



# **SUPERINTENDENT'S REPORT**

**Summary Report to the Board of Education  
Dr. Anthony Godfrey, Superintendent of Schools  
December 9, 2025**

# **EL300 Global Executive Limitations**

***Superintendent and Business Administrator  
maintain lawful and  
ethical professional business practices.***

# EL301 Treatment of Students & Their Families

**What is expected: Superintendent is to implement policies, procedures, and practices to promote health & safety of students, encourage parental participation in education, be sensitive to cultural issues and community values, set expectations, operate accessible facilities, collect and protect appropriate student and employee data, and handle grievances.**

- **Portrait of a Graduate & Strategic Plan**

# EL302 Treatment of Staff

**What is expected: Superintendent is to clarify procedures and expectations, handle grievances, protect against wrongful conditions, not discriminate against dissent, acquaint staff about protections, recognize contributions, promote a positive work environment.**

- **Supercast**

# EL303 Communication & Support to the Board

**What is expected:** *Superintendent will support the Board in its work by submitting accurate monitoring data, notify public of policy changes, report noncompliance, notify Board of state and federal changes and their impact, support community relations initiatives, advise Board of policy noncompliance, provide external viewpoints, submit consent agenda.*

- **Annual Report**

# EL304 Annual Reports to the Public

**What is expected:** *Superintendent will prepare annual progress report on performance data, information about District programs and operations, and financial reports.*

- **Emailed Board Bulletin; Live streaming Board meetings; audio posted online; summaries posted**
- **Financial reports available to the public monthly (BoardBook) and yearly (Budget, ACFR)**

# EL305 Emergency Succession

**What is expected: Superintendent and Business Administrator will familiarize two other administrators with the issues and processes of the Board.**

- **Business Administrator John Larsen and Associate Superintendent Michael Anderson are trained in the Superintendent's work.**
- **Dan Ellis, Director of Accounting, Budgets & Audits, is trained in the work of the Business Administrator.**
- **Business Administrator consults frequently on a range of issues.**
- **Superintendent, Business Administrator, and Associate Superintendent meet together as often as possible for redundancy and consultation.**

# E400 Mission Statement

*Students in Jordan School District will reach their potential to achieve academically, prosper economically, and contribute responsibly to society.*

- **Portrait of a Graduate**
- **Strategic Plan**
- **Everything we do as an Administration is to focus energy on student achievement and success.**



# E400 Mission Statement

*Unleashing Potential:  
Exceptional Educational Opportunities for Every Student*

- **Portrait of a Graduate**
- **Strategic Plan**
- **Everything we do as an Administration is to focus energy on student achievement and success.**

Revised December 2024

# E401 Student Achievement

**What is expected:** *Jordan District will provide a quality education for students that includes ensuring a variety of opportunities are made available to students at all levels; student growth and progress will be monitored with assessment practices that inform instruction to meet the needs of all learners in every field of opportunity.*

## **Expanded Student Opportunities:**

- **Jordan Credit Center**

# E405 ENDS

**What is expected: Jordan District will provide exceptional educational opportunities in our schools that lead to graduates who are prepared for success within and beyond the classroom through the core pillars of the District's Strategic Plan: high-quality instruction, a culture of belonging, opportunities for every learner, student and staff wellness, and effective communication.**

## **Expanded Student Opportunities:**

- Jordan Credit Center

# Things to consider when looking at 2024-25 data:

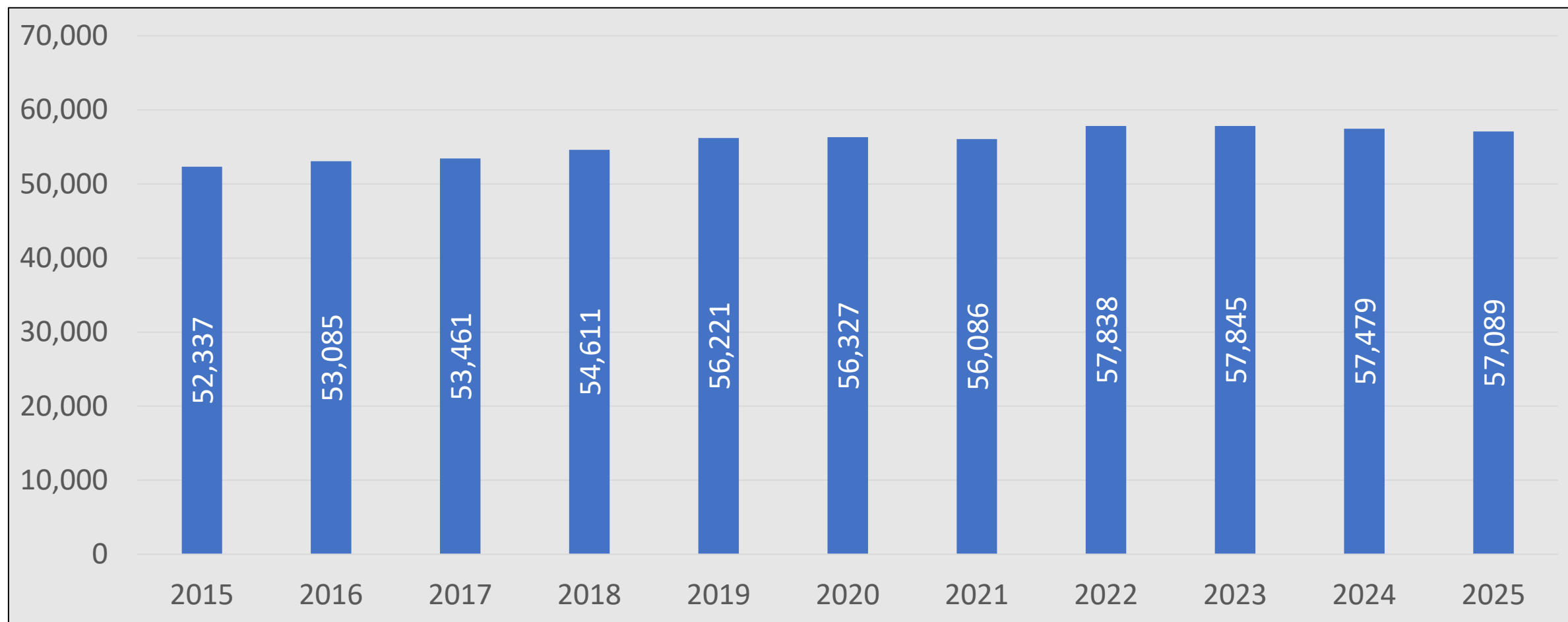
1

**Changing  
Demographics and  
Plateauing Enrollment**

2

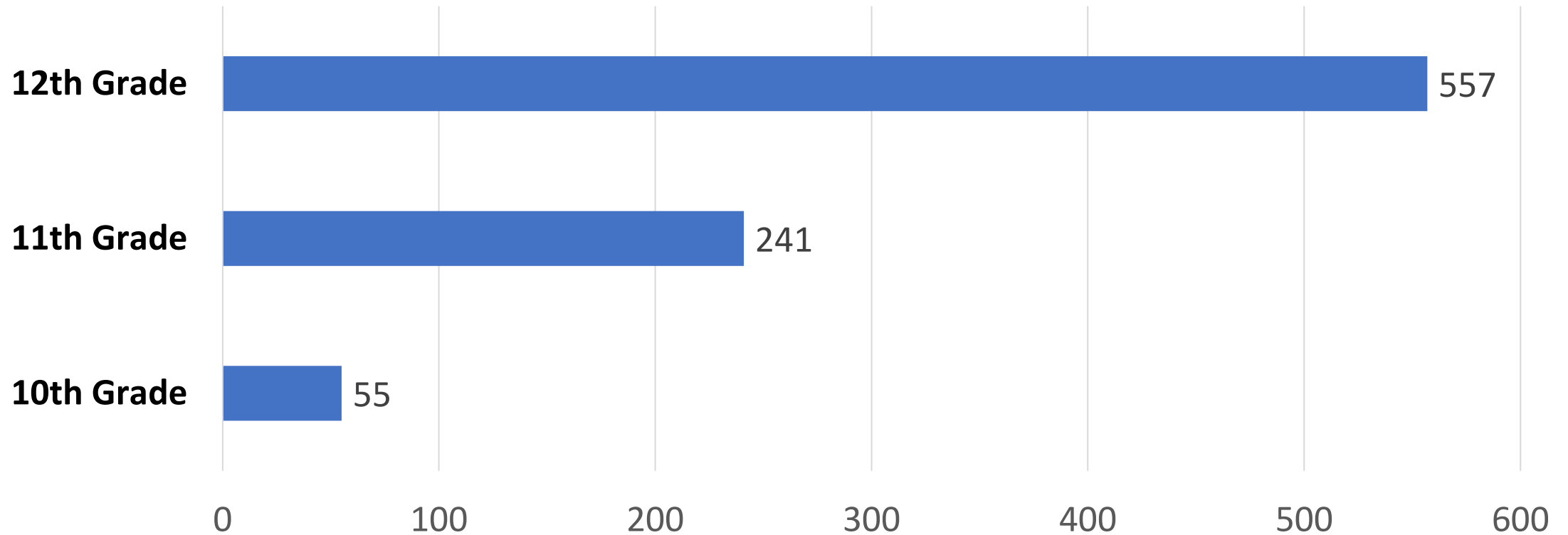
**Declining  
Attendance Rates**

# Enrollment is plateauing and starting to trend down

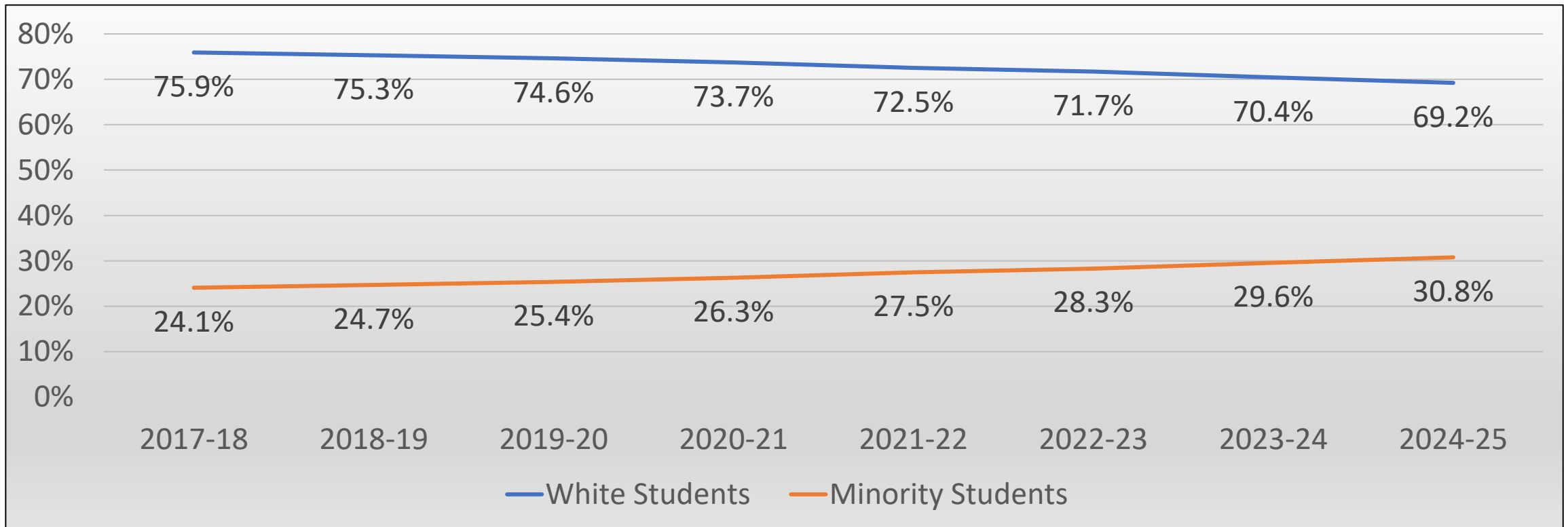


# Older grades are still increasing

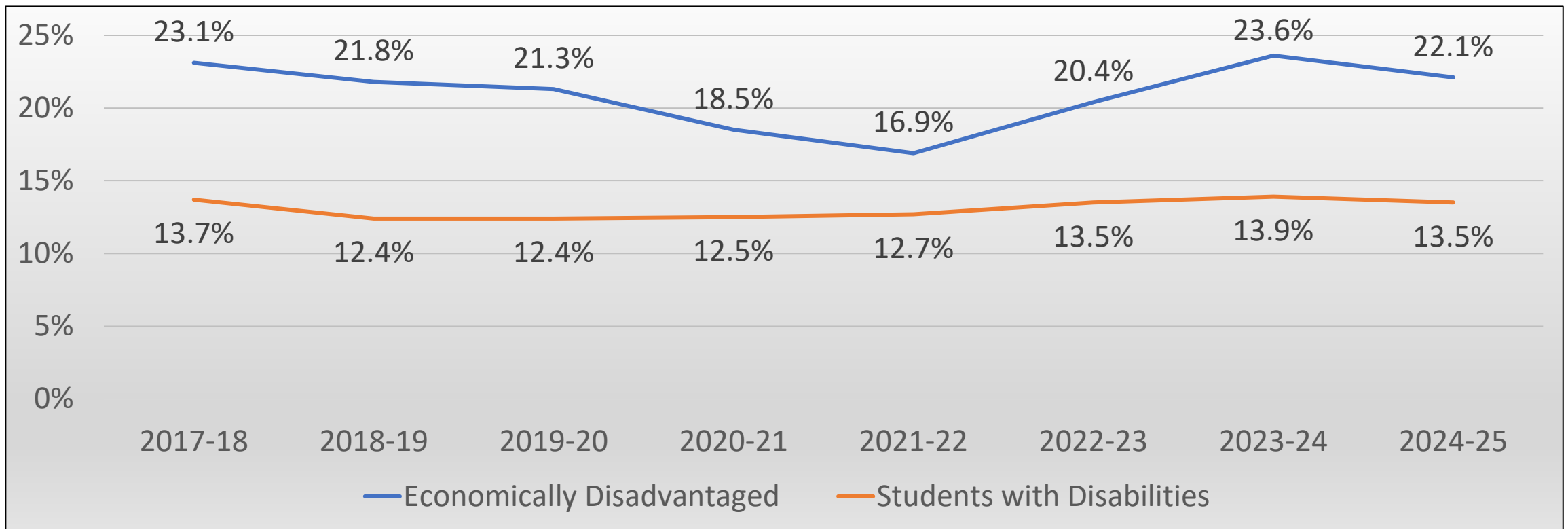
From 2021-22 to 2025-26



# Increasingly diverse population with increasingly diverse needs and strengths

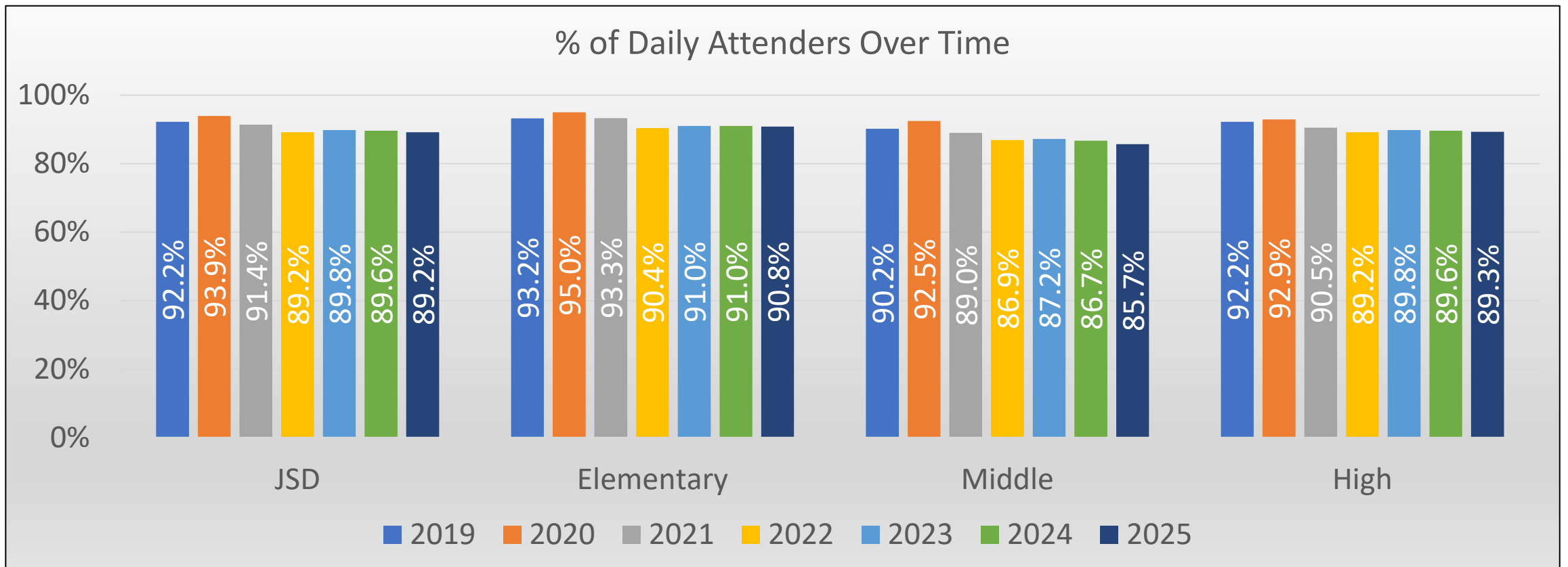


# Increasingly diverse population with increasingly diverse needs and strengths

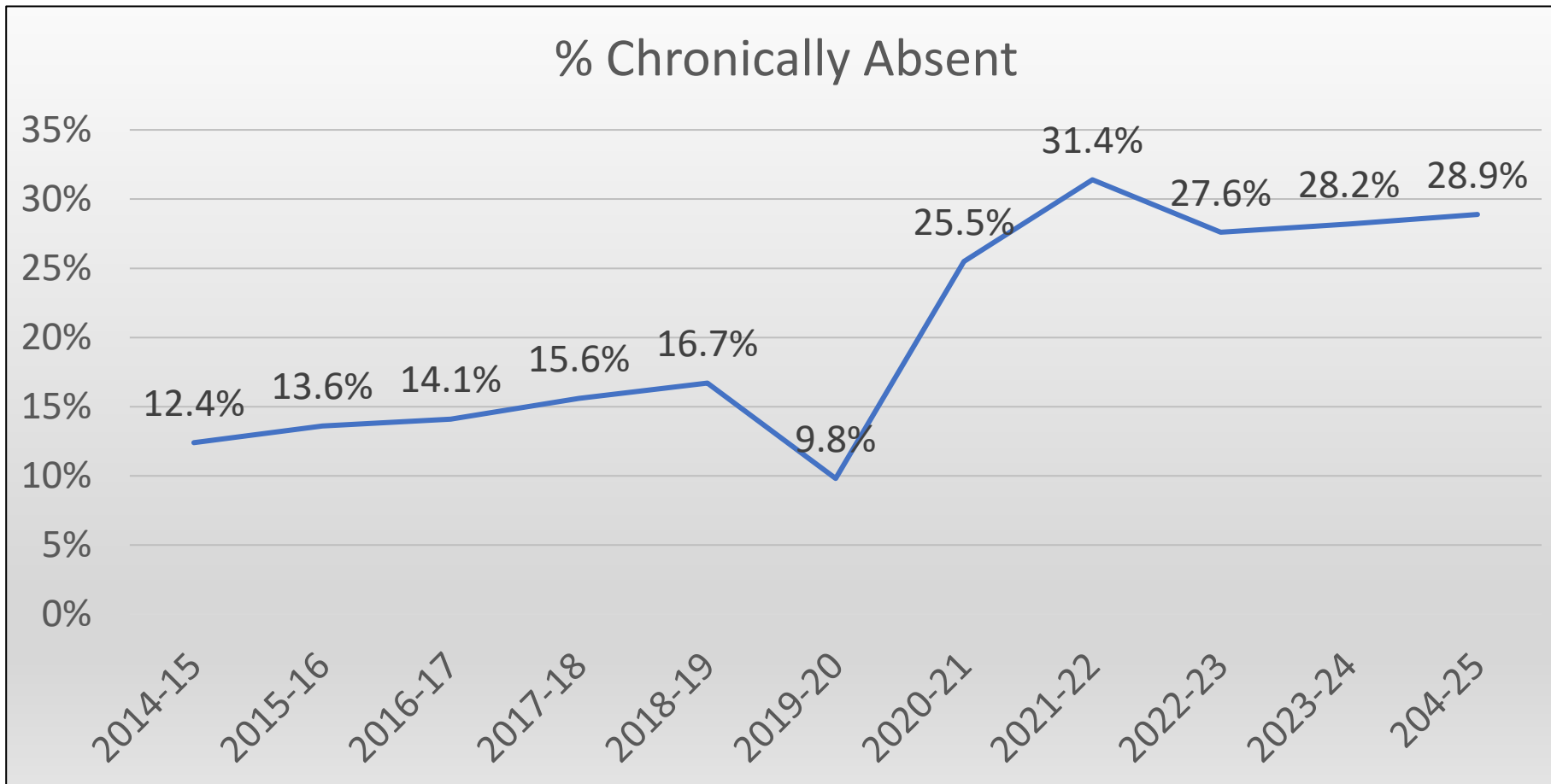




# Average daily attendance rates are declining slightly

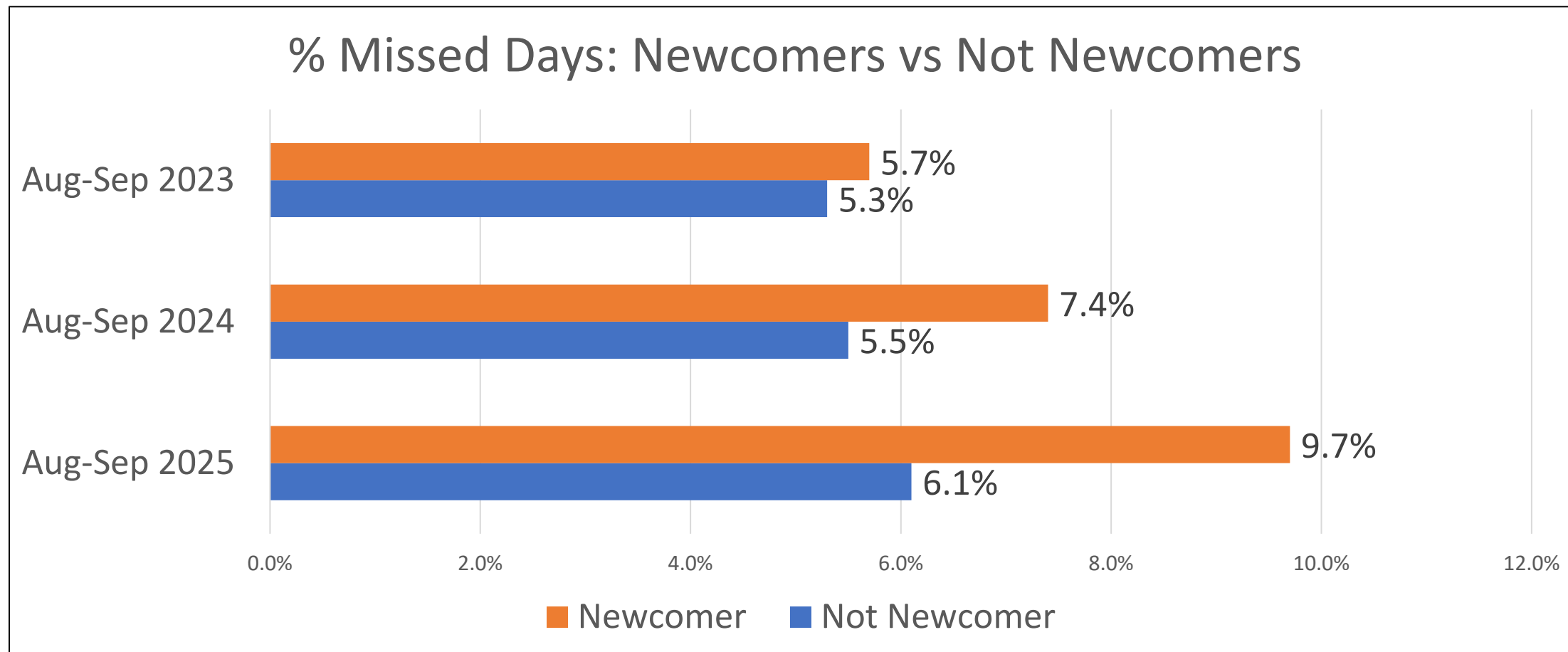


# Chronic absences are increasing slightly, especially among some high need student populations



Chronically Absent:  
Enrolled 60+ instructional days and absent for 10% or more of those days

# Newcomer absenteeism is increasing...



Assessment	Good Attender Proficiency Rate	Chronic Absentee Proficiency Rate	Achievement Gap
2025 RISE ELA (3-8)	48.5%	32.2%	-16.3%
2025 RISE Math (3-8)	49.4%	28.9%	-20.5%
2025 RISE Science (3-8)	57.5%	38.4%	-19.1%

*Why is attendance something to consider?*

In 2024-25, students who were chronically absent were 16-20% less proficient than their good attender peers.

# Remember, with assessment results:



# Elementary Monitoring Criteria

# Reminder:

- **Acadience Reading**: For grade 3 year-over-year calculations, Juniper Elementary is not included in the denominator.
- **RISE**: For grades 4-6 year-over-year calculations, Ridge View Elementary and Juniper Elementary are not included in the denominator.



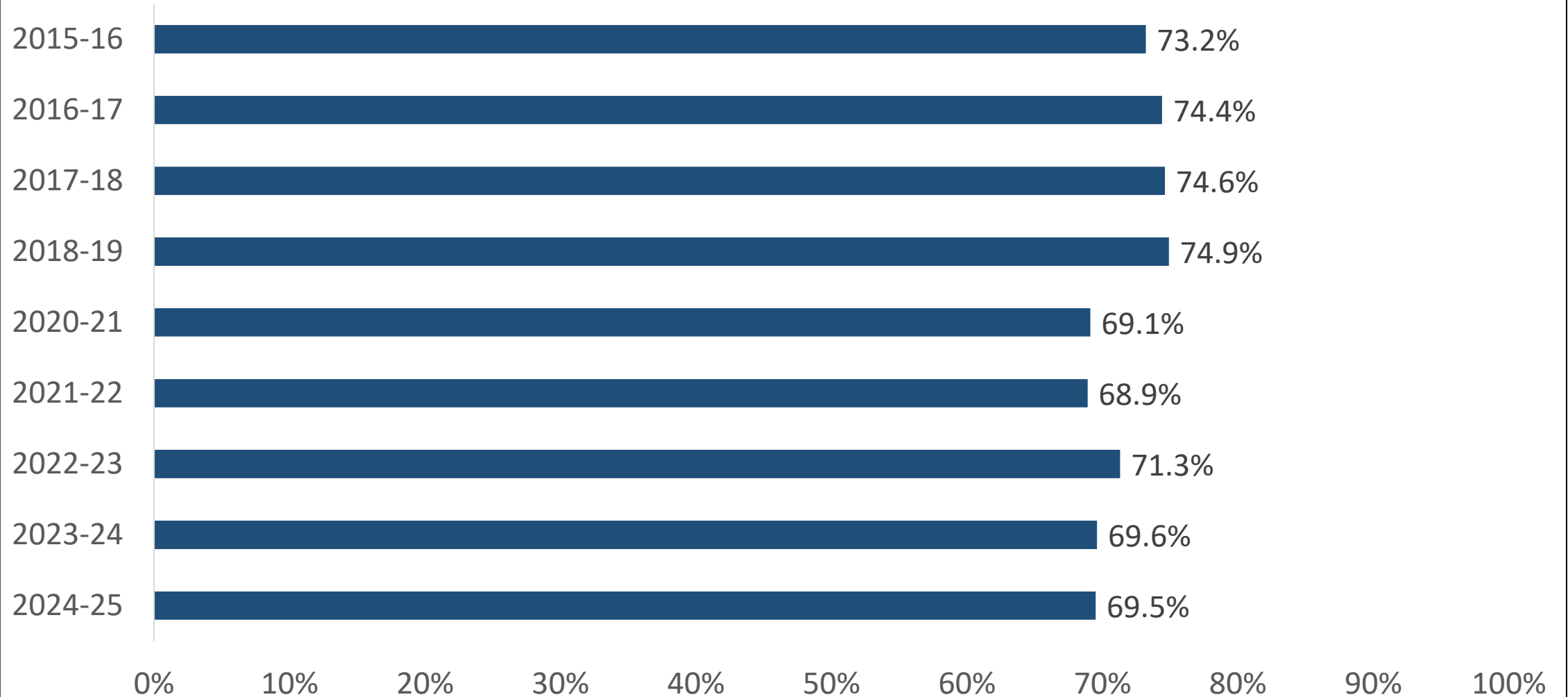
# Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
Acadience Reading (3 <sup>rd</sup> Grade)	Percentage of the District's elementary schools whose most recent year's 3 <sup>rd</sup> grade End of Year (EOY) percentage on benchmark is greater than 90% OR greater than the prior year's EOY percentage on benchmark	<b>% Greater than Prior Year</b> 2021 - 13.8% or 5 schools 2022 – 69.0% or 29 schools 2023 – 73.1% or 30 schools 2024 – 53.6% or 22 schools 2025– 53.6% or 22 schools  <b>2025 3<sup>rd</sup> Grade % At or Above Benchmark</b> 69.5% (2024 = 69.6%)

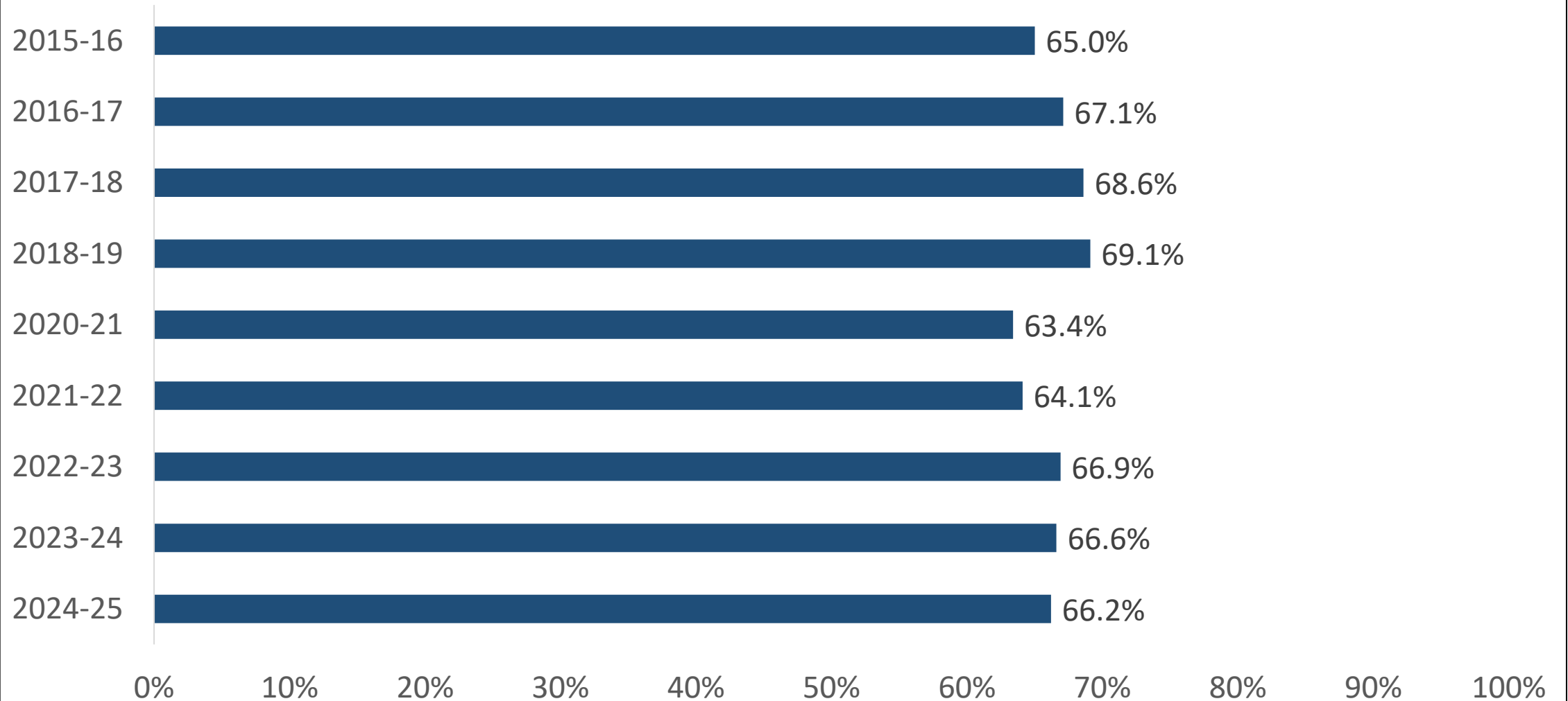
Goal Not Met



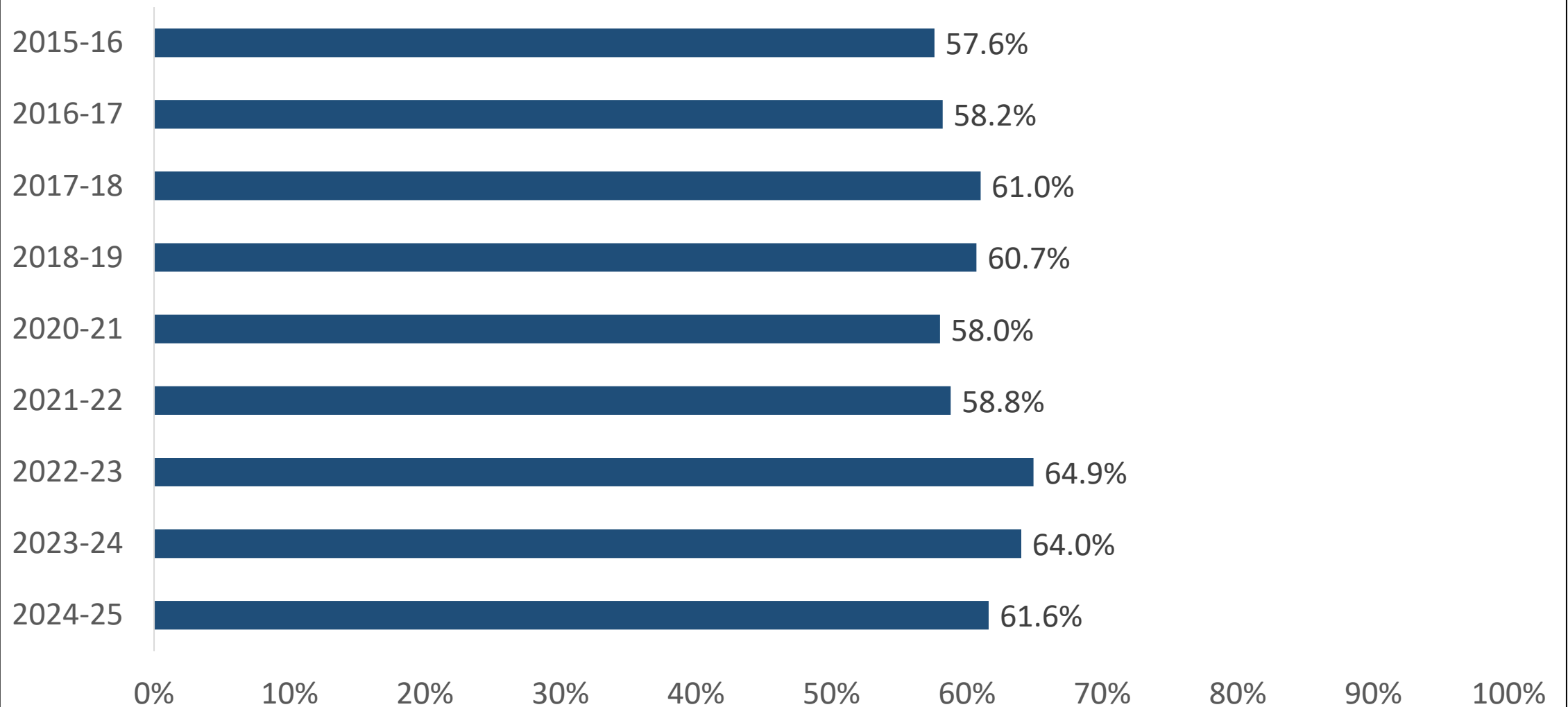
## % of 3rd Grade Students At or Above Benchmark by EOY



## % of K-3 Students **At or Above Benchmark** by EOY

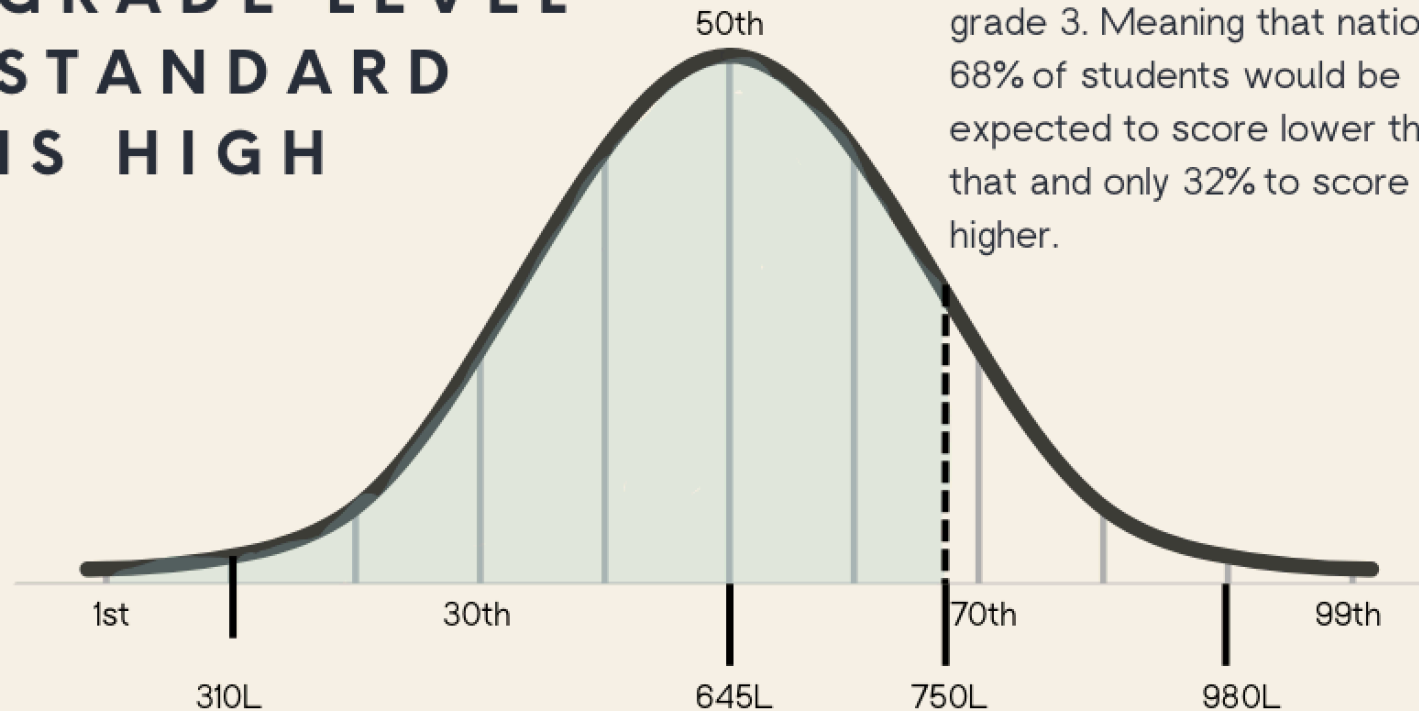


## % of K-3 Students Making Typical or Better Growth by EOY



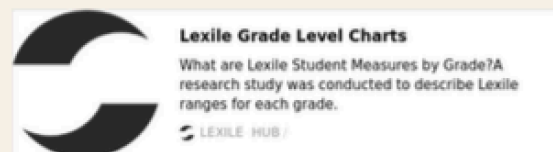
Lately, there has been much discussion around Utah's reading on grade level standard.

# UTAH'S READING ON GRADE LEVEL STANDARD IS HIGH



Utah's Reading on Grade Level standard translates to 750 Lexile, which is about the 68<sup>th</sup> percentile for end-of-year in grade 3. Meaning that nationally, 68% of students would be expected to score lower than that and only 32% to score higher.

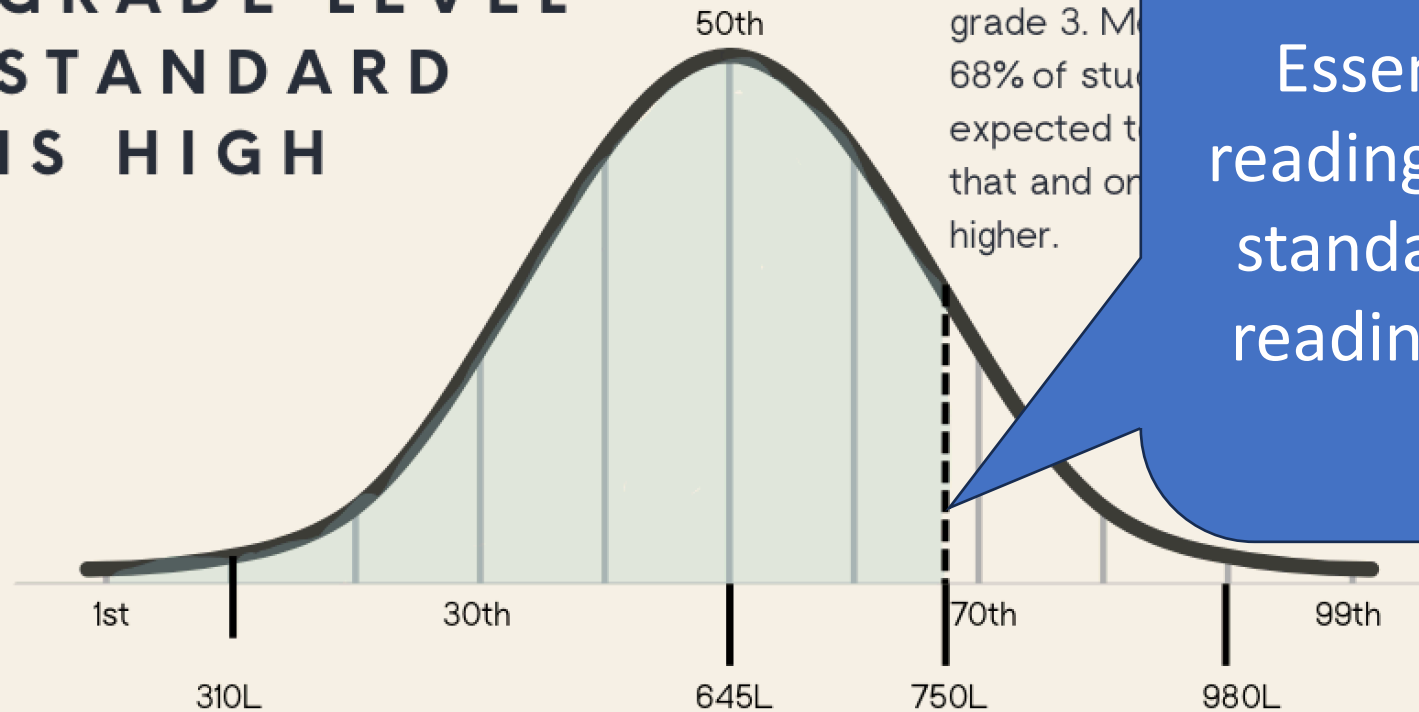
Source: The Lexile & Quantile Hub



Brooke Anderson | @utedudata | brooke@utaheddata.com

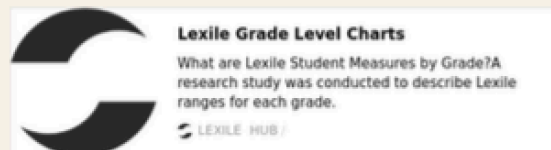
Utah law states that by the end of the 2026-27 school year, at least 70% of third graders must score at this level. So, 70% are expected to achieve a reading level only 32% achieve nationally.

# UTAH'S READING ON GRADE LEVEL STANDARD IS HIGH



Essentially, Utah's reading on grade level standard is a college readiness standard...

Source: The Lexile & Quantile Hub

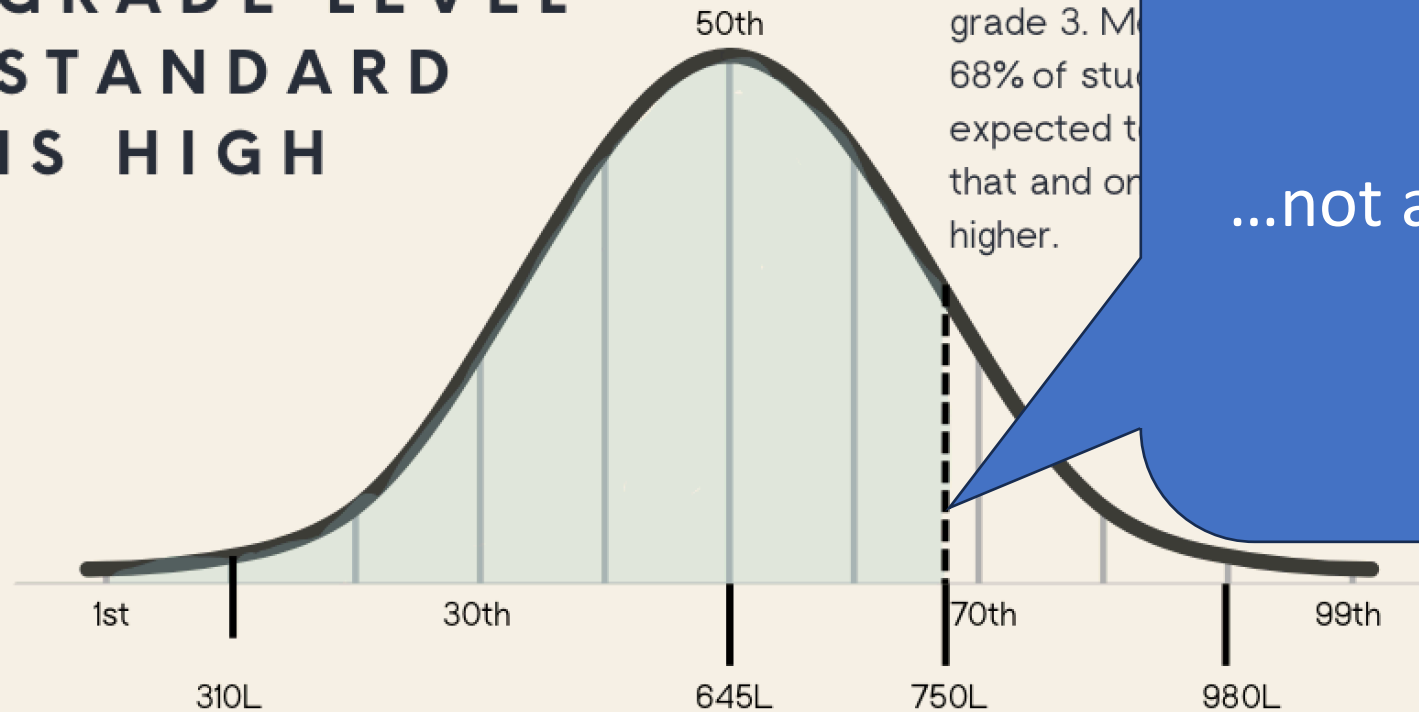


Brooke Anderson | @utedudata | brooke@utaheddata.com

Utah's Reading on Grade Level standard translates to 750 Lexile, which is the 70th percentile for grade 3. Most students are expected to score at that and on higher.

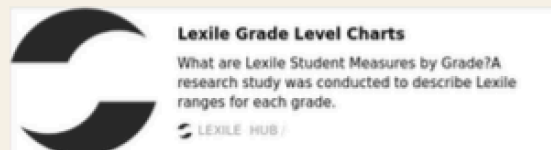
Utah law states that by the end of the 2026-27 school year, at least 70% of third graders must score at this level. So, 70% are expected to achieve a reading level only 32% achieve nationally.

# UTAH'S READING ON GRADE LEVEL STANDARD IS HIGH



Utah's Reading on Grade Level standard translates to 750 Lexile, which is the 70th percentile for grade 3. Most students are expected to score at that and on higher.

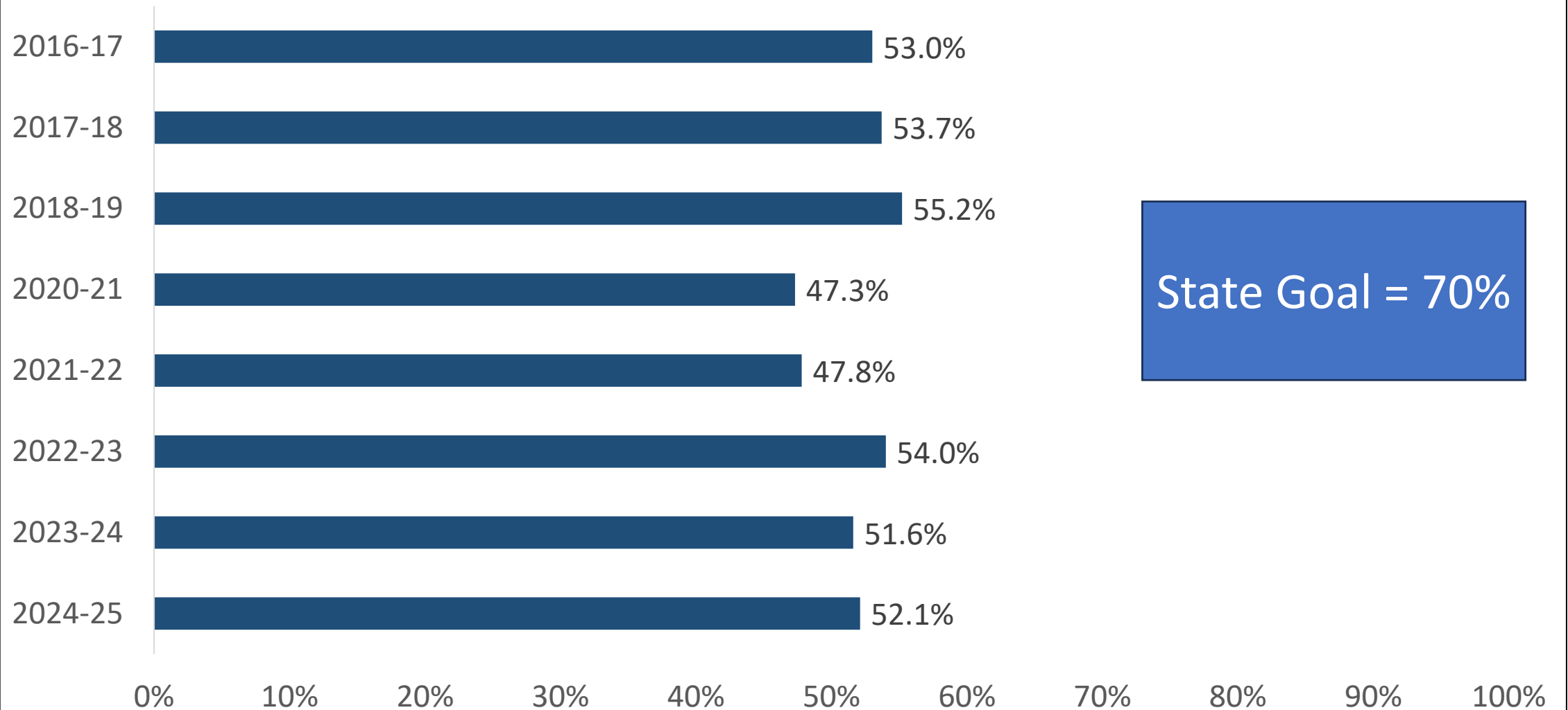
Source: The Lexile & Quantile Hub



Brooke Anderson | @utedudata | brooke@utaheddata.com

Utah law states that by the end of the 2026-27 school year, at least 70% of third graders must score at this level. So, 70% are expected to achieve a reading level only 32% achieve nationally.

## % of 3<sup>rd</sup> Graders Reading on Grade Level



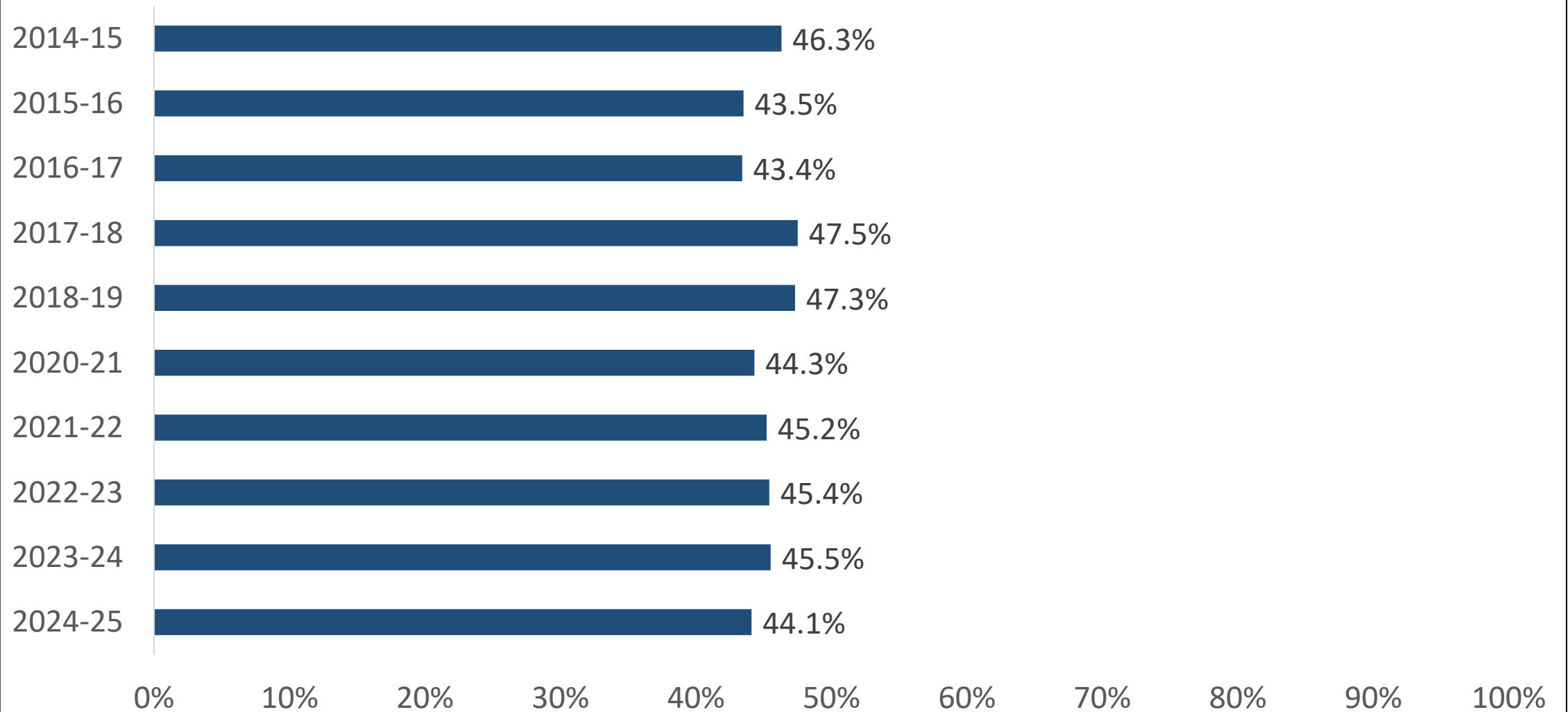


# Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE ELA (Grades 4-6)	Percentage of the District's elementary schools whose most recent year's language arts percent proficient is greater than 90% OR greater than prior year's language arts percent proficient.	<b>% Greater than Prior Year</b> 2021 - 22.2% or 8 schools 2022 – 69.2% or 27 schools 2023 – 48.8% or 20 schools 2024 – 39.0% or 16 schools 2025 – 20.0% or 8 schools  <b>2025 Total % Proficient</b> 43.6% (2024= 47.4%)

Goal Not Met

## % of Grades 3-6 Students Proficient on RISE ELA



# RISE ELA Considerations:

**The RISE ELA assessment changed based on the newly approved ELA core approved by USBE.**

- **Speaking and Listening items were removed making the assessment a reading test**
- **Cluster questions were introduced**
- **New proficiency cut scores established**
- **Not the same assessment**
  - **Caution is advised when comparing to prior scores**

# Grades 3-6 RISE ELA Proficiency: Utah vs. JSD

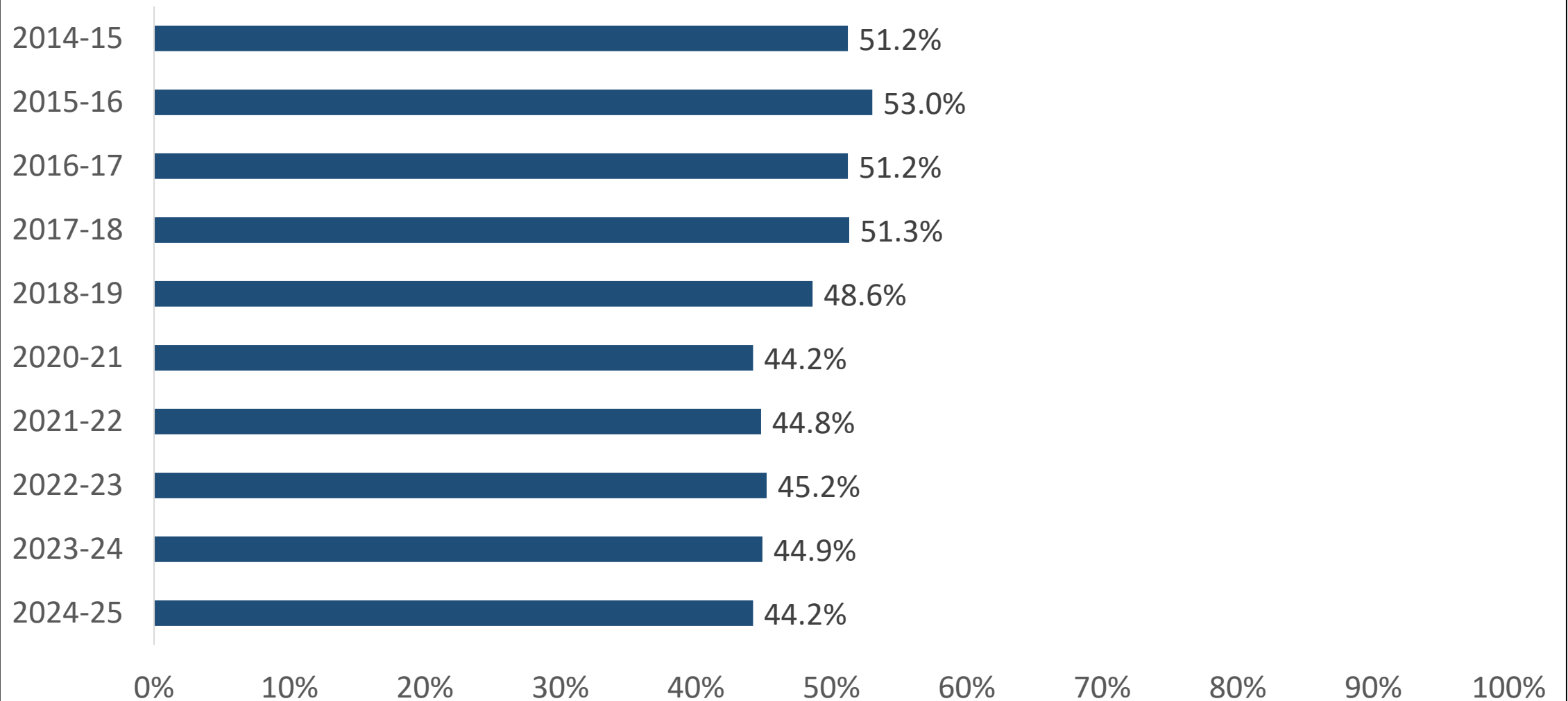
Utah	Jordan School District
2023-24: 46.3%	2023-24: 45.5%
2024-25: 43.5%	2024-25: 44.1%
Difference: -2.8%	Difference: -1.4%

# Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
<b>RISE Math</b> (Grades 4-6)	Percentage of the District's elementary schools whose most recent year's math percent proficient is greater than 90% OR greater than prior year's math percent proficient.	<b>% Greater than Prior Year</b> 2021 - 13.8% or 5 schools 2022 – 51.3% or 20 schools 2023 – 60.9% or 25 schools 2024 – 41.5% or 17 schools 2025 – 50.0% or 20 schools  <b>2025 Total % Proficient</b> 43.2% (2024 = 43.7%)

Goal Met

## % of Grades 3-6 Students Proficient on RISE Math

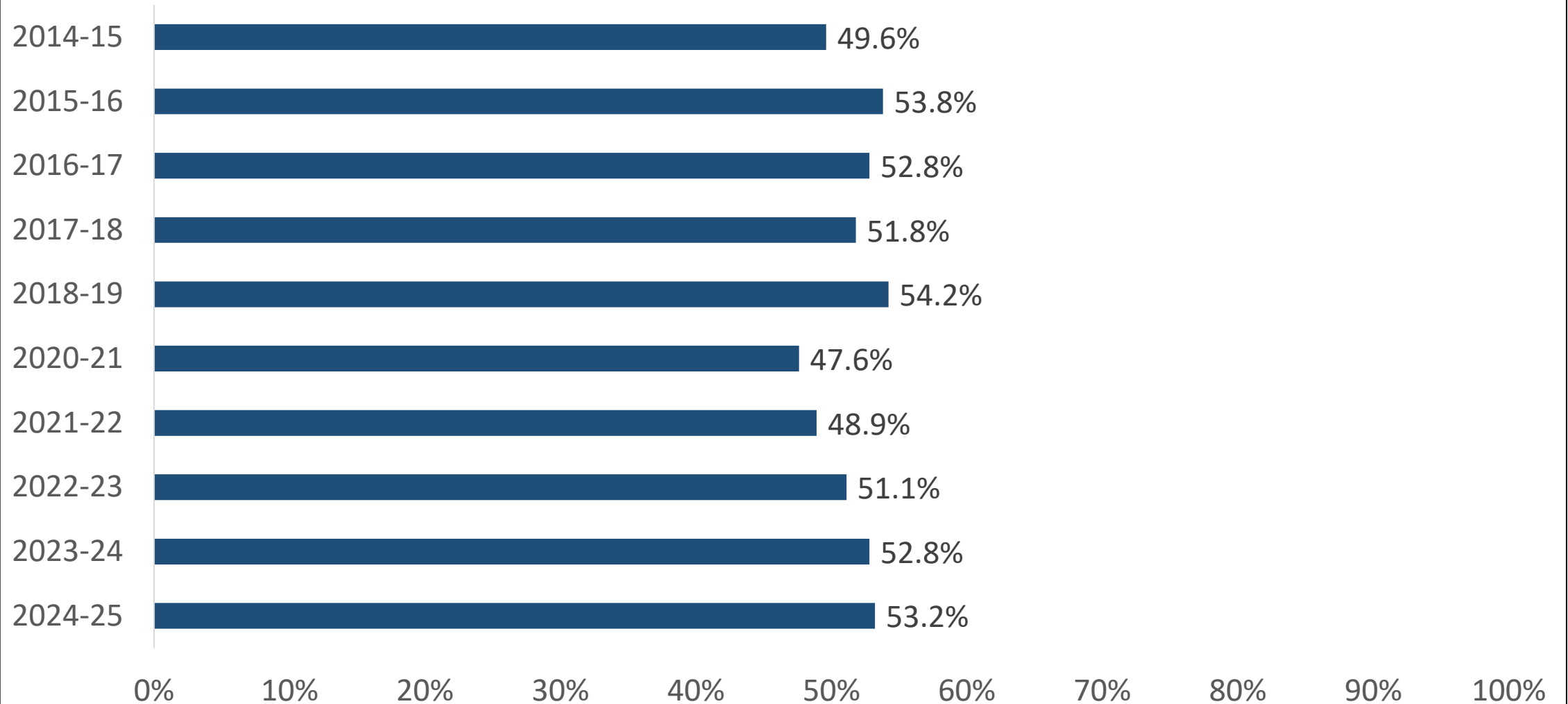


# Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE Science (Grades 4-6)	Percentage of the District's elementary schools whose most recent year's science percent proficient is greater than 90% OR greater than prior year's science percent proficient.	<b>% Greater than Prior Year</b> 2021 - 11.1% or 4 schools 2022 – 56.4% or 22 schools 2023 – 75.6% or 31 schools 2024 – 58.5% or 24 schools 2025 – 57.5% or 23 schools  <b>2025 Total % Proficient</b> 53.2% (2023 = 52.8%)

Goal Not Met

## % of Grades 4-6 Students Proficient on RISE Science





# Middle School Monitoring Criteria

# Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
9th Grade Credit Deficiencies	Students advance to high school with full credits and in line for graduation. Evidenced by decreasing number of students who are credit-deficient at the end of 9th grade less than 10% OR less than the credit deficiency rate for the previous year's class.	<b>% Credit Deficient less than previous year</b> 2020 – 13.7% 2021 – 20.5% 2022 – 17.6% 2023 – 16.5% 2024 – 18.6% 2025 – 17.9%

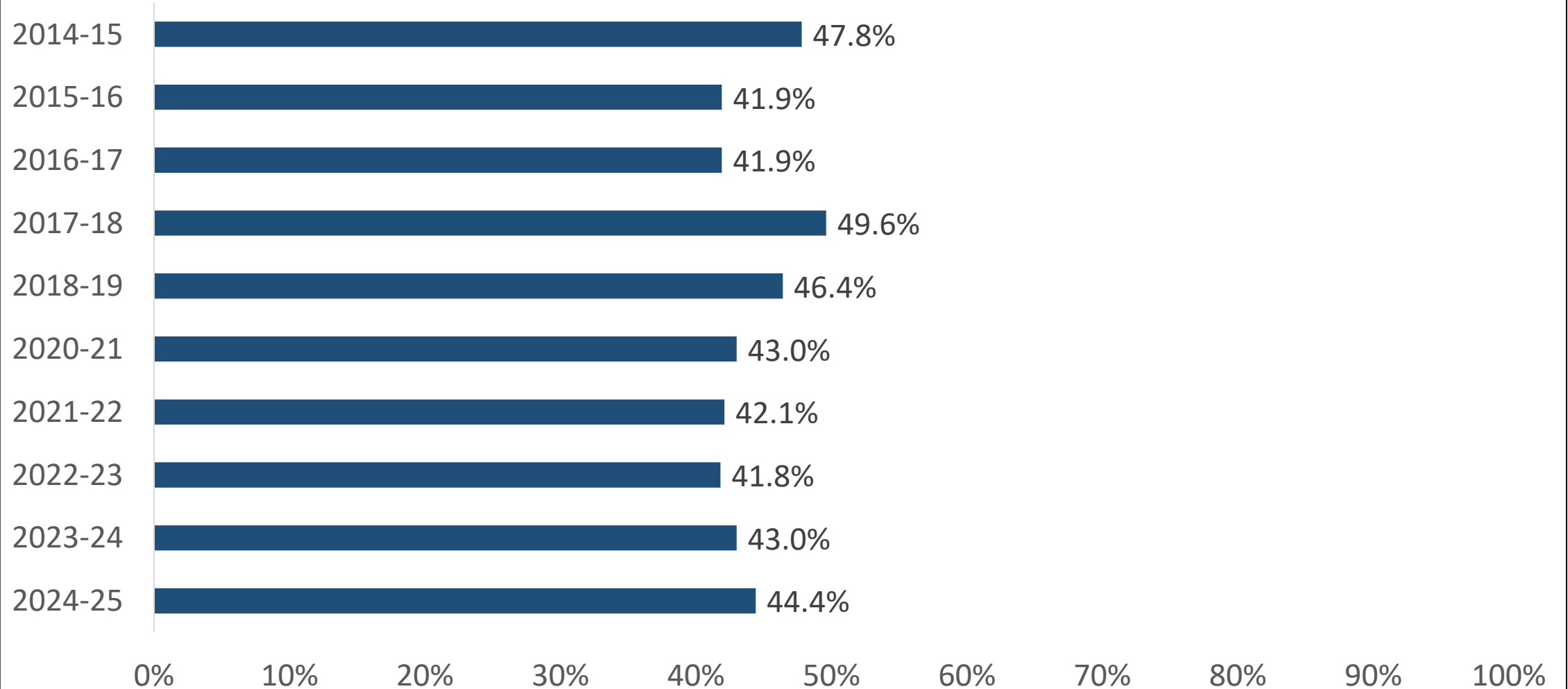
Goal Met

# Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE ELA (Grades 7-8)	Percentage of the District's middle schools whose most recent year's language arts percent proficient is greater than 90% OR greater than prior year's language arts percent proficient.	<b>% Greater than Prior Year</b> 2021 - 20% or 2 schools 2022 – 50% or 6 schools 2023 – 30.8% or 4 schools 2024 – 62.9% or 9 schools 2025 – 76.9% or 10 schools  <b>2025 Total % Proficient</b> 44.4% (2023 = 43.0%)

Goal Met

## % of Grades 7-8 Students Proficient on RISE ELA



# Grades 7-8 RISE ELA Proficiency: Utah vs. JSD

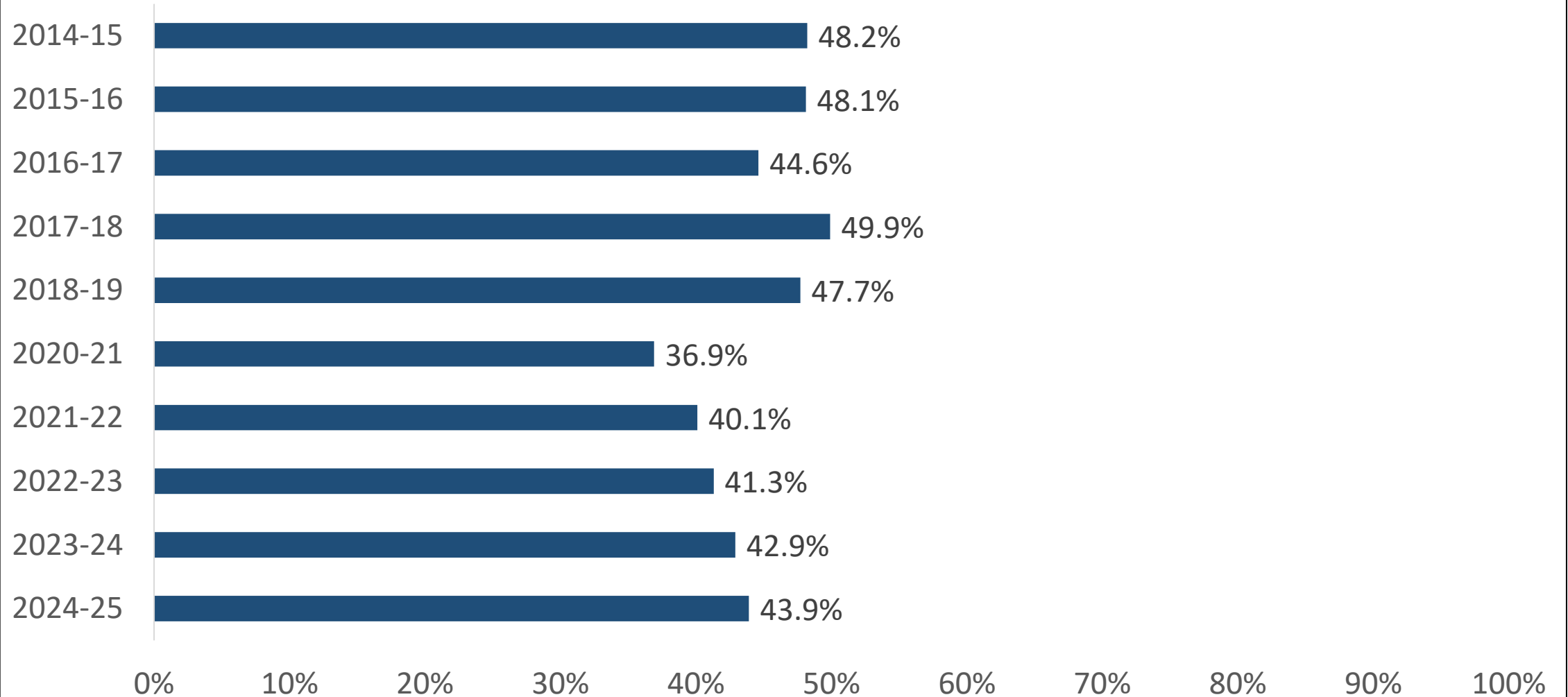
Utah	Jordan School District
2023-24: 42.3%	2023-24: 43.0%
2024-25: 42.2%	2024-25: 44.4%
Difference: -0.1%	Difference: +1.4%

# Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
<b>RISE Math</b> (Grades 7-8)	Percentage of the District's middle schools whose most recent year's math percent proficient is greater than 90% OR greater than prior year's math percent proficient.	<b>% Greater than Prior Year</b> 2021 - 0% or 0 schools 2022 – 75% or 9 schools 2023 – 46.2% or 6 schools 2024 – 53.8% or 7 schools 2025 – 61.5% or 8 schools  <b>2025 Total % Proficient</b> 43.9% (2024 = 42.9%)

Goal Met

## % of Grades 7-8 Students Proficient on RISE Math



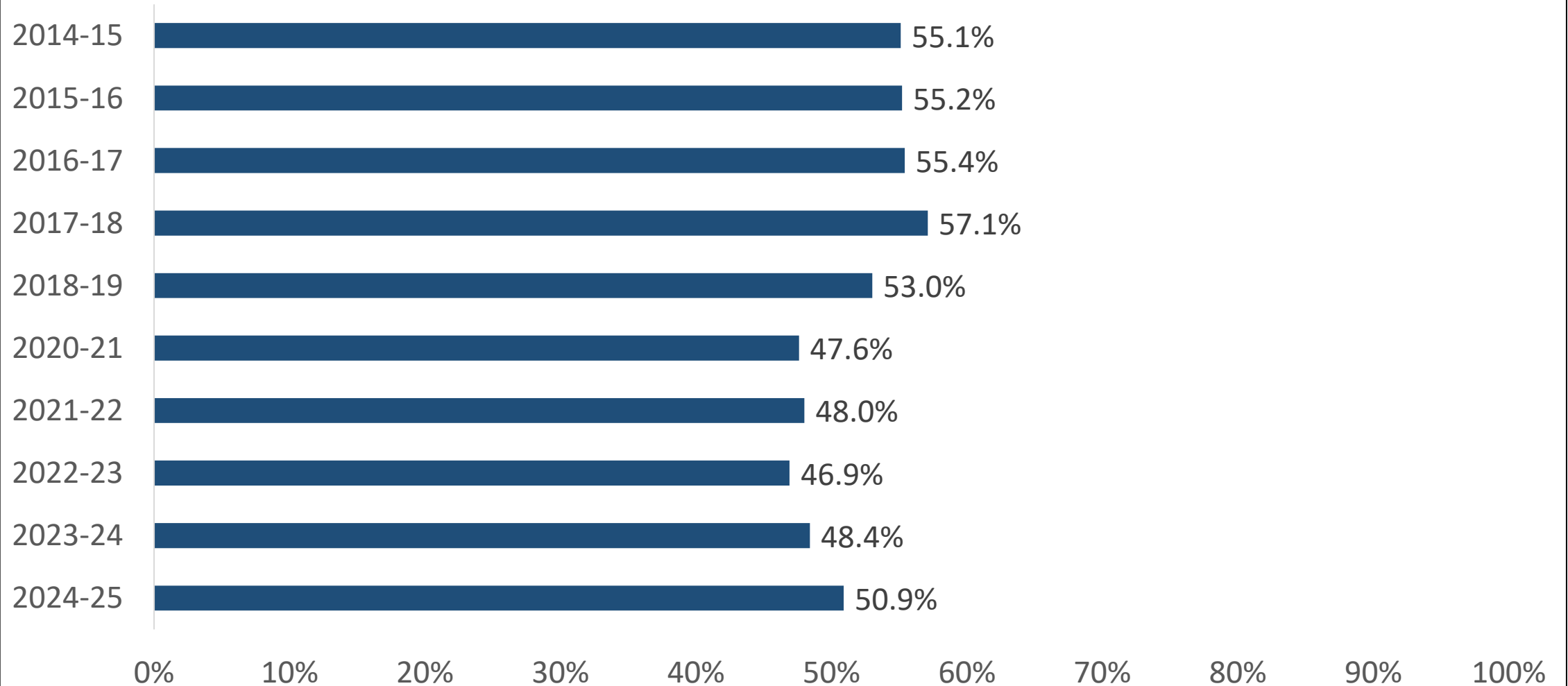
# Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
<b>RISE Science</b> (Grades 7-8)	Percentage of the District's middle schools whose most recent year's science percent proficient is greater than 90% OR greater than prior year's science percent proficient.	<b>% Greater than Prior Year</b> 2021 - 10% or 1 schools 2022 – 66.7% or 8 schools 2023 – 23.1% or 3 schools 2024 – 62.9% or 9 schools 2025 – 84.6% or 11 schools  <b>2025 Total % Proficient</b> 50.9% (2024 = 48.4%)

Goal Met



## % of Grades 7-8 Students Proficient on RISE Science

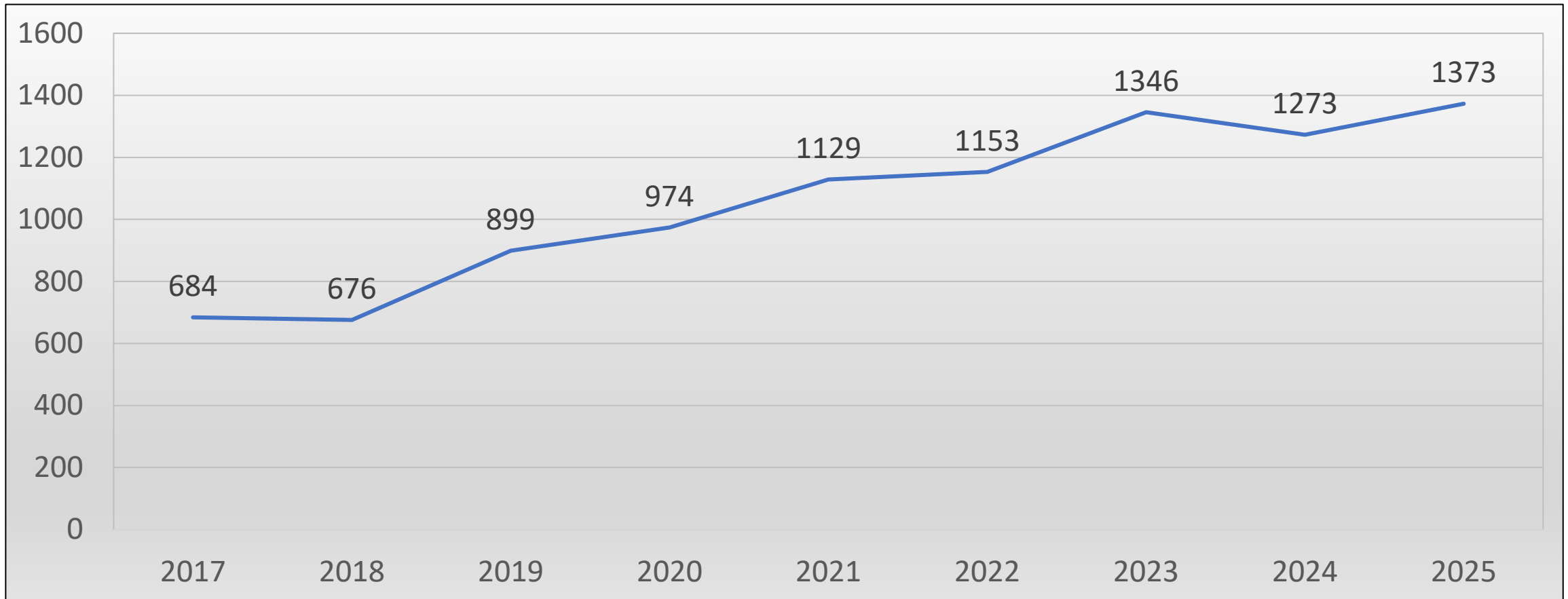


# Middle Level

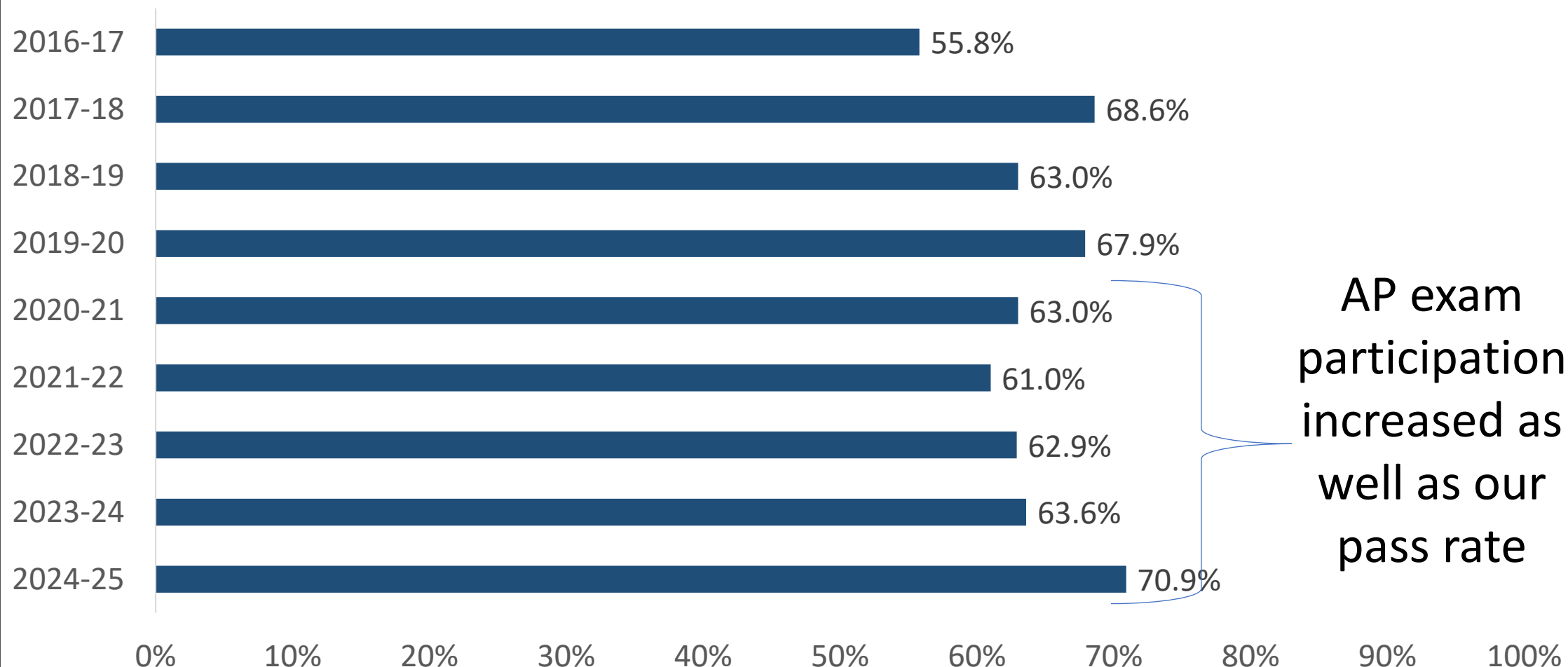
Assessment	Academic Growth Criteria	Recent Performance History
AP	Percentage of AP tests passed for the most recent year is greater than 80% OR greater than percentage of AP tests passed for the prior year.	<b>% Greater than Prior Year</b> 2020 – 67.9% pass rate 2021 – 63.0% pass rate 2022 – 61.0% pass rate 2023 – 62.9% pass rate 2024 – 63.6% pass rate 2025 – 70.9% pass rate

Goal Met

# Middle School AP Exam Participation, 2017-2025



## MS AP Exam Pass Rate



The 2024-25 results represent the highest pass rate achieved thus far.

# 2025 Middle School AP Exams

AP Exam	# of Students Participating	Pass Rate
Biology*	21	61.9%
Chinese Language & Culture	107	66.7%
Environmental Science*	170	76.7%
French Language & Culture	39	57.9%
Human Geography	967	71.5%
Spanish Language & Culture	69	65.7%

\*Highest pass rate achieved thus far.

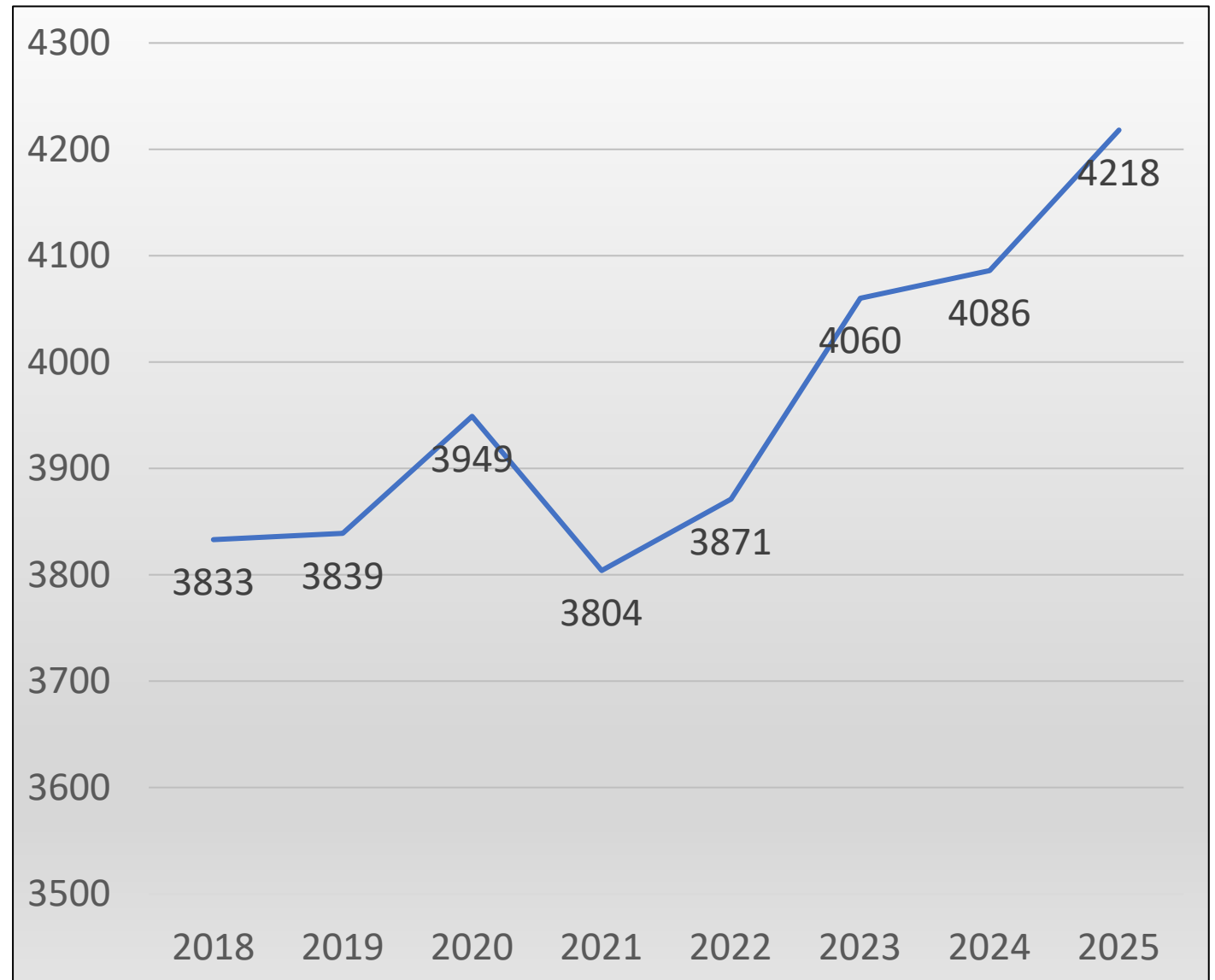
# High School Monitoring Criteria

# High School Level

Assessment	Academic Growth Criteria	Recent Performance History
ACT	Percentage of the District's 11th grade students meeting all four benchmarks is higher than the prior year's percentage OR the District's percentage of 11th grade students with a composite score of 18 or higher is greater than the prior year's percentage.	<b>% Meeting all 4 Benchmarks</b> 2022 – 19.9% 2023 – 19.8% 2024 – 22.2% 2025 – 20.1%  <b>% Earning an 18+ Composite Score</b> 2022 – 63.6% 2023 – 63.5% 2024 – 65.6% 2025 – 63.9%

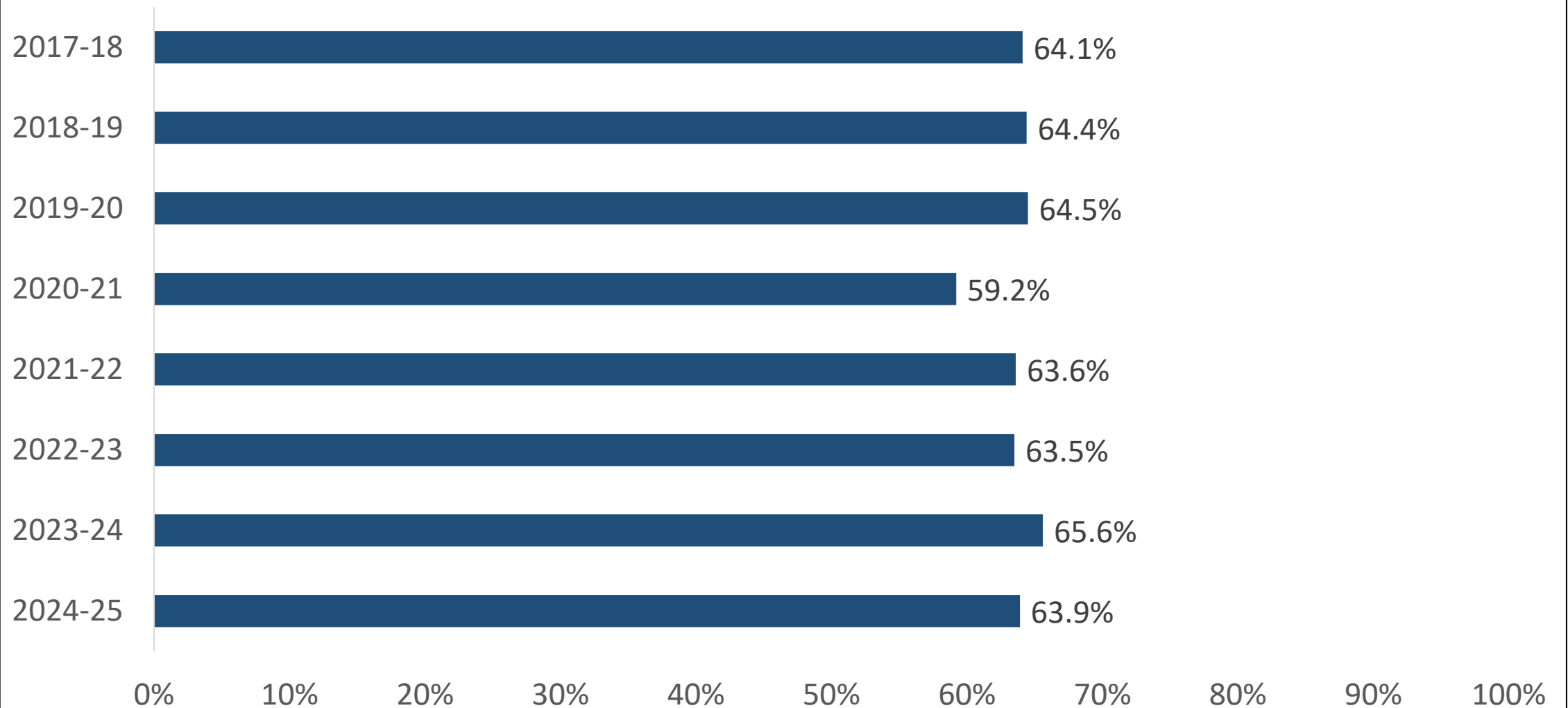
Goal Not Met

# 11<sup>th</sup> Grade ACT Student Participation

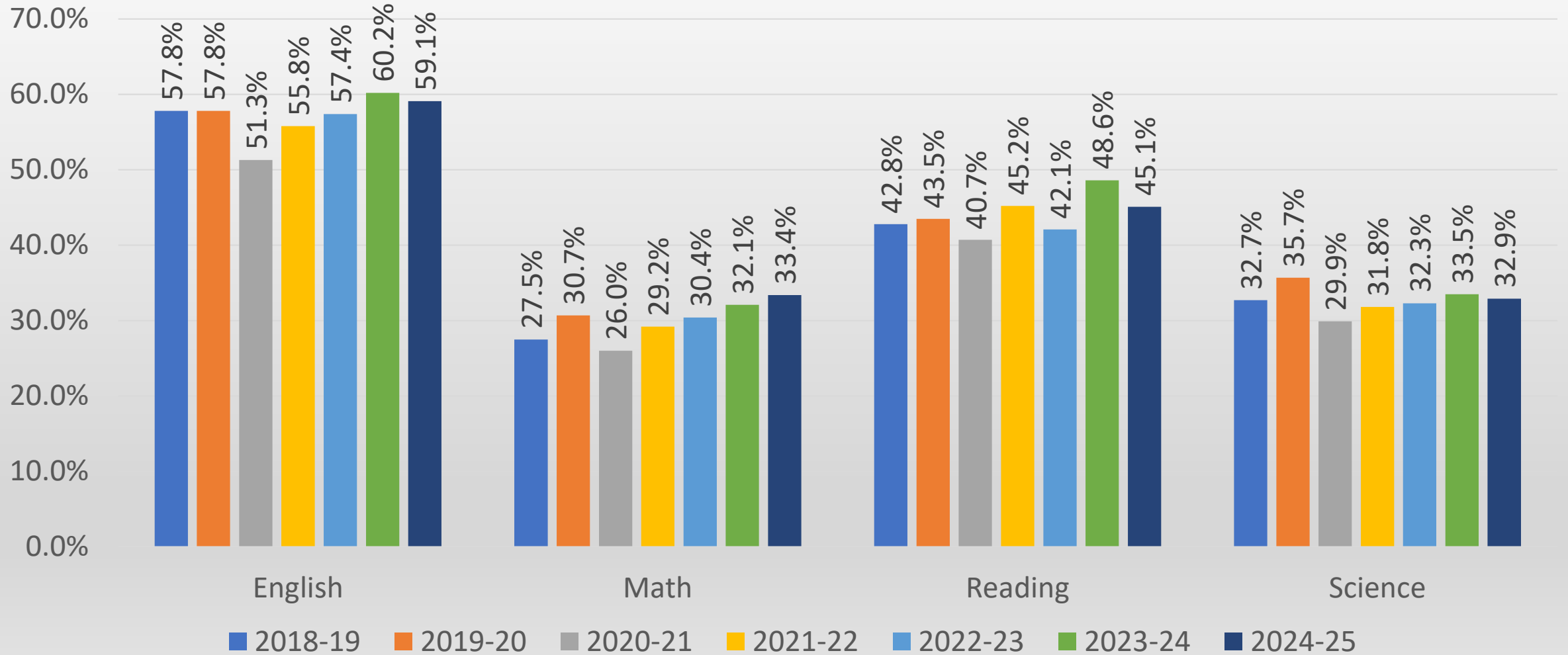




## % of Students with Composite Score of 18+



## % of Students Meeting College Readiness Benchmarks, 2019-2025

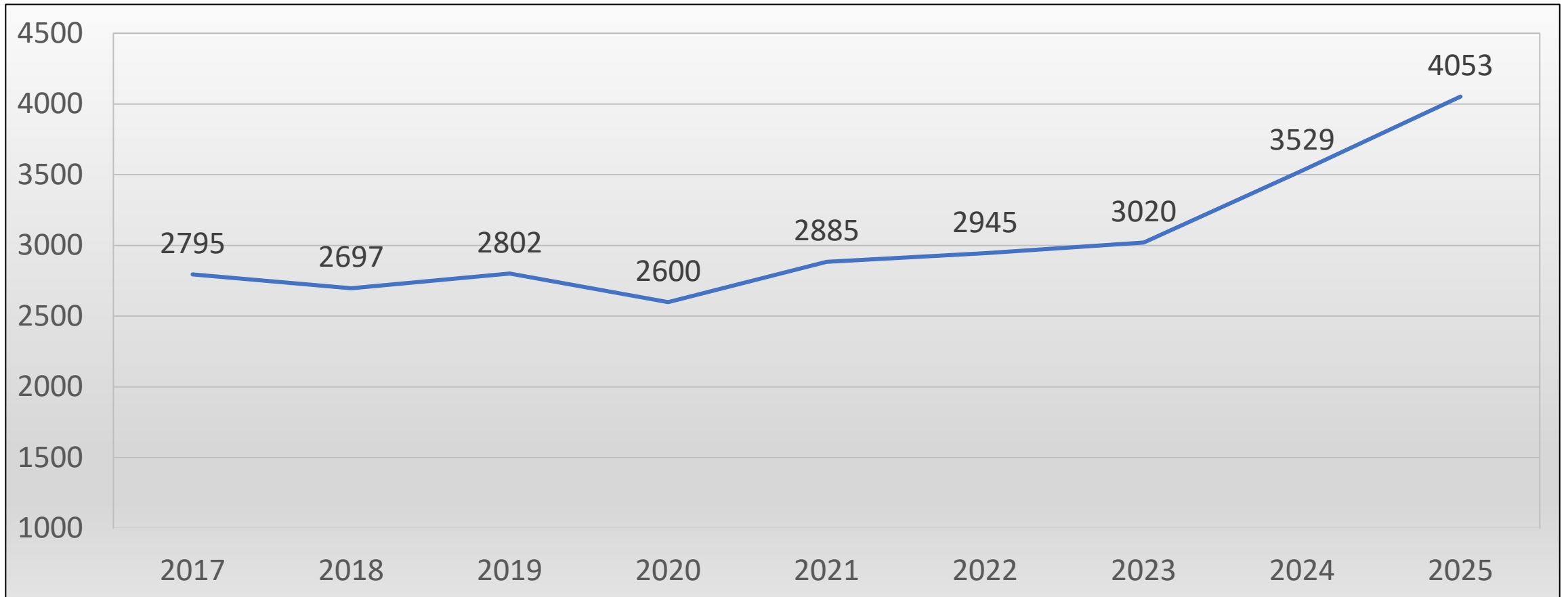


# High School Level

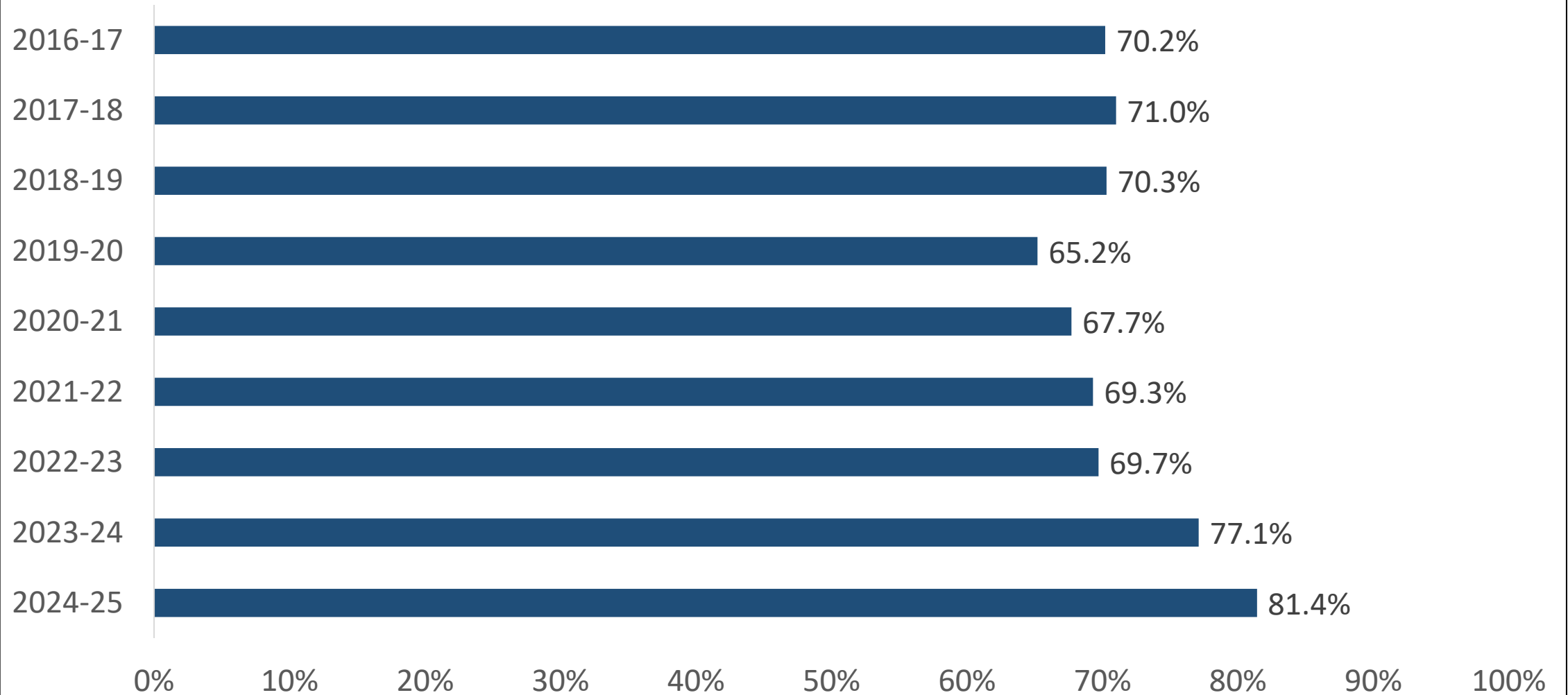
Assessment	Academic Growth Criteria	Recent Performance History
AP	Percentage of AP tests passed for the most recent year is greater than 80% OR greater than percentage of AP tests pass rate for the prior year.	<b>% Greater than Prior Year</b> 2020 – 65.3% pass rate 2021 – 67.9% pass rate 2022 – 69.1% pass rate 2023 – 69.7% pass rate 2024 – 76.9% pass rate 2025 – 81.4% pass rate

Goal Met

# High School AP Exam Participation, 2017-2025



## High School AP Exam Pass Rate



The 2024-25 results represent the highest pass rate achieved thus far.

# High School Level

Assessment	Academic Growth Criteria	Recent Performance History
Concurrent Enrollment	The Oct. 1 enrollment percentage of students participating in concurrent enrollment courses for the most recent year is greater than the percentage of the previous year OR the number of concurrent enrollment credits earned during the most recent year is greater than the number of concurrent enrollment credits earned during the previous year.	<b>% of Enrollment</b> 2021 – 24.4% 2022 – 27.0% 2023 – 25.8% 2024 = 26.7% 2025 – 27.7%  <b># of Credits Earned</b> 2021 – 4,470 2022 – 5,193 2023 – 5,667 2024 – 6,206 2025 – 5,938

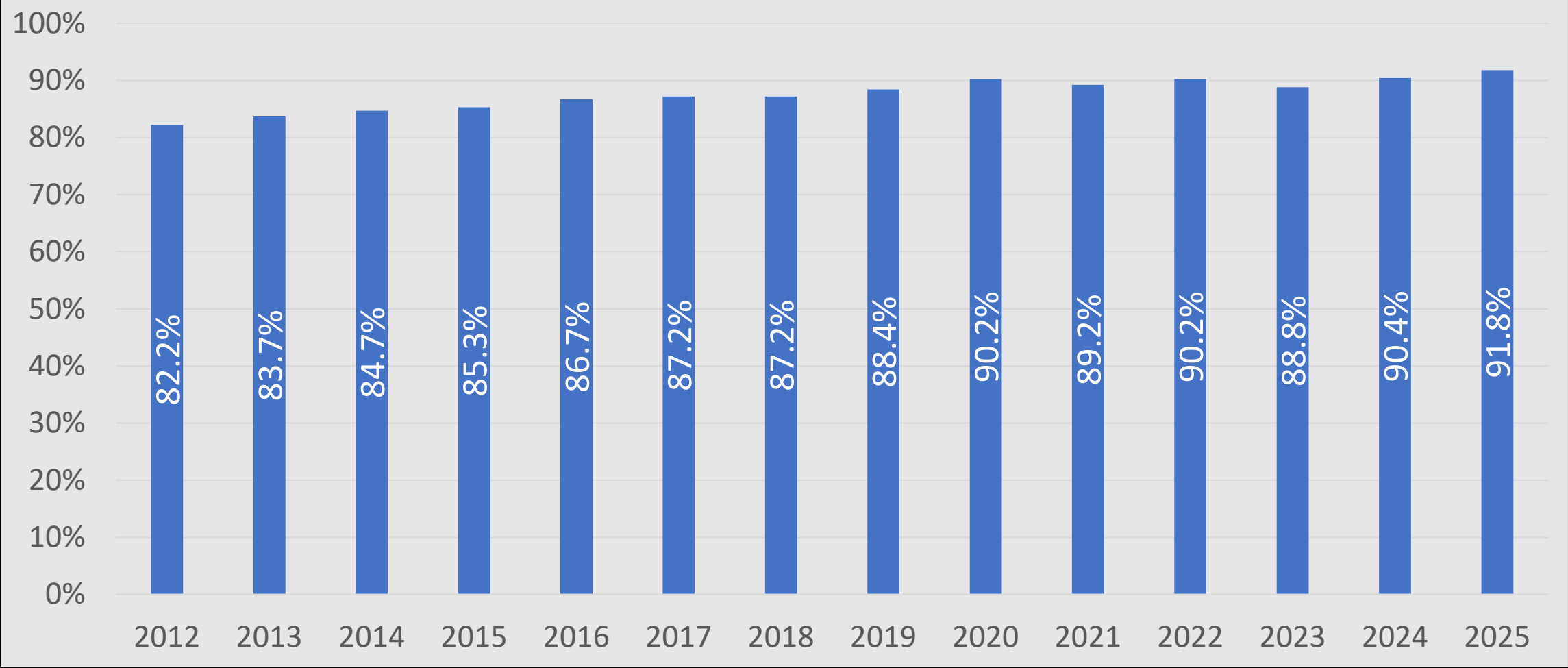
Goal Met

# High School Level

Assessment	Academic Growth Criteria	Recent Performance History
Graduation Rate	The graduation rate for the most recent year's graduating class is greater than 90% OR greater than the graduation rate for the previous year's graduating class.	<b>% Greater than Prior Year</b> 2020 - 90.2% 2021 - 89.2% 2022 – 90.2% 2023 – 88.8% 2024 – 90.4% 2025 – 91.8%

Goal Met

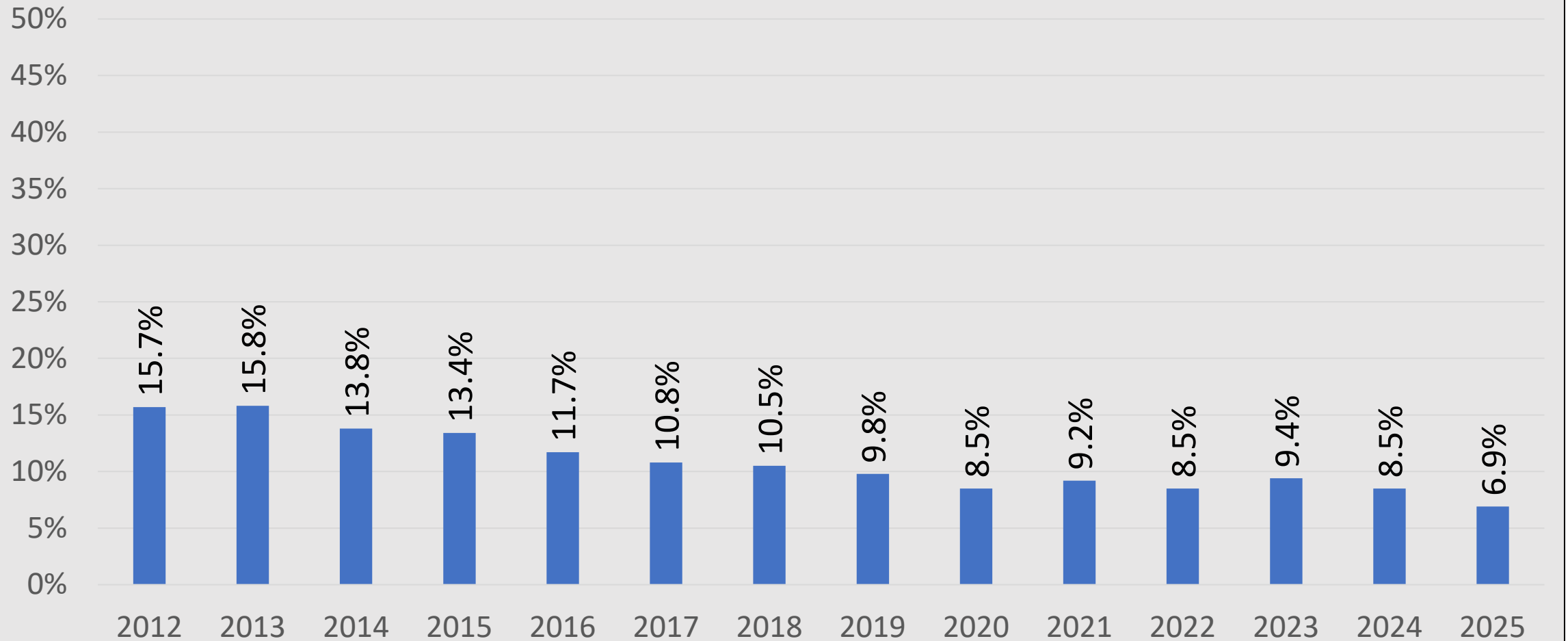
# Graduation Rates Over Time



The 2025 graduation rate is the highest it's ever been.

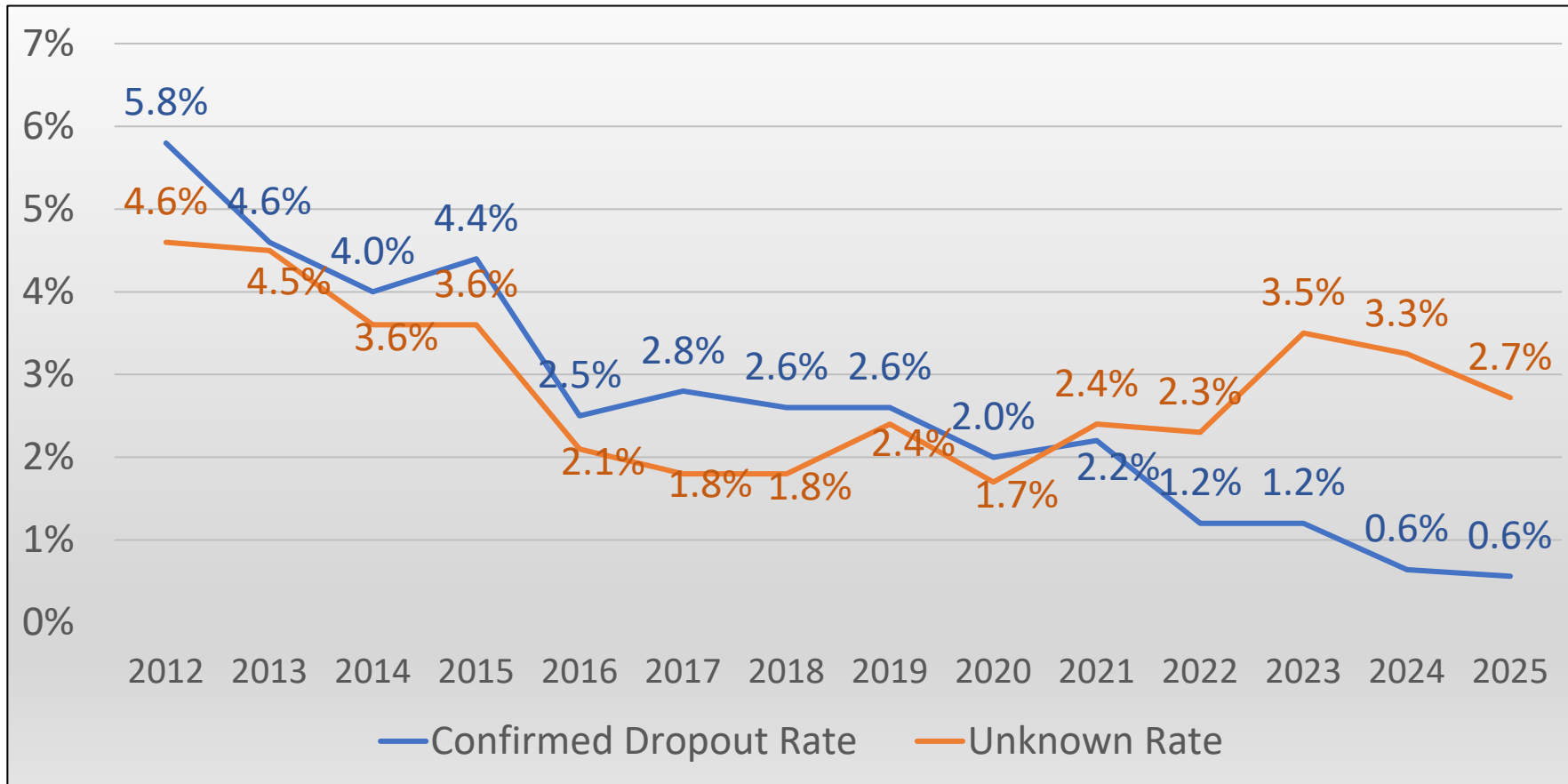


## Dropout Rates Over Time



The 2025 dropout rate is the lowest it's ever been.

# Rates of Non-Graduation Statuses



Confirmed Dropout Rate = High schools have confirmed that these students dropped out

Unknown Rate = High schools have been unable to locate students who withdrew, stating that they were enrolling somewhere else, but didn't actually enroll there

# High School Level

Assessment	Academic Growth Criteria	Recent Performance History
CTE Certifications	<p>The District's most recent year's percentage of concentrators passing a skill test in a program of study of concentration in one of the foundation courses is greater than the previous year's percentage; OR the State negotiated percentage for the most recent year.</p> <p>*The state releases this information the second half of December every year</p>	<p><b>% Greater than Prior Year</b></p> <p>2021 – 88.3%</p> <p>2022 – 90.0%</p> <p>2023 – 91.5%</p> <p>2024 –</p> <p><b>State Negotiated Percentage</b></p> <p>2021 – 77.2%</p> <p>2022 – 78.8%</p> <p>2023 – 79.6%</p> <p>2024 -</p>

Information not yet released by USBE

# In Summary:

Elementary Ends Criteria	Goal Met?
3 <sup>rd</sup> grade EOY percentage on benchmark is greater than prior year:	No
RISE ELA percent proficient is greater than prior year:	No
RISE math percent proficient is greater than prior year:	Yes
RISE science percent proficient is greater than prior year:	No

## In Summary:

Middle School Ends Criteria	Goal Met?
Percentage of 9 <sup>th</sup> grade credit deficiencies is less than prior year:	Yes
RISE ELA percent proficient is greater than prior year:	Yes
RISE math percent proficient is greater than prior year:	Yes
RISE science percent proficient is greater than prior year:	Yes
AP pass rate is greater than prior year:	Yes

# In Summary:

High School Ends Criteria	Goal Met?
Percentage of 11 <sup>th</sup> grade students meeting all 4 benchmarks or the percentage of students with 18+ is greater than prior year:	No
AP pass rate is greater than prior year:	Yes
The percentage of students enrolled in or number of credits received in concurrent enrollment courses is greater than prior year:	Yes
Graduation rate is greater than 90% or greater than the graduation rate from the prior year:	Yes
Percentage of CTE concentrators passing a skill test is greater than the prior year or the state negotiated percentage:	Info Unavailable

# Additional Data Using New Ends Policy Measurements from the Strategic Plan



# High Quality Instruction

Ends Policy: Students will seek out academic challenges and engage with each other and their community in real-world activities and discussions, and teachers will be prepared to engage students as measured by proficiency and growth in Acadience Reading and Math, RISE, Utah Aspire Plus, ACT, and DLM.



# Student Academic Achievement Impact Metrics

For the High Quality Instruction pillar, the Board has discussed the following assessments as measurement criteria for both proficiency and growth:

- Acadience Math (K-3)\*
- Acadience Reading (K-6)
- RISE (3-8)
- Utah Aspire Plus (9-10)\*
- ACT (11)
- DLM (3-11)\*

\* These assessments were not included in the previous Ends Policies.

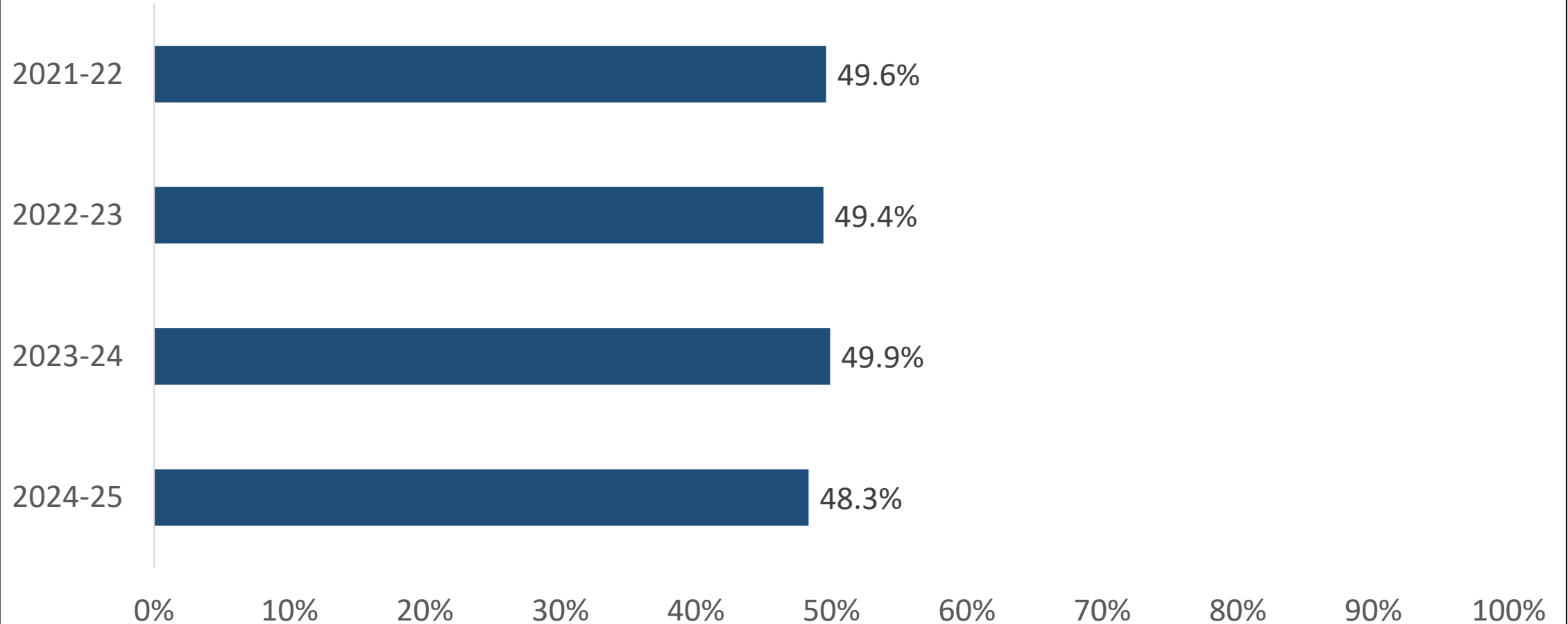
# About Acadience Math:

Acadience Math assesses early numeracy skills of K-3 students in a one-on-one setting as well as group-administered quizzes.

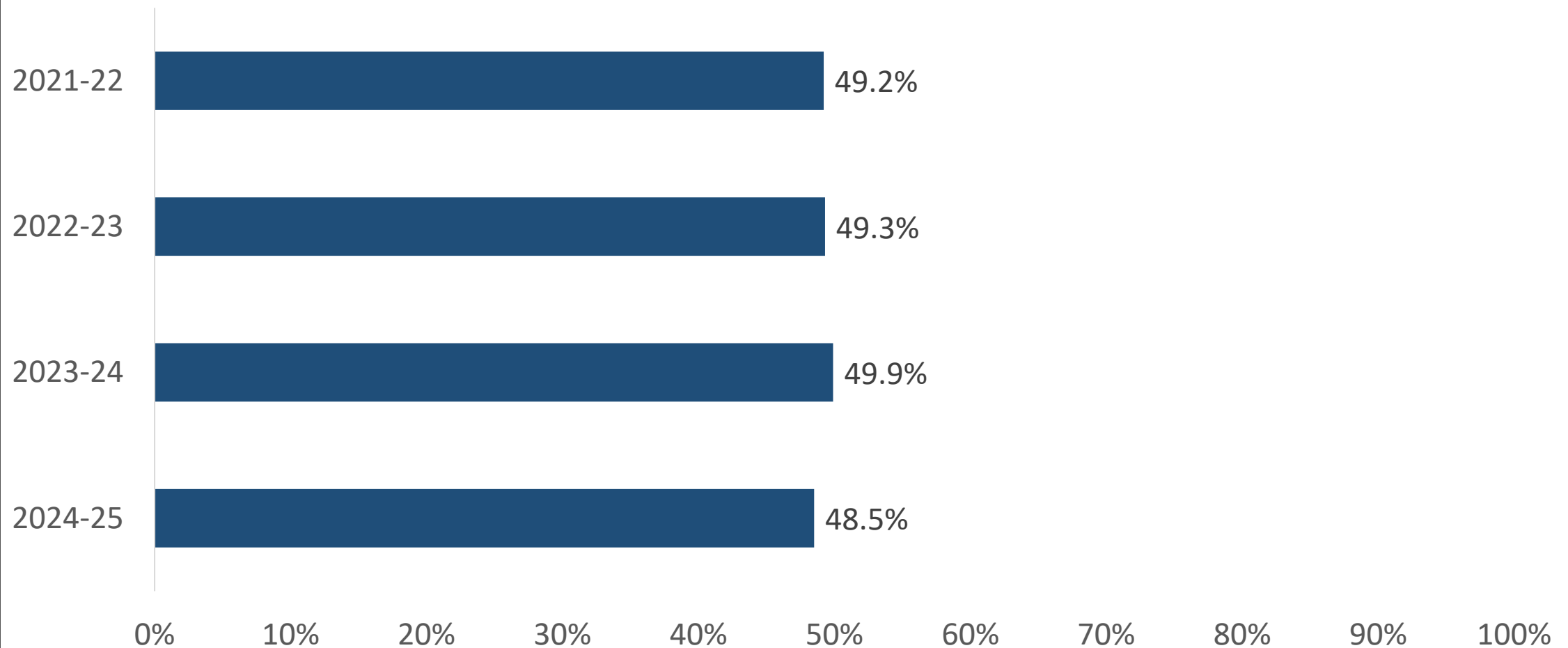


acadience<sup>®</sup>  
math

## Acadiance Math: % of K-3 Students At or Above Benchmark by EOY



## Acadience Math: % of K-3 Students Making Typical or Better Progress by EOY



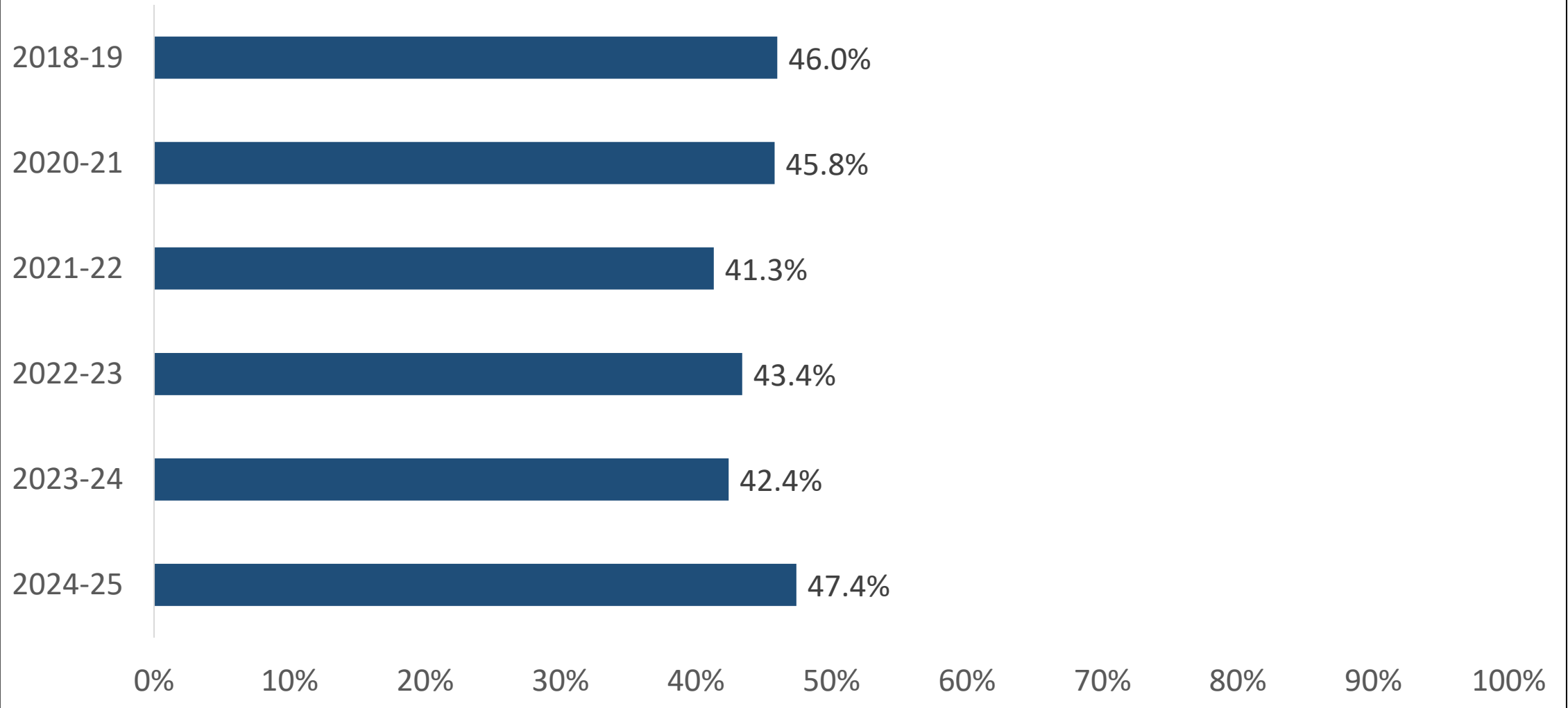
# About the Utah Aspire Plus:

The Utah Aspire Plus is an ACT-like assessment administered to students in grades 9-10 regardless of the ELA, math and science courses in which they are enrolled. It provides both a proficiency score and a predicted ACT score.

**NOTE: 2025-26 will be the last time UA+ is administered. Grades 9-10 summative testing will return to a course-based assessment like RISE.**

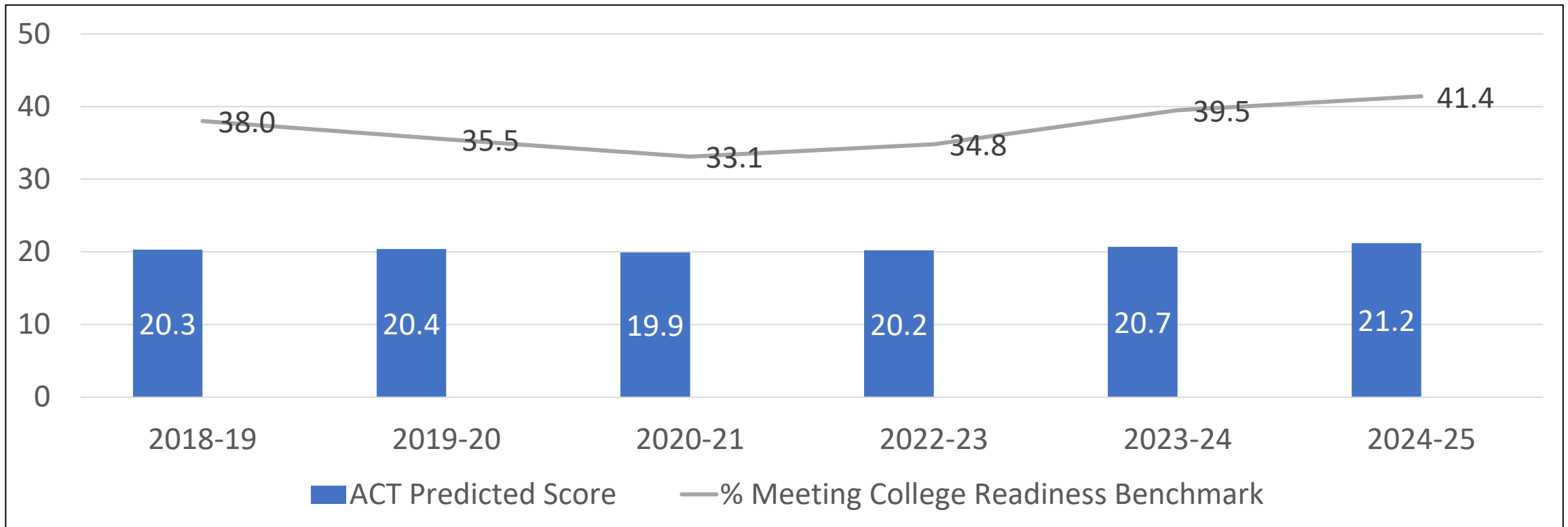


## Utah Aspire Plus Grades 9-10 % Proficient: Reading

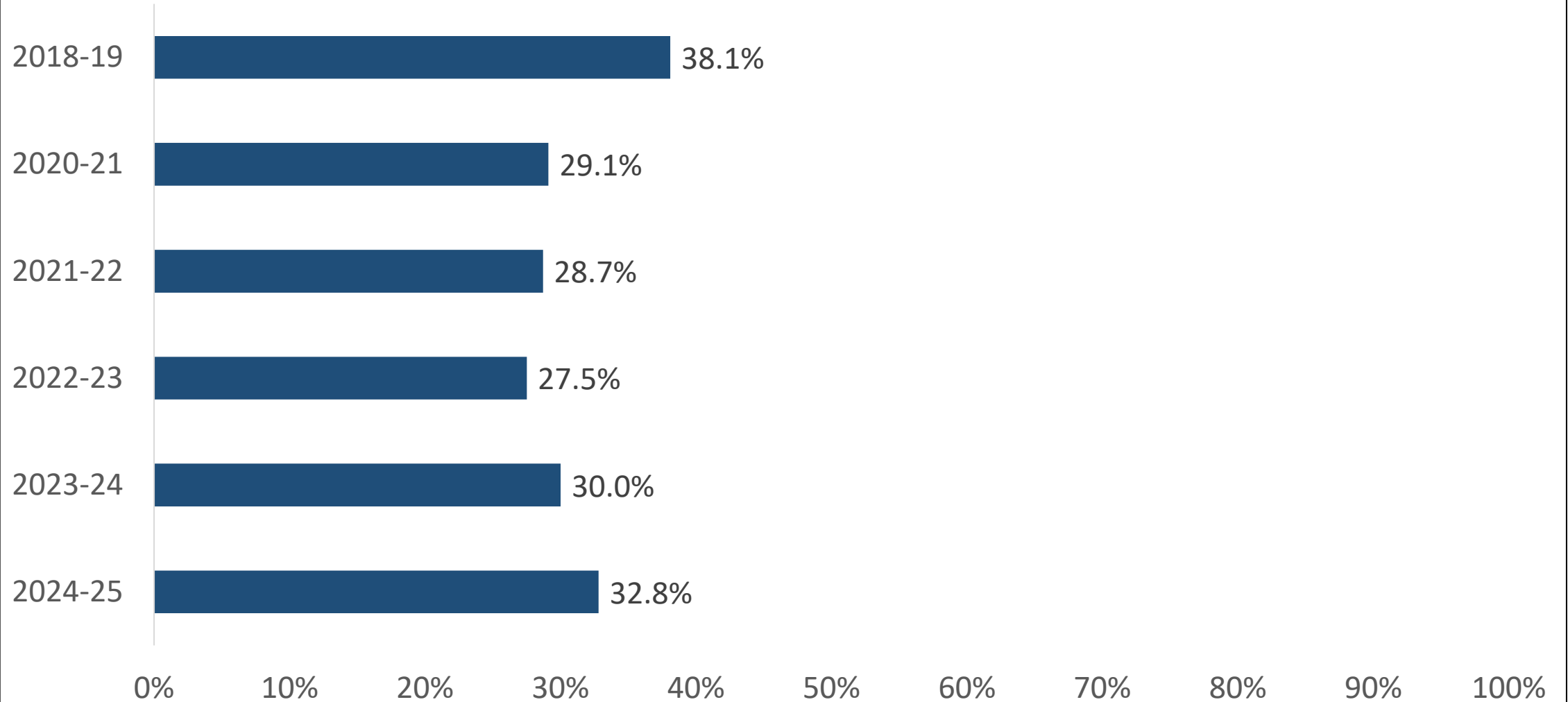


The 2024-25 results represent the highest proficiency rate achieved thus far.

# Utah Aspire Plus Reading Predicted ACT and % Meeting College Readiness Benchmarks

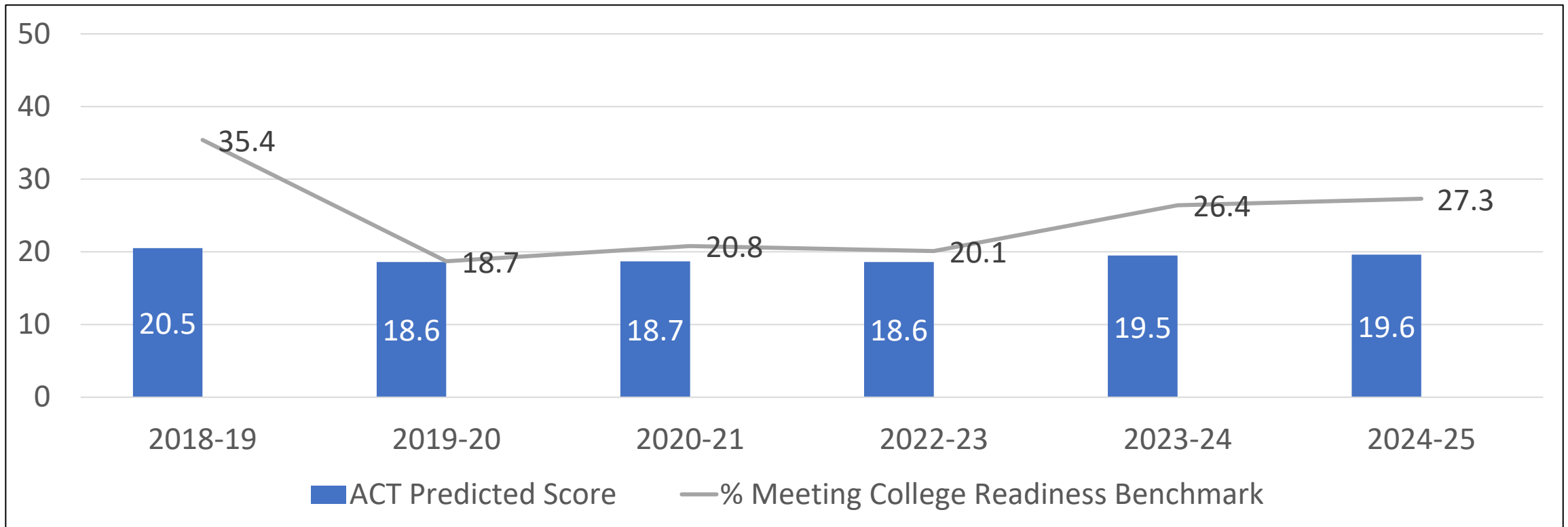


## Utah Aspire Plus Grades 9-10 % Proficient: Math

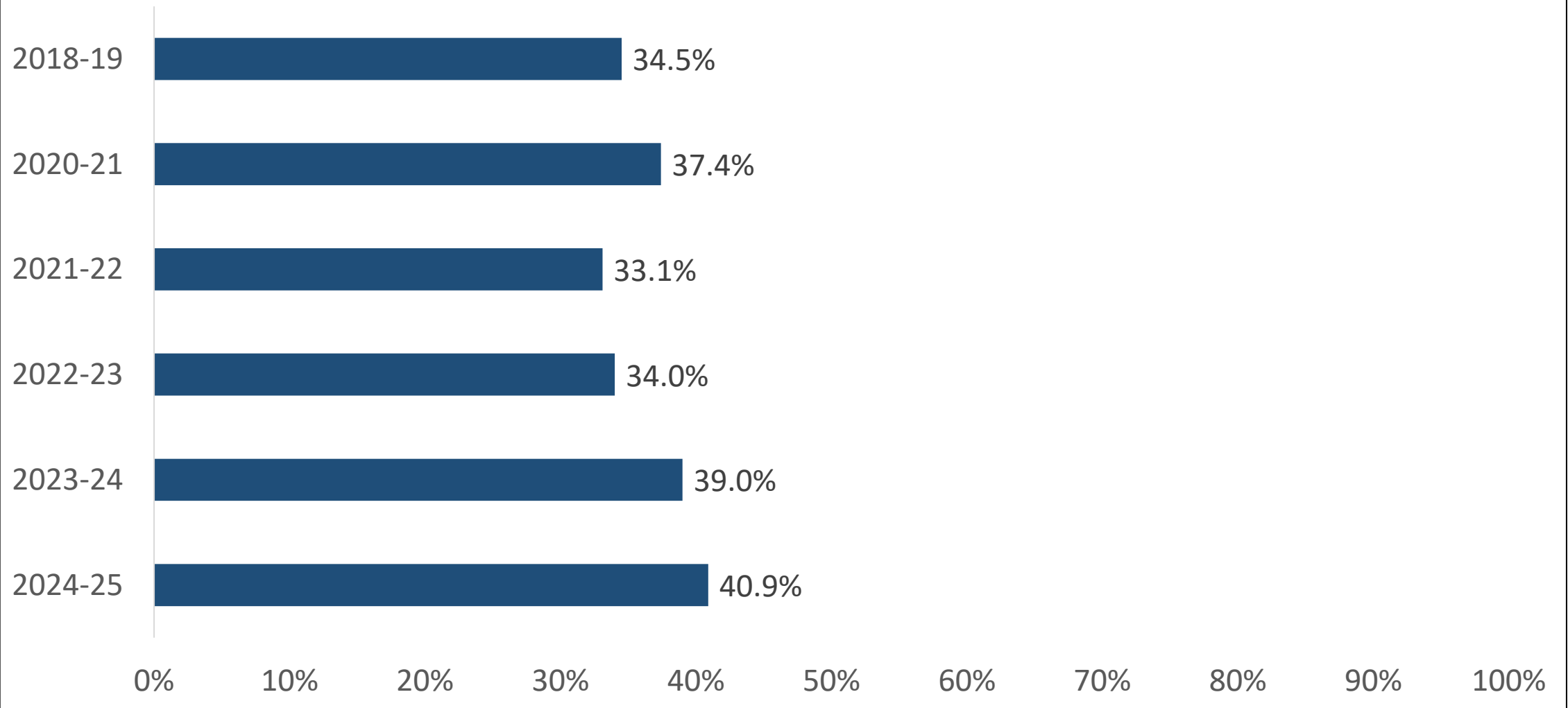




# Utah Aspire Plus Math Predicted ACT and % Meeting College Readiness Benchmarks

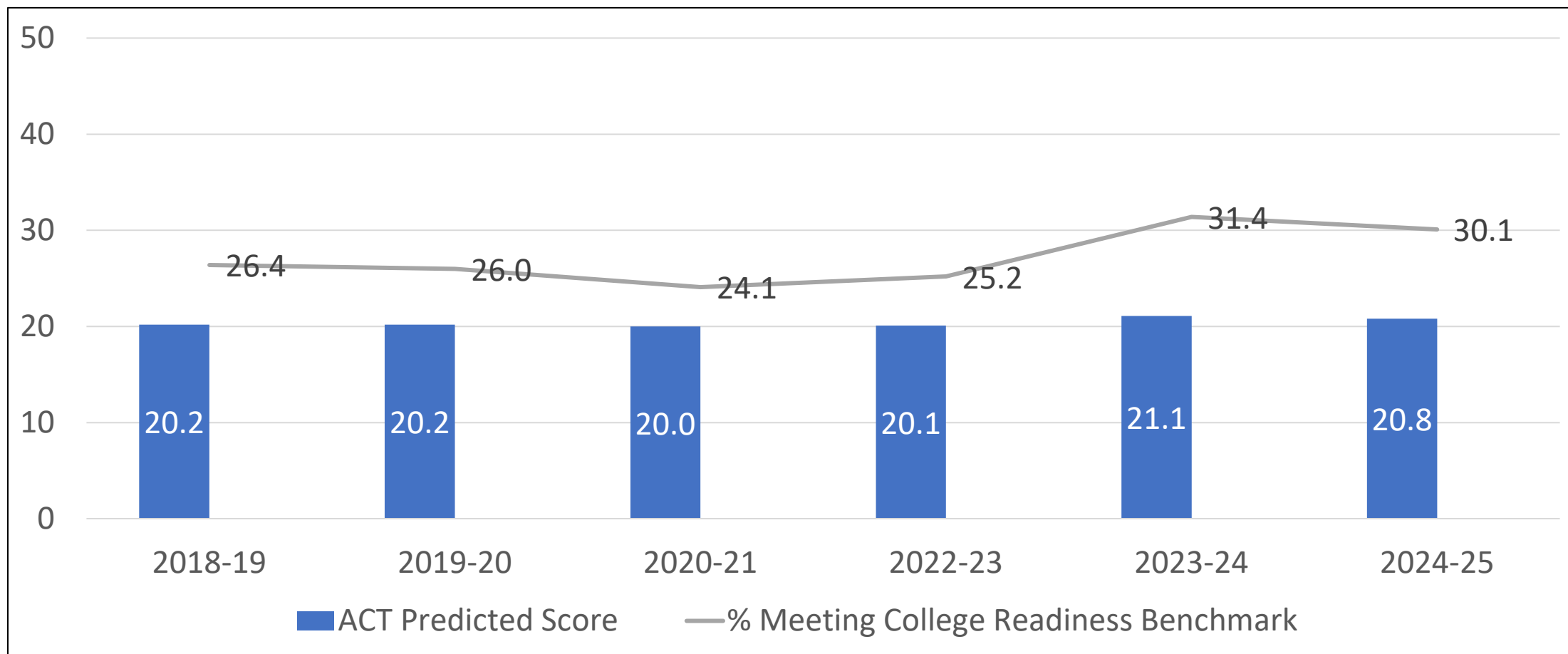


## Utah Aspire Plus Grades 9-10 % Proficient: Science

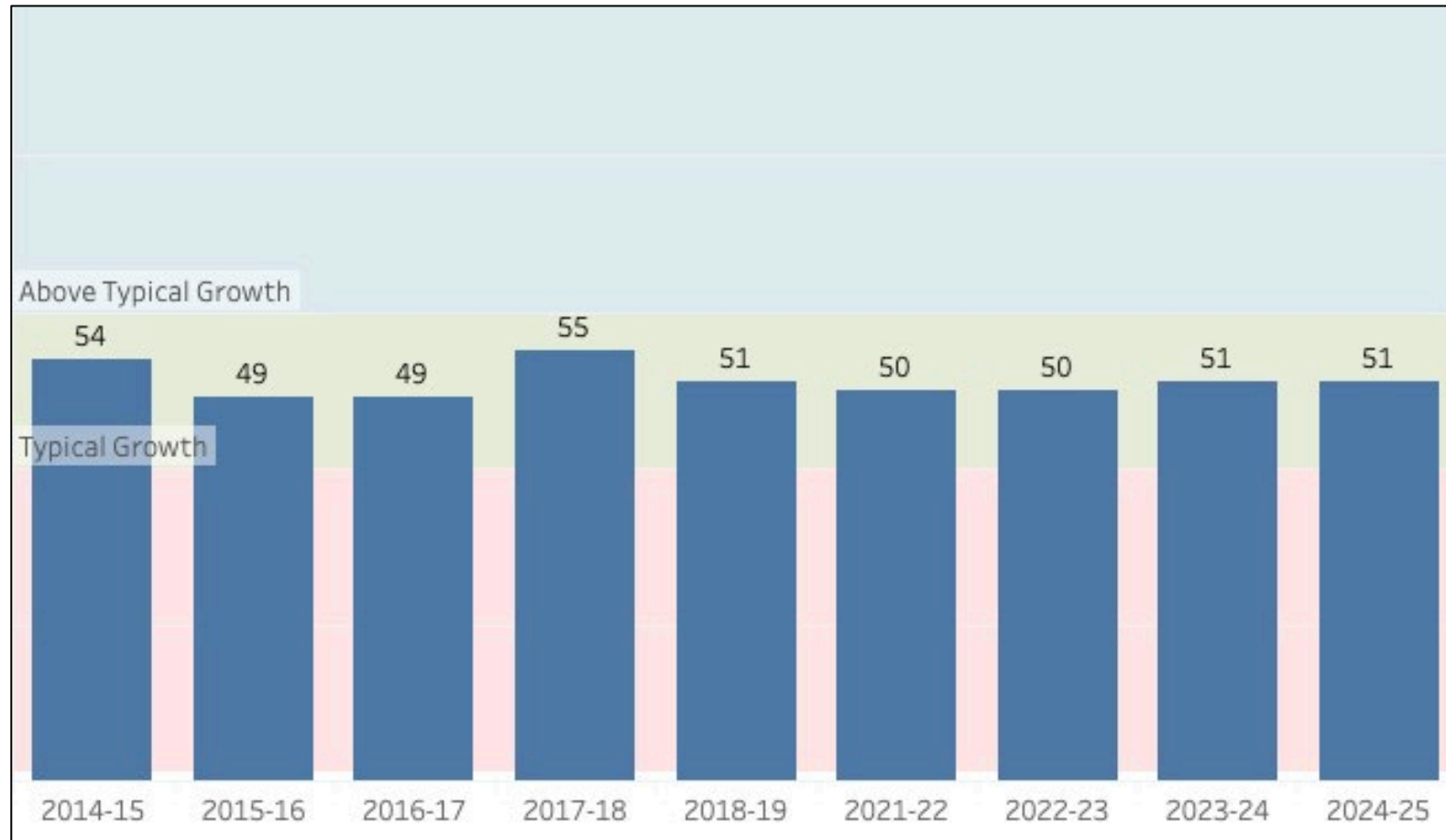


The 2024-25 results represent the highest proficiency rate achieved thus far.

# Utah Aspire Plus Science Predicted ACT and % Meeting College Readiness Benchmarks



# RISE and Utah Aspire Plus Growth: ELA Grades 4-10



# RISE and Utah Aspire Plus Growth: Math Grades 4-10



# RISE and Utah Aspire Plus Growth: Science Grades 4-10



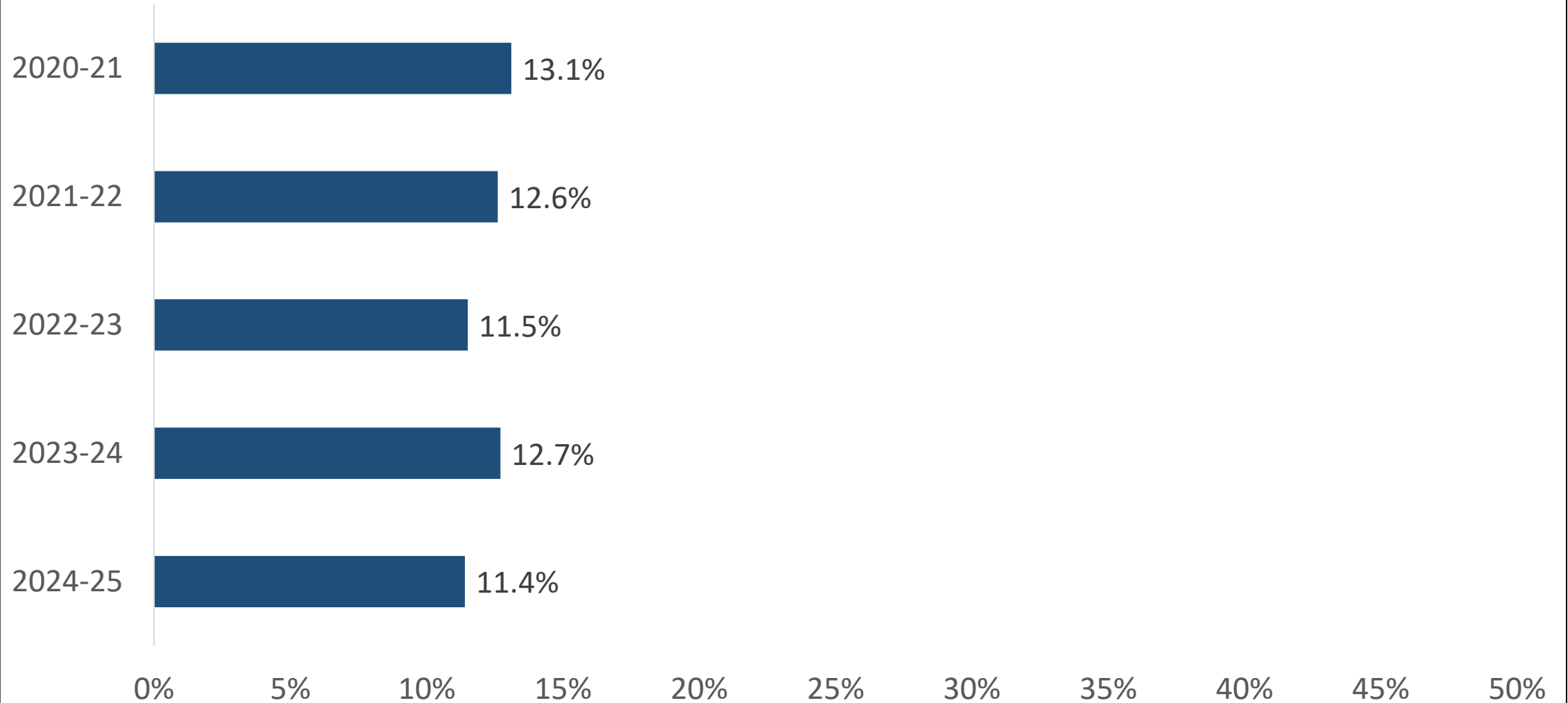
## About the DLM:

The Dynamic Learning Maps (DLM) assessment is administered to students with significant cognitive and intellectual disabilities for whom general education assessments are not appropriate, even with accommodations.



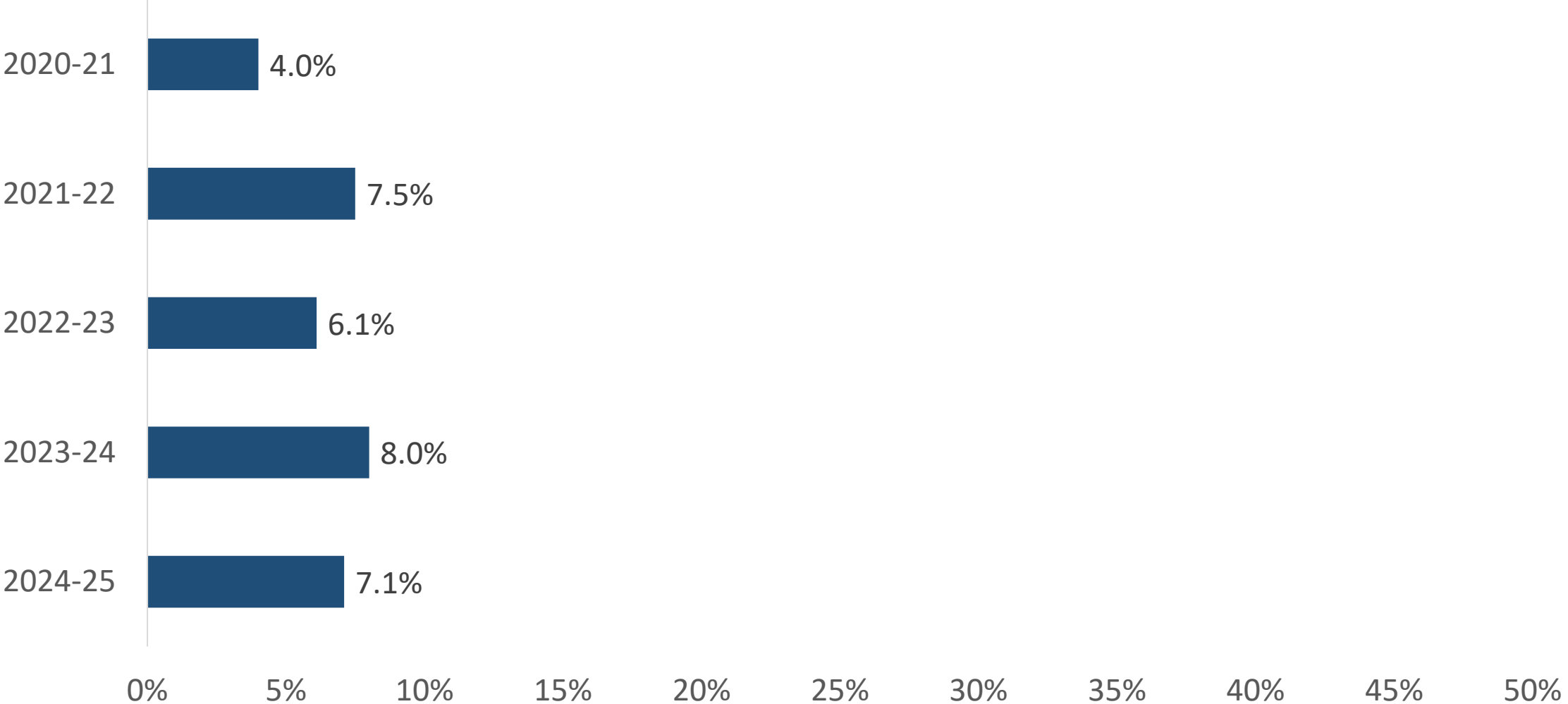
**DYNAMIC**®  
LEARNING MAPS

## DLM ELA % Proficient Over Time

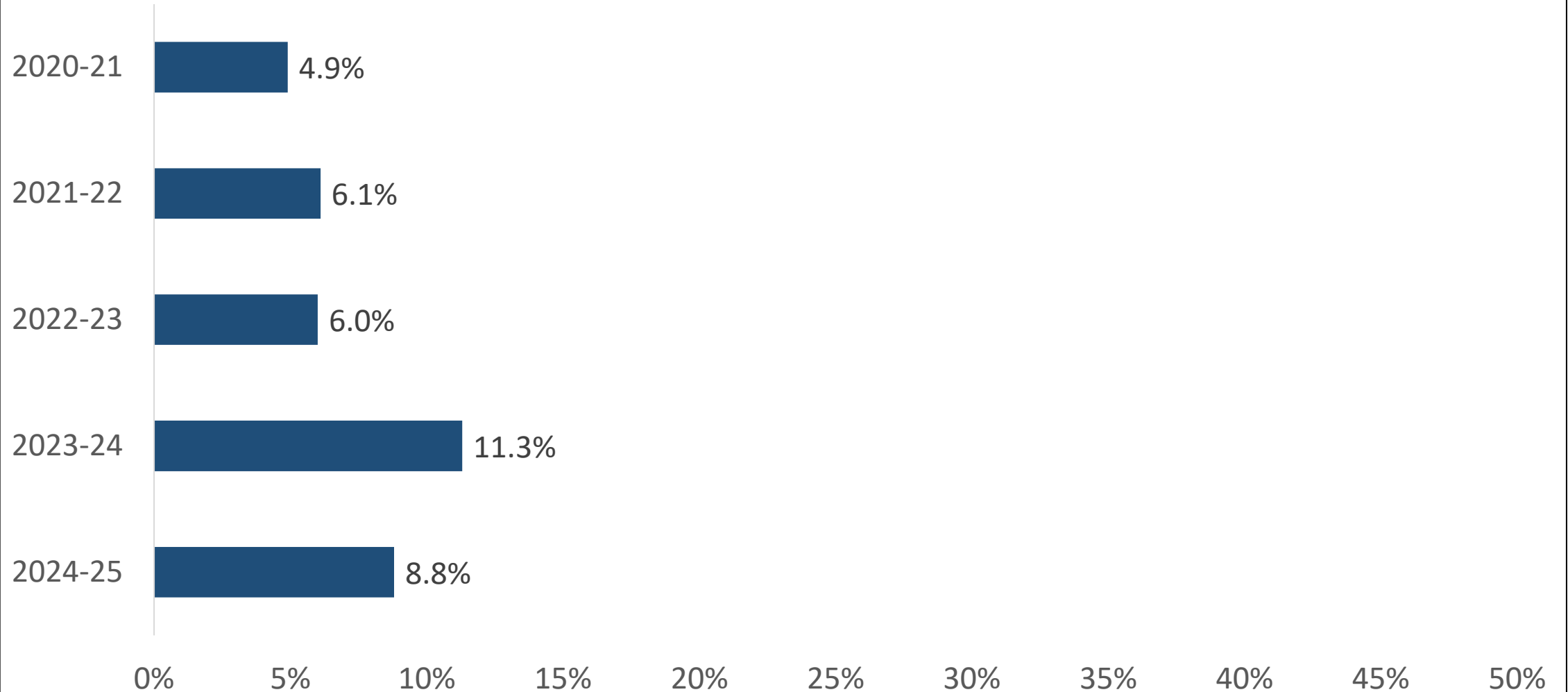




# DLM Math % Proficient Over Time



## DLM Science % Proficient Over Time

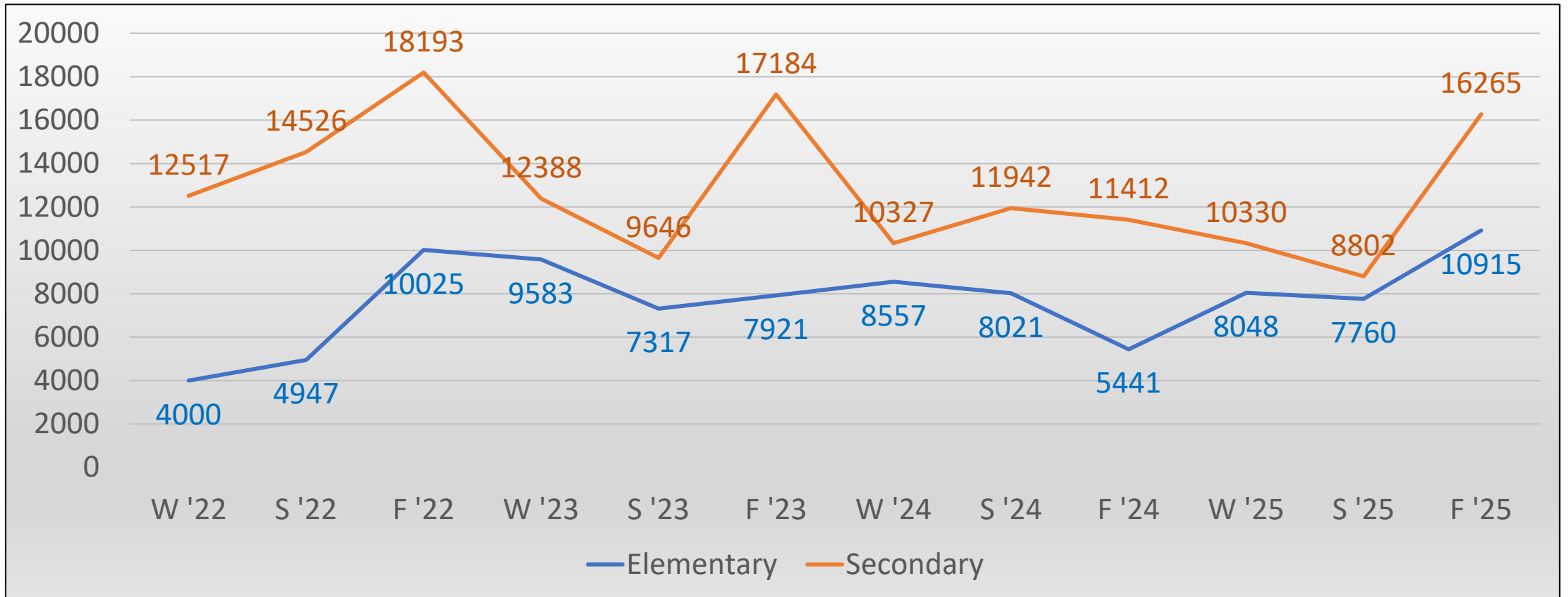




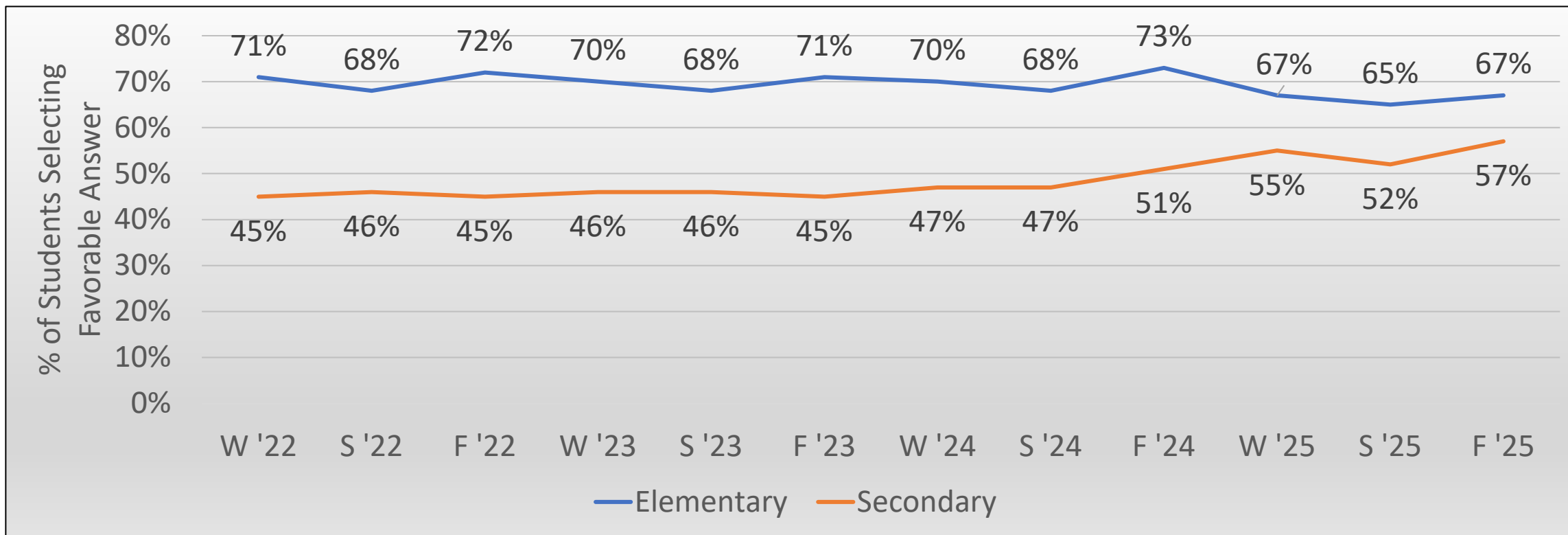
# Culture of Belonging

Ends Policy: Students will value and engage with their school community, respect differences, and respond to conflict in healthy ways, as measured by the percent of students reporting a sense of belonging on the Panorama Survey.

# Panorama Survey Participation Over Time



# Panorama Survey: Sense of Belonging

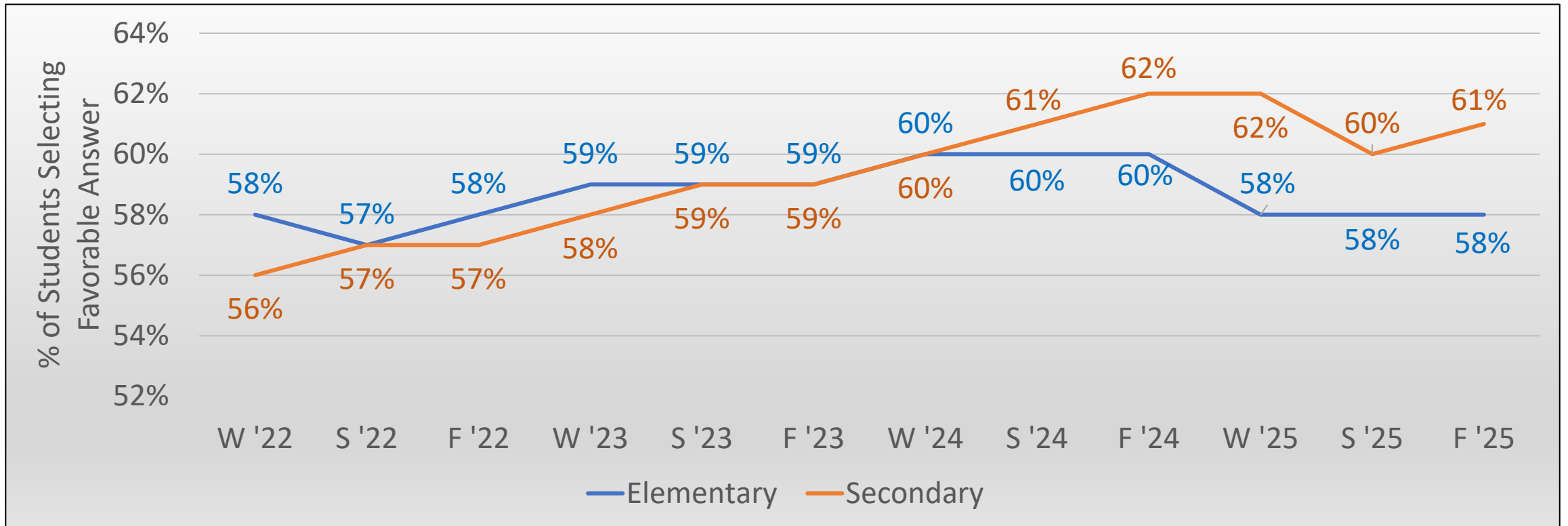




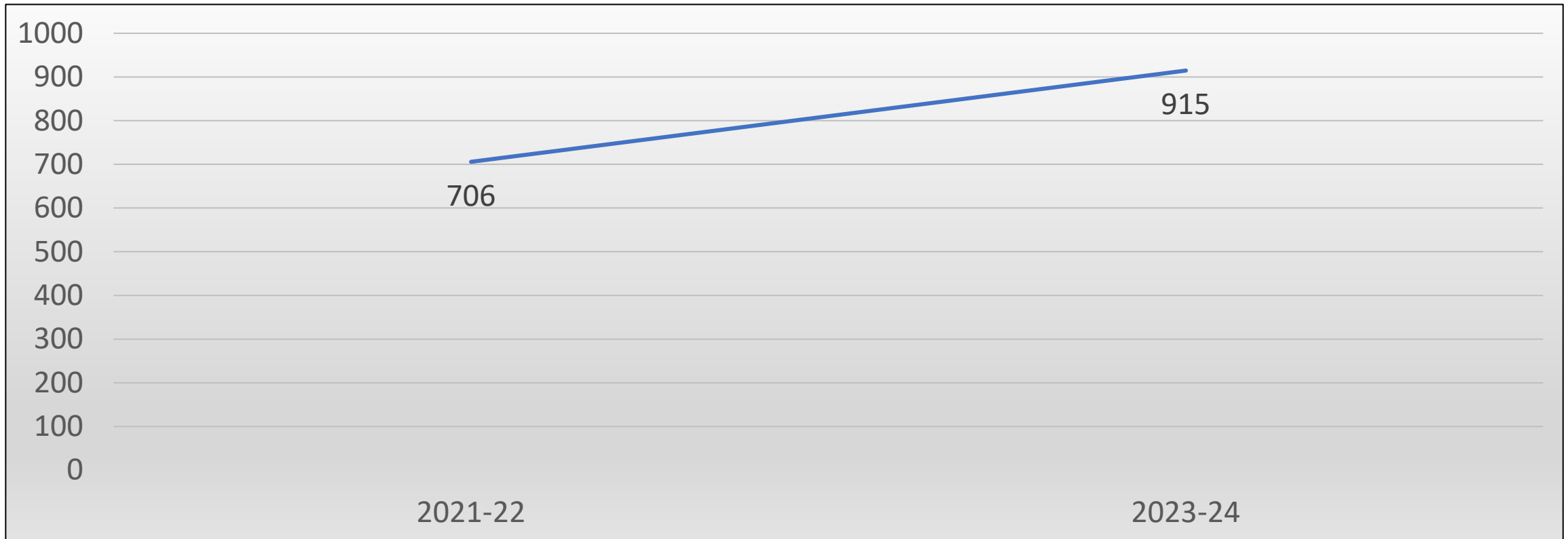
# Student & Staff Wellness

Ends Policy: Students and employees will feel empowered to excel personally and professionally and have access to resources, programs, and curriculum that support a safe and healthy learning environment, as measured by the emotion regulation question items on the Panorama Survey for students and the Educator Engagement Survey for employees.

# Panorama Survey: Emotion Regulation



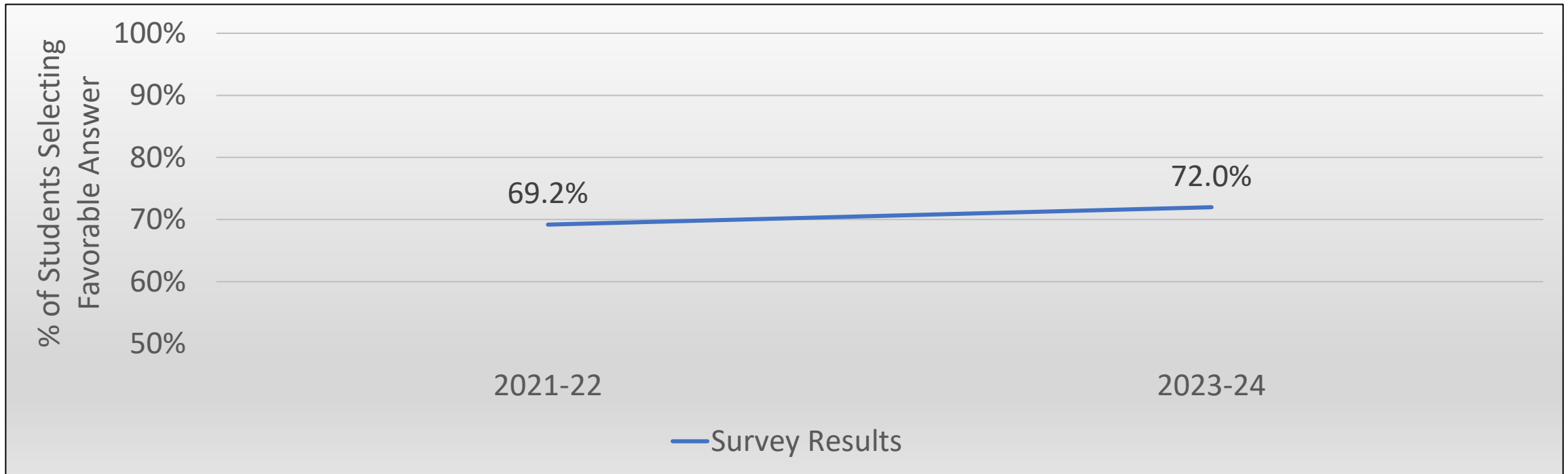
# Educator Engagement Survey Participation Over Time



NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.

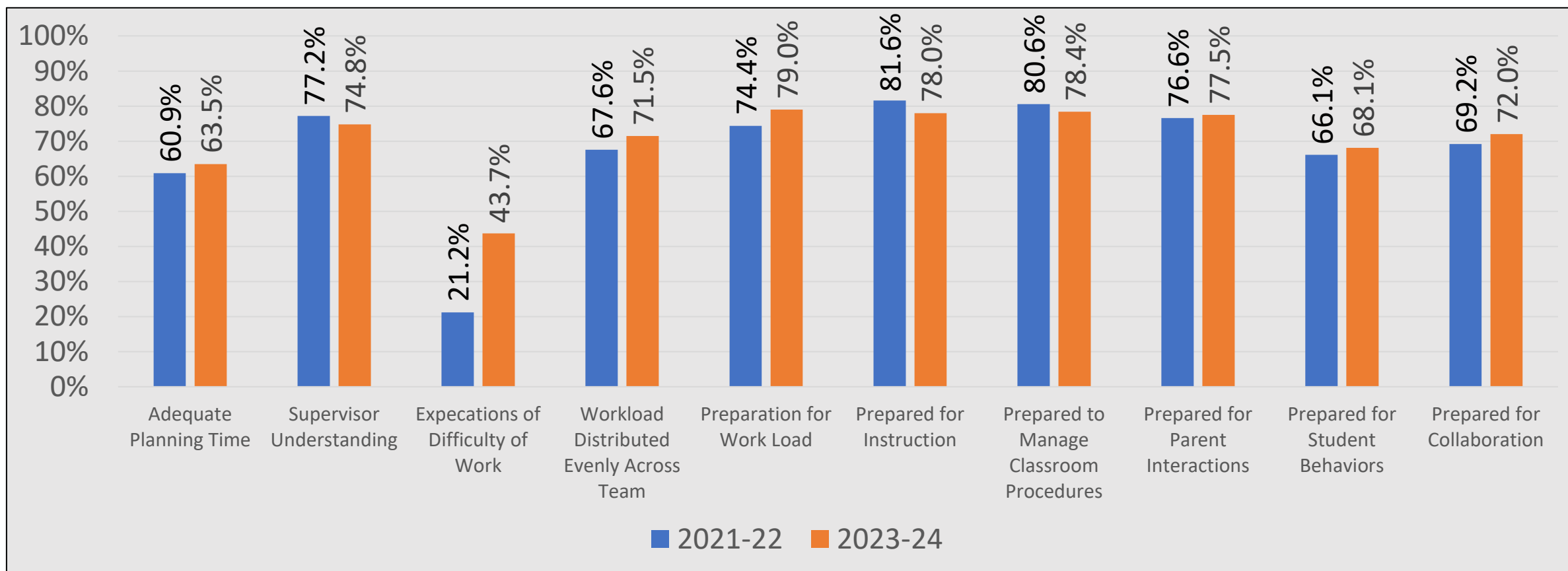


# Educator Engagement Survey: Emotional Regulation



NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.

# Educator Engagement Survey: Item Analysis



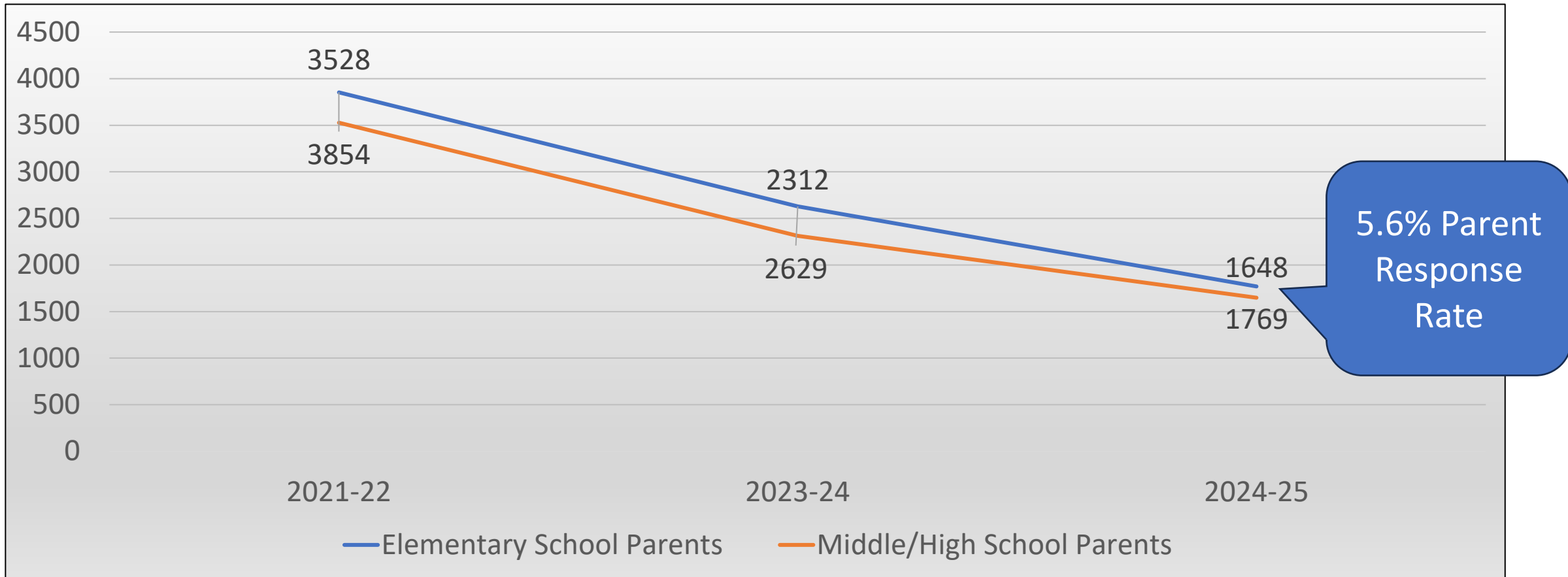
NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.



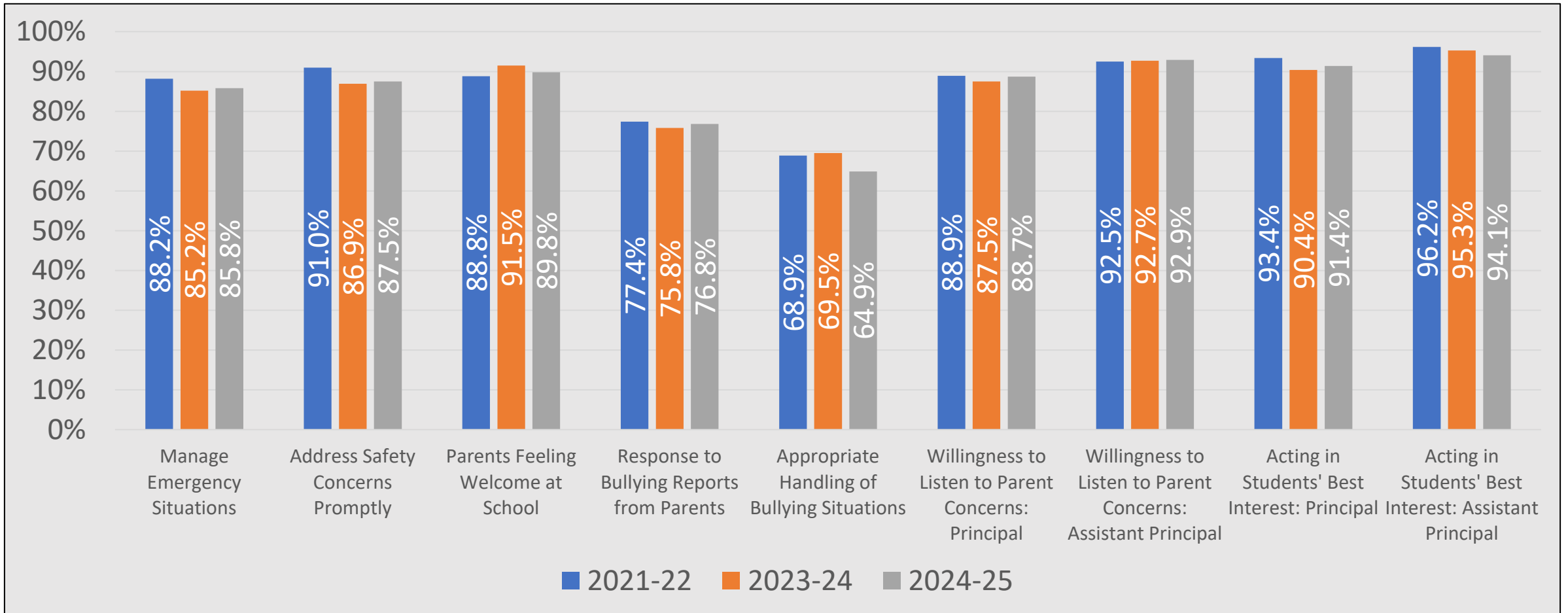
# Effective Communication

Ends Policy: Families, employees, and community members will be more informed and engaged in a trusting partnership which leads to greater student success, as measured by the family-district trust question items on the Parent Stakeholder Input Survey.

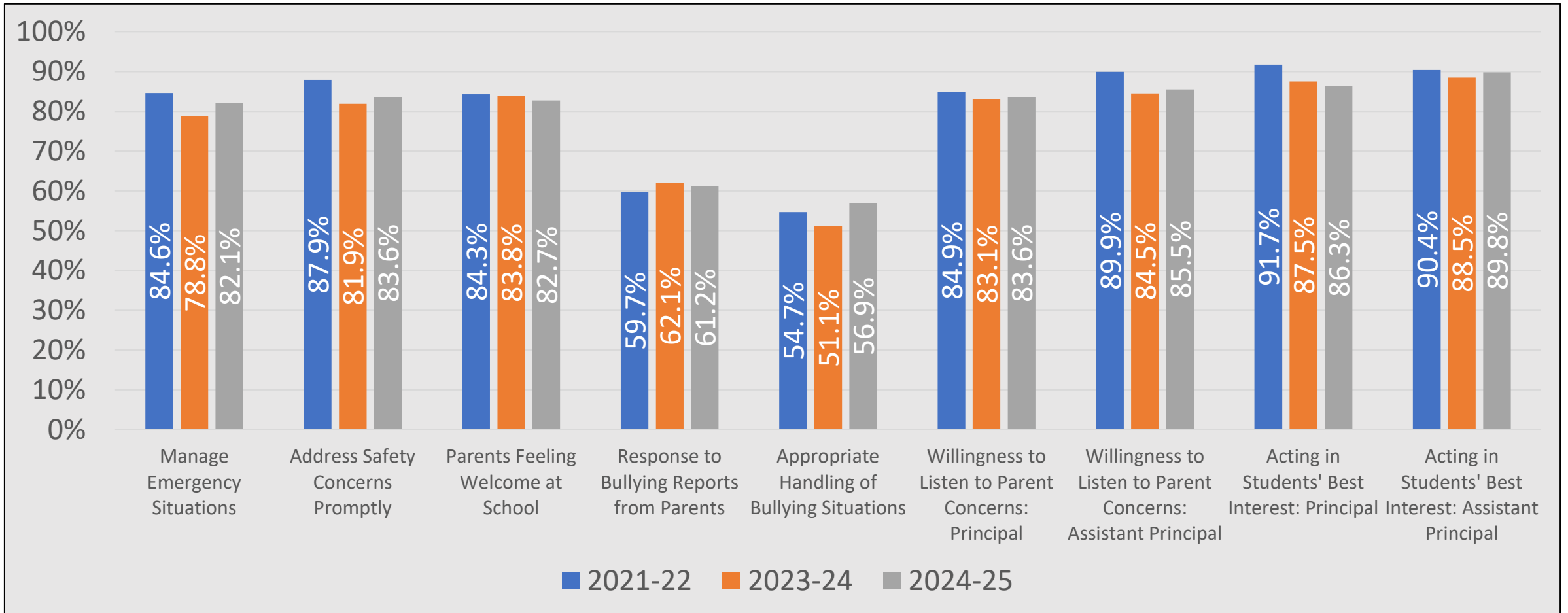
# Parent Stakeholder Input Survey Participation Over Time



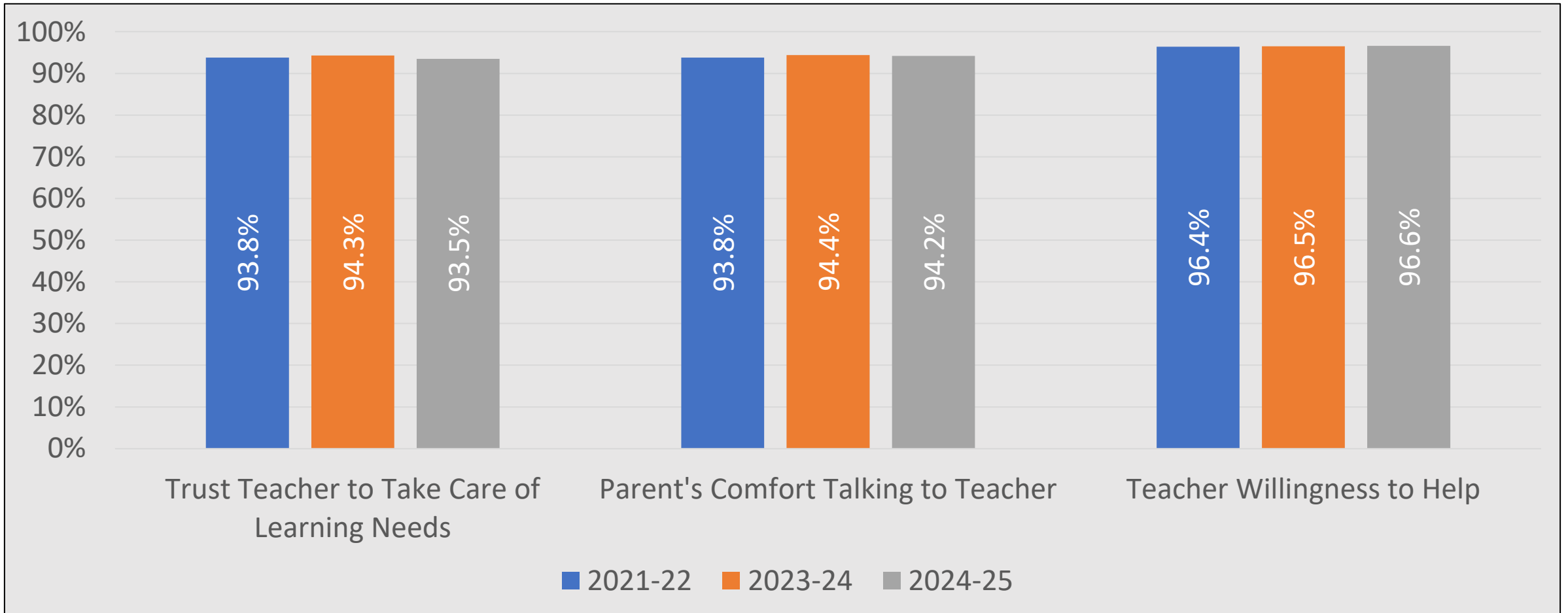
# Elementary Parent Stakeholder Input Survey: School/Admin Item Analysis



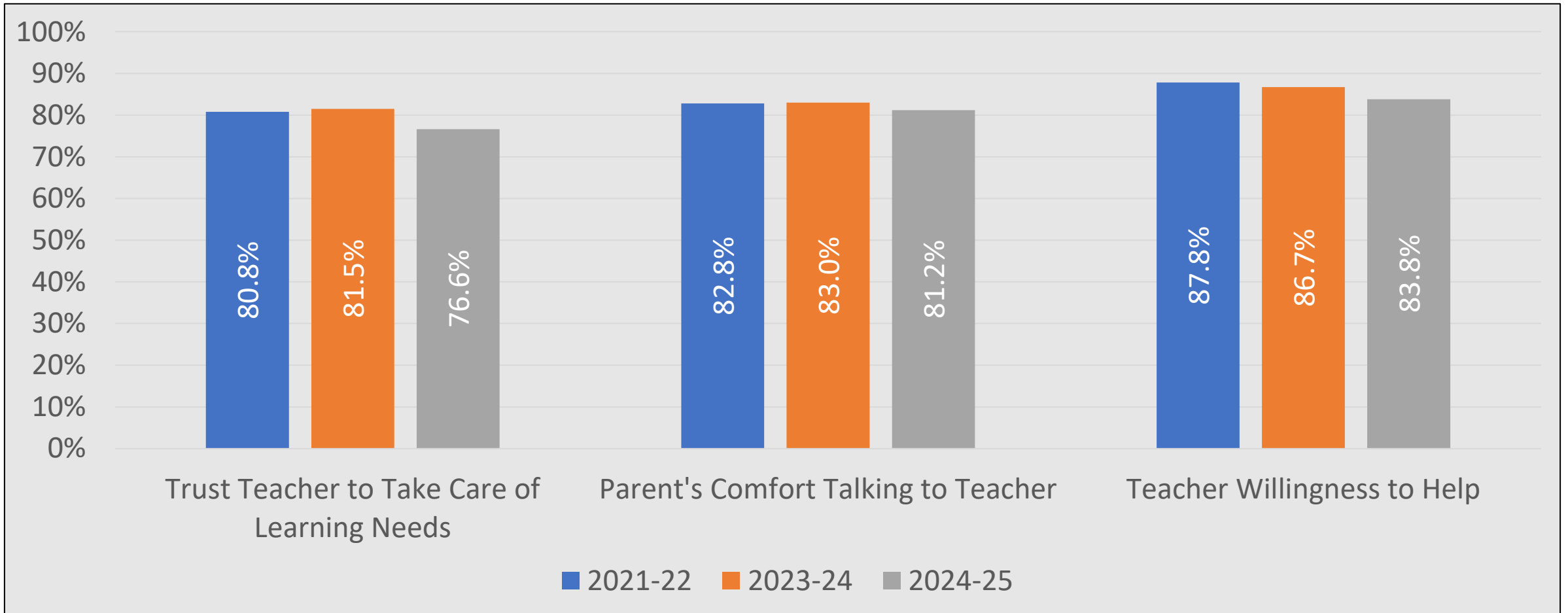
# Middle/High Parent Stakeholder Input Survey: School/Admin Item Analysis



# Elementary Parent Stakeholder Input Survey: Teacher Item Analysis



# Middle/High Parent Stakeholder Input Survey: Teacher Item Analysis





# E402 Empowering Employees

**What is expected: Jordan District employees will recognize they are valued by:**

- 1. Targeted professional development**
- 2. Opportunities for growth by enhancing professional/classroom skills**
- 3. Recognizing employees as professionals and providing opportunities for input**
- 4. Recognizing and rewarding quality performance**

- Exceptional Professional Development opportunities with the support of the Board.**

# E403 Customer Service

**What is expected: Jordan School District will acknowledge, value, and support students, families, and the community by:**

- 1. Creating a welcoming culture.**
- 2. Fostering an inclusive environment where all students are valued.**
- 3. Addressing problems with efficiency and concern.**
- 4. Actively partnering with parents to provide educational support to students.**

- ParentSquare**

# E404 Safety & Security

**What is expected: Jordan School District will support and implement physically and emotionally safe school programs and procedures where learning can occur.**

- **Door wedges**

# Questions

