a positive member of the Jordan Middle School community. Final grades will be posted in a pass/fail basis on student report cards.	

Fitness and Recreation	***Quarter, Every Other Day***
The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans and goal setting. Final grades will be posted in a pass/fail basis on student report cards.	

Game Based Problem Solving	***Quarter, Every Other Day***
In a technology-rich world, Game Based Problem Solving is an interactive class allowing students to apply problem solving skills while interacting face to face with peers and adults. Students will unplug from their devices and learn to play different engaging hands on games Final grades will be posted in a pass/fail basis on student report cards.	

ELECTIVE COURSES

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standards.

Band 6	***Full Year, Every Other Day***
Band 6 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 6	

band members include playing in JMS pep fests and performing in small ensembles for the Parent/Grandparent Breakfast.

Choir 6	***Full Year, Every Other Day***
Choir 6 students continue the exploration of singing and musical literacy in a group setting. Singers will learn about more music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. We will focus on skills of cooperative learning and self-discipline. There are multiple evening performances per year.	

ACADEMIC SUPPORT COURSES

EL	***Full Year***
Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted in a pass/fail basis on student report cards.	

Extra Math 6	***Based on Student Need***
The purpose of this course is to give students a boost in their basic math skills. As a large group students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: Partially Meet Standard ○ **NWEA:** Below grade level ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds ● NWEA: move from "Well Below" to "Below Target" ● Teacher Recommendation ● Universal Screening Data

RTI Math 6	***Based on Student Need***

Response to Intervention (RtI) math is an intervention for students who do not qualify for other programs, but demonstrates a need in the area of math. Students receive enrichment and support to help them build foundational math skills and to meet grade level standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.

Entrance Criteria	Exit Criteria
● **Review of past data.** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds category ● NWEA: Move from Below to At Grade Level Target ● Teacher Recommendation ● Universal Screening Data

Reading Power 6	***Based on Student Need***

The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.

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REACH	***Full Year, Every Day***
REACH is an in-school program designed to help students academically, socially, and/or emotionally.The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future. **R**elationships**:** A safe place for students to belong, connect, and cool off if needed. **E**ducation**:** Individualized academic assistance and assignment modifications as needed. **A**ccountability: A support network with staff committed to helping students succeed while nurturing student responsibility. **C**haracter: Skill-building activities that encourage both positive academic and personal growth. **H**ard work: Students rise to the level of expectations.	
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    - Students not meeting grade level standards will be scheduled into a intervention class or classes to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
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    - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.
    - Seventh grade students will begin the year by completing a Digital Literacy Course during Advisory.

What is the scheduling process for 7th grade?
The registration process for middle school students is very straight forward. Below are the important details:

- In 7th grade, students will automatically be scheduled into grade level core and exploratory classes.
    - Students will be placed into honors and support classes following spring testing to ensure proper placement.
        - Criteria outlined in the course catalogue will be followed.
        - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course. Please be thoughtful while helping your student choose their electives.

- If a student does not get scheduled into their elective course, they will be placed into their alternate course selection at that time.

What should I do to register my 7th grader?

- Decide whether or not your child will continue their performance music elective.
  - Choir (Every Other Day)
  - Band (Every Other Day)
  - Band and Choir
- Once finalized, register your 7th graders for other elective if needed.

Sample Student Schedule

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<tr><td>Exploratory Spanish</td><td>FACS</td></tr>
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*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Language Arts 7	***Full Year, Every Day***
The goal of Language Arts 7 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, legend, and drama.	

Honors Language 7	***Full Year, Every Day***
Honors Language 7 is a standards rich course designed with a high level of depth, rigor and independence aimed at students capable of performing several grade levels above average in language arts skills. Texts will be more complex, and students will be expected to analyze what is read with more depth and independence using the vocabulary of literary analysis in their discussions and writings.	
Entrance Criteria	**Exit Criteria**
● Placement determined based on historical student data. ○ MCA: 3 standard deviations above exceeds ○ NWEA: 92% or above ○ Teacher Recommendation ○ Writing sample	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Math 7 (Pre-Algebra)	***Full Year, Every Day***

Math 7 is a pre-algebra level course that is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis, with a strong emphasis on algebra. Topics include solving equations; integers and exponents; rational and real numbers; plane geometry; graphing lines; calculating perimeter; area; and volume; ratios; similarity; percentages; and probability. Relevant visuals and engaging features spark interest in math by emphasizing its importance in students' everyday lives while sharpening critical thinking skills vital for state testing. When students complete this class with mastery, they will be ready for algebra.

Pre-Algebra Honors	***Full Year, Every Day***
Pre-Algebra Honors is an accelerated compacted program focusing on pre-algebra skills. Although still based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis, students are expected to master up to two years of math skills in a single school year.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **Screening:** ○ **MCA**: 3 standard deviations above Exceeds ○ **NWEA:** 92%ile or above ○ Teacher Recommendation	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Science 7	***Full Year, Every Day***
Life Science is an introduction to cell biology, genetics, evolution, microbiology, ecology, and the human body. There is a strong emphasis on experimental design as students create and conduct their own experiments. Students will be involved in problem solving, research, projects, labs, dissections, and model making.	

Social 7	***Full Year, Every Day***
The objective of this class is to introduce young students to the important people, places and events that have had a significant impact in American History. Furthermore, this course seeks to help the students gain an insight to, an appreciation of and a pride in the history of this great country that we call the United States of America.	

EXPLORATORY COURSES

The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.

Physical Education 7	***Full Year, Every Other Day***
In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.	

Media Production & Application	***Full Year, Every Other Day***
In Media Production & Application students will apply the foundational health topics studied to create multimedia presentations and productions for personal and schoolwide wellbeing. This course will include an overview of social and emotional learning, a health seminar (an investigation of a personal health interest) and American Heart Association Infant/Child First Aid/CPR. An investigation of a personal health interest will allow each student to further explore a topic of their own interest. Upon completion of this course, students will be able to perform infant/child First Aid/CPR and earn American Heart Association certification.	

Family and Consumer Science (FACS)	***Full Semester, Every Day***
In this course, students will study many aspects of the Family and Consumer Sciences content areas to prepare for the life skills necessary for independent living, including: nutrition, an introduction to foods and cooking and then sewing. Students will start the course with an introduction to foods & nutrition to gain a basic understanding of cooking skills - cooking and food preparation terms, reading a recipe, measuring and equivalents, equipment and utensils and food preparation and nutrition of foods. They finish the course with a sewing unit - types of fabric, patterns, sewing equipment and connect this together through a sewing project and we end with clothing care laundering clothing, hand sewing a button.	

Exploratory Spanish 7	***Full Semester, Every Day***

Exploratory Spanish is designed to give students a positive Spanish Language experience. This exploratory Spanish class will focus on culture and beginning level Spanish expressions, writing through listening, speaking, reading and writing. Concepts such as the alphabet, calendar, cognates, classroom objects and school subjects, commands, numbers, colors, greetings, and a basic understanding of Spanish-speaking cultures will be investigated. This class will be an excellent foundation for those choosing to enroll in the high school credit Spanish course as an elective in either eighth grade or high school.

ELECTIVE COURSES

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standards.

Band 7	***Full Year, Every Other Day***
Band 7 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 7 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.	

Choir 7	***Full Year, Every Other Day***
Choir 7 students continue to learn about singing and music literacy in a group setting. There will be an additional focus on the mechanics of the singing voice, including the changing male voice. Students will prepare literature for three-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are three evening performances per year.	

Drama	***Semester, Every Other Day***
Drama 7 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students learn movement and characterization skills. Students will participate in various activities that may include reader's theater, improvisation, and short scenes. Through these activities, Drama 8 students will learn physical and vocal presentation skills and	

develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.

Intro to Foods and Nutrition	***Semester, Every Other Day***
Do you like to cook, eat and be healthy? This class is for you! This course will focus on nutritional eating and healthy snacks to make for a healthy lifestyle and a healthy you. In this class we will learn about nutrition, portion control and how to incorporate this into everyday living. We will spend time in the kitchens learning how to prepare healthy snacks for you to eat and that could easily be made at home.	

Media Arts	***Semester, Every Other Day***
In Media Arts students will become proficient using Photoshop to edit photographs and create advertisements. They will learn about the importance of logos, branding, marketing and sales. This course has the potential for cross-disciplinary applications, especially in conjunction with the FACS entrepreneurship unit, as well as real-world applications with school events. The culminating project will have students working in teams to earn a company's advertising business.	

STEM	***Semester, Every Other Day***
This hands-on inquiry based course includes concepts and skills from Science, Technology, Engineering and Math. Students solve problems while utilizing engineering skills to design and construction solutions. The course will cover multiple scientific topics ranging from physical, earth and life science.	

Law & Order	***Semester, Every Other Day***
Here is a great way to mix a middle school student's natural love for a good argument and civic education. In this hands-on activity-based class, students will have the opportunity to act as witness, judge, attorney and jury as they judge cases constructed around real and fictitious events. The activities will teach students critical analysis, persuasion, questioning skills, character development, logical thinking and principles of the law.	

Drawing and Painting	***Semester, Every Other Day***
If you have a passion for creating, this hands on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor and acrylic paints. The first half of the course will be spent on skill development, technique and exploration. During the	

remainder of the course students will create artwork using the media and subject matter of their choice.

Ceramics and Sculpture	***Semester, Every Other Day***
Want to get your hands dirty? This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture, to include clay, plaster, wood, and found objects. During the time students are working with clay they will create various hand-built pieces, both functional and decorative. During the second half of the course students will create work using the media and subject matter of their choice.	

Fitness & Recreation	***Semester, Every Other Day***
The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans and goal setting.	

Study Hall	***Semester, Every Other Day***
Study Hall is an opportunity for students to complete their academic work during the school day.	

ACADEMIC SUPPORT COURSES

EL	***Full Year***
Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted in a pass/fail basis on student report cards.	

Extra Math 7	***Full Year, Every Other Day***
The purpose of this course is to give students a boost in their basic math skills. As a large group students will review the math lesson when needed and pre-teach upcoming lessons. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the	

students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: Partially Meet Standard ○ **NWEA:** Below grade level ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds ● NWEA: move from "Well Below" to "Below Target" ● Teacher Recommendation ● Universal Screening Data

RTI Math 7	***Full Year, Every Other Day***
Response to Intervention (RtI) math is an intervention for students who do not qualify for other programs, but demonstrates a need in the area of math. Students receive enrichment and support to help them build foundational math skills and to meet grade level standards. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds category ● NWEA: Move from Below to At Grade Level Target ● Teacher Recommendation ● Universal Screening Data

Reading Power 7	***Based on Student Need***
The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: Partially Meet Standard ○ **NWEA:** Below grade level ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds ● NWEA: move from "Well Below" to "Below Target" ● Teacher Recommendation ● Universal Screening Data

RTI Reading 7	***Based on Student Need***
RTI Reading 5 is a class where students will receive specialized instruction in a small classroom setting to address fluency, vocabulary, phonemic awareness and phonics skills to support students academic success. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● MCA above the 35th Percentile ● NWEA: move from "Well Below" to "Below Target" ● Grades consistently above a C ● Universal Screening Data ● Move to an intervention class or a co-taught classroom if possible

REACH	***Full Year, Every Day***
REACH is an in-school program designed to help students academically, socially, and/or emotionally.The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future. **R**elationships**:** A safe place for students to belong, connect, and cool off if needed. **E**ducation**:** Individualized academic assistance and assignment modifications as needed. **A**ccountability: A support network with staff committed to helping students succeed while nurturing student responsibility. **C**haracter: Skill-building activities that encourage both positive academic and personal growth. **H**ard work: Students rise to the level of expectations.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ Student receiving failing grades in core subjects ○ Multiple missing assignments ○ Organizational concerns ○ Attendance	● Consistent grades C or above ● Conference Student Teacher ● Staff recommendation ● Mandatory semester monitor

SPECIAL EDUCATION SERVICES

Applied Skills	***Based on IEP Minutes***
Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Positive Learning Understanding Self (PLUS)	***Based on IEP Minutes***
PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Communication Strategies	***Based on IEP Minutes***
This class is designed for students who have an individualized educational plan (IEP). Students identified for this class have demonstrated a need for communication, organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Life Skills	***Based on IEP Minutes***
This class is designed for students who have an individualized educational plan (IEP). Students identified for this class have demonstrated a need for functional, communication, organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic,	

social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.

Speech and Language	***Based on IEP Minutes***
This service is designed for students who have an individualized educational plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.	

Developmental Adapted Physical Education (DAPE)	***Based on IEP Minutes***
DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills that the student would be doing in their General Physical Education class. As a whole we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.	

<u>Scheduling Appeals Process</u>

Math Appeals

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

Appeals in ALL Other Disciplines

- If not initially invited into the course by initial identification, the student and parent(s) must:
    - Complete written Appeal Request Form
        - Available from the building administration or counselors
    - Building Administrator(s) and school staff reviews student's file including…
        - Core Data (as described above in Identification)

        - Other Supplementary Data, such as…
            - Subject-specific scores on standardized tests
            - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
            - Work samples
    - Building Administrator(s) reviews student's file and supplementary data with parents
        - The Building Administrator will be the final authority on ALL appeals.

Schedule Change Process

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make final approval of schedule change request
4. Requests are not considered after the course has been in session for one week.

Please note that schedule changes will be considered up to the final day of the first week of the semester.



Grade 8 Registration Manual 2020-2021

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Inspire a caring community to ignite learning, innovation and success for all.

Jordan Public Schools Mission Statement

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social and emotional needs of 5th, 6th, 7th and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop with the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe that their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe that understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

Middle School Mission:
The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embraces individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core with diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
    - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary with interdisciplinary standards based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
    - The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.
- **Elective Courses**
    - Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
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    - Students not meeting grade level standards will be scheduled into an intervention class or classes to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
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    - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
    - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.
    - Eighth grade students will begin the year by completing a Digital Literacy Course during Advisory.

What is the scheduling process for 8th grade?
The registration process for middle school students is very straight forward. Below are the important details:

- In 8th grade, students will automatically be scheduled into grade level core and exploratory classes.
    - Students will be placed into honors and support classes following spring testing to ensure proper placement.
        - Criteria outlined in the course catalogue will be followed.

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    - Band (Every Other Day)
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OR</td></tr>
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*Actual placement of elective and exploratory courses will be finalized with the development of master schedule.

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(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

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Honors Language 8 is a course will have a high level of depth, rigor and independence aimed at students capable of performing several grade levels above average in language arts skills. Texts will be more complex, students will be expected to analyze what is read with more depth and independence, using the vocabulary of literary analysis in their discussions and writings.	
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● Placement determined based on historical student data. ○ **MCA**: 3 standard deviations above exceeds ○ **NWEA**: 92% or above ○ Teacher Recommendation ○ Writing sample	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Science 8	***Full Year, Every Day***
Earth and Space Science is a study of geology, meteorology, astronomy and hydrology (water systems). The course is organized around the concept that science is a body of knowledge as well as an investigative process. Appropriate activities, projects, and lab experiments are used to accomplish that goal. Science 8 aligns with and covers the Minnesota Academic Standards. At the end of the year the students will be assessed on their knowledge of science topics covered in the 6th through 8th grades on the Minnesota Comprehensive Assessments (MCA) in Science.	

Algebra 1	***Full Year, Every Day***

Algebra 1 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis, with a strong emphasis on algebra. Topics include writing and solving linear equations and inequalities, graphing points and lines, finding slope and y-intercept, evaluating square roots, working with exponent rules, and manipulating polynomials.

Honors Algebra I	***Full Year, Every Day***
Honors Algebra I is a course lasting two semesters. Students are placed in this class based on past performance on state and national assessments, past achievement grades and teacher recommendation. Honors Algebra I is an accelerated compacted program. Although still based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis, advanced topics will also be introduced.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: 3 standard deviations above Exceeds ○ **NWEA:** 92%ile or above ○ Teacher Recommendation	● Maintain a B- average based off classroom standards and/or maintaining honors level work.. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Social 8	***Full Year, Every Day***
Social 8 features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Like all other social studies classes K-12, content is drawn from citizenship and government and economics. This is what gives the class the actual title of *Global Studies*. Students will explore the regions of the world through a variety of resources and participate in civic discussion, research and presentations. Global Studies aligns with and covers the Minnesota Academic Standards.	

EXPLORATORY COURSES

The goal of exploratory classes at the middle level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to see new ideas or skills they may not know they have.

Physical Education 8	***Full Semester, Everyday***

In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.

Technology Essentials	***Full Semester, Everyday***
Technology Essentials focuses on skill development and application for success in high school and beyond. These include education organization applications such as Schoology and Campus Portal as well as business applications and keyboarding technique. Students will create their own video, audio and interactive presentations and exhibits to display their learning.	

Industrial Technology	***Full Semester, Everyday***
The course will focus on the Project Lead the Way Design and Modeling modules. In this unit students use solid modeling software to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.	

Health 8	***Full Semester, Everyday***
Students in Health 8 will cover the following topics: elements of health (mental-emotional, physical, social), health concerns in the U.S. (disease, obesity, accidents), responsible decision-making, physical fitness and exercise, weight management, eating disorders (bulimia, anorexia), drugs (tobacco, alcohol, inhalants, illegal narcotics, prescription, OTCs), drug misuse and abuse, treatment of drug dependency, first aid for common emergencies, sexually transmitted infections and abstinence, and first aid and CPR. The curriculum is age appropriate, designed to meet the needs of middle level students, and focuses on real life applications.	

ELECTIVE COURSES

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting

grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

Band 8	***Full Year, WIN Time***
Band 8 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at four concerts throughout the year. Additional performance opportunities for Grade 8 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.	

Choir 8	***Full Year, WIN Time***
Choir 8 prepares students for successful singing at the high school level. Singers will begin to move beyond the basics of music literacy to balance and blend in a group setting. Singers will continue to learn about the mechanics of the singing voice, including the male changing voice. Students will prepare literature for three- and four-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are four evening performances per year.	

Spanish 1 (High School Credit)	***Full Year, Every Day***
This course is a year long course that will grant the student one (1) high school credit for Spanish I. Students will learn basic Spanish grammar, including pronouns, present and preterite (past) tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, house/room contents, likes and dislikes, time and date, free time activities, question words, weather, discussing problems, giving advice, talking on the phone, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish 8, students have the potential to conduct basic communications about the topics discussed. **Taking Spanish 1 in 8th grade means you are choosing to not take an elective/exploratory based on scheduling availability. <u>Students wishing to continue with Band or Choir may do so during their WIN time.</u>**	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **<u>MCA</u>**: Meets or Exceeds on Reading	● Maintain a B- average based off classroom standards ● Exit criteria reviewed with classroom

○ **NWEA:** Grade Level ○ Teacher Recommendation ● Parent/Student Permission form returned by due date	teacher, family, student, academic counselor, and administration.

Social Media Production	**Full Semester, *Every Other Day***
Students will learn marketing techniques and various platforms of Social Media to support the ExtraCurricular Activities at Jordan Middle School. This will include writing, producing, presenting, recording and editing a newscast for JMS. This news will include routine information as well as informative interviews to be viewed at Jordan Middle School.	

Robotics & Coding	**Full Semester, *Every Other Day***
In this course, students participate in team-based projects in a fun environment. The typical student in this course is curious about science and his/her surroundings, is eager to acquire knowledge in the areas of science and mathematics, and is interesting in becoming more proficient at the language of coding to create online games and apps.	

Introduction to Woods	**Full Semester, *Every Other Day***
This one semester elective course designed to introduce middle school students to the field of woodworking and product design. Students will practice proper lab safety while gaining a basic understanding of woodworking and the proper use of hand and power tools . This class is a hands-on from the design to the construction of a variety of traditional projects - some with a "high tech" twist. Technical demonstrations, safety procedures, design and production of a product are some of the ways students will experience this area first-hand.	

Forensics and Crime Scene Investigations	**Full Semester, *Every Other Day***
Forensics is a one-semester investigative science and technology course. Using Scientific Inquiry Skills, students will learn how to observe, collect, analyze and evaluate evidence found at crime scenes. The purpose of this course is to expose students to a variety of Forensic fields and careers.	

Drama 8	**Full Semester, *Every Other Day***
Drama 8 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students	

learn movement and characterization skills. Students will participate in various activities that may include plays, improvisation, reader's theatre and short scenes. Through these activities, Drama 8 students will learn physical and vocal presentation skills and develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.

Creative Repurposing	**Full Semester, *Every Other Day***

Do you like DIY projects, flea market flip, pinterest projects, saving the environment? Then creative repurposing is the class for you! In this class students will create a new useful product from an old, used, throw away item using the elements and principles of design. Throughout the semester students will increase their awareness of items that are put in landfills and how landfills affect the environment. Students will then:

- ❑ Research ideas for repurposing a selected household item
- ❑ Research the craftsmanship skills required to repurpose the item as planned
- ❑ Repurpose an old, used, throw away item
- ❑ Keep a cost log for the repurposed item
- ❑ Create a display showing their use of the planning process and product creation, including an example of an original and repurposed version of the selected household item

Fitness & Recreation	**Full Semester, *Every Other Day***

The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans and goal setting.

Intro to Food Science	**Full Semester, *Every Other Day***

In this course, students will explore science and math through cooking. We will conduct food science experiments and look at the role that science and math plays within the foods that we make and prepare. This will be a lab class, in which we will use the scientific method to conduct lab experiments with food. We will be in the kitchens two to three days a week to discover how ingredients work, how food cooks and the process of cooking.

Drawing and Painting	***Full Semester, Every Other Day***

If you have a passion for creating, this hands on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor and acrylic paints. The first half of the course will be spent on skill development, technique and exploration. During the

remainder of the course students will create artwork using the media and subject matter of their choice.

Ceramics and Sculpture	***Full Semester, Every Other Day***
Want to get your hands dirty? Dig into this new art elective! This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture, to include clay, plaster, wood, and found objects. During the time students are working with clay they will create various hand-built and wheel-thrown pieces, both functional and decorative, to include: plates, jars, vases, mugs and serving dishes. During the second half of the course students will create work using the media and subject matter of their choice	

Study Hall	**Full Semester, *Every Other Day***
Study Hall is an opportunity for students to complete their academic work during the school day.	

ACADEMIC SUPPORT COURSES

EL	***Full Year***
Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted in a pass/fail basis on student report cards.	

Extra Math 8	***Full Year, Every Day***
The purpose of this course is to give students a boost in their basic math skills. As a large group students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
• **Review of past data.**	• Screening:

○ **Screening:** ○ **MCA**: Partially Meet Standard ○ **NWEA:** Below grade level ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds ● NWEA: move from "Well Below" to "Below Target" ● Teacher Recommendation ● Universal Screening Data

RTI Math 8	***Full Year, Every Day***
Response to Intervention (RtI) math is an intervention for students who do not qualify for other programs, but demonstrates a need in the area of math. Students receive enrichment and support to help them build foundational math skills and to meet grade level standards. This class is in addition to the students core math class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	Exit Criteria
● **Review of past data.** ○ **Screening:** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● Screening: ● MCA: Meets or Exceeds category ● NWEA: Move from Below to At Grade Level Target ● Teacher Recommendation ● Universal Screening Data

Reading Power 8	***Based on Student Need***
The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.	
Entrance Criteria	**Exit Criteria**
● **Review of past data.** ○ **MCA**: Partially Meet Standard ○ **NWEA:** Below grade level ○ Teacher Recommendation ○ Universal Screening Data	● MCA: Meets or Exceeds ● NWEA: move from "Well Below" to "Below Target" ● Teacher Recommendation ● Universal Screening Data

RTI Reading 8	***Based on Student Need***

RTI Reading 5 is a class where students will receive specialized instruction in a small classroom setting to address fluency, vocabulary, phonemic awareness and phonics skills to support students academic success. This class is in addition to the students core reading class. Final grades will be posted in a pass/fail basis on student report cards.

Entrance Criteria	Exit Criteria
● **Review of past data.** ○ **Screening:** ○ **MCA**: 20th Percentile or below ○ **NWEA:** 20th percentile or below ○ Teacher Recommendation ○ Universal Screening Data	● MCA above the 35th Percentile ● NWEA: move from "Well Below" to "Below Target" ● Grades consistently above a C ● Universal Screening Data ● Move to an intervention class or a co-taught classroom if possible

REACH	***Full Year, Every Day***

REACH is an in-school program designed to help students academically, socially, and/or emotionally.The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.

Relationships**:** A safe place for students to belong, connect, and cool off if needed.

Education**:** Individualized academic assistance and assignment modifications as needed.

Accountability: A support network with staff committed to helping students succeed while nurturing student responsibility.

Character: Skill-building activities that encourage both positive academic and personal growth.

Hard work: Students rise to the level of expectations.

Entrance Criteria	Exit Criteria
● **Review of past data.** ○ Student receiving failing grades in core subjects ○ Multiple missing assignments ○ Organizational concerns ○ Attendance concerns	● Consistent grades C or above ● Conference Student Teacher ● Staff recommendation ● Mandatory semester monitor

SPECIAL EDUCATION SERVICES

Applied Skills	***Based on IEP Minutes***

Applied Skills is designed for students who have an individualized educational plan (IEP). They

have been identified as a student with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.

Positive Learning Understanding Self (PLUS)	***Based on IEP Minutes***
PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Communication Strategies	***Based on IEP Minutes***
This class is designed for students who have an individualized educational plan (IEP). Students identified for this class have demonstrated a need for communication, organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.	

Life Skills	***Based on IEP Minutes***
This class is designed for students who have an individualized educational plan (IEP). Students identified for this class have demonstrated a need for functional, communication, organizational, stress management, goal setting, test taking, social, self-advocacy, study, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their education, functional, communication, emotional, and behavioral growth. It is designed to	

teach students strategies to enable them to become successful in their academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.

Speech and Language	***Based on IEP Minutes***
This service is designed for students who have an individualized educational plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.	

Developmental Adapted Physical Education (DAPE)	***Based on IEP Minutes***
DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills that the student would be doing in their General Physical Education class. As a whole we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.	

Scheduling Appeals Process

Math Appeals

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

Appeals in ALL Other Disciplines

- If not initially invited into the course by initial identification, the student and parent(s) must:
    - Complete written Appeal Request Form
        - Available from the building administration or counselors
    - Building Administrator(s) and school staff reviews student's file including…
        - Core Data (as described above in Identification)
        - Other Supplementary Data, such as…
            - Subject-specific scores on standardized tests
            - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
            - Work samples
    - Building Administrator(s) reviews student's file and supplementary data with parents
        - The Building Administrator will be the final authority on ALL appeals.

Schedule Change Process

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make final approval of schedule change request
4. Requests are not considered after the course has been in session for one week.

Please note that schedule changes will be considered up to the final day of the first week of the semester.

Changes for the 2020-2021 Course registration booklet

1. Added a note on the Physics course that this is an online course.
2. Dropped SPA program description.
3. Added REACH course description for clarity with SAIL program.
4. Environmental Science course has been changed to a semester course from full year course.
5. Advanced Spanish 2 and 3 have been changed to Spanish 2 and 3. With five levels of Spanish, the need for different Advanced and regular Spanish courses was not needed.
6. Added social studies course "Multicultural history of the United States".
7. Added Coaching and Leadership to the Summit Academy program.
8. Added online Senior English Capstone course added to English electives.
9. Moved Construction Trades to the Summit Academy Program.
10. General clean up of symbols, grammar, and course materials needed.

JORDAN HIGH SCHOOL
REGISTRATION GUIDE
2020-2021

JORDAN HIGH SCHOOL IS A COMMUNITY DEDICATED TO PROVIDING A CHALLENGING AND ENGAGING EDUCATION THAT EMPOWERS STUDENTS TO PURSUE THEIR OWN EXCELLENCE.

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GETTING STARTED

Academic Policies: Students register in the spring for the next school year courses. Schedule changes are discouraged and kept to a minimum. Once a semester begins, changes are only allowed if a credit deficiency is noticed, a teacher recommends a change, a student has too many study halls, or an error was made. Schedule can NOT be made after the first week of the semester. A course dropped after the first two weeks of each semester will result in students receiving an "F" on their permanent record, and they will be placed in a study hall. Students who register for Advanced Placement, Concurrent Enrollment, and College in the Schools classes will not be allowed to drop them after registration. We will staff our building for these classes and when students drop them, other classes become too large.

Cumulative Grade Point Average (GPA): Cumulative Grade Point Average is calculated beginning in Grade 9 through the end of Grade 12. Every course with a mark of A through F is used in calculating cumulative GPA. Advanced Placement, Concurrent Enrollment, and College in the Schools receive weighted grades. The numerical representation of grades is as follows:

	Regular	AP/CE/CIS (weighted)
A	4.0	4.4
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.3
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.2
C-	1.67	1,84
D+	1.33	1.46
D	1.0	1.1
D-	0.67	0.74
F	0	0

Academically Challenging Courses: All Jordan students are encouraged to take courses that will provide them with the appropriate challenge for their future education and career goals. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses that provide additional challenge:

Advanced Placement Chemistry
Advanced Placement Mobile Computer Science Principles
Advanced Placement U.S. History
Advanced Placement World History
Anatomy and Physiology
Concurrent Enrollment Spanish IV and Spanish V
Concurrent Enrollment Public Speaking
Concurrent Enrollment Introduction to Education
Concurrent Enrollment English Composition
Concurrent Enrollment Multicultural Education and Human Relations in Schools
College in the Schools Introduction to Literature: Poetry, Drama, Narrative
College in the Schools Human Physiology, Technology and Medical Devices
College in the Schools Calculus
College in the Schools College Algebra Through Modeling
College Writing
Research Writing

Graduation Requirements:

English:	Full year of English 9
	Full year of English 10
	Four semesters to include one literature, one speaking, one writing, and one elective choice.
Social Studies:	Full year of Civics 9
	Full year of American History 10
	Full year of World History
	One semester of Economics
	One semester Social Studies elective
Mathematics:	Three full years of Mathematics
Science:	Full year of Physical Science 9
	Full year of Biology 10
	Full year of a Chemistry
Health/PE:	One semester of Physical Education 9
	One semester of PE 10
	One semester of Health
Fine Arts:	Two semesters of Fine Arts which include Music Education, Fashions and Computer Graphics
Business:	One semester of Careers
Electives:	Seven credits, which may be made up of full year or semester long courses

Commencement Procedures: To participate in graduation ceremonies, seniors must have completed all graduation requirements. Students must earn 24 credits to satisfy requirements; each semester course equals one-half credit and each year long course equals one credit.

Alternative Learning Opportunities: All students who are experiencing difficulty in the traditional education system are allowed to enroll in alternative programs to complete their high school education. Students will earn a Jordan High School diploma and must complete the same requirements as other Jordan students to earn their diploma. Students must provide their own transportation to alternative schools. Parents and students who are interested in pursuing registration in an alternative school should make an appointment with the counselor.

Online Schools: Students have the option of attending online schools. However, students and parents must understand students who choose to go to online schools will not receive a Jordan High School diploma. They will receive a diploma from that online school organization.

Key to Symbols:

 = Course offers college credit



= Course offers articulated credit

 = Students will receive a weighted grade

Reading the Course Descriptions:

- A course number for each course indicates whether it is a semester long course or part of a year long course. A 1000 numbered course indicates it is the first half of a year-long course; a 2000 numbered course indicates it is the second half of a year-long course, and a 3000 numbered course indicates it is a semester-long course. Students who register for year- long courses must include both the first and second semester numbers when registering.
- Each course indicates the appropriate grade level.
- Most semester-long courses have a credit value of .5, meaning a yearlong course is valued at 1 full credit. College in the Schools and Concurrent Enrollment courses have an increased credit value and are indicated prior to the course description.
- Students and parents should be aware of course prerequisites and required supplies. Symbols indicate if a course is articulated with a vocational or two-year college or if a student can earn college credit after successfully completing the course (see above).
- Symbols indicate courses with weighted grades.
- Courses labeled as "honors" have a higher level of rigor; classes labeled as "advanced" (except Advanced Placement classes) move students more quickly through material. For example, Advanced Algebra II moves through all of Algebra II in one year rather than over two years.

College Credit Opportunities

Jordan High School offers opportunities for students to potentially earn college credit while attending high school. Colleges and universities look favorably upon students who have challenged themselves in high school through a rigorous academic program. Advanced Placement, Concurrent Enrollment, and College in the Schools courses present curricula that is the same as courses taught on college campuses; therefore, students must understand they are significantly more difficult than a high school course. At the conclusion of these courses, students may qualify for college credit so students are expected to think, analyze, and produce at a college level. Additionally, they require significantly more work outside of class than regular high school courses. Therefore, students should consider not only their own academic background and commitment, but also their overall course load, job responsibilities and cocurricular activities when deciding to register for these courses. Students who choose to take three Advanced Placement, Concurrent Enrollment, and College in the Schools courses during one semester will be allowed to have two study halls. College credit courses will be given 1.0 Jordan High School Credit for every 4.0 College credits.

Post-Secondary Enrollment Options (PSEO): Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/ technical PSEO course. If they earn at least a grade of C in that class, they may take additional PSEO courses. There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools must provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30 if they want to participate in PSEO for the following school year. For current information about the PSEO program, visit the Minnesota Department of Educations Postsecondary Enrollment Options (PSEO) webpage.

Procedures for Students to Follow:

1. Schedule an informational meeting with the high school counselor.
   Jenny Kusske- Students last name A-K
   Robin Whiteside - Students last name L-Z
2. Parents and students review material and discuss options as far as how they relate to future career and educational plans
3. Complete Part 1 of Notice of Student Registration Form, Student Guide, and obtain official transcript. Students must take this information with them when they meet with the postsecondary admissions staff.
4. Schedule meeting and obtain information from the post-secondary admissions staff.
5. Complete necessary post-secondary admissions forms. Part 2 of the Notice of Student Registration Form is to be completed by the postsecondary institution. Within ten days after

registration, the post-secondary institution will send a copy of this form to the student, the high school, and the Minnesota Department of Education.
6. Register for courses. The high school will notify the student of the number of credits to be received for post-secondary courses by completing part 3 of the Notice of Student Registration Form and send a copy to the student.
7. Provide the high school counselor with a copy of the post-secondary registration for and contact them if course changes were necessary.
8. This process should be followed each semester.

For further information please visit the Minnesota Department of Education website https://education.mn.gov/MDE/dse/ccs/pseo/index.htm

MSU Mankato Concurrent Enrollment Classes and Normandale CC Concurrent Enrollment Classes:
Jordan High School offers Spanish IV I and Spanish V in collaboration with MSU Mankato. This partnership offers qualified students the opportunity to earn university credit prior to graduation. Spanish IV and V are taught by a highly qualified high school instructor who has been endorsed and mentored by faculty from MSU. Students who complete Spanish IV and V receive MSU academic credit, which appears on an MSU transcript. It may transfer to other colleges and universities (acceptance of transfer credits is always guided by the policies of the individual college or university). JHS offers Introduction to Education, Freshman Composition, Health Care Core, and Multicultural Education through Normandale Community College.
Students must complete an application, take the Accuplacer, and meet admissions criteria: Seniors must have a 3.0 GPA (on a 4.0 scale) OR an ACT composite score of 21 or higher Juniors must have a 3.5 GPA (on a 4.0 scale) OR an ACT composite score of 23 or higher

University of Minnesota College in the Schools Courses: CIS is a partnership between the University of Minnesota and area high schools. It delivers regular university introductory level courses to advanced high school students. Students successfully completing a CIS course receive University of Minnesota credit. High school teachers teach CIS courses during the regular school day in the high school. They apply to the University of Minnesota and must be accepted to teach. Additionally, teachers receive ongoing support and staff development at the University of Minnesota. University credits earned through CIS are approved degree credits and are transferable to other colleges and universities. Acceptance of transfer credits is always guided by the policies of the school accepting the credit. CIS courses offered at Jordan High School include College Algebra through Modeling; Calculus; Introduction to Literature: Poetry, Drama and Narrative; and Human Anatomy and Physiology. Prerequisites for each class are indicated in the registration guide.

Advanced Placement: Advanced Placement is a national program that allows students in high school to take college level classes. Jordan High School offers AP Chemistry, AP US History, and AP World History. In May, students will be offered an AP exam. Students who earn a score of three or better may qualify for college credit. To make sure that a particular college accepts AP credit, students must contact the specific college.

Articulation Agreements: Through articulation agreements between Jordan High School and specific two-year colleges in the area, students will be able to earn college credit for certain courses taken in high school. The agreements recognize that skills and competencies are developed through successful completion of specific coursework that is then verified by the high school teacher. To receive credit, students must enter that specific post-secondary institution. These schools vary

regarding their policies when students choose to transfer to another school. Students should check with those institutions when they register upon graduation from high school. Follow the link for the most current and updated information at https://ctecreditmn.com

Post-Secondary Preparation

Students should register for classes that satisfy entrance requirements of colleges (state universities, and technical, community or private colleges). Requirements vary. Students and parents should become familiar with the entrance requirements of colleges to which they wish to apply. This can be accomplished in several ways:

- Meet with admissions representatives when they are scheduled at school
- Call or email colleges directly
- Check the college website

In general, students may adhere to these guidelines for admission:

Community College: Admission to the college does not automatically qualify a student for all courses and programs. Students' abilities in reading, writing, and math must be assessed before registering for classes. Some specialized career programs such as Dental Hygiene, Nursing, Radiologic Technology, Automotive and others are competitively based and have additional academic and application requirements. The requirement to enter a community college is a high school diploma or GED. Normandale, Inver Hills, and Century Colleges are examples of Community Colleges.

Technical College: Most jobs require technical skills, and the explosion of new technology calls for a highly trained workforce. Technical colleges work closely with businesses to offer this advanced professional training. Prior to registering for courses, students may be required to take the Accuplacer, a standardized assessment of a student's reading, sentence and arithmetic skills. Test results help students select courses while allowing staff to develop appropriate plans for a student's academic support. Applicants who took rigorous high school courses are likely to test into more advanced courses thereby moving them more quickly through course requirements. Students are advised to check with specific programs in advance due to the possibility of waiting lists. Students are encouraged to continue to challenge themselves and perform well while in high school. The requirement to enter a technical college is a high school diploma or GED. Examples of technical colleges include Dakota County and Hennepin County Technical Colleges.

Four-Year Colleges and Universities: The following minimum courses are highly recommended for admission:

- Four years of English, including composition and literature.
- Four years of Mathematics, including two years of algebra and one year of geometry. PreCalculus is strongly advised.
- Three years of Science, including one year of a biological science and one year of chemistry or physics.
- Two years of a single World Language.
- Four years of Social Studies, including US History and Geography.
- One year of visual and/or performing arts (art or music classes).

**Please note that university requirements may be different. Please contact the admissions office of the university for full admissions requirements.

SUMMIT ACADEMY
JORDAN PUBLIC SCHOOLS

***SUMMIT ACADEMY* EXPERIENTIAL LEARNING PROGRAMS**

Students have the opportunity to take professional studies courses that combine cross-curricular and real-world learning. These courses and programs will benefit students from a partnership with local businesses and professionals from the community. The course content is made relevant by giving students access to career fields through guest instructors, project management work, mentorships, and portfolio development. This program will require students to be located outside of the school building at times, but students are subject to the same academic, behavioral, and attendance expectations that are expected of them at Jordan High School. This program will give students an opportunity to earn college credit in a team-taught environment. These classes will be held during a two hour block.

Building Trades: 1340/2340 Grade Level: 11-12
Credit Value: 1.0 per semester Prerequisite: application

Required Materials: This is a full year 2 hour block class**

Course Description: While in the building trades program, students are given an extraordinary opportunity to build a custom, single-family home / structure from the ground up. This program will require students to manage time and tools; read and interpret house plans; work independently and in groups; and have a mature attitude towards their learning and experiences. Students will be working on a job site every day in small groups, individually or with an entire class. They will gain experience in every aspect of construction including surveying, concrete, rough carpentry, plumbing, electrical, insulation, sheetrock, roofing, finishing / trim,,and painting. Completing a project of this scale will equips students with valuable skills to make them wise consumers, as well as wise career decision makers. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as contractors, plumbers, carpenters, electricians, masons, project managers, and engineers. Students will learn all aspects of construction that go into building a home. This will include:

Safety
Surveying
Rough/Finished Carpentry
Rough/Finished Plumbing
HVAC
Material Estimation
Jobsite Supervision
Electrical
Insulation
Roofing
Flooring
Painting
Energy Efficiency
Concrete/Masonry
Inspection
Tool use and Management

Business Marketing and Economics: 3015 Grade Level: 11–12
Credit Value: .5 business and .5 economics credit per semester Prerequisite: None

Required Materials: None
Course Description: This course is designed to provide students a hands–on experience in the world of business. Students will be assigned mentors and business partners to help them develop skills relevant to the 21st century. Focus will be placed upon the role of management and the challenges associated with human resources, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world-class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will complete this course with a presentation for their business partner.

Topics discussed may include: Business in the U.S. economy Business law Business management Economics Human relations Issues in the global economy Consumers in the U.S. economy Business finance in the global economy This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

Healthcare and Medicine: 3185 Grade Level: 11-12
Credit Value:.5 elective & .5 science Prerequisite: None

Course Description: The Healthcare and Medicine program fully immerses students in St. Francis Regional Medical Center and St. Gertrude's providing unprecedented access to real world experiences in the dynamic field of healthcare and medicine. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare. This course requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and tours. Through guided mentoring, students will participate in an experience that encompasses their personal interest in healthcare and medicine. Students will be transported to and from off site classroom.

Potential to obtain First Aid, CPR and Certified Nursing Assistant certificates from this experience

Introduction to Coaching and Leadership: 3030 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: None

Course Description**:** The Introduction to Coaching and Leadership course is a one semester elective class that provides an overview of the coaching profession, including coaching philosophy, leadership and motivational strategies, and current trends and theories in coaching. Other topics discussed include the critical roles and responsibilities of a coach, professionalism and ethics in coaching, strategies for building a successful team, and case studies of highly successful and impactful coaches. Students will read and discuss various articles and literary selections regarding highly successful and impactful leaders and coaches. Students will be exposed to various guest speakers from the Jordan athletic department staff and the broader coaching community. Finally, students will learn through hands-on experience as they instruct young athletes. The course will culminate with student completion of a project showing evidence of growth throughout the semester. The project will highlight student coaching experience and their personal thoughts and feelings they have developed throughout the class regarding coaching and leadership philosophy and the role of coaches in the lives of young people.

Introduction to Education: 3010   Grade Level: 11-12
Credit Value: 1.0 elective and .5 English Prerequisite: None
* students will receive 1.0 English if qualify for Normandale credit

Course Description: Introduction to Education provides an overview of the education profession and U.S. education system, including historical development, social foundations, and educational institutions. Other topics discussed include current theories; trends and issues in education and the community; certification standards; roles and responsibilities of teachers, learners, and other school personnel; and a field experience / practicum experience. Coinciding with classroom work, students will take field trips to various educational settings, learn from guest instructors focusing on various topics in the world of education, and take part in various "teaching" experiences through observations and student contact.

Expectations: Field Experience: Each student will spend at least 25 hours working with a mentor teacher observing and working with students as a classroom helper in a K-12 classroom. The field experience will also coincide with other required activities to show evidence of the experience. Capstone: Students will present a culminating project showing evidence of their growth throughout the semester, highlighting their field experience, and teaching their self-selected texts to the audience. The audience will include invited guests, classmates, teachers, mentor teachers, and administration. Portfolio: Each student will create a professional portfolio, which will be highlighted at the Capstone presentation, demonstrating learning and professional growth throughout the semester.

College Credits: Credits are earned through Concurrent Enrollment with Normandale Community College. Students must apply to Normandale CC and take Normandale's Accuplacer. A total of 8 concurrent enrollment credits are available (4 Introduction to Education credits and 4 Freshman Composition credits, if a student earns a required score on the Accuplacer)

Multicultural Education and Human Relations in Schools: 3180  Grade Level: 11-12
Credit Value: .75 elective per semester Prerequisite: Intro to Education
Offered in the spring of odd number years (2021, 2023)

Course Description: Multicultural Education and Human Relations in Schools introduces students interested in pursuing a career in education to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Education topics discussed will also include hierarchy of education with regards to privilege, equity and access to high quality education, Students will engage with the material using knowledge of their life experiences and those of diverse students in urban and rural public schools to learn culturally and linguistically responsive classroom strategies. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth.

Expectations: Class Participation and Attendance: Each student will attend all class periods and participate in class activities including working with mentor teachers in an authentic classroom setting. Text Reading: Students will read all assigned readings -- textbook, articles, and self-selected texts -- carefully with detailed analysis and participate in related class activities. Field Experiences: Students will visit various educational settings in order to engage in or with multicultural experiences. On this site visits, students are required to dress in a professional manner.
: Students create a culminating project showing evidence of their growth throughout the semester highlighting their experiences.

College Credits: Credits are earned through Normandale Community College A total of 3 concurrent enrollment credits are available Students will be required to take the Normandale Accuplacer Test (if required) and apply to and be accepted at Normandale Community College to receive these credits.

INTERDISCIPLINARY OPPORTUNITIES

Innovate: Creative Problem Solving: 3025 Grade Level: 9-12
Credit Value: .5 elective credit per semester Prerequisite: None

Required Materials: Pencil and paper
Course Description: In Creative Problem Solving, students will use collaboration, teamwork, creativity, imagination, and critical thinking to solve tasks in areas of STEAM (Science, Technology, Engineering, Art, and Mathematics). Students will learn about creativity, time management, and how to use failure as an opportunity to learn. Throughout the semester, students will work on both short term and long-term tasks in which they choose how to approach the task within given guidelines. Long-term projects will be chosen from the following categories: Technical, Scientific, Engineering, Fine Arts, and Service Learning.

Senior Seminar-Learning Life Hacks to Independent Living: 3305 Grade Level: 11-12
Credit Value: .5 semester elective credit Prerequisite: None

Required Materials: Notebook, folder, pens/pencil, Chromebook, paper
Course Description: This course is designed to help students develop skills they will use throughout their lives. In this course students will spend 6 weeks in three elective areas of Industrial Technology, Family and Consumer Science and financial planning. Students will have the opportunity to develop independent living skills through and interdisciplinary approach utilizing resources in business , FACS, and Industrial technology.
Expectations:
Students will build personal financial literacy skills, career success basics, refine decision making and critical thinking skills as a consumer in an ever-changing economy.

ART

One year (2 semesters) of an Art course/s is required for all students graduation requirements.

2D Foundations: 1005 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil
Course Description: 2D foundations addresses learning and practicing foundational drawing and painting techniques, incorporating the Elements of Art, and analyzing artists' works. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well.

3D Foundations: 1010 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil
Course Description: 3D foundations addresses learning and practicing foundational sculpting techniques, incorporating the Elements of Art, and analyzing artists' works. This course is for the student who prefers to create artwork that is three-dimensional. The majority of the projects will include hand building with clay. Other projects will include working with wire, wood, plaster, and found materials. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, and online research, are valuable components of the course as well.

Advanced Foundations: 2010 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: 2D or 3D Foundations, or Crafts

Required Materials: Journal and Sketchbook
Course Description: Advanced Foundations further develops techniques practiced in foundations. Students explore advanced techniques and processes in their choice of 2D or 3D media, based on the foundations course completed. Student's artwork includes practicing the Principles of Design, learning to improve the quality of their compositions. This course will challenge students to work larger and explore theme-based project that are self-driven and teacher-guided. Assignments and exercises will also explore the understanding and study of creativity and the brain. A written journal and sketchbook will be used daily in class. Online research and critique sessions are valuable components of the course as well.

Craft: 3005 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil
Course Description: Students will design and create a number of craft projects with an emphasis on learning and understanding how to make "well crafted" objects. Students will learn about the traditions of the crafts they make, and continue to work with the elements and principles of design to create a variety of projects. Some areas of study include: Book Arts, Quilling, Natural Dying, Needlework, and Batik. Written work, quizzes/tests, and online research, are valuable components of the course as well.

Graphic Design/Yearbook: 1020, 2020, or 3020 (See Note Below) Grade Level: 9-12
Credit Value: .5 per semester art elective Prerequisite: None

Required Materials: A notebook, folder, pen/pencil. Access to a digital camera is beneficial.
Course Description: Graphic Design/Yearbook explores the idea that the presentation of information is just as important as the information itself. These students will work as photographers, writers, and designers. Students will learn and practice two-dimensional design strategies that they apply to various projects in the production of the high school yearbook. Graphic Design/Yearbook can be taken as a semester course (.5 credit value) or a year-long course (1 credit value).Students who wish to take Graphic Design/Yearbook for a full year should register for both 1020 and 2020. Students who wish to take this course for only a semester should register for only 3020.

Studio Art I: 1015 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: 2 art courses

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil
Course Description: Studio Art is a course for the serious art student. Students work through projects that are teacher-directed and self-directed. Students are challenged to develop work that demonstrates content as well as technical ability. Students will develop written project proposals. These students assemble their pieces into a portfolio due at the end of the semester. To learn more about art careers, this group has the opportunity to attend off-site workshops with area artists and visit colleges and technical schools. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

Studio Art II: 2015 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Studio Art I

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil
Course Description: Studio Art II is a course for the serious art student. It contains the same requirements and a similar structure to Studio Art I, however, these students will also be creating an artist website. These students will use their web-site as their final digital portfolio. This group will also learn more about art careers, attend off-site workshops with area artists, and visit colleges and technical schools. Student work will be displayed in the school and community, as well as professional gallery spaces. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

BUSINESS & COMPUTER

Freshman Academy: 3045 Grade Level: 9
Credit Value: .5 per semester Prerequisite: None

Required Materials: None
Course Description: Freshman Academy is a required course for all 9th grade students. This course will provide students with opportunities for interest and career exploration, while also focusing on the development of soft skills. This course will stress skills in academic readiness, personal/social development, career & college readiness, as well as promote financial literacy

Accounting IA : 3055 Grade Level: 10–12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Calculators
Course Description: Not just for accountants, ac-counting is the language of business and application and can be used in any occupational field. It is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will more knowledgeably manage their financial resources. As citizens, future parents, and investors, students will be better prepared to make the economic decisions that will impact their communities and to make the financial decisions that will affect their own economic futures. Students will learn the basic skills necessary to complete all the transaction journaling and working papers for a service or merchandising business. Students will complete various projects involving the completion of financial transactions, reading financial documentation to make sound management decisions, reinforcement activities as well as real life simulations for a full accounting cycle. This course should be taken by student interested in entrepreneurship or any of the following Career Clusters: Finance; Business, Management & Administration; Marketing; Manufacturing, Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.
For articulation information go to: https://ctecreditmn.com

General Business: 3075 Grade Level: 10 –12
Credit Value: .5 per semester Prerequisite: None

Required Materials: None
Course Description: General Business is designed to provide students a general survey of the world of business. Topics include the basic principles and practices of contemporary business. Students will be introduced to the multitude of opportunities that can be found in today's business worlds and they will explore the global challenges associated with the various dimensions of the competitive business environment. Focus will be placed upon the role of management and the challenges associated with human resource management, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will also create a mock business (on paper) throughout the semester. This project includes, but is not limited to, a description of the business, logo and slogan, promotion, target market and employee manual. Specific units covered are:The Economic Environment, Business in the US Economy, Business Law, Business Management, Human Relations, Issues in the Global Economy, Consumers in the US Economy, Business Finance in the global Economy. This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.
ate decisions. Students will also do an in-depth study of a specific career. The Internet, an excellent resource to obtain career information, will be used in this class. Students explore a variety of career clusters and learn in depth about their top choice. Students will understand how technology relates to their career options. Students will have a working Electronic Portfolio that will include a Course of Study plan to assist the student in class selections to help prepare them for college and life after high school.

Personal Finance: 2050 Grade Level: 11–12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Calculator
Course Description: Learn how to live a life of financial peace! Personal Finance will provide a foundation for understanding personal financial planning techniques. Students will become equipped to confidently understand and discuss various aspects related to personal finance and be able to plan for their own financial futures. Students will complete hands-on projects to reinforce learning, many of which will involve the use of technology, especially the Internet. Students will learn from actual financial experts via videos, listen and respond to audio clips, use online financial calculators and tools, follow markets as well as specific stocks, bonds and mutual funds, and participate in real-life financial planning and decision making activities. Specific topics discussed are: Saving and Properly Maintaining Checking Accounts, Financial Planning, Budgeting and Financial Goals, Consumer Awareness and Buying Decisions, Dangers and Elimination of Debt and Credit Investment Options, Wealth Building, Real Estate and Mortgages, Insurance, Employment and Taxes This course should be taken by anyone interested in an in-depth understanding of financial planning and investing strategies.

Sports and Entertainment Marketing: 3085 Grade Level: 9 –12
Credit Value: .5 per semester Prerequisite: None

Required Materials: None
Course Description: From amusement parks and video games to the biggest in athletic and movie stars, Sports and Entertainment Marketing will explore the foundations of the marketing processes. Students will learn about developing, promoting, and distributing goods and services to satisfy customer needs and wants. Emphasis will be placed on the specific venues of sports and entertainment. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will take an active role in the creation of programs and promotional strategies for Jordan athletics. Stu-dents will also actively participate in a full-scale marketing campaign, involving all of the marketing aspects discussed in the course, to promote, price, sell, and distribute Jordan athletic apparel. Specific topics covered are:
Marketing, Merchandising,The Marketing Plan, The Marketing Concept, Target Markets
The Marketing Mix and 4 Ps of Marketing: Prod-uct, Place, Price, and Promotion, Market Research
This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Business, Management & Administration, Marketing, Manufacturing, Hospitality & Tourism, Transportation, Distribution & Logistics, Government & Public Administration.

Computer Programming: 3060 (offered in 2021/2022, 2023/2024...) Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Jump drive recommended **This course will be offered every other year
Course Description: This course is designed to help students become familiar with computer programming concepts and techniques. We will be using visual studies software to solve problems and create small games you can actually play. Programming concepts and techniques will be using Java to solve problems and create small games you can actually play. Programming is one of the creative processes that can transform ideas into reality. Concepts learned in this course can be applied to numerous other programming languages. Due to ever-changing technology, various other technology related topics will also be covered. We will visit a local University/College to observe and learn what college life is like with a Computer Major.

Computer Graphics: 3065 Grade Level: 9 -12
Credit Value: .5 Art or Elective per semester Prerequisite: None

Required Materials: Jump drive recommended
Course Description: This course is designed to teach the fundamental principles of computer graphics and introduce students to the basic elements and skills involved in the creation of computer graphics. This course counts towards .5 Art credit. We will be using Adobe Photoshop, Illustrator, and InDesign CS5 version. It will provide an opportunity for students to acquire and develop skills needed to create various types of computer generated work through their creations with the software. Students will develop an ongoing electronic portfolios of their work. Students will be able to apply computer graphics skills and capacities to enhance multimedia presentations of projects, reports, and investigations for other classes at Jordan High School. Students will also be able to understand the connection between computer graphics skills and professional opportunities. Projects include software box, cartoon characters, cloud art, pictures in text, t-shirt design/creation, digital pictures distortion and enhancements, and CD/DVD labels. Field trip includes a behind the scenes tour at the IMAX theater and watching a IMAX film.

Computer Animation: 3070 (offered 2020/2021, 2022/2023…) Grade Level: 9 –12
Credit Value: .5 elective per semester Prerequisite: None

**This course will be offered every other year
Required Materials: Jump drive recommended
Course Description: This course is designed to teach the fundamental core principles of planning, creating, editing, formatting and displaying multimedia projects using Adobe Flash CS5 software. Students will be able to create vector based graphics, banners, and movies for websites created in html or flash format. Additionally, students will gain an understanding about different web media and technologies and the impact they have. Students will be able to apply the skills and understanding they gain in the course to create digital narratives and design websites for other classes at Jordan High School and/or their future careers. Projects will include character animation, virtual coloring books and puzzles, interactive web banner ads, and website animations. A Digital Portfolio will be created as an end of the semester project. Field trip includes a behind the scenes tour at the IMAX theater and watching a IMAX film.

Website Design: 3090 Grade Level: 9 –12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Jump drive recommended
Course Description: Ever wanted to create your own presence on the Web? Website Design pro-vides an overview of creating web pages via HTML and CSS. Students will create web pages using Notepad, Dreamweaver, and CMS editors, while following CSS rules. The software used includes Dreamweaver CS5 (Web editor), Flash CS5, Fireworks CS5 / Photoshop CS5(multi-purpose video and graphic software). Students will be able to apply the skills and understanding they gain in the course to create and design websites for other classes at Jordan High School. Topics include the following: Foundations of Website Creation, Web Page Elements, Production Tools, Layout & Design, Website Creation (Notepad, Editor, CMS), Implementation & Hosting

Microsoft Office Specialist (MOS) Applications: 3080 Grade Level: 10 –12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Jump drive recommended
Course Description: This course is designed for students to become more proficient when working with technology using "hands-on" applications. This course offers students a high degree of exposure to Microsoft Office Word & Excel, which are used in high school, post-secondary schools, business & for personal use. Successfully completing this course will prepare students for entering the world of work and/or college. It is highly suggested that students who plan on attending college complete this course. Students successfully completing this course should be able to seek certification as a Microsoft Office Specialist!
*Preparation for the MOS certification in Word and/or Excel will be accomplished during this course
*Microsoft Office Specialist certification, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating desktop skills. The Office Specialist program is helping meet the demand for qualified and knowledgeable people in the modern workplace.

ENGLISH

Graduation Requirements: All students must complete a full year of English 9 and English 10. Juniors and seniors must complete four semesters that include one writing course, one speaking course, one literature course, and one elective English course. Students may choose any course to fulfill the elective requirement.

Writing Courses	**Speaking Courses**	**Literature Courses**	**Elective Courses**
Writing Foundations Practical Writing College Writing I College Writing II CE English Composition CIS Literature	Public Speaking CE Public Speaking	Literary Foundations Literary Studies CIS Literature	Creative Writing (2020-21) Creative Communication Theatre Arts (2021-22) Independent Lit Analysis

English 9 A and B: 1105 and 2105 Grade Level: 9
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, pencils/pens, folder or binder, highlighter, notecards, highlighters.
Course Description: English 9 is a two semester course. Through this course students learn how to read actively, speak clearly and write effectively. Students organize, write and edit a variety of writing assignments including, research papers, paragraphs, essays, poetry and character descriptions. They also read short stories, poems, novels, non-fiction and drama and learn how to discuss each different type of literature. Along with discussion, students will present information both formally and informally during the course of the semester including one informative speech.

Honors English 9 A and B: 1120 and 2120 Grade Level: 9
Credit Value: .5 per semester Prerequisite: Consistent "Exceeds Standards" on MCA Reading tests

Required Materials: Notebook, pencils/pens, folder or binder, highlighter, medium sized post its.
Course Description: Honors English 9 consists of two semesters. In addition to building greater skills within the four pillars of language arts (writing, reading, grammar, and public speaking), students will also build the skills necessary to excel in their high school careers: they will independently investigate topics to discover their own understanding, lead class discussions to assist one another's education, and wrestle with questions that have difficult or complicated questions. Major assessments include literature analysis, writing research papers, tests, delivering an informative speech, and performing Romeo and Juliet. Major texts will include John Steinbeck's *Of Mice and Men* and Harper Lee's *To Kill a Mockingbird*.

English 10 A and B: 1110 and 2110 Grade Level: 10
Credit Value: .5 per semester Prerequisite: English 9A and 9B

Required Materials: Student selected novels, writing utensils, highlighters, paper, folder.
Course Description: English 10 covers a wide range of content areas focusing on the pillars of language arts: grammar, literature, vocabulary, and writing. Within these areas, English 10 highlights units on grammar, creative writing, technical writing, literature, short stories, poetry, daily vocabulary, public speaking, and mythology. While focusing on literature, students will read the classic novel The Adventures of Huckleberry Finn by Mark Twain, various novels focused on historical world events, and student selected fiction and nonfiction novels. As literature tells the story of history, this class connects with American History frequently throughout the year for a deeper focus on specific literary subject areas. In addition, English 10 prepares students for future higher level English courses offered junior and senior years and testing such as the Pre ACT and ACT tests given sophomore and junior year.

Honors English 10 A and B: 1125 and 2125 Grade Level: 10
Credit Value: .5 per semester Prerequisite: Consistent "Exceeds Standards" on MCA Reading Tests

Required Materials: Student selected novels, writing utensils, paper, folder.
Course Description: Honors English 10 is for high-achieving, college-bound sophomores. The literature portion of this class covers text selections in fiction, non-fiction, poetry, short stories, and mythology. In addition to shorter reading assignments, students will also read the classic novel The Adventures of Huckleberry Finn written by Mark Twain, Night by Elie Wiesel and student-selected free-reading novels. The writing portion of this course emphasizes vocabulary sentence structure, organization, and style, while formatting according to MLA guidelines. Writing assignments start with detailed paragraphs, progress through multiple essays, and culminate in a research project. Class time is also spent preparing for the MCA and ACT exams. Upon successful completion of this course, students planning to attend college are encouraged to select Research Writing to further enhance their writing skills. (Students who successfully complete this course should not enroll in College Writing but will have satisfied the College Writing prerequisite for CIS Literature.)

Practical Writing: 3120 Grade Level: 11-12
Credit Value: .5 per semester (writing credit) Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.
Course Description: Practical Writing is a middle-level writing course focused on writing situations in academic settings and professional life. Students complete a variety of essays and writing assignments of varying lengths and purposes including personal statements, argumentative writing, creative writing, and expository writing. Students who display proficiency in Practical Writing and have aspirations of attending a four-year college are encouraged to take College Writing as an English elective credit.

College Writing I: 3125 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B

Required Materials: Highlighters, pencils, pens, folder, notebook.
Course Description: College Writing is a high-level writing class designed for high-achieving Language Arts students who are planning to attend college. This course emphasizes grammar as a means to clear and effective writing. Vocabulary, sentence structure, organization, and style are major components of this class. Writing assignments start with detailed paragraphs, progress through multiple essays, and culminate in a research project. Class time is also spent preparing for the ACT exam. Upon successful completion of this one semester course, students planning to attend college are encouraged to select Research Writing to further enhance their writing skills. Students who successfully complete College Writing cannot enroll in Intermediate English or Technical English at a later time. (This class is a prerequisite for CIS Literature and Research Writing.)

College Writing II: 3170 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: College Writing

Required Materials: Notebook, notecards, and highlighter.
Course Description: Research writing is recommended for college-bound students. This class focuses on enhancing research writing skills learned in previous classes in order for students to write research based persuasive, informative and argumentative papers of considerable length and depth. Students will work to analyze sources, schedule their own due dates, and edit both their work and the work of others for grammar and clarity. Included in this course is prep for the ACT test.

Literary Studies: 3130 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil, Adhesive Post-it notes (small or medium)
Course Description: Literary Studies explores the choices that authors make in their writing and the impact of those choices on the text's tone, mood, theme, and aesthetic appeal. Students will build skills in analytical reading, literature analysis, and critical thinking, and then they will apply these skills in assessments like essays, tests, and presentations. Major texts include several novels, a variety of poems and short stories, and plays by Shakespeare. This course fulfills the 11th-12th grade English: Literature elective requirement.

Creative Writing: 3145 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.
Course Description: In Creative Writing, students will not only discover their own creative process but also discuss the creative process of other writers. Students explore a variety of genres including poetry, fiction, comic strips, and combining writing and art. This class is a class that revolves around a writing workshop model where students write, share and edit their work and the work of others in both large and small groups. It is intended for students who are interested in developing a creating voice and comfortable with the notion of sharing their thoughts and feelings both though the critiques of others and their own writing. This class is offered in rotation with Theater Arts. It will be offered in the 2020-2021 school year but will not be offered in the 2021-2022 school year.

Creative Communications: 3150 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B or Honors 10A & 10B

Required Materials: Notebook, folder, pen/pencil.
Course Description: Creative Communications is a course designed to raise awareness about the ever-growing centrality of mass communication in our culture. Major topics of study include advertising, television, and film. Projects are primarily presentations. The major assessment components are group video projects: an advertisement, a mini-sitcom, and a short film.

Theatre Arts: 3160 (offered in 2019/2020, 2021/2022...) Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B or Honors English 10A & 10B
**This course is offered every other year.
Required Materials: Notebook, folder, pen/pencil.
Course Description: Theatre Arts explores the many ways people use theatre in all walks of life. Students will study theatre history, vocal and physical performance, play analysis, and play production. The class focuses intensively on research, critical thinking skills, and public performance. Students who sign up for Theatre Arts should prepare themselves for the fact that all class presentations must be polished and well rehearsed. This class is offered in rotation with Creative Writing.

CIS Introduction to Literature: Poetry, Drama, Narrative: 1165 & 2165   Grade Level: 11-12
Credit Value: .5 each semester
College Credit Value: 4 U of MN credits (ENGL 1001W)
Prerequisite: Eng 10 Honors or Intro to Education or College Writing I, and top 30% in their class

Required Materials: Notebook, Post-It Notes.
Course Description: The essence of this course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. The course will examine texts from multiple viewpoints, examining the works not only for themes, narratives, and style, but also through application of a variety of critical theories (lenses). The texts are multicultural and may contain mature themes and/or images. The texts, discussions, ideas, and assignments are different from those normally encountered in a high school classroom. It is a college level course and students should expect college level assignments. Students may choose to take this course for college
credit or simply as Jordan High School credit. Students who choose college credit may earn 4 University of Minnesota credits. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

Public Speaking: 3115 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, folder, pen/pencil, notecards.
Course Description: This semester course provides students opportunities to study and practice different presentation styles with the goal of effectively communicating with an audience. Types of speeches include demonstration, informative, persuasive, oral interpretation, special occasion, and debate. At the completion of this course, students will be able to plan, organize, research, present and evaluate many different types of oral presentations. Students will also learn to use different types of technology to enhance their presentations. 429

Writing Foundations: 3155 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A &10 B. Teacher recommendation

Required Materials: Notecards, writing utensils, folder, and paper.
Course Description: Writing Foundations satisfies the required junior/senior writing credit. This writing course is specifically designed for students who require additional foundational work in writing. Students study a wide range of writing content areas including grammar, research writing, argumentative writing, and expository writing. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level writing courses offered at Jordan.

Literary Foundations 3165 Grade level: 11-12
Credit Value: .5 per semester Prerequisite: English 10A & 10B Teacher recommendation

Required Materials: Writing utensils, folder, novels, and paper.
Course Description: Literary Foundations satisfies the required junior/senior literature credit. This literature course is specifically designed for students who require additional foundational work in reading comprehension and analysis. Students study a wide range of literary content areas including short stories, legends, poetry, and various novels all with the purpose of exploring how authors create a world with words. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level literature courses offered at Jordan.

Senior English Capstone: 3195 Grade Level: 12
Credit: .5 per semester Prerequisite: B or better in TWO of the four Jr-Sr. Level English Credits OR successful completion of all three of the other required credits.

Course offered online in spring semester only.
Course Description: Senior Capstone Project is an online course in which seniors create a "capstone project" which will demonstrate their proficiency of one or more areas in English/Language Arts. Students will submit a proposal for a project, gain approval, set a weekly production schedule, supply materials, and create the product. The final product will be made public in some way (such as a final speech or online publication). Projects should be aspirational, challenging, and driven by student interest or passion. Students will communicate weekly with the facilitating teacher via online or face-to-face communication, providing updates and descriptions of progress. Successful completion of the course will be evaluated based on the successful execution of the production schedule and the quality of the final product.

Independent Literature Analysis: 3175 Grade Level: 11-12
Credit: .5 per semester Prerequisite: Literature, 10A & 10B

Required Materials: Folder, pens/pencils, notebook, books of your choosing
This is an independent course where students, in groups or individually, can choose literature to read, analyze, and discuss. Students will work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature of interest to them. The literature read can take many forms including drama, short stories, novels, poetry and nonfiction. With the instructor, students will choose their own readings, create a schedule and also develop discussion topics, papers and final projects. The goal of this course is to encourage students choose books that they would like to read critically, analyze and discuss with others. This course does not fulfill the Literature Requirement but does count as an English elective.

Concurrent Enrollment: Public Speaking 3140   Grade Level**:**11-12
Credit Value**:** .5 Semester Public Speaking Prerequisite: Top 30% of class
College Credit: 3 Semester Credits through Minnesota State Mankato CMST 102 (3 credits)

Required Materials: Notecards, Notebook, Pens/Pencils
This is a course in communication principles to develop skills in the analysis and presentation of speeches. Students research, organize and practice giving both formal and informal speeches. Speeches include informative, persuasive and argumentative as well as speeches for special occasions. Also, students will be analyzing famous speeches for content and presentation value. Our goal is to understand what makes a speech and speaker memorable and strive to emulate the same principles.

FAMILY & CONSUMER SCIENCE

Child Development 1: 1300 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, Writing Stick, Folder
Course Description: This course is designed for both male and female students to prepare for the role of caring for children in many different capacities. We will investigate many issues surrounding parenting, learn more about pregnancy and prenatal development, study labor & delivery and the newborn. We will take a closer look at growth and development infancy through age five to help us better care for the needs of all children. Students enrolled in this class have the unique opportunity to care for the "Baby Think It Over". This is a great course for future parents and those interested in careers that involve children. Students considering a career in the following career clusters should enroll in this course: Hu-man Services, Education & Training, Health Science. As well as anyone who will interact with children in their future!

Child Development 2: 2300 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Child Development

Required Materials: Notebook, Folder, Writing Utensils
Course Description: Students in this course will expand their knowledge of child growth and development. Students will closely examine the major developmental milestones for the preschool to school age child. While observing and interacting with children in a variety of childcare settings, students will apply the principles of developmental theory. Students in this course will have the opportunity to tour and evaluate childcare environments, and plan and prepare developmentally age appropriate curriculum, activities and materials. Students considering a career in the following career clusters should enroll in this course: Human Services, Education & Training, Health Science as well as anyone who will interact with children in their future.
For articulation information go to: https://ctecreditmn.com

Foods I: 3310 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, Folder, Writing Utensil
Course Description: FOOD, FOOD & more FOOD! Is your idea of cooking mixing together a box of macaroni & cheese? If you don't know how to cook or even if you have some cooking experience but want to learn more, this class is for you! This is an introductory class that will help you learn how to read a recipe, use proper measuring techniques, practice safe food preparation and correct ways to use kitchen tools. These skills will help you produce good tasting meals and prepare you for cooking on your own. This is a lab class in which we will prepare 2-3 of your favorite recipes per week that you will not only make but be able to eat and enjoy! We will work our way through the many courses of a meal, preparing a variety of foods from each unit we are studying. Topics include appetizers, soups, quick breads, yeast breads, eggs, meats, grains and DESSERTS! Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences. This course is designed to give valuable life skills to help students prepare for independent living.

Foods II: 3315 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil
Course Description: A more advanced course in food preparation and for students interested in further developing their cooking skills. Throughout this course you will learn the art of gourmet cooking and learn and practice food safety and sanitation. A strong emphasis will be placed on knife skills through garnishing, we will also study chocolate, cake decorating techniques, international cuisine and its connection to regional foods of the United States. Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences.
For articulation information go to: https://ctecreditmn.com

Baking and Pastry Arts: 3325 Grade Level 9-12
Credit Value - .5 per semester Prerequisite: Foods 1

Required Materials: Notebook, Folder, Writing Utensil
This course is designed to give students a chance to learn the fundamental knowledge, skills and understanding of baking methods and techniques. Topics covered in this class include quick breads, yeast breads, cakes, pies, cookies, tarts, decorating and plating techniques, various pastries and desserts. Students enrolled in this class will work toward the preparation and selling of baked products each week in our own Jordan High School Bakery. This will be a lab class with 2-3 labs per week.

Design - Fashion & Interior: 3320 Grade Level: 9-12
Credit Value: .5 semester art credit Prerequisite: None

Required Materials: Notebook, Folder, Paper, Pencil/Pen
Course Description: This is a course for students who are interested in pursuing a career in fashion or interior design. Students will develop a variety of individually contracted assignments intended to foster creativity and critical thinking in solving design problems. These experiences will enhance personal self-expression and employability as students develop their skills. Students interested in design will gain an understanding of the principles and elements of design and color theory. These skills will be applied t25o the career design field of their choice - fashion or interior design. Students interested in fashion design will focus on the various aspects of designing garments from beginning concept to final product. Throughout the semester we will study garment parts and how the parts create the whole. We will learn about a variety of fashion designers and also how to design throughout the semester. Students interested in interior design will be introduced to the concepts of living environments. Past and future housing will be explored along with color, texture, design, room layout, floor plans, furniture design and human needs are examined. This course will include a variety of hands on projects.

FOREIGN LANGUAGE

Spanish I A and B: 1905 and 2905 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker, 1 pink and 1 blue highlighter
Course Description: Spanish I students will learn basic Spanish grammar, including pronouns, present and preterit (past) tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, likes and dislikes, time and date, free time activities, question words, weather, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish I, students have the potential to conduct basic communications about the topics studied. Homework is assigned regularly and speaking in Spanish during class is expected on a daily basis. This is a year long class, but students must pass first semester to continue to second semester. Students are also required to maintain a C average in Spanish I if they plan to enroll in Spanish II, or a B average if you plan to enroll in Advanced Spanish II

Spanish II A and B: 1915 and 2915 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Spanish I with a C or better

Required Materials: Three ring binder with 5 plastic sheet protectors, loose leaf paper or notebook, pen-cil, and a dry erase marker.
Course Description: Spanish II is recommended for students who want to continue through levels III and/or IV. This course builds upon the foundations laid in Spanish I. Students will focus heavily on grammatical structures and vocabulary and will further develop their writing, listening, reading and speaking skills. Some of the vocabulary topics include: health and fitness, daily routines, household chores, sharing opinions and advice, tour-ism, shopping, giving and following directions, leg-ends, setting up a story, and discussing one's childhood. Grammatical structures include the preterit (past) verb tense, reflexive verbs, informal commands, the imperfect (past) verb tense, comparing and contrasting the preterit and imperfect tense. By the end of Spanish II, students have the potential to conduct more detailed and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music and holidays. Regular oral participation is expected. This is a year long class, but students must pass first semester to continue to second semester. Students are also required to maintain a B average in Spanish II if they plan to enroll in Spanish III.

Spanish III A and B: 1920 and 2920 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Spanish II with a B or better and teacher recommendation
Required Materials: Three ring binder with 9 plastic sheet protectors, book cover, loose leaf paper or notebook, and pencil
Course Description: Advanced Spanish III continues to build on the foundations laid in Spanish I and Spanish II. The class will be primarily conducted in Spanish, and students are expected to speak in Spanish the majority of the time. Students will continue to practice and expand their Spanish language communication skills and a greater emphasis will be placed on writing and speaking skills. Some of the vocabulary topics of study include the environment, health and wellbeing, possibilities for the future, leg-ends, the arts, friendship, communication, reactions, and accomplishments. Grammatical structures include the present perfect and future verb tenses, the subjunctive and present perfect subjunctive as well as review of formal and informal commands and preterit and imperfect verb tenses. By the end of Spanish III, students will have the potential to conduct more fluid, detailed, and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music, and holidays.

CE Spanish IV 101/102: 1925, 2925  **Grade Level**: 11-12
Credit Value: 1 credit per semester
College Credit Value: 4 MSU Mankato credits per semester
Prerequisite: Top half of class as a senior, top third of class as a junior, or a 21 or higher on the ACT

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker
Course Description: Students in Concurrent Enrollment Spanish IV will further develop their oral, listening, and composition, reading comprehension, and intermediate grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

CE Spanish V 201/202: 1930 and 2930 Grade Level: 11-12



Credit Value: 1 credit per semester
College Credit Value: 4 MSU Mankato credits per semester
Prerequisite: Top half of class as a senior, top third of class as a junior, or a 21 or higher on the ACT

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker
Course Description: Students in Concurrent Enrollment Spanish V will further develop their oral, listen-ing, and composition, reading comprehension, and advanced grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

HEALTH & PHYSICAL EDUCATION

Ninth Grade	Tenth Grade
Physical Education 9	Competitive Sports Fitness for Life Health 10

Physical Education 9: 3350 Grade Level: 9
Credit Value: .5 per semester Prerequisite: None

Required Materials: Separate set of workout attire and athletic shoes
Course Description: Physical Education 9 emphasizes personal fitness. Students will learn the benefits that physical activity can have on their lives as well as the risk factors and possible dangers of living a sedentary lifestyle. Students will focus on the five health-related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) and how they relate to personal wellness. Students will get an introduction to the weight room and the design of a personal exercise program. Personal goals will be implemented. There is an introductory unit on body composition and weight management. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The class will include the skills, strategies, rules, and etiquette of a wide variety of individual / dual activities as well as team sports. Units include: badminton, pickleball, tennis, soccer, football, speedball, volleyball, archery, basketball, cross country, yard games, disk golf, ulti-mate games, table tennis, strength training, body composition and weight management, lacrosse, team handball, floor hockey, kickball, Omnikin ball, golf, and softball. All activities are played with an emphasis on teamwork, sportsmanship, effort, cooperation, and personal skill improvement. This course is required for graduation.

Physical Education 10: Competitive Sports : 3355 Grade Level: 10
Credit Value: .5 per semester Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes
Course Description: Competitive Sports focuses on competitive team/individual/fitness activities. Activities include all major team and individual sports at a higher competitive level. Class will focus on participation in individual/dual activities such as golf, ten-nis, badminton, pickleball, table tennis, archery, cross country running, inline skating, lawn games, and strength training. Team games will continue to be played. Students will be able to design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will include a three day diet log and analysis. Students must take either Physical Education 10/Competitive Sports or Physical Education 10/Lifetime Activities.

Physical Education 10: Fitness for Life: 3375 Grade Level: 10
Credit Value: .5 per semester Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes
Course Description: Lifetime Activities focuses on individual fitness/sports/activities. Students participate in a variety of life-time fitness activities at a less competitive level. These activities may include; aerobics, yoga, zumba, and pilates. Individual, dual and team games will continue to be played. Students will design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will continue and will include a three day diet log and analysis.

Health 10: 3360 Grade Level: 10
Credit Value: .5 per semester Prerequisite: None

Required Materials: Book cover, notebook, folder, pencils, markers or colored pencils, chromebook
Course Description: This course recognizes health is a precious resource often taken for granted. Students will be provided relevant information that will give them the knowledge, skills, and attitudes to contribute to a healthier lifestyle. This course stresses that proper diet and exercise are necessary for future health and will prepare students to make informed decisions for the rest of their lives. The technology used in health class consists of videos from the Internet, DVDs, and PowerPoint presentations, along with wireless laptop computers. Topics covered in Health 10: Understanding Health and Wellness, Setting Goals, Making Responsible Decisions, Managing Consumer Problems, Learning Healthful Friendships and Relationship Skills, Recognizing and Dealing with Harmful Relationships, Resolving Conflicts and Preventing Violence, Nutrition and Healthy Food Guidelines (MyPlate), Maintaining a Desirable Weight and Preventing Eating Disorders, Drugs (alcohol, tobacco, medicines, prescriptions and other illegal drugs), Contraceptives, Stress management and mental health, Abstinence from Sex, First Aid and Hands-Only CPR.

Lifetime Activities : 3365 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes
Course Description: Emphasis will be on lifetime activities. Units will include: basketball, volleyball, badminton, pickleball, tennis, strength training, floor hockey, softball, kickball, table tennis, football, soccer, speedball, lawn games (bocce ball, bean bag toss, ladder golf, croquet), archery, golf, ulti-mate games, inline skating, broomball, ice hockey, Omnikin ball, and lacrosse. Students will also have a mountain bike unit with a possible weekend camping-field trip. During the class students will experience some advanced strategy, tournament organization, and officiating. A possible field trip would consist of racquetball, squash, wallyball, rock climbing, and kayaking. A high amount and intensity of effort will be required with this elective class.

Strength Training : 3370 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes
Course Description: This course is a follow-up to the strength training units introduced in ninth and tenth grade physical education classes. There will be an overview of anatomy and physiology explaining what is happening to the body during strength training. Emphasis will be on individual strength and personalized programs relating to students' personal goals. The class will also include plyometrics, core strength and conditioning exercises, flexibility training, cardiovascular/aerobic workouts, bands, strength ball training, and sprint and agility training. Students will write a research paper on a topic of their choice relating to nutrition, supplements, or health/fitness. A high amount and intensity of effort will be

Women's Wellness: 3380 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes
Course Description: Wellness is taking an active role in improving every aspect of your life in order to achieve a productive, healthy lifestyle. There are six dimensions of wellness: physical, emotional, spiritual, intellectual, vocational, and social. The choices you make in developing these dimensions will reflect the type of lifestyle you lead. And being aware of these choices is you first step to change. This will be mostly an activity class focusing on the physical dimension. Students will do a variety of aerobic exercises including running, circuit training, games, dance and Zumba. Students will know how to use proper strength training techniques while using weight machines, resistance bands, weighted bars, free weights, mindful movement, and Pilates. Students will understand the importance of exercise, nutrition, and rest, to develop and maintain a healthy lifestyle.

INDUSTRIAL TECHNOLOGY

Required for all lab classes: All students will be required to keep a daily log of work progress in lab classes, which will aid in determining the lab portion of that class' grade. All students taking Industrial Education classes must take safety tests on machine operation. They are required to answer at least 90% of the questions correctly to be eligible to work in the lab or on projects. Test scores below 90% will result in learning from written material rather than lab experiences. This policy is meant to emphasize the importance of safety and preparation in use of lab tools and equipment.

Woods I: 1500 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make
Course Description: Woods I is an entry-level course for individuals interested in the art of woodworking while learning about the manufacturing and fabricating industries. Through lectures, research, hands-on activities, demonstrations, and assessments, students will acquire the basic knowledge needed to design and build a piece of furniture or cabinetry from a list of approved projects. Students in this class will be exposed to the CNC router, laser engraver, and lathe while building a piece of furniture for their own room or home. Major topics include:
Machine and Lab Safety, Safety tests and demonstrations, Types of wood and wood products and their properties, Machine/hand tool skills, Project planning (creating and reading blueprints), Project construction

Woods II: 2500 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Woods I @ 70% or better

Required Materials: Students will be responsible for paying for projects they make
Course Descriptions: Students taking Woods II will use the skills learned in Woods I to design and manufacture a furniture/cabinet based project of their choice. Woodworking II is an advanced course where students will expand upon the skills and concepts acquired in Woods I, while exploring other facets of woodworking such as laminating, faceplate turning and advanced joinery. Major topics include: Machine and Lab safety, Safety tests and demonstrations, Joinery and production, Production, Project planning (creating and reading blueprints), Project construction.

Power and Energy : 3520 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make
Course Description: This course is designed to be an introduction to various types of small engines and how they operate. Students will learn to identify the parts of a small engine and how to diagnose, and properly maintain the internal combustion engine. Students will identify and explain the cycles of a 2 and 4 cycle engine, explain and perform simple troubleshooting techniques, work in a team to disassemble and properly reassemble a small engine, and discuss employment opportunities in the small engine industry. Additionally, students will perform maintenance tasks including changing oil, checking filters, and sharpening blades.

Metals Fabrication I : 3525 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: $10 lab fee to cover materials used.
Course Descriptions: This class exposes students to the techniques and processes that are involved in metal fabrication. Students will be engaged in the welding processes that include SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding and cutting. Stu-dents will also be exposed to CAD drawing, CNC machining, lathe turning, the milling machine, and a variety of cutting and fastening tools. Students will understand the vocabulary associated with welding and fabricating, use lab equipment safely, recognize the different processes and the advantage of each, demonstrate proper techniques for each process, and understand the importance of maintaining a clean and organized facility. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding - inspection and testing, CAD/CNC machining, Lathe and Mill production, Precision Measuring.

Metals Fabrication II : 3535 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Metals Fab I @ 70% or better

Required Materials: $10 lab fee to cover materials used. Students will be responsible for paying for projects.
Course Descriptions: The Metals Fabrication II course is designed to build on skills learned in Metals Fabrication I while adding the engineering and design processes. This class is largely based on individual work taking place in the metals lab. Students will be provided the skills necessary to design a project in the CAD lab, then complete advanced machining and fabrication processes to produce a useful product. Students will be exposed to a variety of high demand careers in field relating to area discussed in class. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, Fabrication Careers, CAD/CNC machining, Advanced welding processes, Advanced machining processes.

Architectural Drafting/CAD: 3530 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Students will be responsible for paying for projects they make
Course Description: Students will find themselves in the perfect design/build situation! They will design a home on a budget, then work hands-on a structure of similar construction. Students can showcase their creativity in their design of a realistic home using "AutoCAD Architecture". Then realize how carpenters and other trades people skillfully construct, in-stall, erect, and repair structures to comply with existing codes and craftsmanship. Students will draw and read "working drawings" and specifications pertaining to standards and materials used in construction. Students will work with a variety of hand tools to apply the techniques learned in the classroom on actual construction projects such as wall modules and storage sheds.
Major topics include: Trades Safety, CAD software and techniques, Floor Plans, Elevation Drawings, Living Areas, Service Areas, Framing Plans, Site Development (Landscape Plan, Plot Plan), Electrical Plans, Trade tools (measuring, cutting, fasteners), Construction materials, Design/build careers.

Advanced Design and Machining Careers: 3545 Grade: 11-12
Credit Value: 1.0 Prerequisite: Metals II (C or better)

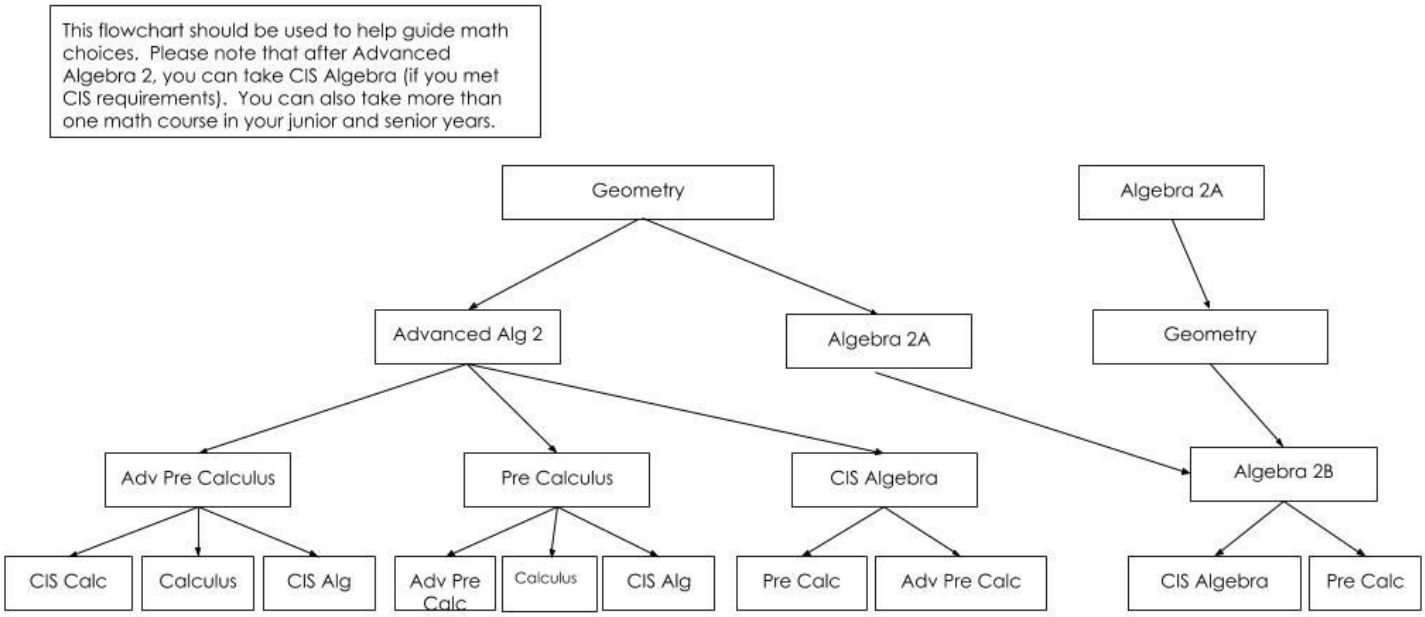
Required Materials: 2 hour block**
Course Description: The Advanced Design and Machining class will focus on career pathways for students, an opportunity to learn from community professionals both in school and out in industry. This program will require students to manage time and tools; read and interpret blueprints; work independently and in groups; and have a mature attitude towards their learning and experiences. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as Engineers, drafting and design, tool and die makers, welders, machine operators, and CNC programmer / operator. Students hone their skills on the latest Haas CNC machining centers, as well as manual machines. They will learn a variety of career opportunities and skills in the manufacturing industry. This will include:

- Demonstrate job skills necessary to promote self and career
- Program and operate computer numerical control or CNC machines
- Operate a drill press - center drill, drill, counterbore and countersink
- Operate a surface grinder - grind surfaces flat and parallel, square or with precision angles
- Operate a lathe - facing, knurling, tapping, turning, threading and boring
- Operate a milling machine - face, plain, angular and form milling
- Design / build using the process listed above

Students will partner with local businesses to aid in their learning, while working towards potential "internships" while training on the job.

MATH EDUCATION

Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
Geometry Algebra 2A	Geometry Algebra 2A Advanced Algebra 2	Algebra 2B Pre-Calculus Advance Pre-Calculus CIS College Algebra through Modeling	Pre-Calculus Calculus CIS College Algebra through Modeling CIS Calculus



Geometry A and B: 1410 and 2410 Grade Level: 9-10
Credit Value: .5 per semester Prerequisite: Algebra I

Required Materials: Texas Instruments 83 Graphing Calculator or TI 83, 2" 3 ring binder
Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry. Students will explore writing formal proofs in geometry. *Flipped Classroom and personalized learning.

Algebra 2A A and B: 1420 and 2420 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Geometry

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: Algebra 2A is a course that completes the first half of Algebra 2. Chapters 1-3 of the Algebra 2 textbook will be covered during the first semester. Topics include Solving Equations and Inequalities, Linear Functions and Relations, Systems of Equations, and Quadratic Functions and Relations. Chapters 4-6 of the Algebra 2 textbook will be covered during the second semester. Topics that will be discussed are Polynomials, Inverses and Radical Functions and Relations, and Exponential and Logarithmic Functions, and Relations.

Algebra 2B A and B: 1425 and 2425 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Algebra 2A (C or better)

Required Materials: Graphing Calculator, TI 83 or TI 84
Course Description: Algebra 2B is a course that completes the second half of Algebra 2. Topics covered will be polynomial functions, function notation, inverse of functions, transformations, exponential growth and decay, trigonometry, probability, statistics, radical functions, rational functions, sequences and series. There will be an ACT and MCA review unit.

Advanced Algebra 2 A and B: 1430 and 2430 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Geometry (B or better)

Required Materials: Graphing Calculator, TI 83 or TI 84
Course Description: When students complete Algebra 2, they will be familiar with linear, quadratic, polynomial, and trigonometric functions. Other topics covered include: probability, inequalities, matrices, logarithms, and sequences. Students will use graphing calculators to solve real-world problems. This course contains what most colleges require of their entering freshmen.

Pre-Calculus A and B: 1435 and 2435 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Algebra 2 & Geometry (C or better)

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: Students will dig deeper into the following concepts: functions, rational expressions & functions, polynomial functions & equations, exponential functions, logarithmic functions, trigonometry, and polynomial regressions. There will also be an ACT and MCA review built into the class.

Advanced Pre-Calculus A and B: 1455 and 2455 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Algebra 2 and Geometry (B or better)

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: Advanced Pre-Calculus will move more quickly than Pre-Calculus and prepare students to take CIS Calculus. During the first semester, students will learn functions in the areas of linear, rational, trigonometric, exponential and logarithmic. Topics will also include linear equations, the nature of graphs, and trigonometric identities. During second semester, students will learn vectors, conics, polar coordinates, complex numbers, and sequences. If time allows, derivatives will be introduced.

Calculus A and B: 1460 and 2460 Grade Level: 12
Credit Value: .5 per semester Prerequisite: Pre-Calculus or Advanced Pre-Calculus

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: This course is designed for students who might not be ready for a college level course (i.e. CIS Calculus) but want to prepare for college mathematics. Calculus will cover differentiation of single variable functions and basics of integration of single variable functions. Calculus will be less rigorous than CIS Calculus and topics will be presented at a slower pace than CIS Calculus. Students need to have very good algebra skills.

CIS Calculus I A and B: 1445 and 2445  Grade Level: 12
Credit Value: .5 per semester Prerequisite: Advanced Precalculus with an A-
College Credit Value: 4 U of MN credits (MATH 1371)

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: CIS Calculus I covers differentiation of single-variable functions and basics of integration of single-variable functions. Applications include max-min, related rates, area, and curve-sketching. The course emphasizes the use of a calculator and cooperative learning. Before enrolling, students should have demonstrated an understanding of algebra, analytic geometry, exponentials, logarithms, trigonometry, and complex numbers. Students should be able to think through and manipulate complex algebraic expressions without relying on a calculator. Students who are successful may earn four University of Minnesota semester credits. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**
For more information on this Course: Go to this link:
https://ccaps.umn.edu/college-in-the-schools/cse-calculus-i

CIS College Algebra through Modeling A and B: 1450 and 2450  Grade Level: 11-12
Credit Value: .5 per semester
College Credit Value: 3 U of MN credits (CI 1806)
Prerequisite: Completion of Algebra 2 with at least B- and top 50% of the class

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: CIS College Algebra through Modeling specifically covers the construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real world phenomena, making predictions. The course introduces students to he art of mathematical prediction through algebraic modeling and elementary probability theory. The class covers techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students also learn basic probability theory including counting methods and conditional probability. The class emphasizes the use of traditional algebraic methods and technologies such as graphing calculators and Excel spreadsheets to find equations that accurately represent the behavior of real-world data. A student who wants to take calculus in college but who feels weak in math could take this class in the junior year and then pre-calculus or in the senior year. Students who are successful may earn three University of Minnesota semester credits. Students who register for this class will **NOT** be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.
For more information on this Course: Go to this link:
https://ccaps.umn.edu/college-in-the-schools/college-algebra-through-modeling

MUSIC EDUCATION

Concert Band A and B: 1550 and 2550 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Meet with director

Required Materials: Concert attire, pencil
Course Description: The JHS Concert Band is a performing ensemble that focuses on excellence in music making and study. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Concert Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Concert Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Percussion Ensemble, and other small chamber groups. Student commitment and ability developed in this ensemble will factor into potential placement into Symphonic Band after a student's 9th grade year. Participating students will have the opportunity to earn an activity letter.

Symphonic Band A and B: 1551/2551 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Meet with director or prior enrollment in band

Required Materials: Concert attire, pencil
Course Description: The JHS Symphonic Band is a rigorous performing ensemble that capitalizes on skills learned and developed in Concert Band. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Symphonic Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Symphonic Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Percussion Ensemble, and other small chamber groups. Participating students will have the opportunity to earn an activity letter.

Bass Chorus A and B: 1555 and 2555 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Performance attire, pencil
Course Description: The Bass Chorus experience emphasizes the enjoyment of choral music and the development of the fundamental skills necessary for quality choral singing. Students will explore choral music from all time periods and styles. Importance will be placed on proper singing technique (as the male voice continues to mature), music reading skills, and vocal independence. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Bass Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

Treble Chorus A and B: 1560 and 2560 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Performance attire, pencil
Course Description: The Treble Chorus experience emphasizes the enjoyment of choral music and the development of fundamental skills necessary for quality choral singing. Students explore choral music from all time periods and styles. Importance is placed on proper singing technique, music reading skills, and vocal independence.All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Treble Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

Bella Voce Chorus A and B: 1595 and 2595 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Audition with director in Spring

Required Materials: Performance attire, pencil
Course Description: Bella Voce is offered to all high school female students. This choir is open to all females in grades 10-12 with prior experience, skill, and commitment to Choral singing. Students are selected by the director based on their audition through a "choir assessment" process prior to the next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Bella Voce include participation in one of our co-curricular choirs and solo/ensemble contest.

Concert Choir A and B: 1565 and 2565 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: Audition with the director in Spring

Required Materials: Performance attire, pencil
Course Description: Concert Choir is offered to high school males and females with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "Choir Assessment" process prior to next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Concert Choir include participation in one of our co-curricular choirs and solo/ensemble contest.

SCIENCE

Ninth Grade	Tenth Grade	Eleventh Grade
Physical Science	Biology	Chemistry Foundations Chemistry Physics

Physical Science A and B: 1605 and 2605 Grade Level: 9
Credit Value: .5 per semester Prerequisite: None

Required Materials: Scientific calculator, notebook, folder
Course Description: Physical Science A curriculum includes abstract concepts such as the structure of atoms, the periodic table, chemical bonding, acids and bases. Physical Science B includes nuclear chemistry, motion and forces, the conservation of energy and matter, Newton's Laws, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Students will learn and use proper laboratory procedures and safety methods needed to be successful in future science courses and beyond.

Biology A and B: 1610 and 2610 Grade Level: 10
Credit Value: .5 per semester Prerequisite: None

Required Materials: Scientific calculator, notebook, folder
Course Description: In Biology A and B, it is our goal to understand life and it's processes. Therefore, this course is aimed at introducing general characteristics and concepts that apply to life at all levels of organization. These include similarities in cell structure, DNA, energy usage, genetics, and the structure of ecosystems. Other general biological themes discussed in this course include the relatedness among living organisms, and how living organisms are adapted for survival in their particular environments. Students will utilize a microscope to examine cells and organisms, and will also investigate the internal structures of an organism through multiple dissections. Proper laboratory techniques will be implemented, and students will develop the ability to critically analyze a situation using scientific methods and procedures in order to reach scientific conclusions to life's issues.

Chemistry A and B: 1630 and 2630 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Geometry, Algebra I, Physical Science

Required Materials: Scientific Calculator, notebook, ½ inch 3-ring binder
Course Description: This course builds on what students began earlier with physical science and biology, building a strong foundation for a possible career in the medical field, engineering, the sciences, and agriculture, while exploring a variety of matter interactions. As with all science courses at JHS, we use a "hands-on" approach to learning science, with a variety of labs and demonstrations. The main emphasis of this course is on chemical reactions, developing laboratory skills, nomenclature, chemical quantities, mass-mass relationships, and mass-energy relation-ships. Skills students will learn which they will be able to employ outside the classroom include solving stoichiometry problems, energy-temperature conversions, and explaining material behavior. Students interested in the medical field, science and engineering, or just want to know "why things work" should consider taking general chemistry.

Chemistry Foundations A and B: 1650 and 2650 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Physical Science

Required Materials: Calculator, notebook, 3-ring binder
Course Description: Applied Chemistry is a general survey course focusing on the practical application of chemical concepts and theories to industry, technology, and everyday life. Chemistry is more than just labs and beakers because it is what explains the world around us. This full year applied chemistry course will move at a slower pace than general chemistry while covering similar material. Discussion topics include solutions, chemical equations, matter, energy, and gas laws. Using lab activities you will learn to make scientific observations, collect evidence, communicate ideas, ask questions, and propose explanations just like a scientist.

Anatomy and Physiology A and B: 1615 and 2615 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Biology

Required Materials: notebook
Course Description: Anatomy & Physiology is the study of the structure and function of human body systems. The course includes an in-depth focus on each organ system in the body, examining the components of each organ system and how each system works. Classroom activities include lectures, discussions, and lab activities. Students taking this course will develop science skills through research projects and presentations, as well as numerous lab activities, including dissections. Students taking this course should be prepared to spend additional time outside of class on course work. Students interested in the health science fields should consider taking this course.

Environmental Science: 1625 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: Biology

Required Materials: Composition notebook
Course Description: This semester long course in Environmental Science is the study of the components of Earth's environment and how human activities impact the world today. Students focus on ecology, populations, water and air ecosystems, land usage and waste issues, energy and resource conservation, climate change, forestry, wildlife, biodiversity, and species conservation. Students develop their skills in science through a hands-on approach to learning science, with a variety of labs, outdoor studies, and research projects throughout the year. Environmental science helps prepare students for careers in the fields of natural resources, the outdoors, and environmental awareness.

Advanced Placement Chemistry A and B: 1635 and 2635 Grade Level: 12
Credit Value: .5 per semester  Prerequisite: General Chemistry (C or higher)

Required Materials: Graphing calculator, one 1-inch 3-ring binder
Course Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students interested in the sciences, medicine, nursing, engineering, pharmacy, and a long list of other careers should seriously consider AP Chem. Many topics taught in general chemistry are also covered in AP Chem., but at a much deeper level and in more depth. Topics include mass relationships, reactions, gases, thermochemistry, equilibrium systems, atomic theory, reaction kinetics, and solutions. At the conclusion of the full year course, students have the option of taking the Advanced Placement exam (administered in early to mid-May), which most colleges and universities accept for college credit. Students should be prepared to spend approximately an hour a day outside of class on course work. AP Chemistry helps prepare students for careers in the sciences, engineering, pharmacy, medicine, and a variety of other fields by refining their problem-solving skills. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

Physics A and B: 1640 and 2640 Grade Level: 11(teacher approval) or 12
Credit Value: .5 per semester Prerequisite: Algebra II B or higher

Required Materials: Graphing calculator, notebook, one-inch 3-ring binder, protractor
Course Description: Physics is the study of motion and energy. This course uses a "hands-on" approach to learning about velocity, acceleration, vectors, forces, etc. Projects include constructing a variety of rockets and airplanes, using strobes and cameras to calculate velocity and acceleration, Hot Wheels cars to study motion and energy, and using computer software to analyze data. Our year culminates in May with a trip to Valley Fair to study various rides on the fairgrounds. In addition, time will be spent studying electrostatics and electronic circuitry, waves, space and space travel. Physics is a must for students interested in engineering, technology, and just about any field where problem-solving is an emphasis. Physics helps prepare students for a future in science and technology by refining their problem solving skills and their scientific knowledge base. ***Physics is offered as an online course, and students will be working independently or in small groups most of the time. Students are responsible for keeping up with the class workload so that they do not fall behind.***

CIS Human Physiology, Technology & Medical Devices A and B: 1645 and 2645 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: B in General Chemistry or Anatomy & Physiology
College Credit Value: 4 U of MN credits (BIOL 1015)  

Required Materials: notebook
Course Description: CIS Physiology is a college freshmen-level biological science course. The course examines specific topics in human anatomy and physiology including; body systems, medical devices and technology. The course meets in two different settings: As a whole class in an active learning setting, engaging in cooperative group activities that require inquiry and problem-solving skills, and in small groups of students engaging in hands-on activities, inquiry-based learning, and dissections. Students who successfully complete the course may earn four University of Minnesota semester credits. Students need to be prepared to spend an hour a day outside of class on course work.
Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

SOCIAL STUDIES

Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
Civics Honor Civics	American History AP American History	World History AP World History	Economics BME (Summit course) and an **Electives** Sociology Psychology World Events Government and Law Multicultural History US

Civics 9 A and B: 1705 and 2705 Grade Level: 9
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, folder, pens, pencils
Course Description: As Americans, students have American citizenship in common with the millions of others across the country. Civics 9 is designed to give students background and knowledge of what it means to be an American citizen. Students will learn the rights and responsibilities that go along with being an American citizen as well as aspects of local, state, and national government in the United States.

Honors Civics 9 A and B: 1725 and 2725 Grade Level: 9
Credit Value: .5 per semester Prerequisite: Consistently "Exceeds Standards" on MCA Reading

Required Materials: Notebook, folder, pens, pencils
Course Description: This course is designed to give students the knowledge of Citizenship and United States Government necessary to become a productive member of society and to attain a basic knowledge of what it means to be an American. At the honors level, students will be challenged to answer "what if" questions to develop high-level thinking skills in an environment safe for risk-taking in the Civics 9 classroom. Concepts, theories, ideas, relationships, and generalizations about the content will be emphasized. Interest in the past will be promoted by inviting students to make connections to the present. Students will express themselves in alternate ways such as creative writing, debates, and simulations. In addition, extension projects that will allow students to solve real life problems related to their community will be used in class.

American History 10 A and B: 1710 and 2710 Grade Level: 10
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, pens, and pencils
Course Description: This course will be a chronological survey course. This class will help students to understand our national heritage and accomplishments, as well as developing an appreciation for other cultures and the sacrifices made by our veterans in the name of freedom. Students will learn events from the past that will help provide context for the present, as we will also connect American History to present-day current events. Students will develop strong analytical and critical thinking skills in this class, and will have opportunities to improve reading and writing skills. The first semester will begin in the Exploration period of the 1400s and go to the Reconstruction time period following the Civil War. Units will be taught in Exploration and Immigration, Revolutionary War, New Nation, Expansion Leads to Sectional Conflict, the Civil War and Reconstruction, and the "clash of cultures" that resulted from west-ward expansion. The second semester will begin in the late 1800s and go to the post-Vietnam modern era. We will begin with Industrialization, Immigration, and Urbanization, followed by an Era of Reform, World War 1, Interwar Period (Roaring '20s and Great Depression), World War 2, Cold War, Civil Rights and Vietnam, and Issues in Modern America.

Advanced Placement US History A and B: 1720 and 2720 Grade Level: 10
Credit Value: .5 per semester
Prerequisite: Top 25% of the class/only one section will be offered

Required Materials: Notebook, pens and pencils,
Course Description: The Advanced Placement United States History course is a two-semester class that offers a survey of American History from the 15th century to the present with a college-level textbook and college-level pace. Extensive reading, writing, and study skills useful in college will be emphasized. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The course is designed to provide a comprehensive overview of U. S. History and to provide students with analytical skills and factual knowledge to develop an informed historical perspective. Students will have opportunities to demonstrate and improve the quality of their critical thinking, reading, and writing abilities. They will also learn to critically and analytically read historical works and primary sources. Strong reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Finally, they will learn to understand the connection between the United States and Western Civilization in addition to our global community. AP US. History Students should expect a rigorous content level and pace. This course demands strong student organization and time management. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

World History A and B: 1730 and 2730 Grade Level: 11
Credit Value: .5 per semester Prerequisite: None

Required Materials: Pens, and pencils,
Course Description: World History is the story of humanity and how the world we live in today was formed. Learning the human history of the world teaches us tolerance, respect, and appreciation for past people, for different cultures, and other areas of the world, as well as a better understanding of how the world works today. First semester will begin with the beginnings of human history and reach up to the end of the post-classical era and the beginning of modern history. Second semester will start there and end with an in-depth look at our modern, globalized world. The course will examine key civilizations, events, and people that students should be able to identify, but much of the focus will be on developing important skills and an understanding of how history works through common themes and processes. Those important skills include reading analysis, writing and communication, synthesis of information from multiple sources to form conclusions, constructing arguments using historical evidence, and analyzing history using both compare and contrast and cause and effect methods. Major themes include the interaction of humans and their environment, economic and labor systems, the development and interaction of cultures, government and state building, social organization, and the development and impact of technology. The goal of World History is to build better informed world citizens who have the knowledge and skills necessary to continue their education and be productive members of a growing global community.

Advanced Placement World History A and B: 1735 and 2735  Grade Level: 11
Credit Value: .5 per semester Prerequisite: Top 25% of the class/only one section will be offered

Required Materials: Pens, and pencils,
Course Description: There are three main goals for the course. First and foremost is to develop a myriad of educational skills that will help students be successful in future college and post-secondary courses they may take. Second, is to teach them a broader understanding and appreciation for human history and how it shapes our world today. Finally, the goal is to prepare students to achieve a passing score on the AP College Boards end of year examination so that they can receive college credits from taking this course. The examination includes source- based multiple choice questions, a short answer section, a 'documents based question' essay, and a long answer section. As of 2017 the As a college level course, students should expect a rigorous content level and pace. We will be using a college level textbook and doing a considerable amount of reading and writing. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time and work, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of various primary and secondary sources. These skills will help prepare students for future college and post-secondary courses. Beyond the study of specific civilizations, cultures, events, and people, the course focuses on important historical themes and processes that shape human history. These themes are identified by the College Board and include the interaction between humans and their environment, developing and interaction of cultures, state-building, expansion, and conflict, creation and interaction of economic systems, and the development and transformation of social structures. The College Board also identifies four historical thinking skills that students will practice and refine throughout the course, including crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.
Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too big.

Economics 12: 3720 Grade Level: 12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Spiral notebook, folder, pens, and pencils
Course Description: Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, workers, investors, managers, and government officials interact to determine the allocation of scarce resources. The semester focus includes a combination of micro and macro economics in which students will create and understand both demand and supply curve graphs. They will also calculate inflation rates, the gini coefficient, tax and loan rates and discuss options for further investments, such as stocks, bonds, CDs, and more.

Government and Law: 3725 Offered in 2022, 2024 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Notebook, pens, pencils
Course Description: This course presents an introduction to law, the legal system, and a major emphasis on basic practical issues confronting citizens today. Areas of study are the legal system, criminal and juvenile justice, consumer law, family law, constitutional law, and individual rights and responsibilities. Students will understand their rights and responsibilities under the current justice system. Students will become informed citizens about the legal system. Students will use their knowledge of the law to analyze facts and details involving local, state and federal court cases. The course final will consist of a mock trial where students get to take on the roles of bailiff, judge, jury members, prosecution lawyers, defense lawyers, victims and witnesses.

Psychology: 3730 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: 2.0 GPA

Required Materials: Spiral notebook, pens, pencils, and folder
Course Description: Psychology is the scientific study of behavior and the mental process. When applied to humans, psychology covers everything that people think, feel and do-- which can be analyzed through a combination of biological, psychological, and sociological pillars. Throughout the unit students will explore topics including Neural Communication, Development throughout the Lifespan, Conscious-ness, Stress and Health, Types of Therapy, and Physical Disorders. Project highlights include: Candy neurons, speed dating with brain parts, an independent study and lab report, analyzing dreams and sleep theories, and more.

Sociology: 3735 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder
Course Description: Sociology is the science that studies human society and social behavior. Sociologists are mainly interested in social interaction—how people relate to one another and influence each other's behavior. Consequently, sociologists tend to focus on the group rather than on the individual. Sociologists do this by examining social phenomena. Highlights include creating hypotheses, culture reports, a deviance/criminal activity, cooperative groups, social class evaluation, demography issue, addressing social ills, and developing relationships.

World Events: 3740 (Offered in 2021/22, 2023/24) Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder
Course Description: World Events is a contemporary look at national and international issues and affairs. Domestic issue topics include an examination of the economy, social issues, the criminal justice system, gun control, immigration, and politics 101 overview. There is also a critical examination of various U.S. foreign policy issues and a look at a variety of global affairs issues. The curriculum can change depending on the events that unfold during the course of the semester. The majority of the class is project based, with students learning how to research and analyze a variety of media sources and using that information to either create presentations, participate in discussions, or debate issues. The goal of the class is to give students a better understanding of the underlying issues affecting our nation, while also improving their research and communications skills. This course will also give the opportunity to debate and discuss issues in a well informed and respectful manner.

Multicultural History of the United States: 3750 Grade Level: 10-12
Credit Value: .5 per semester Prerequisite: None

Required Materials: Spiral notebook, pens, pencils, and folder
This elective course will study American history exclusively from the perspectives of minority groups in the United States, including African-Americans, Native Americans, Asian-Americans, Latinos, and the LGBTQ community. The focus of the class will be to see well known historical events and processes familiar to students from different perspectives, while also discovering new events and movements that are not typically covered in much detail in traditional American history. The course will be focused on developing reading, writing, argumentative, and critical thinking skills with assessments focused on projects, debates, discussions, and papers. Due to the expansive nature of the course materials, students will be given freedom and choice in choosing the topics they wish to focus on.

ENGLISH LANGUAGE LEARNER

ELL Reading & Writing Level A: 1185 and 2185 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Must be eligible for ELL services

Required Materials: Notebook, folder, pen/pencil
Course Description: Students will study the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into his/her language usage. The student will acquire the skills necessary to pass the state writing test and enhanced reading/vocabulary skills toward passing the state reading test. The student will write complete sentences and paragraphs, create topic sentences, identify fragments and run-ons, outline a response to a prompt, analyze successful student writing, edit his/her own writing, read and discuss two novels per semester, study commonly used social and science vocabulary, take short vocabulary quizzes, and write seven five-paragraph essays in response to a prompt.

ELL Reading & Writing Level B: 1190 and 2190 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Must qualify for ELL & had Level A ELL

Required Materials: Notebook, folder, pen/pencil
Course Description: The student will write complete essays from prompts that demonstrate the ability to pass the state writing test, edit his/her own writing, and read and discuss two novels each semester. Students will learn the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into
his/her language usage, enhancing skills to pass the state reading test. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit quizzes.

ELL Reading & Writing Level C: 1195 and 2195 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Must qualify & had Level A ELL

Required Materials: Notebook, folder, pen/pencil
Course Description: Students will acquire strategies to improve understanding of fiction and nonfiction writing, with increased skills to pass the state reading or writing test. Students will read folk tales, short stories, poetry and lyrics, drama, with an emphasis on narrative and expository nonfiction in each unit. Students will read one novel each quarter, based on reading level. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit tests.

SPECIAL EDUCATION

Applied Skills A and B: 1805 and 2805 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensil, Chromebook
Course Description: Applied Skills is designed for students who have an individualized educational plan. They have been diagnosed with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. This class can be taken every semester throughout high school. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their classes, as well as in life. The students receive direct instruction in a skill area for part of the time each day, and the rest of the time serves as a guided study hall for support in their mainstream classes. Some of the skill areas addressed include study skills, organization, self advocacy, goal setting, transition, test taking strategies, stress management, and processing information from tests, notes and lectures. Academic skill areas may include written expression, reading comprehension and fluency, and math skills.

Basic English Skills A and B: 1810 and 2810 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensil, Chromebook
Course Description: This course provides direct reading and writing instruction by special educators in the area of functional and applied English. It is designed to increase students' reading and writing skills through instruction in the six areas of literacy: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary, Grammar, Listening and Reading Comprehension, and Speaking and Writing. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

Comprehensive English A and B: 1815 and 2815 Grade Level: 9-10
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensil, Chromebook
Course Description: This course provides direct reading and writing instruction by special educators in the area of English. It is designed to increase students' grade level vocabulary, their knowledge of informational, expository, and persuasive texts using a variety of reading strategies. They will demonstrate literal, interpretive, inferential and evaluative comprehension. Students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The students will learn how to plan, organize, and compose narrative, expository, descriptive, persuasive, critical, and research writing to address a specific audience and purpose. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

Basic Math Skills A and B: 1880 and 2880 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

This course provides direct math instruction by special educators. This course focuses on skills ranging from basic computation, math fluency, problem solving, story problems, money, measurement, time, fractions, decimals, percentages, and interpreting charts and graphs. Students placed in the class much have a math goal on their IEP and demonstrate a need for direct instruction in the area. This course takes the place of a general education Math class.

Essential Math A and B: 1825 and 2825 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensil, notebook, and calculator
Course Description: Students in this course will learn math skills that will permit them to function as independently as possible within their community. Students are instructed in basic math skills, real life math problems, strategies to work with money, balancing a checkbook, budgeting, time/calendar concepts, telling time, and measurement. Additionally, IEP driven instruction is designed to facilitate mastery of skills in computation, application, and functional skills which include decimals, fractions, number theories, measurement, and geometric formulas. The students will transfer these skills into everyday living. This course is designed for students who require specialized instruction in the area of mathematics.

PLUS A and B: 1830 and 2830 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensil, Chromebook
Course Description: Personalized Skills is a class which provides a learning environment designed to provide students with needed skills to be successful in their academic classes and post-secondary transition planning. This class is focused on skills such as time management, organization, stress management, goal setting, planning, transitions, self-advocacy, problem solving and test taking and problem solving skills. This class can be taken every semester throughout high school. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth as they transition into post-secondary or into a job. The students receive direct instruction in a skill area for part of the time each day and for the rest of the time the class is a guided study hall for support in their mainstream classes.

Transition Class A and B: 1835 and 2835 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: 3-Ring Binder, Writing Utensil, Calculator
Course Description: Transition Class is available for special education students grades 11-12. Students will increase awareness of their needs and issues with transitioning from school to work and independent adult living. This class focuses on the five transition areas of the IEP: Post Secondary Education, Jobs and Job Training, Community Participation, Recreation and Leisure, and Home Living skills. A major portion of this class is designed to provide the student with self-advocacy skills while teaching career awareness, employment skills, and planning for post secondary needs. The class includes two job shadows throughout the year, as well as various technical school and college visits. Additionally, students will participate in job seeking and job retention skills which include job applications, interviewing, resume writing, communication, and teamwork. Students will participate in career awareness where they will learn about their individual career aptitudes and interests. Other course curriculum includes lessons on how to find an apartment or living space, money management, and various skills for successful independent living. Additionally, students will be exposed to appropriate recreational activities and community experiences. The coursework will be individualized for each student based on identified need.

Communication Strategies A and B: 1840 and 2840 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: IEP

Required Materials: Writing utensils, paper
Course Description: Communication Strategies is designed for students who have an Individualized Education Plan (IEP) in 9th-12th grade. Students recommended for this class have been identified as those who would benefit from instruction in human communication across all social settings (home, school, employment, community). This class can be taken every semester through high school. Instruction is designed based on individual student needs. Students receive guided instruction for academic skills identified in their IEP. Skill areas that are taught include learning about our own behavior, developing and maintaining friendships, understanding and interpreting emotions, perspective talking, organization, and self-advocacy.

SUPPORT PROGRAMS

Students Adjusting In Life (SAIL) A and B: 1855 and 2855 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: Intervention Team Referral

Required Materials: Writing utensil and Chromebook
Course Description: The following components will be included in the SAIL program:
Support for Mainstream Academics (Regular Classes): Coursework will be individualized according to each student's needs. Students will work with the SAIL program to determine what assistance will be required and how the student will achieve goals of improving grades and passing classes. Program teachers will work in conjunction with classroom teachers' requirements.
Course Objectives:
Monitor student progress in non-SAIL classes, Improve test preparation skills and scores, Improve note-taking skills, Provide small group tutoring in non-SAIL classes, Improve listening skills, Reinforce responsible study habits.

REACH Program: 1875 and 2875 Grade Level: 9-12
Credit Value: .5 per semester Prerequisite: none

This course is designed to assist students who may need academic and social and emotional support. The goal of the course is to help students experience success by learning new life skills to overcome barriers and challenges in their lives. Students will spend time working independently on academics, as well as participating in small groups focused on goal setting, building positive relationships, and improving problem solving skills.

Student Aide: 1201 and 2201 Grade Level: 11-12
Credit Value: .25 per semester Prerequisite: none

Students will be allowed to receive one-fourth (.25) elective credit for serving as a student aide, for a maximum of two semesters during junior and senior years. Student aides will receive a pass/fail grade. A passing grade will not be used in the determination of a student's grade point average or class rank.

Credit Recovery (Extended Day after School Credit) : Grade Level: 9-12
Credit Value: .5 per semester credit Prerequisite: none

Required Materials: Complete necessary SouthWest Metro Educational Cooperative paperwork
Writing utensil and Chromebook
Course Description: Credit recovery is for students that fail a required course towards graduation. This is an opportunity to make up .5 credit per session. Sessions are available in the fall, spring, and summer. Students must complete required online materials and sixty hours of seat time by the end of each session. See Counselors for more information and sign up forms.

VOCATIONAL EDUCATION

Students have the opportunity to take vocational courses through the SouthWest Metro Educational Cooperative Center which serves the Jordan, Shakopee, Waconia, Belle Plaine, Central, New Prague, Prior-Lake Savage, Watertown-Mayer, Tri-City United, and Eastern Carver County school districts. It is set up to provide courses and programs districts might not be able to provide individually. Seniors may register for vocational courses offered at the SouthWest Metro Educational Cooperative Center which are offered the first two class periods of the day. Students are required to ride the bus which is provided by the district and are subject to the same academic, behavioral, and attendance expectations at the Cooperative Center that they are expected of at Jordan High School.

For articulation agreement information for these courses go to https://ctecreditmn.com

Wildlife and Natural Resources 1: 1535 Grade Level: 12
Credit Value: 1 per semester

This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology and natural resources. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, advanced hunters safety (certification if desired $15), and the application of scientific principles to managing wildlife habitat and populations. Lab incorporate opportunities to learn skills in the specific areas of industry such as forestry, fishing pole building, antler scoring, taxidermy and European mounts.

Wildlife and Natural Resources 2I: 2535 Grade Level: 12
Credit Value: 1 per semester

This course builds upon WLNR 1, but can also be taken as a stand-alone course. Students will learn about safety and skills used in natural resource environment. This class will be a mixture of in class learning and outdoor activities to practice and build upon skills learned in the classroom. Students will have the opportunity to become first aid and CPR certified, learn angler safety, boater safety, survival skills, orienteering, geocaching, camping, outdoor cooking, climbing, boater's safety, archery safety, and proper etiquette by leaving no trace. Participation fees for some events may apply.

Automotive Technology A and B: 1520 and 2520 Grade Level: 12
Credit Value: 1 per semester

Course Description: The automotive technology program teaches students the necessary skills and knowledge to work on today's vehicles. This course is designed to prepare students for an automotive future either as an automotive technician or as an automotive consumer. Students will spend 60 percent of their time working with industry standard equipment in the lab. Our curriculum meets NATEF standards and also helps reinforce core subjects through hands-on projects. This two-year program is divided into four independent semesters to allow students to take individual semesters if they are unable to attend the entire program. A driver's license is not required. Students can enroll any semester.

Automotive Technology Curriculum

The duration of the course is two years. Semesters one and two will be covered in odd numbered school years, 2017/2018 for example. Semesters three and four will be covered on even numbered school years, 2018/2019 for example.

Semester One (2019-20)
- ❑ Auto shop safety
- ❑ Brakes (ASE 5)
- ❑ Heating and A/C (ASE 7)

Semester Two (2019-20)
- ❑ Auto shop safety
- ❑ Engine performance (ASE 8)
- ❑ Engine repair (ASE 1)

Semester Three (2020-21)
- ❑ Auto shop safety
- ❑ Steering and Suspension systems (ASE 4)
- ❑ Manual drive train & axles (ASE 3)

Semester Four (2020-21)
- ❑ Auto shop safety
- ❑ Electrical/Electronics systems (ASE 6)
- ❑ Automotive transmissions & transaxles (ASE 2)

Computer Repair A and B: 1525 & 2525 Grade Level: 12
Credit Value: 1 per semester

Course Description: Computer Repair and Certification gives you the knowledge and ability to work with computers and operating systems in order to…
- Go to college (2 or 4 year) in some aspect of computers (hardware, networking or programming)
- Not have to ask for help while using a computer, ever.
- Build or upgrade your own computer and software.
- Get jobs working on computers while in college.
- Become an industry recognized and "certified" computer technician.

The content of this course tracks towards learning the material required to pass either the TestOut PC Pro or CompTIA A+ exams. These are computer industry recognized exams. This course duplicates the first course of many colleges in the study of computer systems and networking.

1st Semester:
You will learn the parts and components of computer hardware, including:
- Being a PC technician
- System Components: power supply, motherboard, processors, etc.
- Peripheral Devices: USB, display, firewire, etc.
- Storage: drives – ATA, Serial ATA, SCSI, File System, RAID, and SSD
- Networking: hardware, Ethernet, network addressing – IP v4, IP v6, utilities, HomeGroup
- Printing: configuration, management, maintenance
- Mobile Devices: notebook computers, apps, maintaining

2nd Semester:
You will learn about operating systems, specifically user and computer settings:

- Windows System Management: preferences, performance, users and groups, applications, updates
- System Implementation: components, pre/post install considerations
- File Management: locations, managing, NTFS, sharing, offline
- Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls, proxy
- Troubleshooting: motherboard, storage, video, etc.

Students are encouraged to start in fall semester, however they can also start spring semester and complete the course the following fall. Taking or passing either exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the PC Pro exam during class.

This class is a prerequisite for the computer networking class. This course requires a desire to understand computers, to work inside computers and to repair them. This is not a computer gaming class.

Construction Technology: 1510 and 2510 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

Required Materials: Basic hand tools
Course Description: Welcome to the world of construction! You are joining the eight million Americans who have chosen a career in this lucrative field. Construction is one of the nation's largest industries, offering excellent opportunities for high earnings, career advancement, and business ownership. Work in construction offers a great variety of career opportunities. People with many different talents and educational backgrounds-skilled crafts persons, managers, supervisors, and superintendents-find job opportunities in construction and related fields. As you will learn throughout your training, many other industries depend upon the work you will do in construction. From houses and office buildings-everything begins with construction. Hanging Cabinets, House Moving Theory, Interior Trim.

Semester 1	Semester 2
Hand & Power Tools	Safety
Building Permits	Ventilation
Building Codes	Insulation & Vapor Barriers
Building Site Prep	Siding
Foundations	Cornice
Fasteners	Fascia
Measuring	Roofing
Floor Systems	Blueprint Reading
Blueprint Reading	Drywall Applications & Finishing
10 Hour OSHA Safety Certification	Door & Window Installation
Rafters/Trusses/Roof Systems	Staining & Painting
Nailing Patterns	Floor Finishing
Exterior and Interior Wall Framing	Hanging Interior Doors

Assist in Installation of Electrical, Plumbing, Heating and Air Conditioning

Cosmetology A and B: 1530 and 2530 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

Supply Fee: $85 Lab Fee (includes equipment kit and product supplies)
Course Description: Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business. This program is offered in a licensed Cosmetology School setting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

Semester 1
Introduction to MN State Laws and Rules
Safety and Infection Control
Introduction to Hair
Introduction to Hair Styling
Introduction to Hair Design
Haircutting
Hair Styling
Practical Application
Post-Secondary Accreditation

Semester 2
MN Laws and Rules
Introduction to Manicuring
Natural & Artificial Nails
Introduction to Pedicuring
Introduction to Massage
Introduction to Skin Care
Waxing, Facials, Make-Up
Practical Application

Criminal Justice A and B: 1570 and 2570 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

Course Description: The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related college programs are available at two and four year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from Normandale Community College.

Communications and criminal justice ethics will be a part of each semester's study plan.

1st Semester: Police and Community (Fall '20)

- Origins of U.S. Policing
- Police Discretion
- Contemporary Policing
- Community Policing
- Police and Crime Fighting
- Calls for Police Services
- Arrest and Booking
- Use of Force
- Police Shootings
- MN Post Board
- Police Attitudes and Behaviors
- Racial Profiling
- Police and Domestic Violence
- Special Police Units
- Police Conduct and Ethics
- Terrorism and Law Enforcement
- Current Issues in Policing
- Police Corruption
- Police and Legal Issues
- Patrol
- Investigation
- Police Organization
- Hiring Process
- Police Socialization

2nd Semester: Intro. to Corrections (Spring '21)

- Origins of Corrections
- Philosophy of Corrections and Changes
- Social Interventions and Juvenile Diversion
- Understanding Recidivism
- Jails and Prisons
- Probation and Parole
- Community Corrections
- Plea Bargaining
- Drug Courts
- Juvenile Courts
- The War on Drugs and Prison
- Minorities and Incarceration
- Life Sentences
- The Death Penalty
- Three Strikes and You're Out Policies
- Mandatory Minimum Sentences/Truth in Sentencing Policies
- Treatment vs. Punishment
- Restorative Justice Model
- Chemical Dependency and the Law
- Policies Discretion: Judges, Lawyers
- Mentally Ill and Incarceration
- Elderly and Incarceration
- Addiction and Incarceration

SouthWest Metro Intermediate District offers Concurrent Enrollment courses through Normandale Community College. Through the Concurrent Enrollment partnership, qualified students can earn free college credit prior to high school graduation. The concurrent enrollment program offers college courses to high school students:

- Taught by high school teachers with similar credentials to college faculty
- In the high school
- During the regular school day

Qualified students are:
Juniors in the top 70% of their class
Seniors in the top 50% of their class
We offer the Accuplacer test on campus or students may take it at Normandale for their scores to be evaluated for eligibility.

Graphic Design and Printing A and B: 1575 and 2575 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

Required Materials: 1" 3-ring binder and a 4GB flash drive
Course Description: The Graphic Design and Print program is designed for any student with an interest in the digital arts. Students in the first year of the program develop a strong design foundation using industry standard Adobe programs. In the first year of the program students who take the full year will have the opportunity to make T-shirts, stickers, buttons, car decals, posters, and custom screen printed products while gaining the necessary skills to stand out in a post secondary program or jump right into industry opportunities.

Semester 1
Intro to Design and Color Theory
Typography
Logo Design
Custom Stickers and Buttons
T-shirt Design
Mac OS Overview
Adobe Illustrator
Exporting DXF Files & Vinyl Cutting
Intro to Screen Printing
Adobe Photoshop
Introduction to Offset Press

Semester 2
Adobe InDesign
Advertising Layout
Printing and Binding Techniques
Packaging
Publication Layout
Intro to Offset Printing
Branding
Intro to Web Design
Industry Application - Job Costing, Design Briefs, Workflow, File Management

MEDICAL CAREERS PROGRAM
Medical Careers : 1585 and 2585 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

These courses provide opportunities for students to explore different types of healthcare career fields. The classes provide technical medical training with the goal to provide certification for students who complete all the steps. Take your interest in careers in health care to the next step. Get a first-hand look at the skills and competencies needed to work in healthcare. This course will focus on the skills that would be required of anyone working in a healthcare setting while focusing on earning industry certifications. Medical terminology and concepts are embedded in all of our Medical Careers classes. Earning certifications are an option and not required to receive high school credit. College credit is available for students who earn their certifications and complete all requirements.

Our program is divided into the nursing assistant and Opportunities in Emergency Care (OEC) programs.

Emergency Medical Responder (EMR) – 1st semester
EMR is the first course in the OEC program. Medical training required of firefighters and law enforcement, students will learn about emergency services, advanced first aid, and healthcare provider CPR. This course includes a focus on learning anatomy and physiology and provides many

field experiences to do hands on skills.

Certifications:
BLS for the Healthcare Provider
Certifications are through the American Heart Association Certification
Required Materials: $6 for BLS certification

College Credit (EMR only as of December 2017):
Concurrent Enrollment credits are available from Normandale Community College
To enroll for college credit, students are required to:
Fill out an application, provide a transcript and take a college entrance exam (Accuplacer).

Emergency Medical Technician (EMT) – 2nd semester
Prerequisite: 1st semester EMR Course
Required Materials: For certification, students will need to pass a background check ($29.10), get screened for Tuberculosis, and purchase a uniform.
Certification Testing: State skills test and National exam (around $125)

EMT is the second course in the OEC program. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries, and accident scenes. EMTs are often employed by ambulance services, governments, and hospitals, but are also by fire departments, police departments, and there are many firefighter/EMTs and police officer/EMTs. EMTs operate under a limited scope of practice and are typically supervised by a medical director who is a physician. EMR certification is a prerequisite to this semester long course.

The criteria for earning industry certifications come from the issuing institutions and are generally higher than that of a typical high school class. In order to earn these certifications, students may need to put in time outside of class for clinicals, studying, or practicing skills as well as to taking state tests. While all students may not earn the certifications, all will leave the class with an understanding of medical careers.

OEC Intern – available full year
Elective: Grade 12
Prerequisite: EMT

OEC interns is for students who have completed their EMT training as a junior. In this course, students learn leadership skills while assisting the instructors teach skills and scenarios to first-year students. Students earn their CPR instructor certification, learn advanced skills such as IVs, heart monitors, and endotracheal tubes, and work on various projects. Projects may include running our blood drive, free CPR week event, or raising public awareness about public health issues. OEC interns also have the opportunity to volunteer or shadow at local healthcare facilities.

Certifications:
CPR Instructor
Certification is through the American Heart Association Certification
Required Materials: $20 for BLS certification

Nursing Assistant – 2nd semester
Required Materials: For certification, students will need to pass a background check ($29.10), get screened for Tuberculosis, and purchase Navy Blue scrubs.
Certification Testing: State skills and knowledge test (around $200)

Approved through the Minnesota Department of Health, Nursing Assistant will train students to work directly with residents of a long term care facility. Clinical rotations are conducted at Auburn Manor

in Chaska. Students will learn the curriculum and skills required to take the state Nursing Assistant Registry Exams. Students also earn certifications in basic first aid and CPR through the American Heart Association.

Certifications:
CPR/AED, First Aid, and BLS for the Healthcare Provider
Certifications are through the American Heart Association Certification
Required Materials: $20 for First Aid certification
Required Materials: $6 for BLS certification

Trained Medicine Aide (TMA) – one semester - available either Spring or Fall
Prerequisite: Nursing Assistant
TMA students learn to pass medications in a nursing home setting. The knowledge and skills is useful for other professional tracks and settings. Students learn about drug classifications, actions, and interactions as well as the procedures for the actual administration of the medication. TMA students usually also complete a week long IV unit.
This class is google classroom based since the instructors are teaching nursing assistants at the same time. Students can ask questions and work on their skills periodically with the instructors. Students help with nursing assistant skills and serve as a TA for the nursing assistant class.
TMA certification is not currently available, so this class is meant to give students additional experience and knowledge in the medical field.

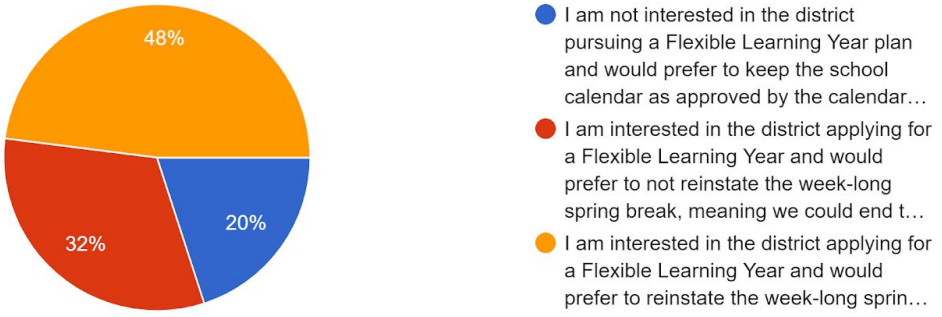
Photography : 3580 and 3585 Grade Level: 12
Credit Value: 1 per semester Prerequisite: None

Required Materials: $40 Lab Fee per semester, students are encouraged to supply their own camera
Course Description: This is a great program for everyone interested in photography, whether it be for a career, hobby or just have better images for their social medias. These courses are taught by practicing professional photographers who bring real world experience into the classroom. The classes cover an extremely wide range of subjects and photographic techniques. Our facilities offer a full Mac lab with the full Adobe suite of software for digital editing and printing. Two darkrooms are used for traditional black and white film photography. There is also a great portrait studio and a full range of photo tools at your disposal. This is a hands on course! The majority of your class time will be spent working on your very own unique photographs.
Photo 1**:** *Photo Boot Camp*
In this fun fast paced course you will learn how to create your own truly great photographs. By the end of this course you will also be able to; take control of any camera, direct people for great portraits, shoot in a studio, edit in photoshop like a professional and even print traditional black and white photos in a darkroom.
Photo 2: *Applied Photography*
After mastering the controls of a camera and the basic processes of photography this course gives you the opportunity to apply those skills to professional photography assignments. Those cover the range from portraits, photojournalism, advertising, landscape and much much more! This course should give you a foundation in the skills necessary of a professional photographer.

Parent/Guardian Flexible Learning Year Survey Results

Background: Currently, Jordan Public Schools is slated to begin the 2020-2021 school year on Tues...w it here: https://www.jordan.k12.mn.us/Page/1221

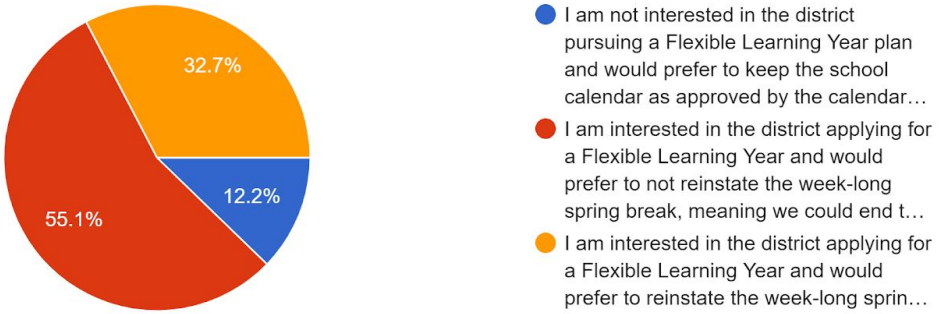
325 responses



Non-Certified Staff Flexible Learning Year Survey Results

Background: Currently, Jordan Public Schools is slated to begin the 2020-2021 school year on Tues...w it here: https://www.jordan.k12.mn.us/Page/1221

49 responses



Certified Staff Flexible Learning Year Survey Results

Background: Currently, Jordan Public Schools is slated to begin the 2020-2021 school year on Tues...w it here: https://www.jordan.k12.mn.us/Page/1221

97 responses



Flexible Learning Year Application 2020-21

Minnesota Statutes, section 124D.12 to 124D.127 authorizes districts to evaluate, plan and employ the use of flexible learning year programs. It is anticipated that the open selection of the type of flexible learning year operation from a variety of alternatives will allow each district seeking to utilize this concept to suitably fulfill the educational needs of its pupils. These alternatives must include, but not be limited to, various 45-15 plans, four-quarter plans, quinmester plans, extended learning year plans and flexible all-year plans.

Flexible learning year program means any district plan approved by the commissioner that utilizes buildings and facilities during the entire year or that provides forms of optional scheduling of pupils and personnel during the learning year in elementary and secondary schools or residential facilities for children with a disability.

Instructions

Type directly into this document. The completed application can be submitted at any time. For a fall 2020 start date, please submit the application to mde.FlexibleLearning@state.mn.us no later than **Friday, March 6, 2020.** Please number all pages, including attachments. Applications will be reviewed within 45 business days of receipt per Minnesota Statutes, section 124D.122. Please contact Cindy Jackson at 651-582-8572 or cindy.s.jackson@state.mn.us with questions or for technical assistance.

Program Basics

Our district is applying for the following school years (check all that apply):

____ 2020-21

____ 2021-22

____ 2022-23

School District(s) Information

Please indicate which school district(s) this flexible learning year program application applies to. Please add districts (and rows) as needed.

School District Name	School District Number	School Site Name (if applicable)	Superintendent Name	School District Address	School District Phone Number	Superintendent's Email Address

If a consortium of school districts, provide:

Name of Flexible Learning Year Program	Consortium Contact Name and Title	Mailing Address	Phone Number	Email Address

Flexible Learning Year Program Information

Type of Program. Please identify the type of flexible learning year program you are applying for (Minn. R. 3500.1000, subp. 3)

____ 45-15

____ Flexible All-Year

____ Extended Learning Year

____ Four-Quarters

____ Quinmester

____ Other. Describe your district's "other" category:

(Note: MDE will not approve new districts applying for Four-Day School Weeks at this time.)

Pre-Labor Day. Does the calendar for any of the proposed implementation years involve a pre-Labor Day start?

____ No

____ Yes

If yes, list start dates for each year.

2020-21:

2021-22:

2022-23:

If yes, what specific aspects of this proposal could not be implemented if school began after Labor Day?

Purposes

Flexible learning year programs shall be designed to accomplish at least one of the following. Please identify the following initiative(s) your program will address.

____ Improve instructional quality;

____ Increase cost-effectiveness;

____ Make better use of community resources or available technology; and/or

____ Establish an alternative eligibility criteria intended to identify pupils in need of special education services.

Instructional Hours

Schools must provide at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1-6, and 1,020 hours of instruction for a student in grades 7-12, not including summer school (Minn. Stat. § 120A.41). For consortiums of school districts, the table below will need to be filled out per district.

Student Grade Level	2020-21 Instructional Hours	2021-22 Instructional Hours	2022-23 Instructional Hours
Kindergarten without a disability			
Grades 1-6			
Grades 7-12			

Does this plan reduce current instructional hours for any student? ____ No ____ Yes If yes, explain:

Attach academic year calendars for each year (please label as Attachment A). If unavailable for years two or three, indicate when they will be provided?

Exemptions

Does the proposed program request exemption from any specific state rules (Minn. R. 3500.1000, subp. 3)?

____ No

____ Yes

If yes, please identify the Minnesota Rules and the reason for exemption:

Public Hearing

Per Minnesota Statutes, section 124D.124, before implementing a flexible learning year program in any facility of the district, the board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labor Relations Act, and must consult with the parents of pupils who would be affected by the change, and with the community at large. By submitting this application, the superintendent and school board chair certify that the district fully met this requirement and that stakeholder concerns raised in these meetings were appropriately addressed in this application.

Please complete the table below for at least three informational meetings for which the board has given published notice to the teachers and employees and to the parents of pupils affected and community members (add rows as needed). Provide evidence that district staff, pupils and parents who would be affected, participated in the development and will participate in the annual review of the proposal. (Minn. R. 3500.1000, subp. 4). For consortiums of school districts, the table below will need to be filled out per district.

Meeting Dates and Times	Number of Attendees who were parents and community members	Concerns Raised	How Concerns were Addressed

Negotiations

Before implementing a flexible learning year program in any facility of the district, the school board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labor Relations Act (Minn. Stat. § 124D.124). Have you completed negotiations?

____ Yes, negotiations are complete. Attach signed Memoranda of Understanding related to Flexible Learning Year (label as Attachment B)

____ No, the negotiations are in process. Explain:

____ Not applicable. Explain:

Board Approval

Per Minnesota Statutes, section 124D.122, the board of any district or a consortium of districts, with the approval of the commissioner, may establish and operate a flexible learning year program in one or more of the day or residential facilities for children with a disability within the district. Consortiums may use a single application and evaluation process, though results, public hearings and board approvals must be obtained for each district as required under appropriate sections.

Has your school board(s) approved this flexible learning year program plan and agree to implement it as described if approved by MDE?

____ Yes. If yes, attach school board minutes (please label as Attachment C). If a consortium, attached school board minutes from each district.

____ No. If no, do not submit the application until the school board(s) have approved this program.

Goals

List the S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time Bound) goals and objectives of your program (Minn. R. 3500.1000, subp. 3).

Explain how these goals and objectives align to the World's Best Workforce initiative (Minn. Stat. § 120B.11) and, if applicable, to any Achievement and Integration plans (Minn. Stat. § 124D.61).

Describe the activities, strategies, and structures (extended day/year schedule, remedial initiatives, etc.) you will use to accomplish your goals and objectives (Minn. R. 3500.1000, subp. 3).

Describe the evaluation procedures to be used to evaluate the program (Minn. R. 3500.1000, subp. 3).

If this application is for a 45-15 plan or four-day week, explain how nutrition, child care needs and any special programming that ties to academic achievement will occur during intersessions or on the fifth day.

Assurances

- District(s) assures that MDE will receive a final evaluation report by **August 15** of the last approval year.
- District superintendent and school board chair assure that school calendars during the proposed school years will comply with Minn. Stat. § 120A.40, School Calendar and the number of instructional hours will comply with Minn. Stat. § 120A.41 .
- If the proposed program involves alternative eligibility for special education services, the superintendent and school board chair assure that parents whose children will be involved will be fully informed at the IEP meeting and shall have the opportunity to approve or disapprove of placement in the experimental program. If this does not apply, leave box unchecked.
- District superintendent and school board chair assure the proposed program complies with the Compulsory Instruction Statute (Minn. Stat. § 120A.22).
- District superintendent and school board chair assure the proposed program does not request or permit exception to statutes covering employment of unlicensed teachers and aid reduction (Minn. Stat. § 124D.127).
- District superintendent and school board chair assure the proposed program does not discriminate based on the basis of race, color, creed, religion, marital status, status with regard to public assistance, sex or national origin when assigning pupils to attendance groups pursuant to this section (Minn. Stat. § 124D.123).
- All facilities maintained by the district are covered in the district's application so Minnesota Statutes, section 124D.125 does not apply.

If this application covers fewer than all of the facilities maintained in the district, there are additional requirements (Minn. Stat. § 124D.125). District superintendent and school board chair assure that:

- The board of the district has made every reasonable effort to assign qualified teachers who prefer a traditional schedule to facilities of the same level retaining a traditional schedule.
- A full-time teacher currently employed by the district that converts to a flexible learning year program may not, without the teacher's written consent, be required to teach under this program (1) more or less than the number of scheduled days or their equivalent the facilities of the district were maintained

during the year preceding implementation of the flexible learning year program; (2) in a period of a calendar year substantially different from the period in which the teacher taught during the year preceding implementation of the flexible learning year program.

- In no event may a teacher's continuing contract rights to a position held the year preceding implementation of a flexible learning year program or teaching experience earned during a probationary period the year preceding implementation be lost of impaired upon adoption of a flexible learning year program. If the year of teaching preceding implementation was the end of a probationary period, the continuing contract right to a full year's contract which normally would be acquired for the next succeeding learning year must be acquired in the year of adoption of the flexible program.
- The district has entered into one contract governing the entire learning year with each teacher employed in a flexible program. If individual teacher's contract to teach less than a period of 175 days during a learning year, each 175 days of employment accrued during any five-year period after the adoption of a flexible learning year program must be deemed consecutive and constitute a full year's employment for purposes of establishing and retaining continuing contract rights to a full learning year position pursuant to sections 122A.40, subdivisions 5 and 7 and 122A.41, subdivisions 2 and 4. A teacher who has not been discharged or advised of a refusal to renew the teacher's contract by the applicable date, as specified in section 122A.40 or 122A.41, in the year in which the teacher will complete the requisite number of days for securing a continuing contract must have a continuing full learning year contract with the district.
- Continuing contract rights established pursuant to this section must not be impaired or lost by the termination of a flexible learning year program.

Attachments

Attachment A: Academic Calendars for each implementation year.

Attachment B: Signed Memoranda of Understanding (if applicable).

Attachment C: School Board minutes that approved this specific plan to be submitted to the Minnesota Department of Education and implemented if approved by the Commissioner of Education.

Signatures

By signing below, we hereby agree to fully comply with the above assurances.

If this application is for a consortium of districts, signatures must be obtained from superintendents and board chairs of each district. Copy and paste the following fields to accommodate this expanded information.

Superintendent Signature:

Superintendent Name:

Date:

Board Chair Signature:

Board Chair Name:

Date:

717 JORDAN PUBLIC SCHOOLS

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MATTHEW HELGERSON
Superintendent of Schools
mhelgerson@isd717.org

February 2020 Board Report

Monthly Enrollment Update

- As of February 3rd, 2020 our PreK-12 monthly enrollment was 1884 students. This number is still 5 students more than where we ended the 2018-2019 school year, but 28 students less than what we built our FY 2020 budget on back in June, 2019. Amy's revised budget presentation reflects this actual number. This shortfall is one of the reasons for the projected budget deficit this year. While our high school numbers reflect what we predicted, and our elementary and preschool numbers are slightly higher than predicted, our middle school numbers are significantly lower than predicted.

Teachers on Call (TOC)/Substitute Teacher Needs

- I've attached the latest data from TOC regarding absences and fill rates. We continue to see lower fill rates when compared with 2018-2019. Fill rates are higher when there is a greater lead time.

Budgeting Process and Timeline

- Our January 29th community engagement session had 49 attendees. I want to publicly thank them all for attending, listening to the budget and finance presentation and for providing input on areas where expenditures can be reduced. Amy has posted the presentations, follow-up documents, and list of potential reductions on her webpage, but also on this board packet.
- Since that meeting, I've made a couple of changes to the 2020-2021 Budget Timeline document. We are processing the suggestions and putting numbers to possible reductions as we prepare recommendations for the February work session and subsequent March regular board meeting. It is my goal to have a list of recommended reductions with corresponding financial figures available for review at the February 24th board work session. This will also be a time when I would recommend that we designate a time for public comment following the review of the recommended reductions. The revised budget timeline reflects the change in public comment time from February 10th to February 24th. Additionally, I added in non-certified staff budget meeting times and location to the document.

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

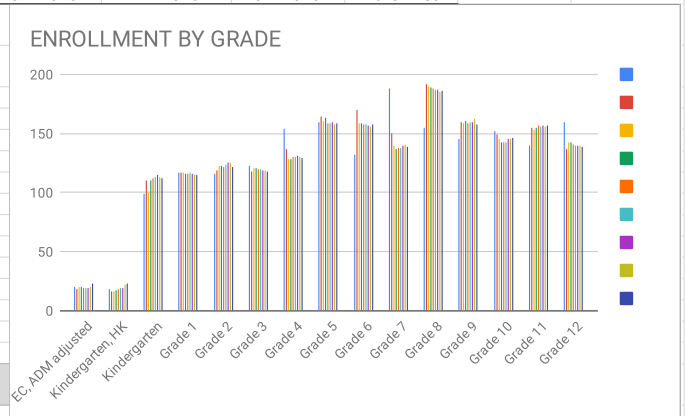
2019-20 PK-12 Monthly Jordan Enrollment

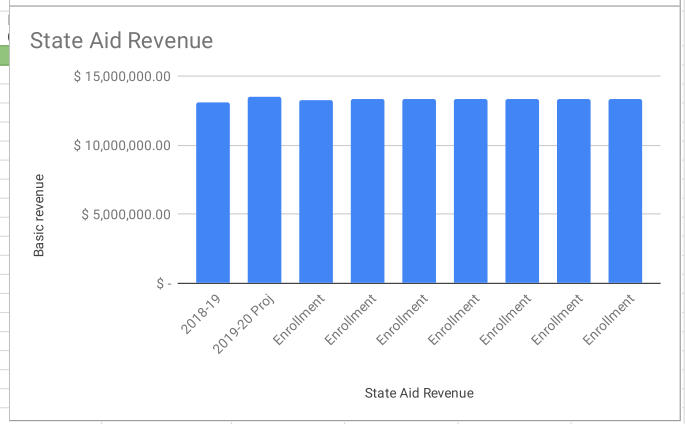
	End of Year 18-19	19-20 What If ADMs	7/31/2019	8/12/2019	9/5/2019	10/10/2019	11/1/2019	12/2/2019	1/2/2020	2/3/2020	3/1/2020	4/1/2020	5/1/2020	End of Year	ADM FY20 What Ifs vs. Actual FY20 (Based on Monthly Child Count)
Early Childhood	41		40	40	40	38 [1]	38	39	41	46					
EC, ADM adjusted	20	18	20	20	20	19	19	19	20	23					5
Kindergarten, HK	18	16	16	16	17	18	19	19	22	23					7
Kindergarten	99	110	96	100	110	112	113	115	113	112					2
Grade 1	117	117	116	117	116	116	117	116	115	115					-2
Grade 2	116	119	121	123	123	122	124	125	125	122					3
Grade 3	123	118	120	121	121	120	120	119	119	118					0
Grade 4	154	137	128	128	128	130	130	131	130	129					-8
K-4 Total	**627**	**617**	**597**	**605**	**615**	**618**	**623**	**625**	**624**	**619**	**0**	**0**	**0**	**0**	2
Grade 5	160	164	159	161	163	159	159	160	158	159					-5
Grade 6	132	170	158	159	159	158	158	157	156	158					-12
Grade 7	188	150	139	140	137	138	138	140	141	139					-11
Grade 8	155	192	190	190	189	188	187	187	185	186					-6
5-8 Total	**635**	**676**	**646**	**650**	**648**	**643**	**642**	**644**	**640**	**642**	**0**	**0**	**0**	**0**	-34
Grade 9	145	160	159	159	161	159	160	160	162	158					-2
Grade 10	152	149	144	145	143	143	143	145	145	146					-3
Grade 11	140	155	154	153	155	157	156	157	156	157					2
Grade 12	160	137	142	143	143	141	140	140	140	139					2
9-12 Total	**597**	**601**	**599**	**600**	**602**	**600**	**599**	**602**	**603**	**600**	**0**	**0**	**0**	**0**	-1
Pre K-12 Total	**1879**	**1912**	**1862**	**1875**	**1885**	**1880**	**1883**	**1890**	**1887**	**1884**	**0**	**0**	**0**	**0**	-28

2019-20 PK-12 Monthly Jordan Enrollment

	End of Year 18-19	19-20 What If ADMs	8/12/2019	9/5/2019	10/10/2019	11/1/2019	12/2/2019	1/2/2020	2/3/2020	3/1/2020	4/1/2020	5/1/2020	End of Year
EC, ADM adjusted	20	18	20	20	19	19	19	20	23				
Kindergarten, HK	18	16	16	17	18	19	19	22	23				
Kindergarten	99	110	100	110	112	113	115	113	112				
Grade 1	117	117	117	116	116	117	116	115	115				
Grade 2	116	119	123	123	122	124	125	125	122				
Grade 3	123	118	121	121	120	120	119	119	118				
Grade 4	154	137	128	128	130	130	131	130	129				
Grade 5	160	164	161	163	159	159	160	158	159				
Grade 6	132	170	159	159	158	158	157	156	158				
Grade 7	188	150	140	137	138	138	140	141	139				
Grade 8	155	192	190	189	188	187	187	185	186				
Grade 9	145	160	159	161	159	160	160	162	158				
Grade 10	152	149	145	143	143	143	145	145	146				
Grade 11	140	155	153	155	157	156	157	156	157				
Grade 12	160	137	143	143	141	140	140	140	139				
Pre K-12 Total	**1879**	**1912**	**1875**	**1885**	**1880**	**1883**	**1890**	**1887**	**1884**				

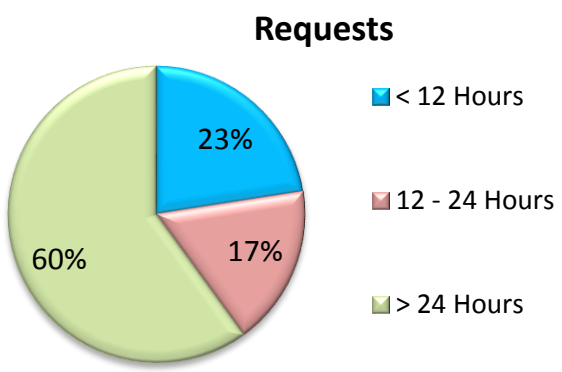
State Aid Revenue	2018-19	2019-20 Proj	Enrollment 8/12/2019	Enrollment 09/05/2019	Enrollment 10/10/2019	Enrollment 11/01/2019	Enrollment 12/02/2019	Enrollment 01/02/2020	Enrollment 02/03/2020
Basic revenue	$ 13,046,407.92	$13,523,662.80	$ 13,268,718.00	$ 13,330,522.8	$13,295,757.60	$13,312,496.40	$ 13,364,000.40	$ 13,344,686.40	$ 13,320,222.00





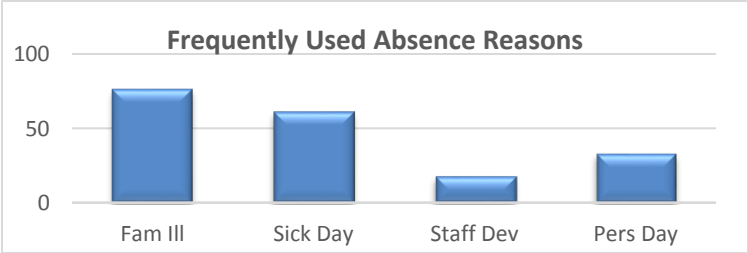
Jordan Monthly Report Card December 2019

Fill Rate Based on Lead Time



Lead Time	Fill Rate
>24 Hours	87.23%
12-24 Hours	41.46%
< 12 Hours	24.53%

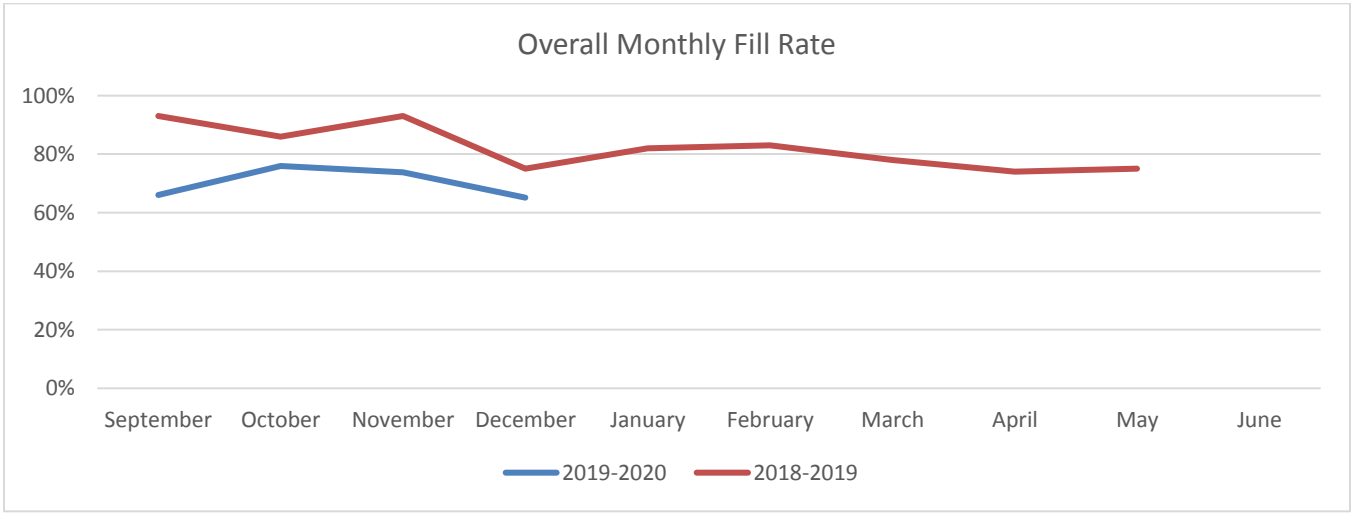
Overall Absence Data				
Position	Requested	Filled	Unfilled	Fill Rate
Teachers	163	127	36	77.91%
Paraprofessionals	72	26	46	36.11%
Total Absences	235	153	82	65.11%

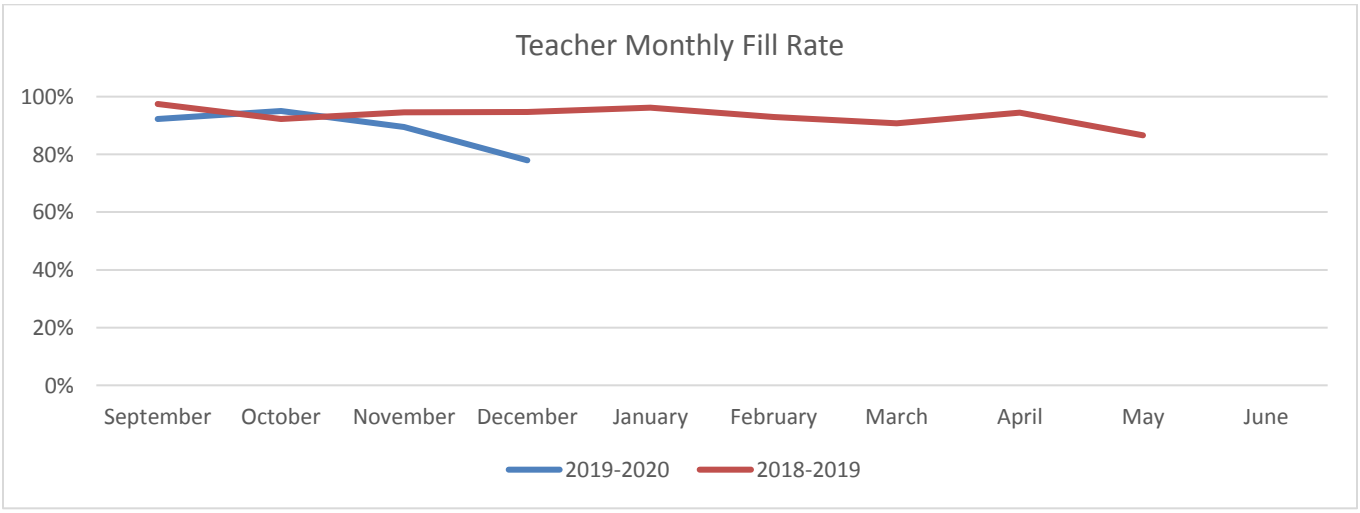


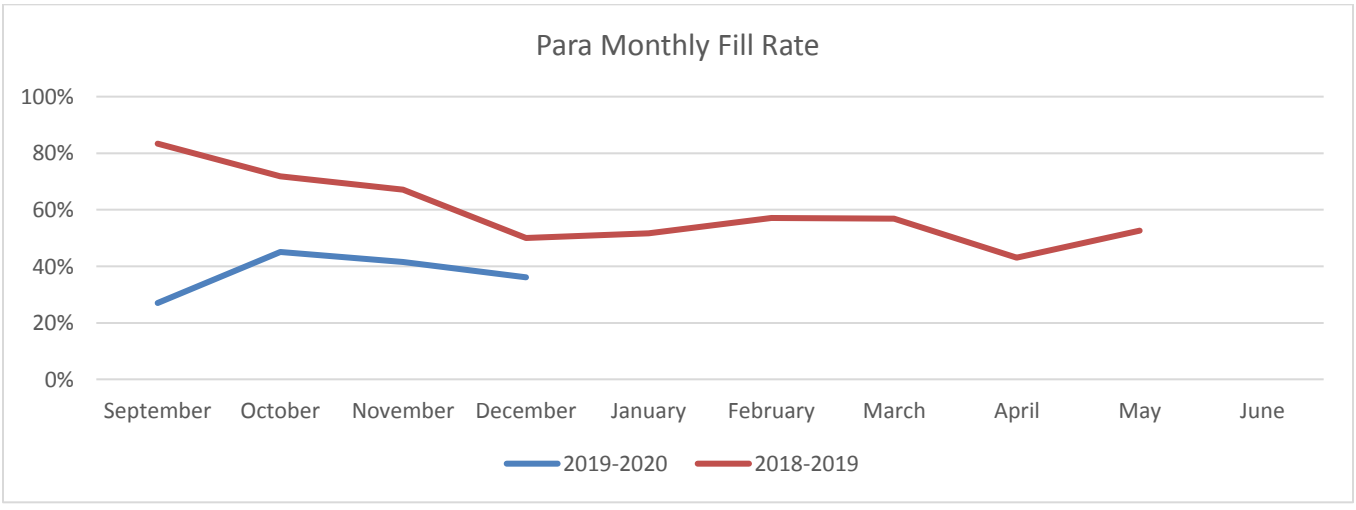
Absence Forecasting – 4 weeks projections			
Date Range	Teachers	Paras	Overview
1/20-1/24	42	13	• There are currently no unfilled absences during this week • Personal Day is the highest used absence reason • Elementary has the highest need that week
1/27-1/31	17	12	• There are currently 3 unfilled Para absences during this week • Family Illness & Personal Day are the highest used absence reasons • Elementary & High School have the highest need that week
2/3-2/7	41	23	• There are currently 1 unfilled Para absences during this week • There is currently 1 unfilled Teacher absence during this week • Carl Perkins is the highest used absence reason • High School has the highest need that week
2/10-2/14	75	43	• There are currently 4 unfilled Teacher absences during this week • Personal Day is the highest used absence reason • Middle School has the highest need that week

Statistics Year to Date			
District Wide Year to Date	Overall District Substitute Requests	Prior Year Comparison +/-	Substitutes Added Year to Date
December 2019	799	-79	30

Fill Rate Trends







LEAD TIME BROKEN OUT BY SCHOOL

Jordan Elementary

12-24 hours – Overall: 40.00% - Teachers: 54.55%

>24 – Overall: 82.35% - Teachers: 90.32%

<12 hours – Overall: 25.81 – Teachers: 38.89%

Jordan High School Lead Time

12-24 –Overall: 50.00% - Teachers: 55.56%

>24 – Overall: 96.30% - Teachers: 100.00%

< 12 hours – 30.00% - Teachers: 60.00%

Jordan Middle School Lead Time

12-24 – Overall: 38.46% - Teachers: 50.00%

>24 – Overall: 87.30% - Teachers: 96.23%

< 12 hours – Overall: 16.67% - Teachers: 40.00%

2019-20 Budget Timeline

December, 2019	Meet with Auditor to discuss Audit Report from prior FY 19
December, 2019	Board reviews Actual June 30, 2019 General Fund Balance of District/Full Auditor Report
November, 2019 -January, 2020	MS and HS Course Registration Guidelines for 2020-21 built
January-February, 2020	Administrative Team begins to discuss and prepare Budget Draft for 2020-21
January-February, 2020	Citizens, students, parents, and staff submit ideas to be considered for budget adjustments for 2020-21, if programming will be affected **(January 29th Community Engagement Session)**
February, 2020	Board approves Revised Budget for 2019-20
February, 2020	Superintendent and Finance Director hold employee meetings to share 20-21 Budget information with staff and to receive input from staff on Budget Process **JMS – February 4th at 7:25 AM** **JHS – February 5th at 7:30 AM** **All Non-Certified Staff – February 10th at 2:30 and 3:00** **ELS – February 11th at 7:45 AM** **JES – February 12th at 7:20 AM**
February, 2020	Administrative Team reviews expenditures and initial FTE needs, plans for reductions, and plans for assigned and unassigned fund expenditures/reductions for 2020-21
February, 2020	School Board approves resolutions to reduce programs and staff and conducts a public hearing on the 2020-21 proposed reductions (if programs will be affected) (February 24th)
February - March, 2020	2020-21 Student Registration at JMS and JHS
February-March, 2020	2020-21 LTFM Projects, Capital Projects, Safe Schools Budget, Building and Grounds Projects, Staff Development and Curriculum Projects, Food Service Projects, and Com Ed Projects identified and planned by Administrative Team

March, 2020	Administrative Team holds work sessions early March to finalize Draft Budget to be presented at March 16th Board Meeting (only meeting in March due to Spring Break)
March, 2020	Employee notices given, if necessary, on March 17th
April, 2020	Administrative Team presents proposed FY 21 Capital and Long Term Facilities Maintenance (LTFM) projects to School Board at April 13th Board Meeting, and the Board also acts upon them
End of April, 2020	School Board and Administrative Team finalize program and/or staffing adjustments for 2020-21 if necessary at April 27th Board Workshop
May, 2020	Administrative Team prepares final 2020-21 Budget
June, 2020	Board adopts the 2020-21 Budget at the June 8th Regular Board Meeting with June 30, 2020 being the last day for Employee Notices to be finalized by the Board

Jordan High School Board Report for February 10, 2020

Improve Student Achievement, Learning and Career and College Readiness

- Teachers have begun working more specifically on test preparation for the MCA Science, Math, and Reading and the ACT tests.
- Teachers have started preparing students for registering for classes next year.
- Parents will be invited to attend a registration information evening on February 12. They will be encouraged to use the results of their students' EXPLORE, PLAN, and ASVAB tests as well as activities students have completed through the Ramp Up to Readiness program.
- Our juniors will have a career day on February 14th where they will have an opportunity to hear from 4-5 different adults in career areas that interest them. We hope that this will also help them as the register for classes.

Provide a safe and collaborative culture in which to learn and work

- We will have speakers in to share about mental health and wellness in February.
- The PBIS Team continues to meet and discuss ways to improve building culture.
- Our monthly "Think Tank" was on the topic of cell phone usage. We had some awesome discussion with staff members. We will follow up with students and parents regarding cell phone usage.

Improve Community Connection, Satisfaction, and Engagement

- The Jordan Dollars for Scholars Chapter is planning the annual telethon. It will be held on February 22 and 23.
- Frosty Fun Days was held this past week. There were great activities and dress up days. The dance was well attended. We had over 270 students attend the dance. The medallion hunt was a fun new addition to the week and was loved by the students.
- JHS girls basketball players will be reading to JES students during I love to read month.
- Multiple messages have been sent out to families with information about events happening in February and March at JHS. Including a registration presentation and speakers on mental health.

Integrate data-informed instruction, assessment and learning as a core competency in every classroom

- Our Champion student concept worked. It has made an impact on students. We had 54 students targeted for this intervention.At the end of 1st semester 25 of these students had no failing grades. (46%)At the end of 1st semester 15 additional students had

decreased their number of “F” grades. This equals an improvement in academic performance for 75% of our Champion students.

- Through our staff development and faculty council we continue to look at ways to reach our students through data driven decisions.

717 JORDAN PUBLIC SCHOOLS

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BEN BAKEBERG
Principal, Jordan Middle School
bbakeberg@isd717.org

Jordan Middle School Board Report
February 10th, 2020

As we begin the second semester, JMS staff continue to implement best practice instructional strategies while working to meet the needs of all learners. We are also in the process of identifying and resolving needs for the 2020-2021 school year with the goal of preparing our students for high school and beyond.

Improve Student Achievement, Learning and Career and College Readiness

- Staff continue the work of unpacking their course Minnesota Academic Standards to identify power standards and are working with their vertical team to address concerns and gaps.
- Learning targets are being written based on the power standards to serve as a guide for student learning.
- Finalized semester 2 schedules for students and staff.
- School Counselor and Social Worker continue to work in classroom settings to proactively meet the social emotional needs of students.

Integrate data-informed instruction, assessment and learning as a core competency in every classroom

- Student interventions have been shifted to meet the student's individual needs. Students will receive support during WIN (What I Need) in reading and math.
- Intervention staff, departments and grade level teams continue to meet, review data, and implement action plans within tier one to support core instruction.
- MTSS (Multi-tiered system of support) team shared building goals and action steps developed during the data retreat.
    - Progress monitoring of reading began to evaluate the success of Tier 2 and Tier 3 interventions of students.
    - Problem solving process is in place to meet the needs of students not responding to Tier 1 or Tier 2 supports.

Provide a safe and collaborative culture in which to learn and work

- PBIS committee continues to provide professional development for staff and training for students to promote positive behavior and school climate.
    - PBIS committee continues to attend professional development to guide implementation of PBIS at Jordan Middle School.
    - PBIS continues to train staff on use of SWIS behavior data and making decisions based on data.
    - PBIS continues to train staff on effective classroom management techniques.
- Ongoing work with Director of Special Services regarding needs within special education.
- We have hired Lindsey Mitchell to serve as a long term substitute in 8th grade language arts for the teacher out on leave.

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OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

Improve community connections, satisfaction, and engagement

- Preparation for community conversation and budget meetings.
- 7th and 8th grade students will attend a mental health speaker from NAMI on February 11th from 1:30-2:45 pm
- Jordan Middle School will host Flexible Learning Day Conferences on Thursday, February 27th and Open House Conferences on March 16th.
- We have identified the scheduling timeline for the 2020-2021 school year. See below:
    - Week of March 9th-March 13th
        - Course overview from Mrs. Meyer in grades 5-7.
    - March 16th-Open House Conference Night
        - 3:30 pm-7:20 pm-Open House Conferences
        - 4:00 pm-2020-2021 Registration Parent Overview
        - 5:00 pm-Curriculum Tech/Advisory Meeting
        - 5:30 pm-7:00 pm-Vaping Presentation
        - 7:00 pm-2020-2021 Registration Parent Overview
    - March 17th-19th
        - Mrs. Meyer will work with current 6th and 7th grade science classes to register for classes in Infinite Campus.
        - Current 5th grade paper registration forms due.
    - March 31st
        - Incoming 5th Grade and New Families Night
        - 6:00 pm –8:00 pm
    - 2020-2021 master schedule construction will begin after this!
- We continue to host tour groups looking at space and instructional practice.

717 JORDAN PUBLIC SCHOOLS

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MELISSA BARNETT
Principal, Jordan Elementary School
mbarnett@isd717.org

Jordan Elementary School
Principal Update, February

We had a busy month of January at JES, and February will also be filled with many activities and special celebrations. Below is an executive summary of what we have done in January and the work coming up in February to address the JPS Strategic Plan and JES Building Goals and Action Plan:

- **Improve student achievement, learning and career and college readiness**
- **Integrate data-informed instruction, assessment and learning as a core competency in every classroom**

JES staff continues to work on digging deeper into content area standards, learning targets, common assessments and proficiency scales that guide the teaching and learning in the classroom. Our MTSS Academic and Behavior Leadership Teams have met during morning committee meetings to review the systems we have in place to effectively support our students, as well as to further discuss our Tier I and Tier II practices (CRT, Mindfulness CICO, RTI Reading/Math). This will ensure children are moving forward in their academic and social-emotional learning. We will share this information with the rest of the staff at our second February staff meetings in order to further support their growth and professional development in these areas.

Teachers continue to incorporate best practices and interventions in the classroom based on winter data discussed at the Mid-Year Data Retreat on Jan. 22nd. We will be meeting as a Staff Support Team (SST) to review the information from the Data Retreat, feedback collected from staff about our current MTSS models, and create an even stronger MTSS process that supports all learners to grow and achieve success in academics and social-emotional learning.

Our Instructional Leadership team is holding a Learning Lab Session in April which is an in-house professional development opportunity for teachers to learn from "experts" in the building to broaden their instructional practices and knowledge. Sarah Miller, JES Instructional Coach/Behavior Specialist, is co-teaching in numerous classrooms with a focus on implementing the READO curriculum. This is a curriculum rich in diversity and representative of various cultures. Students get to "see themselves" in the texts they are reading, which helps them to find deeper meaning and connections to their lives.

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

- **Provide a safe and collaborative culture in which to learn and work**

  Students continue to work on earning J-Town Pride Passes for following our school rules of being Safe, Respectful and Responsible. Each month there is a theme and special word for the month that students focus on such as "Spread Kindness" or "Respect". When students show J-Town Pride related to our word for the month, they receive a gold Pride Pass that gets displayed in the hallway. All of the gold Pride Passes come together during the month to reveal a special message to students. It's also great to see teachers get excited when they are recognized by their peers for showing J-Town Pride throughout the week. They receive a special prize from Mrs. Barnett for their efforts!

- **Improve community connections, satisfaction, and engagement**

  Teachers who had JHS students work in their classrooms during the 1st semester from the SUMMIT program had the chance to see them present Jan. 9th-16th about their teaching and learning experience at JES. It is a wonderful program for our HS students, teachers, and JES students. We can't wait for the next group of students to work with us next fall.

  Students and staff will be participating in the Global Day of Play on Feb. 5th. On this day teachers will have the option to do yoga with Ms. Nefstead before school, and also collaborate with classrooms around the school and district in playing board games, going outside, or learning a new activity.

  Officer Otto, Sheriff Hennen, the Jordan Jaguar Girls' Basketball team and I will be visiting classrooms to read our favorite books for "I Love to Read" month. It's always a joy for students to have these special visits during the month of February. Teachers will also be getting in the spirit by decorating their classrooms doors with their students centered around a reading theme.

  Our JES PTO has chosen February for our annual Read-a-Thon this year, and we are excited to tie it into "I Love to Read" month. This is one of the largest fundraisers for JES, which helps to pay for field trips, transportation to the field trips, and other classroom resources for teachers. During the meeting in February, PTO will finalize plans for the upcoming Winter Wonderland Dance in March. They are also planning on having the photo booth once again at our Countdown to Kindergarten event in April to welcome the class of 2033.

  We are changing up our Countdown to Kindergarten by breaking the events into two dates; "Welcome to Jordan Elementary!"an informational night specifically for parents/guardians on February 6th, and a "Welcome to Kindergarten!" event on April 2nd dedicated to our newest incoming Kindergarten students (formerly known as Kindergarten Round Up). Everyone in the school community will be involved in the events by sharing important school and district information/resources, writing letters to incoming students, displaying student work, and sharing favorite JES memories. Kat is working with us to advertise the event on social media, school website, and on the District electronic sign. We can't wait to welcome our new students and their families to JES!

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DR. ERIN HJELMELAND
Director of Teaching and Learning
ehjelmeland@isd717.org

Executive Summary

Director of Teaching and Learning

December 2019

Overarching Framework for Staff Development Goals:

This year's priority focus is implementing a 21st-century curriculum focused on standards based instruction.

Improve Student Achievement, Learning and Career and College Readiness

- **Schoology "Best Practices in 21st Century Instruction" Staff Course**
  - Learning modules are created and uploaded for each CEU licensing area.
    - Modules: Reading Preparation, Cultural Competency, Mental Illness Awareness, Positive Behavior Intervention, Suicide PRevention Strategies, English Learners Best Practices, and General Professional Development.
    - Beyond the licensure requirements, this Schoology course will also hold Flex Learning Day materials such as a required "Creating Gender Inclusive Schools" Training module.

**** Note -- all staff must join this course. During any "Flex Learning Days" this winter, these modules will be referenced for Staff Development. ****

- **Staff Development Days --**
  - Monday, January 20 -- Two hour dedicated staff development time at the end of semester one. GOAL = PROFICIENCY SCALES
    - Email Agenda: https://docs.google.com/document/d/12W9N_evbUB0MI4jVL5iCYW2JWCdB67ilvgSIU0TIg_4/edit?usp=sharing
- **CAREI Assembly --** MTSS is a framework that many schools use to provide targeted support to struggling students.
  - **CAREI Book Study --** *Effective Universal Instruction: An action-oriented approach to improving tier 1* by Kimberly Gibbons, Sarah Brown, and Bradley C. Niebling.
- **Summit Academy: Introduction to Education**
  - This first semester course was once again a success! 29 students took the course and earned approximately 116 Introduction to Education credits (based on GPA and student academic history) and 68 Freshman Composition credits(based on GPA, student academic history, and Normandale's Accuplacer exam) for a **total of 184 college credits earned in one semester by 29 students.**
  - Course Syllabus: https://docs.google.com/document/d/1nlrU6p9KH5Xnwgw7ERLJiJjjvLV_UUFq-2-yZJPlewc

/edit?usp=sharing

- **Business and Marketing: Independent Study**
  - Because the BME Summit Academy course was cancelled at the last minute due to role enrollment and budget reductions, I am working with one of those students on an Independent Study to cover the business and marketing side of the course (this student will be taking economics online).
  - Project Based Course: Semester One Project -- https://docs.google.com/document/d/1LKd50JSMET4HkQDbQYiRa6y4ngE2HjwFAJHXnCVi1_s/edit?usp=sharing

Integrate Data-Informed Instruction, Assessment and Learning as a Core Competency in Every Classroom

- **MCA Testing --**
  - WIDA -- ELL Access Tests have been ordered and distributed to the ELL teachers to administer.
  - MCA --
    - PreTest Editing for special education accommodations is complete. The deadline was January 17; however, this can also be continually updated as students enter the district or IEPs change.
    - SACs are setting up the testing sessions with specific teachers. Once these sessions are complete, these teachers will complete test training in Pearson.
    - Testing Calendar -- https://www.jordan.k12.mn.us/Page/96#calendar204/20200204/month
- **Curriculum Materials and Software --**
  - Continuously work to improve, expand, and assess current resources. Current Focuses --
    - Schoology vs. Google Classroom
    - Wonders K-2 Online Curriculum -- expires at the end of this school year.
    - Science Standards -- what resources are needed for the changing standards?
    - Assess -- What current licenses do we have that are not being utilized fully? (example -- project lead the way)
- **FASTBridge Learning Pilot --** The pilot currently is running with 174 student licenses between the elementary and middle schools.
  - FAST offers Computer Adaptive Tests (similar to a shortened version of NWEA) and Curriculum-Based monitoring (screeners).
  - The elementary teacher who piloted the Computer Adaptive Test this winter loved the ease of the test in that it is easier for elementary students to manipulate in comparison to NWEA. Also, it took approximately 15 minutes for students to finish.
    - Feedback -- students scores are placed into four categories, which are referred to as risk level:
      - College Pathways - students who are on-track for college and career success.
      - Low Risk - students who are at low risk of falling behind their peers.
      - Some Risk - students who are at some risk of falling behind their

peers.
        - High Risk - students who are at high risk of falling behind their peers.
    - NEXT STEP – a downfall of FAST is it is not integrated with Study Island, which is a program the middle school uses extensively for MCA test preparation. NWEA syncs with Study Island to offer an individualized learning path; FAST is not and will not be integrated (NWEA and Edmentum are competitors). Teachers will have to set this learning path manually. I am working on understanding how to manually set this learning path.

Provide a Safe and Collaborative Culture in which to Learn and Work.

- **Collaborative Culture --**
    - District Staff Development -- Quarterly District Staff Development meetings to garner staff input on the overarching staff development framework.
        - February, Wednesday 19 at 3:15 Meeting Agenda -
    - Instructional Coaches -- Weekly Instructional Coaches meetings on Thursdays to discuss objectives and outcomes.
        - January 30: Meeting Agenda and Notes -- https://docs.google.com/document/d/1TKY68TQDLXluu59fAGglqQJUE59xv61-MgJs-n9vd58/edit?usp=sharing
        - Instructional Coaches Current Focuses: CoTeaching to Support CRT in the Classroom, Data Informed Instruction, Behavior Intervention Strategies, PBIS Learning Module Curriculum, etc.

Improve Community Connection, Satisfaction and Engagement.

- **Curriculum and Technology Integration Advisory Council --**
    - Information Available on the Website - https://www.jordan.k12.mn.us/domain/60
    - Upcoming Meeting Schedule (also posted on the website and district calendar) and Discussion Topics:
        - Monday, January 20 at 6pm -- Testing Overview, Plan, and Preparation
            - Meeting Agenda - https://docs.google.com/document/d/1u66Fm3llGx8BXiLOt4uTzGv5Q7lZQ3VeDftJKL8WONc/edit?usp=sharing
            - Meeting Minutes - https://docs.google.com/document/d/1e-O6Lg-O169f8A00bt7CXdvhjh4iiYWHGBA7sY4qCH4/edit?usp=sharing
        - Monday, February 10 at 5pm -- Technology and Software
            - Meeting Agenda - https://docs.google.com/document/d/1aFGxgjkH35x3-OYbVbtO1MC-HLbs5AWI6vY6yGfqGMM/edit?usp=sharing
        - Monday, March 16 at 5pm -- TBD
        - Monday, April 20 at 6pm -- Program Changes and Handbook(s) Review

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JOE PERKL
Activities Director
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Activities Director Update 2/10/20

- **Nordic Ski Update** - We have had a good response from our students registered for the nordic ski club this winter, and have heard even more students would be interested once we join the MSHSL and compete in nordic ski racing. We fully intend to bring an action item for approval to the March board meeting. The plan would be to have a 50/50 split of expenses.

- **Scott West Soccer** - On Feb 5th the Wright County Conference ADs approved a potential cooperative sponsorship in soccer between Jordan and Belle Plaine. I will be meeting with BP AD John Bergs on February 13th to discuss how we proceed from here. The first step will be gaining approval from our section we compete in for soccer, and then board approval from both schools. Then, it will be formally sending cooperative sponsorship paperwork to the MSHSL. An action item for both soccer and Nordic will be presented in March.

- **Tennis Classification -** I spoke at the MSHSL board meeting on February 4th as a proponent of adding a third class to tennis. This would benefit Jordan immensely, however, the proposal did not even gain a motion and failed. We need the state to hit the magic number of 192 schools competing and stay above that number for at least a year before the MSHSL entertains this proposal again. So, for now, we will continue to matchup with Minnetonka in section 2AA.

- **National Signing Day -** We celebrated the winter signing period with a school record 13 student athletes committing to play collegiate athletics.
- Jack Barnett - University of Wisconsin-Superior - Baseball
- Macauley Bartells - Minnesota State University, Moorhead - Football
- Selena Dalton - St. Kate's - Softball
- Thomas Dietel - Concordia University, St. Paul - Track and Field
- Amelia Ehrp - University of Wisconsin-Eau Claire - Basketball
- Emily Henderson - Saint Mary's University of Minnesota - Tennis
- Elizabeth Horton - Gustavus Adolphus College - Volleyball
- Luke Houdek - University of Minnesota-Duluth - Football
- Arianna Kraus - College of St. Scholastica - Tennis
- Symon Keiser - North Dakota State University - Track/CC
- Madi Kes - Gustavus Adolphus College - Volleyball
- Ryan Samuelson - Minnesota State University, Mankato - Football
- Bryce Sievers - Concordia University, St. Paul - Football

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- **MSHSL fees** - The MSHSL board approved a recommendation from the Finance Committee to implement a $40 increase per activity and $1 per student, effective with the 2020-21 school year. Current school membership fees cover less than 15 percent of the League's annual budget. This should provide an additional $700,000 to the league.

- **Athena Award** - After 2 ½ years on the waiting list, Jordan has been accepted into the Minneapolis Athena Award banquet. This prestigious award is given to the best senior female athlete at our school, and she will be honored at the banquet with 54 other Athena Award winners from area schools. The award was started in the 1970's with title IX, and this will be Jordan's first official recipient. The Banquet luncheon will be held May 8th at the Bloomington Double Tree Hotel.

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STEVEN JENSEN
Director of Community Education and Recreation
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COMMUNITY EDUCATION DIRECTOR
2/10/2020 BOARD REPORT

Director's Message

We have started gathering and scheduling classes for the spring/summer catalog. This is a busy time as this is one of the biggest catalogs that covers spring and all of the summer.

A few new programs have started or will be starting. We have partnered with Belle Plaine Community education to offer Nordic Ski which has 5 participants from Jordan and another handful from Belle Plaine. We have an informational meeting coming up on February 16 from 7-8 pm about Bass Fishing. We are excited to start this program as it is becoming a new popular sport in the state.

CERC staff will begin meeting to plan Celebrate Jordan this month. We will be sending out information soon and start gathering registrations for tables.

The Community Education Advisory Board held an informational night to attract more advisory council members. We were successful in gathering two new members. We would still like to raise our numbers a few more to make sure we are hearing the community's needs and wants for Community Education.

Skate late will be happening again down at Lagoon Park on February 28 from 6-8 pm. We have partnered with the City to offer this great opportunity with free with hotdogs, hot chocolate, and smores.

Preschool Events

- Luau Dance Party (PTO is hosting an event for families with children 0-5) February 21 from 6-8pm at JES gym
- Preschool Open House February 25 from 5-6pm in the CERC Multipurpose Room
- Registration opens at 8 am on March 3 for 2020-2021 classes

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STEVEN JENSEN
Director of Community Education and Recreation
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Kids Company

- Working on information for the brochure with details for the 20-21 school year
- Registration will open March 16
- Currently planning summer field trips

Communications and Marketing Monthly Summary (02/06/2020)
Kat Pass

Projects Completed / Highlights

- Attended offsite video training with Captivate Media + Consulting. This is part of the video creators group I belong to. This opportunity allowed us to bring our current equipment and learn how to use it better. We also learned the foundations of creating effective short videos.
- Assisted in the design of the Community Engagement Budget Workshop presentation.
- Designed the newest Superintendent Newsletter (Quarter 2) for the staff. Well received and visited online.
- Creation of the logo, website, and social media marketing collaterals for the upcoming MN Kindergarten Association Spring Conference. Steph Olstad and Ariane Jensen are the chairpeople for this event which will bring 200-300 educators to Jordan in May. We put these marketing efforts towards the project to showcase Jordan Public Schools.
- Created a Infinite Campus Parent Portal Tip Sheet (to go with the video). Will be handed out to new 2020-2021 Kindergarten families and beyond.
- Upon request, to improve upon the previous vendor created form (better branding), created a new JES Yearbook order form.
- Create multiple ELS marketing handouts for the Welcome Kindergarten Families event night. To boost screening and inform about Kids' Company offerings.
- Attended a vendor call about Peachjar with Steven Jensen. Peachjar is a popular and inexpensive way to share flyers with families. Saves time and paper on our end.
- Updated all enrollment forms.
- Assisted JHS counselors with scholarship email messaging and multiple Facebook events and postings.

Projects In-Progress

- Updating all staff photos on website and making a sweep of updates for other pages.
- Met on signage for district vehicles. Finalizing graphics currently.
- Ongoing population of the Hall of Fame kiosk with old activities photos that I gathered during our mascot research.
- Update signage on district property to include large scale map signage.
- Assessing the Remind app. Deciding on acquiring administration rights as a district of our current users. It is an app that teachers and coaches have been using for text/email communications. Assessing whether this app is better than something we currently offer in-house.
- Development of CRT webpage.
- Organizing and designing a high school profile. Will include items such as: Ratios, Program Highlights, Stats, ACT info, post secondary enrollment, etc.

On-Going (Daily/Weekly activities)

- Manage content for District Facebook, Twitter, Instagram, and YouTube as well as the Staff Development Twitter account.
- Continual maintenance of District website and Smartphone App
- Maintain updated postings for lighted marquee sign
- Flyer/marketing production for in-house activities

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ANDREA SCHAAK
Nutritional Services Director
aschaak@isd717.org

Nutritional Services School Board Report
February 10th, 2020
Andrea Schaak

I completed the MDE Equipment grant last week. The grant would provide funds to replace the current stainless steel serving line at our Elementary with Hot Holding mobile serving units. I secured two quotes for equipment installation and delivery costs. The grant first looks at schools that have a 50% or more Free and Reduced percentage, but they also look at schools that have a safety need for funding as well. We clearly have a safety need for replacing the counter when it comes to student, food and staff safety. They will be awarding the grant funds by the end of February/early March. Keep your fingers crossed!

I am happy to report that our latest SHIP Grant Action Plan for Jordan Schools has been approved! We will be implementing a new Grab and Go option for students at the MS and HS during lunch. SHIP funds will pay for the warming unit which costs $2,600. Other funds will go to replacing and adding more in-line skates to the physical education program.

I conducted a lunch survey with HS students a few weeks back to gauge student interest in providing additional Grab and Go items during lunch each day. 43.5% of students said they would take the new Grab and Go option almost daily. Another 43.5% stated they would take the option sometimes. It's clear to me that more options are needed and would be well received. I hope to have the new options up and running at both the MS and HS by April/May.

National School Breakfast Week is March 2-6th this year. The theme is ‘School Breakfast! Out of this World’. We will be celebrating NSBW at all schools with premiering new breakfast food items and I will again be asking for guest servers. I reached out to our Jordan Mayor, Tanya Velishek, and she has accepted my invitation to be a guest server at the Elementary for one morning that week. I will be sending out invites to people in our district to consider being a guest server. Keep an eye on your emails! Have a good week!

Andrea Schaak

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CHAD WILLIAMS
Director of Special Services
cwilliams@isd717.org

Board Meeting 2.10.20

Jordan School District #0717
Special Services Department Update:

Improve Student Achievement, Learning and Career and College Readiness

- This coming month I will be providing tours for our senior students who need to continue their educational programming through our SOAR Transition Program. Tours will be set up with parents/guardians.

Improve Community Connection, Satisfaction, and Engagement

- The American Indian Parent Advisory Council met on Friday, January 24, 2020. The council discussed the May AIPAC Student Banquet, using the Sioux Chef for catering, looking at possible PD opportunities, looking at the Annual Compliance Documentation, reviewed the budget, and reviewed district test score data.

Provide a safe and collaborative culture in which to learn and work

- Our district mental health team is working on our suicide and risk assessments that align to our district EAP. The district is working with SW Metro on bringing in PrePare Training to help the district review the current EAP, the processes within the EAP and our suicide and risk assessments.
- I have been holding my monthly special education department meetings, EL meetings, nurse meetings, and mental health meetings. We will be starting to discuss the preparation for next school year, programming/services, curricular resources, and current workloads.
- On February 14th, I will be attending my monthly Regional Director's Meeting and SW Metro Director's Meeting. We will discuss and prepare for the SpEd Director's MASE Day at the capitol.

Be Fiscally Responsible and Maintain Quality Facilities

- Amy Hafemann and I will be meeting to review our special education budget to ensure we are on track with our budgeted federal and state dollars.
- On February 7th, Matt Helgerson, Erin Hjelmeland, Amy Hafemann, Sarah Miller and I met on our Achievement and Integration Plan and Budget for the 20-21 school year. This budget supports our District Equity Specialist, Culturally Responsive Teaching, and REACH/SAIL at Jordan High School.

Technology Board Report

February 10th 2020

Spyglass Billing Review

Spyglass Consulting has spent the last couple weeks reviewing our internet and phone billing to see if we can save any money on our monthly amounts. They were able to do some consolidation with our Verizon wireless service and change our Comcast internet to a faster speed at a lower price. Neither one of these will change the level or be an interruption to our services. The total yearly savings for us will be around $3800. Spyglass will take 50% of the savings from the first year only as their payment for the consultation, after that all savings are 100% to the district.

Wireless Hotspots

All of our 20 Mobile Wireless Hotspots are currently out and being used by students. Most are being used all year by students. Others are only out for a couple of weeks as new families that just moved to the district wait for a provider to active service to their home. We are working with T-Mobile to get pricing on adding more hotspots to our contract. Not wanting to pay for service for a device that is not being used, T-Mobile is looking at options that we could have the physical device on hand and active service on-demand for the hotspot as a need comes up. This will help keep cost down and make sure we are only paying for devices that are in students hands.

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TIM BISEK
Facilities and Grounds Director
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Facilities and Grounds Director Report
2/06/2020

Vehicles

- All vehicles have been cleaned, serviced and prepared for inspections next week.

JHS LED changeout

- We are approximately 70% complete with the high school light fixture changeout. Hopefully by Monday Feb. 17th we will be close to finishing up inside. The exterior wall pack lights on the building have been switched and parking lot lights will need to wait for spring break as we need 3 days in a row to make that change out without causing light interruptions at night.

Health and Safety

- I sent out the annual Indoor Air Quality survey to staff last week.

Interviews

- Jeff, Eugene and I will be conducting interviews next Friday for the hIgh school second shift custodian position.

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2020 BOARD COMMITTEE ASSIGNMENTS

Standing Committees

Budget/Finance Committee - Entire Board
This committee meets monthly as part of the Workshop Meeting to review and discuss district budget and finances. This committee provides input and reviews all budgeting decisions as the next fiscal year's budget is constructed.

Calendar Committee (1) S. Burke - (alternate – L. Pedersen)
This committee meets one time annually with the administrative team and teacher members of the calendar committee to plan the calendars for the next two subsequent school years.

City-School Committee (2-3), R. Langheim, L. Pedersen, T. Vogel- (alternate – D. Pauly)
The committee ensures a board member is present at a city council meeting should an item on the city council agenda be pertinent to the school district. This committee meets regularly with a sub-committee of the city council. This committee will work with the city to establish an annual legislative advocacy meeting.

Communications Committee (2) S. Burke, R. Dahnert - (alternate – L. Pedersen)
This committee provides oversight and direction for communication of all media types to the community in regard to school board updates. They meet one time each year to set their agenda and as needed depending on need. The committee develops a communication plan for the district and establishes "meet and greet" times for each school building in the district at its formal meeting.

Community Education/Recreation/Joint Powers (2) T. Vogel, L. Pedersen
This committee makes recommendations to Jordan's Community Education & Recreation Director regarding programs and community education and recreation policy. It meets once per month prior to the regular school board meeting or as called by the Community Education Director.

Curriculum & Technology Integration Committee (3) D. Pauly, S. Burke, C. Hennen- (alternate – L. Pedersen) (O. Rausch - Student Representative)

This committee is tasked with reviewing all curriculum offerings and World's Best Workforce plan in our district. The Director of Teaching & Learning chairs the committee. On a curriculum cycle, the committee reviews class offerings, curriculum options and curriculum materials (i.e. texts.) This committee also receives and reviews reports on scope and sequence and mapping of curriculum. In addition, the committee focuses on Standards Based Instruction. The Technology Director and Director of Teaching & Learning are responsible for the integration and application of all technology in the district. This committee meets on the 3rd Monday of each month October - May.

Education Foundation (2) – R. Langheim, C. Hennen (alternate – L. Pedersen)

The Jordan Education Foundation will raise funds and serve as a conduit for individuals to donate funds for the purpose of enhancing educational experiences for students. This Foundation will provide oversight and establish framework for the utilization of donated and fund raised dollars in our schools. Once established, teachers will have the opportunity to write mini-grants that the Foundation will discuss and award as warranted. The superintendent will serve as an ex-officio member. The Jordan School Board will be represented with two members.

Facilities Committee (Chair + 3) D. Pauly, R. Langheim, T. Vogel - (alternate – C. Hennen) (O. Rausch - Student Representative)

This committee deals with all indoor and outdoor facilities and grounds, making recommendations on long-range facilities maintenance plans, short-term building issues, custodial planning, facility space use, etc. This committee works on special district projects such as renovations, additions, new building, lease levy authority matters, and infrastructure improvement. In the case of significant projects such as new building projects or remodels, the board members may be the board representatives in a larger committee made up of community members, school staff, and administrators. Building issues and/or concerns the require meeting with other groups will be a driving factor for this group. In addition, this committee is charged with meeting real estate needs required for buying or selling property. This committee will meet on an as needed basis or as dictated by a building project and its schedule.

Meet and Confer/Continuing Education/Staff Development (2-3) – D. Pauly, R. Langheim, R. Dahnert

A public employer has the obligation to meet and confer, under section 179A.08, with professional employees to discuss policies and other matters relating to their employment which are not terms and conditions of employment. We are scheduled to meet three times a year (at the discretion of either party.) Meetings are held in the District Office Conference Room at the end of the school day (3:15 p.m.) **Continuing Education/Staff Development –** This committee meets to determine continuing education and staff development needs within all three schools. A board member is not required unless an issue arises and then coordination is handled through the superintendent.

Negotiations Committee (2) – D. Pauly, T. Vogel (alternate – R. Dahnert)
This committee meets to conduct contract negotiations with the bargaining units. The Superintendent will work with the board members and bargaining units to facilitate and schedule the sessions.

Personnel Committee (2) (Negotiations Committee)– D. Pauly, T. Vogel (alternate – R. Dahnert)
This committee will meet if a personnel item need discussion, should the need arise outside of a regular board meeting night.

Policy Committee (2) – S. Burke, D. Pauly (alternate – R. Langheim)
This committee works with district administrators and staff to review and make recommendations on district policies. Specifically, this committee meets to review recommended changes from MSBA model policy based on annual legislative action.

Safe and Supportive Schools/PBIS Committee (1) – L. Pedersen (alternate - S. Burke) (O. Rausch - Student Representative)
This committee meets quarterly and is made up of administrators, staff members, parents/guardians and one board member. The committee discusses the district's PBIS programming and current social issues and helps to provide guidance in regard to school climate.

SCALE (1) – T. Vogel (alternate – R. Dahnert)
The Scott County Association for Leadership and Efficiency **(SCALE)** was formed to encourage greater efficiencies and leadership in public service through enhanced communication, collaboration of services, and sharing of resources. Members include elected and appointed officials for the cities, schools and townships within Scott County, the Mdewakanton Sioux Community, and Scott County. They meet once per month on the second Friday from 7:30 – 9:00 a.m. The Superintendent and one board member represents our district at these meetings. An alternate board member may attend.

SW Metro / Intermediate District Representative (1) – D. Pauly (alternate – S. Burke)
Each member district of the SW Metro Intermediate District has one school board representative on this board. Committee assignments exist within this board as well. SW Metro meets once per month on the third Tuesday in the SW Metro office in Shakopee.

Point of Contact & Ad-Hoc Committees

American Indian Parent Advisory Council (1) S. Burke – (alternate - D. Pauly)
The council is led by parents/guardians and school district advisers. The goal is to ensure that every American Indian student has equitable access to programs that are specifically designed to meet their unique educational or cultural academic needs. The AIPAC meets monthly during the school year and serves as a vital link between the American Indian community and Jordan Public Schools.

Booster Club (1) – L. Pedersen (alternate – R. Dahnert)
This committee is led by the Booster Club President and the district's activities director attends the meetings. Representatives from the community serve on this committee which is not district led. This group investigates options for donations and fundraisers to meet activity program needs.

Legislative (1) – D. Pauly
All board members need to keep abreast of legislation relating to education. One board member is the point of contact for mailings and is to report and share important issues on the legislative front.

MSHSL (1) - (State) D. Pauly
This is a point of contact position.

Special Education Advisory Council (SEAC) (1) – C. Hennen
The Jordan Public School Special Education Advisory Council advises the school district on the development of programs and services to meet the special educational needs of children and families. By sharing their unique perspective of what it is like to use these services, parents can help the district to be more effective in hopes that the outcomes for children with disabilities improve.

Region V/SCSC/Metro ECSU (1) L. Pedersen - (alternate – S. Burke)
Region V provides computer services and staff support through the cooperative sharing of hardware, software, and personnel. We are a member district. They provide reporting and SMART application support services to school districts throughout South Central and Southeastern Minnesota. **SCSC (South Central Service Cooperative)** helps schools and other government agencies fulfill their mission by delivering high quality services while reducing costs through collaboration. We are a member. SCSC is based in North Mankato. The SCSC programs and services are member driven to utilize resources in an efficient manner. There are nine regional agencies called service cooperatives. **MECSU** offers support to the member school districts through staff development opportunities. The district representative receives emails and newsletters, but there isn't a specific meeting commitment.