



Jordan School District #717
Regular Meeting Minutes

Tuesday, October 8, 2013 at 6:30 PM
Regular Meeting
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order
2. Roll Call - Benko __ Brox __ Burke __ Carritt __ Pauly __ Pedersen __ Vollbrecht __
3. Pledge of Allegiance
4. Consideration of Agenda
5. Public Comments
6. Consensus Items
 1. Donations
 2. Board Minutes
 3. School Board Election
 1. Affidavit of Posting Notice of Election
 2. Affidavit of Posting Sample Ballot
 4. New Hires
 1. Jeanette Shaner - Part-time Cook
 2. Melissa Oleson - Dance Coach
 3. Al Flynn - MS Wrestling Coach
 5. Resignations
 1. Resignation - Jeffrey Rock
 6. Volunteers
 1. Football - Jon Lucas
 2. Tennis - Kevin Lind
7. Action Items
 1. Construction Management Contract
 2. Budget Timeline
 3. Substitute Teacher Rate of Pay

4. Substitute Paraprofessional Rate of Pay
5. Board Policies - First Reading
 1. 613 Graduation Requirements
 2. 614 Testing Plan & Brochure
 3. 616 System Accountability
 4. 618 Assessment of Standard Achievement
6. Board Policies - 2nd Reading
 1. 601 Curriculum & Instructional Goals
 2. 603 Curriculum Development
 3. 604 Instructional Curriculum
7. Board Policies - 3rd Reading and Board Adoption
 1. 514 Bullying (and form)
 2. 524 Internet Acceptable Use (and form)
 3. 534 Memorials
 4. 602 Organization of School Calendar
 5. 626 Early Entrance to Kindergarten
8. Strategic Planning Discussion
9. Informational Items/Board and Administrative Reports
10. Adjourn.

School Board Clerk

Date

Request to Address the School Board

According to School Board Policies 206 and 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): _____

Purpose for Speaking to the School Board (be specific):

Have you previously contacted a school board member and/or school employee about this issue/concern? (circle one) YES NO

If so, please tell us whom: _____

Contact Information (*phone number): _____

** Only to be used for follow-up to your shared issue/concern*

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

815 Sunset Drive
Jordan, MN 55352
952-492-2336
952-492-4446 fax

JES DONATIONS, OCTOBER 2013

Below is a list of the most recent donations we have received at Jordan Elementary School for the months of September and October and would like the JPS School Board to acknowledge them at the upcoming October 8th meeting.

- Howard Davis, Trustee for Remick Foundation, has graciously offered to donate \$1000.00 to the STARS program to be used to purchase broadcasting equipment for the JES news program.

The Robert and Helen Remick Charitable Foundation Trust
Address correspondence to: PATRICK COSTELLO
P. O. Box 123, Lakefield, MN 56150
The web site is: <http://www.remickfoundation.com>

- *Literacy By Design* student leveled books and teacher resources; over 3000 titles donated-anonymous donor
- Hometown Bank of Jordan collected and donated \$598.34 for the JES *Food for Friends* backpack program
- Cub Foods of Shakopee donated \$725.00 in Box Tops for Education to the JES *Food for Friends* backpack program

096 Gifts and Bequests

Record revenue from philanthropic foundations, private individuals, private organizations, and other organizations for which no repayment or special service to the contributor is expected. Board acceptance of gifts and bequests is required.

Please approve the following donations at the Sept school board meeting.

<u>Donated By</u>	<u>What For</u>	<u>Amount</u>	<u>Deposit Date</u>
Target	HS Take Charge Education	\$1829.44	9/6/13
Larry Kauzlarich	MS Field Trip Fund	\$250.00	9/6/13
H.L.&D.M. Pieper	HS Choir Robes	\$50.00	9/13/13
Wells Fargo	HS Choir Robes	\$90.00	9/13/13
Claudia Vierling	HS Choir Robes	\$50.00	9/17/13
Jeff Taxdahl	HS Choir Robes	\$100.00	9/17/13
Larry&Mary Kauzlarich	ES Donation	\$250.00	9/25/13
Jack&Sharon Laughridge	ES Donation	\$50.00	9/25/13
Ralph&Mary Jane James	HS Choir Robes	\$25.00	10/1/13

**EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
JORDAN PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 717,
JORDAN, MINNESOTA**

Pursuant to due call and notice thereof, a meeting of the School Board of Independent School District No. 717, Jordan, Minnesota, was held on the *8th* day of *October*, 2013, at 6:30 p.m.

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING RECEIPT OF GIFT/DONATION

WHEREAS, School Board Policy #717 establishes standards for the acceptance of gifts/donations/grants to the District; and

WHEREAS, Minnesota Statute § 465.03 requires the adoption of a resolution approved by two-thirds of the School Board to accept a gift, grant, donation, or devise of real or personal property; and

WHEREAS, (NAME) has offered to donate (ITEM) valued at (\$0.00); and

WHEREAS, this donation will be used to support the programs of the Jordan Public Schools.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 717, as follows:

1. The donation noted above is hereby accepted with appreciation; and
2. The administration shall notify the donor or receipt and acceptance and provide any and all appropriate tax documentation.

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:

whereupon said resolution was declared duly passed and adopted.

INDEPENDENT SCHOOL DISTRICT 717
JORDAN PUBLIC SCHOOLS
JORDAN, MINNESOTA

The regular meeting of the Board of Education was held in the Board Room at the Middle School on September 9, 2013.

Board Present: Mrs. Burke, Mrs. Pauly, Mr. Vollbrecht,
Mrs. Pedersen, Mr. Benko, Ms. Carritt

Board Absent: Mr. Brox

Also Present: Mr. Helgerson, Mrs. Jabs, Mrs. McNulty, Mr. Chambers,
Mrs. Barnett, Mrs. Volk, Mr. Schueller, Mr. Warden,
Mr. Williams, Gloria Althoff, Diane Hesse, Jason
Geisel, Connie Hennen, Tom Vogel, Joel Haugen,
Tony Tieben, Steve Pumper, Connor McArdle

Chairperson Pauly called the meeting to order at 6:33 p.m. and followed with the Pledge of Allegiance.

There was no public comment.

Mr. Helgerson and Mrs. Barnett presented Jordan Pride Awards to Diane Hesse and Jason Geisel for their help preparing the art room for the new Art teacher. They also presented Jordan Pride Awards to Gloria Althoff and Joann Wolf for taking care of the flower gardens at the elementary school.

Motion Burke, seconded Pedersen to approve the agenda as presented adding 7.1 Health and Safety Policy for a third reading and adoption. Vote 6-0. Passed.

Motion Benko, seconded Vollbrecht to approve the consensus items pulling out Mike O'Malley resignation. Vote 6-0. Passed.

Motion Benko, seconded Burke to accept the resignation of Mike O'Malley after the first semester, with regrets. Vote 6-0. Passed.

Motion Vollbrecht, seconded Pedersen to approve the 2013A Bond Refunding Resolution for 04-05 General Obligation Bond Refunding. Roll call vote: Carritt, aye; Benko, aye; Pedersen, aye; Burke, aye; Vollbrecht, aye; Pauly, aye. Vote 6-0. Passed.

Motion Benko, seconded Carritt to approve the Taxable Refunding Resolution as presented. Roll call vote: Carritt, aye; Benko, aye; Pedersen, aye; Burke, aye; Vollbrecht, aye; Pauly, aye. Vote 6-0.

Passed.

Motion Pedersen, seconded Burke to approve the Branding Manual and Visual Identify Guide as presented. Vote 6-0. Passed. The board thanked Kat Pass for all the work she put in to set this guide for the district.

Board and Administration gave their reports.

Motion Carritt, seconded Burke to approve the board resolution to adopt a new joint powers agreement for the RVEC building. Roll call vote: Carritt, aye; Benko, aye; Pedersen, aye; Benko, aye; Vollbrecht, aye; Pauly, aye. Vote 6-0. Passed.

Mr. Helgerson presented the improved test scores for the 2012-13 school year.

Mrs. Pauly presented Lauren Pedersen and Sandy Burke with the Leadership Certificate from MSBA for completing the three phases of school board training.

Motion Vollbrecht to adjourn the meeting at 8:08 p.m.

Sandy Burke, Clerk

INDEPENDENT SCHOOL DISTRICT 717
JORDAN PUBLIC SCHOOLS
JORDAN, MINNESOTA

The special meeting of the Board of Education was held in the Board Room at the Middle School on August 26, 2013.

Board Present: Mr. Benko, Mrs. Burke, Mrs. Pauly, Mr. Vollbrecht,
Mrs. Pedersen

Board Absent: Mr. Brox, Ms. Carritt

Also Present: Mr. Helgerson, Mrs. Jabs, Mr. Schueller,
Mr. Bisek, Mr. Warden, Steve Pumper, Connie Hennen

Chairperson Pauly called the meeting to order at 8:34 p.m.

Motion Vollbrecht, seconded Burke to approve the special meeting agenda as presented. Vote 5-0. Passed.

Motion Vollbrecht, seconded Benko to approve the Resolution to call for a Bond election on March 11, 2014 for a total dollar amount of \$29,345,000. Roll call vote: Pauly, aye; Vollbrecht, aye; Burke, aye; Pedersen, aye; Benko, aye. Vote 5-0. Passed.

Motion Vollbrecht to adjourn the meeting at 8:39 p.m.

Sandy Burke, Clerk

INDEPENDENT SCHOOL DISTRICT 717
JORDAN PUBLIC SCHOOLS
JORDAN, MINNESOTA

The workshop meeting of the Board of Education was held in the Board Room at the Middle School on August 26, 2013.

Board Present: Mr. Benko, Mrs. Burke, Mrs. Pauly, Mr. Vollbrecht,
Mrs. Pedersen

Board Absent: Mr. Brox, Ms. Carritt

Also Present: Mr. Helgerson, Mrs. Jabs, Mr. Schueller, Connor McArdle,
Mr. Bisek, Mr. Warden, Steve Pumper, Connie Hennen

Chairperson Pauly called the meeting to order at 6:30 p.m. and followed with the Pledge of Allegiance.

Mr. Damlo presented Google.docs training for the school board members.

Mr. Warden and Mr. Bisek explained the facility use and building security process.

Mr. Helgerson updated the board on the bond election and that the facilities committee felt that March 11, 2014 would be an appropriate date for the election. The bond amount would be \$29,345,000 with \$345,000 of finance costs and issuance fees.

Mr. Helgerson reported that he has contacted construction management first for requests for proposals for the remodeling of the middle school bond project.

The Branding Manuel was presented to the school board.

Policies 534 and 626 were presented for reviewal and will have the first reading at the September 9, 2013 board meeting.

Mr. Helgerson stated that he would like to have another board retreat after the school board election and will send out options for dates of retreat.

Motion Vollbrecht to adjourn the meeting at 8:34 p.m.

Sandy Burke, Clerk

**AFFIDAVIT OF POSTING
NOTICE OF ELECTION**

STATE OF MINNESOTA)
COUNTY OF SCOTT)

AFFIDAVIT SHOWING POSTING OF
NOTICE OF ELECTION WITHIN
INDEPENDENT SCHOOL DISTRICT
NO. 717 JORDAN
STATE OF MINNESOTA

Sandy Burke, being first duly sworn, upon oath deposes and says that he/she did on the _____ day of _____, 2013, which date is at least ten (10) days prior to the date of the election, cause the Notice of Election, a true and correct copy of which is hereby attached and by reference made a part hereof, to be posted at each of the following public and conspicuous places within Independent School District No. 717, Jordan, State of Minnesota, including the administrative offices of the school district, to wit:

One at the Jordan Public Library

One at the Jordan City Hall

One at the Jordan District School Office

One at the Jordan Middle School

One at the Jordan Elementary School

One at the Jordan High School

Further affiant saith not.

School District Clerk

Subscribed and sworn to before
me this _____ day of _____,
2013.

Notary Public

**AFFIDAVIT OF POSTING
SAMPLE BALLOT**

STATE OF MINNESOTA)
COUNTY OF SCOTT)

AFFIDAVIT SHOWING POSTING OF
SAMPLE BALLOT WITHIN
INDEPENDENT SCHOOL DISTRICT
NO. 717 JORDAN
STATE OF MINNESOTA

Sandy Burke, being first duly sworn, upon oath deposes and says that she did on the _____ day of _____, 2013, which date is at least four (4) days prior to the date of the election, cause the Sample Ballot, a true and correct copy of which is hereby attached and by reference made a part hereof, to be posted at the administrative offices of the school district, and did cause said Sample Ballot to be posted at each polling place or combined polling place for said election on or prior to November 5, 2013, the date of the election. The Sample Ballots were posted at the following places within the school district.

One at the Jordan District School Office

Further affiant saith not.

School District Clerk

Subscribed and sworn to before
me this _____ day of _____,
2013.

Notary Public



Standard Form of Agreement Between Owner and Construction Manager as Adviser

AGREEMENT made as of the Thirtieth day of September in the year Two Thousand Thirteen

BETWEEN the Owner:

Independent School District #717
Jordan Public Schools
500 Sunset Drive
Jordan, Minnesota 55352

and the Construction Manager:

Wenck Construction and Remediation, Inc. d/b/a/ Bossardt Corporation
5270 West 84th Street, Suite #550
Minneapolis, Minnesota 55437

for the following Project:

ISD# 717 Jordan Middle School Renovations & Addition
56,000 Sq. Ft. - Renovation & 40,000 Sq. Ft. Addition
500 Sunset Drive
Jordan, Minnesota 55352

The Architect:

DLR Group
520 Nicollet Mall, Suite #200
Minneapolis, Minnesota 55402

The Owner and Construction Manager agree as follows.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document is intended to be used in conjunction with AIA Documents A132[™]–2009, Standard Form of Agreement Between Owner and Contractor, Construction Manager as Adviser Edition; A232[™]–2009, General Conditions of the Contract for Construction, Construction Manager as Adviser Edition; and B132[™]–2009, Standard Form of Agreement Between Owner and Architect, Construction Manager as Adviser Edition.

AIA Document A232[™]–2009 is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

DRAFT

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13	SCOPE OF THE AGREEMENT

ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Section 1.1.

ISD #717 will seek a total referendum in the amount of about \$29,345,000.00. This ballot question will be placed in front of the voters on March 11, 2014.

§ 1.1.1 The Owner's program for the Project:
(Paragraphs deleted)

§ 1.1.2 The Project's physical characteristics:

1 Story, Approximately 56,000 Sq. Ft. Renovations and 40,000 Sq. Ft. Addition
Building located at 500 Sunset Drive, Jordan, Minnesota 55352

§ 1.1.3 The Owner's budget for the Cost of the Work, as defined in Section 6.1:

\$29,345,000.00

§ 1.1.4 The Owner's anticipated design and construction schedule:

.1 Design phase milestone dates, if any:

Pre-Referendum service commencing in October 2013 and ending March 2014. Pre-Construction service would commence in mid-March 2014 and end in mid-August 2014.

.2 Commencement of construction:

Phase I Construction will start mid-September 2014 with all Construction completing in December 2015..

- .3 Substantial Completion date or milestone dates:

December 30, 2015.

- .4 Other:

N/A

§ 1.1.5 The Owner intends the following procurement method for the Project:

(Paragraph deleted)

Multiple Prime Contacts will be used for procurement.

§ 1.1.6 The Owner's requirements for accelerated or fast-track scheduling, multiple bid packages, or phased construction are set forth below:

- .1 Phase I - September 2014 thru May 2015
- .2 Phase IA - December 2014 thru January 2015
- .3 Phase IB - February 2015 thru March 2015
- .4 Phase IC - April 2015 thru May 2015
- .5 Phase 2 - June 2015 thru August 2015
- .6 Phase 3 September 2015 thru October 2015
- .7 Phase 4 November 2015 thru December 2015

§ 1.1.7 Other Project information:

N/A

§ 1.1.8 The Owner identifies the following representative in accordance with Section 5.5:

Matt Helgerson
Jordan Public Schools
Superintendent of Schools
500 Sunset Drive
Jordan, Minnesota 55352

§ 1.1.9 The persons or entities, in addition to the Owner's representative, who are required to review the Construction Manager's submittals to the Owner are as follows:

N/A

§ 1.1.10 Unless provided by the Construction Manager, the Owner will retain the following consultants and contractors:

(Paragraph deleted)

- .1 Land Surveyor:
To be selected by Owner at a later date.
- .2 Geotechnical Engineer:
To be selected by Owner at a later date.
- .3 Civil Engineer:
To be selected by Owner at a later date.
- .4 Other:
To be selected by Owner at a later date, if required.

§ 1.1.11 The Construction Manager identifies the following representative in accordance with Section 2.4:

Steve Kilmer
5270 West 84th Street, Suite #550
Minneapolis, Minnesota 55437-1386

§ 1.1.12 The Construction Manager's staffing plan as required under Section 3.3.2 shall include:

Steve Kilmer, Principal-in-Charge
Mark Hovelson, Project Executive
Todd Iverson, Senior Project Manager
Andy Hoffmann, Project Manager, Pre-Referendum Services
Joe Yerbich, Senior Project Superintendent
Project Coordinator, to be determined
Victoria VandeLinde, Senior Project Administrator

§ 1.1.13 The Construction Manager's consultants retained under Basic Services, if any:

.1 Cost Estimator:
(Paragraphs deleted)
None

.2 Other consultants:
None

§ 1.1.14 The Construction Manager's consultants retained under Additional Services:

To be determined if additional services are authorized by the Owner.

§ 1.1.15 Other Initial Information on which the Agreement is based:

None

§ 1.2 The Owner and Construction Manager may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Construction Manager shall appropriately adjust the schedules, the Construction Manager's services and the Construction Manager's compensation.

ARTICLE 2 CONSTRUCTION MANAGER'S RESPONSIBILITIES

§ 2.1 The Construction Manager shall provide the services as set forth in this Agreement. It is expressly agreed and understood that the Owner has contracted with the Construction Manager for the provision of expert Construction Management services. The Owner does not represent that it is knowledgeable in Construction Management or in other disciplines involving Construction, and that the Owner is relying upon the Construction Management to at all times perform its services with professional skill and care to comply with the requirements of this Agreement and the applicable laws, codes, ordinances, rules regulations and construction industry standards.

§ 2.2 The Construction Manager shall perform its services consistent with the skill and care ordinarily provided by construction managers practicing in the same or similar locality under the same or similar circumstances. Time being of the essence, the Construction Manager shall perform its services as expeditiously as is consistent with such skill and care and the orderly progress of the Project.

§ 2.3 The Construction Manager shall provide its services in conjunction with the services of an Architect as described in AIA Document B132™-2009, Standard Form of Agreement Between Owner and Architect,

Init.

Construction Manager as Adviser Edition as modified by the Owner and the Architect relative to their contract for the Project. The Construction Manager shall not be responsible for actions taken by the Architect.

§ 2.4 The Construction Manager shall identify a representative authorized to act on behalf of the Construction Manager with respect to the Project.

§ 2.5 Except with the Owner's knowledge and consent, the Construction Manager shall not engage in any activity, or accept any employment, interest or contribution that would reasonably appear to compromise the Construction Manager's judgment with respect to this Project.

§ 2.6 The Construction Manager shall maintain the following insurance for the duration of this Agreement. If any of the requirements set forth below exceed the types and limits the Construction Manager normally maintains, the Owner shall reimburse the Construction Manager for any additional cost.

§ 2.6.1 Comprehensive General Liability with policy limits of not less than One Million (\$ 1,000,000) for each occurrence and in the aggregate for bodily injury and property damage.

§ 2.6.2 Automobile Liability covering owned and rented vehicles operated by the Construction Manager with policy limits of not less than One Million (\$ 1,000,000) combined single limit and aggregate for bodily injury and property damage.

§ 2.6.3 The Construction Manager may use umbrella or excess liability insurance to achieve the required coverage for Comprehensive General Liability and Automobile Liability, provided that such umbrella or excess insurance results in the same type of coverage as required for the individual policies.

§ 2.6.4 Workers' Compensation at statutory limits and Employers Liability with a policy limit of not less than Five Hundred Thousand (\$ 500,000).

§ 2.6.5 Professional Liability covering the Construction Manager's negligent acts, errors and omissions in its performance of services with policy limits of not less than One Million (\$ 1,000,000) per claim and in the aggregate.

§ 2.6.6 The Construction Manager shall provide to the Owner certificates of insurance evidencing compliance with the requirements in this Section 2.6. The certificates will show the Owner as an additional insured on the Comprehensive General Liability, Automobile Liability, umbrella or excess policies. The Construction Manager's insurance will be primary and non-contributory regardless of any similar insurance of the Owner.

ARTICLE 3 SCOPE OF CONSTRUCTION MANAGER'S BASIC SERVICES

§ 3.1 Definition

The Construction Manager's Basic Services consist of those described in Sections 3.2 and 3.3 and include usual and customary construction coordination and scheduling, constructability review, cost estimating, and allocation of construction activities among the Multiple Prime Contractors.

§ 3.2 Preconstruction Phase

§ 3.2.1 The Construction Manager shall review the program furnished by the Owner and any evaluation of the Owner's program provided by the Architect, to ascertain the requirements of the Project and shall arrive at a mutual understanding of such requirements with the Owner and Architect.

§ 3.2.2 The Construction Manager shall provide a preliminary evaluation of the Owner's program, schedule and construction budget requirements, each in terms of the other.

§ 3.2.3 The Construction Manager shall prepare, and deliver to the Owner, a written Construction Management Plan that includes, at a minimum, the following: (1) preliminary evaluations required in Section 3.2.2, (2) a Project schedule, (3) cost estimates, (4) recommendations for Project delivery method, and (5) Contractors' scopes of Work, if multiple Contractors or fast-track construction will be used. The Construction Manager shall periodically update the Construction Management Plan over the course of the Project.

§ 3.2.4 Based on preliminary design and other design criteria prepared by the Architect, the Construction Manager shall prepare preliminary estimates of the Cost of the Work or the cost of program requirements using area, volume or similar conceptual estimating techniques for the Architect's review and Owner's approval. If the Architect suggests alternative materials and systems, the Construction Manager shall provide cost evaluations of those alternative materials and systems and may also provide its own suggestions.

§ 3.2.5 The Construction Manager shall expeditiously review design documents during their development and advise the Owner and Architect on proposed site use and improvements, selection of materials, and building systems and equipment. The Construction Manager shall also provide recommendations to the Owner and Architect on constructability, availability of materials and labor, sequencing for phased construction, time requirements for procurement, installation and construction, and factors related to construction cost including, but not limited to, costs of alternative designs or materials, preliminary budgets, life-cycle data, and possible cost reductions.

§ 3.2.6 The Construction Manager shall prepare and periodically update the Project schedule included in the Construction Management Plan for the Architect's review and the Owner's acceptance. The Construction Manager shall obtain the Architect's approval for the portion of the Project schedule relating to the performance of the Architect's services. The Project schedule shall coordinate and integrate the Construction Manager's services, the Architect's services, other Owner consultants' services, and the Owner's responsibilities and highlight items that could affect the Project's timely completion.

§ 3.2.7 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall prepare and update, at appropriate intervals agreed to by the Owner, Construction Manager and Architect, estimates of the Cost of the Work of increasing detail and refinement. The Construction Manager shall include appropriate contingencies for design, bidding or negotiating, price escalation, and market conditions in the estimates of the Cost of the Work. Such estimates shall be provided for the Architect's review and the Owner's approval. The Construction Manager shall advise the Owner and Architect if it appears that the Cost of the Work may exceed the Owner's budget and make recommendations for corrective action.

§ 3.2.8 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall consult with the Owner and Architect and make recommendations whenever the Construction Manager determines that design details adversely affect constructability, cost or schedules.

§ 3.2.9 The Construction Manager shall provide recommendations and information to the Owner and Architect regarding the assignment of responsibilities for temporary Project facilities and equipment, materials and services for common use of the Contractors. The Construction Manager shall verify that such requirements and assignment of responsibilities are included in the proposed Contract Documents.

§ 3.2.10 The Construction Manager shall provide recommendations and information to the Owner regarding the allocation of responsibilities for safety programs among the Contractors.

§ 3.2.11 The Construction Manager shall provide recommendations to the Owner on the division of the Project into individual Contracts for the construction of various categories of Work, including the method to be used for selecting Contractors and awarding Contracts. If multiple Contracts are to be awarded, the Construction Manager shall review the Drawings and Specifications and make recommendations as required to provide that (1) the Work of the Contractors is coordinated, (2) all requirements for the Project are assigned to the appropriate Contract, (3) the likelihood of jurisdictional disputes is minimized, and (4) proper coordination is provided for phased construction.

§ 3.2.12 The Construction Manager shall update the Project schedule to include the components of the Work, including phasing of construction, times of commencement and completion required of each Contractor, ordering and delivery of products, including those that must be ordered well in advance of construction, and the occupancy requirements of the Owner.

§ 3.2.13 The Construction Manager shall expedite and coordinate the ordering and delivery of materials, including those that must be ordered well in advance of construction.

§ 3.2.14 The Construction Manager shall assist the Owner in selecting, retaining and coordinating the professional services of surveyors, special consultants and testing laboratories required for the Project.

§ 3.2.15 The Construction Manager shall provide an analysis of the types and quantities of labor required for the Project and review the availability of appropriate categories of labor required for critical phases. The Construction Manager shall make recommendations for actions designed to minimize adverse effects of labor shortages.

§ 3.2.16 The Construction Manager shall assist the Owner in obtaining information regarding applicable requirements for equal employment opportunity programs, and other programs as may be required by governmental and for quasi governmental authorities for inclusion in the Contract Documents.

§ 3.2.17 Following the Owner's approval of the Drawings and Specifications, the Construction Manager shall update and submit the latest estimate of the Cost of the Work and the Project schedule for the Architect's review and the Owner's approval.

§ 3.2.18 The Construction Manager shall submit the list of prospective bidders for the Architect's review and the Owner's approval.

§ 3.2.19 The Construction Manager shall develop bidders' interest in the Project and establish bidding schedules. The Construction Manager, with the assistance of the Architect, shall issue bidding documents to bidders and conduct pre-bid conferences with prospective bidders. The Construction Manager shall issue the current Project schedule with each set of bidding documents. The Construction Manager shall assist the Architect with regard to questions from bidders and with the issuance of addenda.

§ 3.2.20 The Construction Manager shall receive bids, prepare bid analyses and make recommendations to the Owner for the Owner's award of Contracts or rejection of bids.

§ 3.2.21 The Construction Manager shall assist the Owner in preparing Construction Contracts and advise the Owner on the acceptability of Subcontractors and material suppliers proposed by Multiple Prime Contractors.

§ 3.2.22 The Construction Manager shall assist the Owner in obtaining building permits and special permits for permanent improvements, except for permits required to be obtained directly by the various Multiple Prime Contractors. The Construction Manager shall verify that the Owner has paid applicable fees and assessments. The Construction Manager shall assist the Owner and Architect in connection with the Owner's responsibility for filing documents required for the approvals of governmental authorities having jurisdiction over the Project.

§ 3.3 Construction Phase Administration of the Construction Contract

§ 3.3.1 Subject to Section 4.3, the Construction Manager's responsibility to provide Construction Phase Services commences with the award of the initial Contract for Construction and terminates on the date the Architect issues the final Certificate for Payment.

§ 3.3.2 The Construction Manager shall provide a staffing plan to include one or more representatives who shall be in attendance at the Project site whenever the Work is being performed.

§ 3.3.3 The Construction Manager shall provide on-site administration of the Contracts for Construction in cooperation with the Architect as set forth below and in AIA Document A232™-2009, General Conditions of the Contract for Construction, Construction Manager as Adviser Edition. If the Owner and Contractor modify AIA Document A232-2009, those modifications shall not affect the Construction Manager's services under this Agreement unless the Owner and the Construction Manager amend this Agreement.

§ 3.3.4 The Construction Manager shall provide administrative, management and related services to coordinate scheduled activities and responsibilities of the Multiple Prime Contractors with each other and with those of the Construction Manager, the Owner and the Architect. The Construction Manager shall coordinate the activities of the Multiple Prime Contractors in accordance with the latest approved Project schedule and the Contract Documents.

§ 3.3.5 Utilizing the construction schedules provided by the Multiple Prime Contractors, the Construction Manager shall update the Project schedule, incorporating the activities of the Owner, Architect, and Multiple Prime

Contractors on the Project, including activity sequences and durations, allocation of labor and materials, processing of Shop Drawings, Product Data and Samples, and delivery and procurement of products, including those that must be ordered well in advance of construction. The Project schedule shall include the Owner's occupancy requirements showing portions of the Project having occupancy priority. The Construction Manager shall update and reissue the Project schedule as required to show current conditions. If an update indicates that the previously approved Project schedule may not be met, the Construction Manager shall recommend corrective action, if any, to the Owner and Architect.

§ 3.3.6 The Construction Manager shall schedule and conduct meetings to discuss such matters as procedures, progress, coordination, and scheduling of the Work. The Construction Manager shall prepare and promptly distribute minutes to the Owner, Architect and Multiple Prime Contractors.

§ 3.3.7 Utilizing information from the Multiple Prime Contractors, the Construction Manager shall schedule and coordinate the sequence of construction and assignment of space in areas where the Multiple Prime Contractors are performing Work, in accordance with the Contract Documents and the latest approved Project schedule.

§ 3.3.8 The Construction Manager shall schedule all tests and inspections required by the Contract Documents or governmental authorities, and arrange for the delivery of test and inspection reports to the Owner and Architect.

§ 3.3.9 The Construction Manager shall endeavor to obtain satisfactory performance from each of the Multiple Prime Contractors. The Construction Manager shall recommend courses of action to the Owner when requirements of a Contract are not being fulfilled.

§ 3.3.10 The Construction Manager shall monitor and evaluate actual costs for activities in progress and estimates for uncompleted tasks and advise the Owner and Architect as to variances between actual and budgeted or estimated costs. If the Contractor is required to submit a Control Estimate, the Construction Manager shall meet with the Owner and Contractor to review the Control Estimate. The Construction Manager shall promptly notify the Contractor if there are any inconsistencies or inaccuracies in the information presented. The Construction Manager shall also report the Contractor's cost control information to the Owner.

§ 3.3.11 The Construction Manager shall develop cash flow reports and forecasts for the Project.

§ 3.3.12 The Construction Manager shall maintain accounting records on authorized Work performed under unit costs, additional Work performed on the basis of actual costs of labor and materials, and other Work requiring accounting records.

§ 3.3.12.1 The Construction Manager shall develop and implement procedures for the review and processing of Applications for Payment by Multiple Prime Contractors for progress and final payments.

§ 3.3.12.2 Not more frequently than monthly, the Construction Manager shall review and certify the amounts due the respective Contractors as follows:

- .1 Where there is only one Contractor responsible for performing the Work, the Construction Manager shall, within seven days after the Construction Manager receives the Contractor's Application for Payment, review the Application, certify the amount the Construction Manager determines is due the Contractor, and forward the Contractor's Application and Certificate for Payment to the Architect.
- .2 Where there are Multiple Prime Contractors responsible for performing different portions of the Project, the Construction Manager shall, within seven days after the Construction Manager receives each Contractor's Application for Payment: (1) review the Applications and certify the amount the Construction Manager determines is due each Contractor, (2) prepare a Summary of Contractors' Applications for Payment by summarizing information from each Contractor's Application for Payment, (3) prepare a Project Application and Certificate for Payment, (4) certify the total amount the Construction Manager determines is due all Multiple Prime Contractors collectively, and (5) forward the Summary of Contractors' Applications for Payment and Project Application and Certificate for Payment to the Architect.

§ 3.3.12.3 The Construction Manager's certification for payment shall constitute a representation to the Owner, based on the Construction Manager's evaluations of the Work and on the data comprising the Contractors' Applications

for Payment, that, to the best of the Construction Manager's knowledge, information and belief, the Work has progressed to the point indicated and the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to results of subsequent tests and inspections, to correction of minor deviations from the Contract Documents prior to completion and to specific qualifications expressed by the Construction Manager. The issuance of a Certificate for Payment shall further constitute a recommendation to the Architect and Owner that the Contractor be paid the amount certified.

§ 3.3.12.4 The certification of an Application for Payment or a Project Application for Payment by the Construction Manager shall not be a representation that the Construction Manager has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work; (2) reviewed construction means, methods, techniques, sequences for the Contractor's own Work, or procedures; (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by the Owner to substantiate the Contractor's right to payment; or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

§ 3.3.13 The Construction Manager shall review the safety programs developed by each of the Multiple Prime Contractors solely and exclusively for purposes of coordinating the safety programs with those of the other Contractors and for making recommendations to the Owner for any safety programs not included in the Work of the Multiple Prime Contractors. The Construction Manager's responsibilities for coordination of safety programs shall not extend to direct control over or charge of the acts or omissions of the Contractor, Multiple Prime Contractors, Subcontractors, agents or employees of the Contractors or Multiple Prime Contractors or Subcontractors, or any other persons performing portions of the Work and not directly employed by the Construction Manager.

§ 3.3.14 The Construction Manager shall determine in general that the Work of each Contractor is being performed in accordance with the requirements of the Contract Documents and notify the Owner, Contractor and Architect of defects and deficiencies in the Work. The Construction Manager shall have the authority to reject Work that does not conform to the Contract Documents and shall notify the Architect about the rejection. The failure of the Construction Manager to reject Work shall not constitute the acceptance of the Work. The Construction Manager shall record any rejection of Work in its daily log and include information regarding the rejected Work in its progress reports to the Architect and Owner pursuant to Section 3.3.20.1. Upon written authorization from the Owner, the Construction Manager may require and make arrangements for additional inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not such Work is fabricated, installed or completed, and the Construction Manager shall give timely notice to the Architect of when and where the tests and inspections are to be made so that the Architect may be present for such procedures.

§ 3.3.15 The Construction Manager shall advise and consult with the Owner and Architect during the performance of its Construction Phase Services. The Construction Manager shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Construction Manager shall not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work of each of the Contractors, since these are solely the Contractor's rights and responsibilities under the Contract Documents. The Construction Manager shall not be responsible for a Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Construction Manager shall be responsible for the Construction Manager's negligent acts or omissions, but shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor or Multiple Prime Contractors, Subcontractors, or their agents or employees, or any other persons or any other persons or entities performing portions of the Work.

§ 3.3.16 The Construction Manager shall transmit to the Architect requests for interpretations and requests for information of the meaning and intent of the Drawings and Specifications with its written recommendation, and assist in the resolution of questions that may arise.

§ 3.3.17 The Construction Manager shall review requests for changes, assist in negotiating Contractors' proposals, submit recommendations to the Architect and Owner, and, if they are accepted, prepare Change Orders and Construction Change Directives that incorporate the Architect's modifications to the Contract Documents.

§ 3.3.18 The Construction Manager shall assist the Initial Decision Maker in the review, evaluation and documentation of Claims, subject to Section 4.3.1.7.

§ 3.3.19 Utilizing the submittal schedules provided by each Contractor, the Construction Manager shall prepare, and revise as necessary, a Project submittal schedule incorporating information from the Owner, Owner's consultants, Owner's separate contractors and vendors, governmental agencies, and all other participants in the Project under the management of the Construction Manager. The Project submittal schedule and any revisions shall be submitted to the Architect for approval. The Construction Manager shall promptly review all Shop Drawings, Product Data, Samples and other submittals from the Multiple Prime Contractors for compliance with the submittal requirements of the Contract, coordinate submittals with information contained in related documents, and transmit to the Architect those that the Construction Manager recommends for approval. The Construction Manager's actions shall be taken in accordance with the Project submittal schedule approved by the Architect, or in the absence of an approved Project submittal schedule, with such reasonable promptness as to cause no delay in the Work or in the activities of the Contractor, other Multiple Prime Contractors, the Owner, or the Architect.

§ 3.3.20 The Construction Manager shall keep a daily log containing a record of weather, each Contractor's Work on the site, number of workers, identification of equipment, Work accomplished, problems encountered, and other similar relevant data as the Owner may require.

§ 3.3.20.1 The Construction Manager shall record the progress of the Project. On a monthly basis, or otherwise as agreed to by the Owner, the Construction Manager shall submit written progress reports to the Owner and Architect, showing percentages of completion and other information identified below:

- .1 Work completed for the period;
- .2 Project schedule status;
- .3 Submittal schedule and status report, including a summary of remaining and outstanding submittals;
- .4 Request for information, Change Order, and Construction Change Directive status reports;
- .5 Tests and inspection reports;
- .6 Status report of nonconforming and rejected Work;
- .7 Daily logs;
- .8 Summary of all Multiple Prime Contractors' Applications for Payment;
- .9 Cumulative total of the Cost of the Work to date including the Construction Manager's compensation and reimbursable expenses at the job site, if any;
- .10 Cash-flow and forecast reports; and
- .11 Any other items the Owner may require;

§ 3.3.20.2 In addition, for Projects constructed on the basis of the Cost of the Work, the Construction Manager shall include the following additional information in its progress reports:

- .1 Contractor's work force report;
- .2 Equipment utilization report;
- .3 Cost summary, comparing actual costs to updated cost estimates; and
- .4 Any other items as the Owner may require;

§ 3.3.21 Utilizing the documents provided by the Contractor, the Construction Manager shall maintain at the site one copy of all Contracts, Drawings, Specifications, addenda, Change Orders and other Modifications, in good order and marked currently to record all changes and selections made during construction, and in addition, approved Shop Drawings, Product Data, Samples and similar required submittals. The Construction Manager shall maintain records, in duplicate, of principal building layout lines, elevations of the bottom of footings, floor levels and key site elevations certified by a qualified surveyor or professional engineer. The Construction Manager shall make all such records available to the Architect and the Contractor, and upon completion of the Project, shall deliver them to the Owner.

§ 3.3.22 The Construction Manager shall arrange for the delivery, storage, protection and security of Owner-purchased materials, systems and equipment that are a part of the Project until such items are incorporated into the Work.

§ 3.3.23 With the Architect and the Owner’s maintenance personnel, the Construction Manager shall observe the Contractor’s or Multiple Prime Contractors’ final testing and start-up of utilities, operational systems and equipment and observe any commissioning as the Contract Documents may require.

§ 3.3.24 When the Construction Manager considers each Contractor’s Work or a designated portion thereof is substantially complete, the Construction Manager shall, jointly with the Contractor, prepare for the Architect a list of incomplete or unsatisfactory items and a schedule for their completion. The Construction Manager shall assist the Architect in conducting inspections to determine whether the Work or designated portion thereof is substantially complete.

§ 3.3.25 When the Work or designated portion thereof is substantially complete, the Construction Manager shall prepare, and the Construction Manager and Architect shall execute, a Certificate of Substantial Completion. The Construction Manager shall submit the executed Certificate to the Owner and Contractor. The Construction Manager shall coordinate the correction and completion of the Work. Following issuance of a Certificate of Substantial Completion of the Work or a designated portion thereof, the Construction Manager shall evaluate the completion of the Work of the Contractor or Multiple Prime Contractors and make recommendations to the Architect when Work is ready for final inspection. The Construction Manager shall assist the Architect in conducting final inspections.

§ 3.3.26 The Construction Manager shall forward to the Owner, with a copy to the Architect, the following information received from the Contractor or Multiple Prime Contractors: (1) certificates of insurance received from the Contractor or Multiple Prime Contractors; (2) consent of surety or sureties, if any, to reduction in or partial release of retainage or the making of final payment; (3) affidavits, receipts, releases and waivers of liens or bonds indemnifying the Owner against liens; and (4) any other documentation required of the Contractor under the Contract Documents, including warranties and similar submittals.

§ 3.3.27 The Construction Manager shall deliver all keys, manuals, record drawings and maintenance stocks to the Owner. The Construction Manager shall forward to the Architect a final Project Application for Payment and Project Certificate for Payment or final Application for Payment and final Certificate for Payment upon the Contractor’s compliance with the requirements of the Contract Documents.

§ 3.3.28 Duties, responsibilities and limitations of authority of the Construction Manager as set forth in the Contract Documents shall not be restricted, modified or extended without written consent of the Owner, Construction Manager, Architect, Contractor and Multiple Prime Contractors. Consent shall not be unreasonably withheld.

§ 3.3.29 Upon request of the Owner, and prior to the expiration of one year from the date of Substantial Completion, the Construction Manager shall, without additional compensation, conduct a meeting with the Owner to review the facility operations and performance.

ARTICLE 4 ADDITIONAL SERVICES

§ 4.1 Additional Services listed below are not included in Basic Services but may be required for the Project. The Construction Manager shall provide the listed Additional Services only if specifically designated in the table below as the Construction Manager’s responsibility, and the Owner shall compensate the Construction Manager as provided in Section 11.2.

(Designate the Additional Services the Construction Manager shall provide in the second column of the table below. In the third column indicate whether the service description is located in Section 4.2 or in an attached exhibit. If in an exhibit, identify the exhibit.)

Services	Responsibility (Construction Manager, Owner or Not Provided)	Location of Service Description (Section 4.2 below or in an exhibit attached to this document and identified below)
§ 4.1.1 Measured drawings	Not Provided	
§ 4.1.2 Architectural interior design (B252™-2007)	Not Provided	
§ 4.1.3 Tenant-related services	Not Provided	
§ 4.1.4 Commissioning (B211™-2007)	Owner	
§ 4.1.5 LEED® certification (B214™-2007)	Not Provided	

§ 4.1.6 Furniture, furnishings, and equipment design (B253™-2007)	Not Provided	

§ 4.2 Insert a description of each Additional Service designated in Section 4.1, if not further described in an exhibit attached to this document.

N/A

§ 4.3 Additional Services may be provided after execution of this Agreement, without invalidating this Agreement. Except for services required due to the fault of the Construction Manager, any Additional Services provided in accordance with this Section 4.3 shall entitle the Construction Manager to compensation pursuant to Section 11.3.

§ 4.3.1 Upon recognizing the need to perform the following Additional Services, the Construction Manager shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Construction Manager shall not proceed to provide the following services until the Construction Manager receives the Owner’s written authorization:

- .1 Services necessitated by a change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project including, but not limited to, size, quality, complexity, the Owner’s schedule or budget for Cost of the Work, or procurement or delivery method, or bid packages in addition to those listed in Section 1.1.6;
- .2 Services necessitated by the enactment or revision of codes, laws or regulations or official interpretations after the date of this Agreement;
- .3 Preparation of documentation for alternate bid or proposal requests proposed by the Owner;
- .4 Preparation for, and attendance at a dispute resolution proceeding or legal proceeding, except where the Construction Manager is party thereto;
- .5 Providing consultation concerning replacement of Work resulting from fire or other cause during construction and furnishing services required in connection with the replacement of such Work;
- .6 Assistance to the Initial Decision Maker, if other than the Architect; or
- .7 Service as the Initial Decision Maker.

§ 4.3.2 To avoid delay in the Construction Phase, the Construction Manager shall provide the following Additional Services, notify the Owner with reasonable promptness, and explain the facts and circumstances giving rise to the need. If the Owner subsequently determines that all or parts of those services are not required, the Owner shall give prompt written notice to the Construction Manager, and the Owner shall have no further obligation to compensate the Construction Manager for those services:

- .1 Services in evaluating an extensive number of Claims submitted by a Contractor or others in connection with the Work when the Architect is serving as the Initial Decision Maker.
- .2 To the extent the Construction Manager’s Basic Services are affected, providing Construction Phase Services 60 days after (1) the date of Substantial Completion of the Work or (2) the anticipated date of Substantial Completion, identified in Initial Information, whichever is earlier.
- .3 Services required in an emergency to coordinate the activities of a Contractor or Multiple Prime Contractors in the event of risk of personal injury or serious property damage, consistent with Section 3.3.13.

§ 4.3.3 If the services covered by this Agreement have not been completed within Twenty-six (26) months of the date of this Agreement, through no fault of the Construction Manager, extension of the Construction Manager’s services beyond that time shall be compensated as Additional Services.

ARTICLE 5 OWNER’S RESPONSIBILITIES

§ 5.1 Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including the Owner’s program, other objectives, schedule, constraints and criteria, special equipment, systems, and site requirements. Within 15 days after receipt of a written request from the Construction Manager, the Owner shall furnish the requested information as necessary and relevant for the Construction Manager to evaluate, give notice of, or enforce any lien rights, if any.

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§ 5.2 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1, (2) the Owner's other costs, and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Construction Manager and Architect. The Owner and the Architect, in consultation with the Construction Manager, shall thereafter agree to a corresponding change in the budget for the Cost of the Work or in the Project's scope and quality.

§ 5.3 The Owner acknowledges that accelerated, phased or fast-track scheduling provides a benefit, but also carries with it the risk of additional costs. If the Owner selects accelerated, phased or fast-track scheduling, the Owner agrees to include in the budget for the Project sufficient contingencies to cover such costs.

§ 5.4 The Owner shall retain an Architect to provide services, duties and responsibilities as described in AIA Document B132-2009, Standard Form of Agreement Between Owner and Architect, Construction Manager as Adviser Edition. The Owner shall provide the Construction Manager a copy of the executed agreement between the Owner and Architect, and any further modifications to the agreement.

§ 5.5 The Owner shall identify a representative authorized to act on the Owner's behalf with respect to the Project. The Owner shall render decisions pertaining to documents the Construction Manager submits in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Construction Manager's services.

§ 5.6 Unless provided by the Construction Manager, the Owner shall furnish surveys to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 5.7 Unless provided by the Construction Manager, the Owner shall furnish services of geotechnical engineers, which may include but are not limited to test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

§ 5.8 The Owner shall coordinate the services of its own consultants with those services provided by the Construction Manager. Upon the Construction Manager's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated in this Agreement, or authorize the Construction Manager to furnish them as an Additional Service, when the Construction Manager requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants maintain professional liability insurance and other liability insurance as appropriate to the services provided.

§ 5.9 The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 5.10 The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests except as otherwise provided in this Agreement or in an agreement between Owner and another party. Nothing herein shall be deemed to create an obligation on the part of the Owner to furnish legal counsel to the Construction Manager or any third party or reimburse Construction Manager or a third party for such fees or to indemnify the Construction Manager or any third party for their own wrongful or negligent acts or omissions.

§ 5.11 The Owner shall provide prompt written notice to the Construction Manager and Architect if the Owner becomes aware of any fault or defect in Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service or any fault or defect in the Construction Manager's services. The Owner's failure to give notice of faults or defects shall not relieve the Construction Manager from its obligations under this Agreement.

§ 5.12 The Owner reserves the right to perform construction and operations related to the Project with the Owner's own forces, and to award contracts in connection with the Project which are not part of the Construction Manager's responsibilities under this Agreement. The Construction Manager shall notify the Owner if any such independent action will interfere with the Construction Manager's ability to perform the Construction Manager's responsibilities under this Agreement. When performing construction or operations related to the Project, the Owner agrees to be subject to the same obligations and to have the same rights as the Contractors.

§ 5.13 Except as otherwise provided in this Agreement, or when direct communications have been specially authorized, the Owner shall endeavor to communicate with the Contractor and the Construction Manager's consultants through the Construction Manager about matters arising out of or relating to the Contract Documents. The Owner shall promptly notify the Construction Manager of any direct communications that may affect the Construction Manager's services.

§ 5.14 Before executing the Contract for Construction, the Owner shall coordinate the Construction Manager's duties and responsibilities set forth in the Contract for Construction with the Construction Manager's services set forth in this Agreement. The Owner shall provide the Construction Manager a copy of the executed agreements between the Owner and Contractors, including the General Conditions of the Contracts for Construction.

§ 5.15 The Owner shall provide the Construction Manager access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Construction Manager access to the Work wherever it is in preparation or progress.

ARTICLE 6 COST OF THE WORK

§ 6.1 For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct all elements of the Project designed or specified by the Architect and shall include the contractors' general conditions costs, overhead and profit. The Cost of the Work includes the compensation of the Construction Manager and Construction Manager's Consultants during the Construction Phase only, including compensation for reimbursable expenses at the job site, if any. The Cost of the Work does not include the compensation of the Architect, the costs of the land, rights-of-way, financing, or other costs that are the responsibility of the Owner.

§ 6.2 The Owner's budget for the Cost of the Work is provided in Initial Information, and may be adjusted throughout the Project as required under Sections 5.2 and 6.4. Evaluations of the Owner's budget, preliminary estimates for the Cost of the Work and detailed estimates of the Cost of the Work prepared by the Construction Manager represent the Construction Manager's judgment as a person or entity familiar with the construction industry. It is recognized, however, that neither the Construction Manager nor the Owner has control over the cost of labor, materials or equipment, over Contractors' methods of determining bid prices, or over competitive bidding, market or negotiating conditions. Accordingly, the Construction Manager cannot and does not warrant or represent that bids or negotiated prices will not vary from the budget proposed, established or approved by the Owner, or from any cost estimate or evaluation prepared by the Construction Manager.

§ 6.3 If the Architect is providing detailed cost estimating services as an Additional Service, and a discrepancy exists between the Construction Manager's cost estimates and the Architect's cost estimates, the Architect and the Construction Manager shall work cooperatively to conform the cost estimates to one another.

§ 6.4 If, prior to the conclusion of the Design Development Phase, the Construction Manager's estimate of the Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Construction Manager, in consultation with the Architect, shall make appropriate recommendations to the Owner to adjust the Project's size, quality or budget, and the Owner shall cooperate with the Construction Manager and Architect in making such adjustments.

§ 6.5 If the estimate of the Cost of the Work at the conclusion of the Design Development Phase exceeds the Owner's budget for the Cost of the Work, the Owner shall

- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 in consultation with the Construction Manager and Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or
- .3 implement any other mutually acceptable alternative.

ARTICLE 7 COPYRIGHTS AND LICENSES

The Construction Manager and the Construction Manager's consultants, if any, shall not own or claim a copyright in the Instruments of Service. The Construction Manager, the Construction Manager's consultants, if any, and the Owner warrant that in transmitting Instruments of Service, or any other information, the transmitting party is the copyright owner of such information or has permission from the copyright owner to transmit such information for its use on the Project. If the Owner and Construction Manager intend to transmit Instruments of Service or any other information or documentation in digital form, they shall endeavor to establish necessary protocols governing such transmissions.

ARTICLE 8 CLAIMS AND DISPUTES**§ 8.1 General**

§ 8.1.1 The Owner and Construction Manager shall commence all claims and causes of action, whether in contract, tort, or otherwise, against the other arising out of or related to this Agreement in accordance with the requirements of the method of binding dispute resolution selected in this Agreement within the period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Construction Manager waive all claims and causes of action not commenced in accordance with this Section 8.1.1.

§ 8.1.2 To the extent damages are covered by property insurance, the Owner and Construction Manager waive all rights against each other and against the contractors, consultants, agents and employees of the other for damages, except such rights as they may have to the proceeds of such insurance as set forth in AIA Document A232 – 2009, General Conditions of the Contract for Construction. The Owner or the Construction Manager, as appropriate, shall require of the contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties enumerated herein.

§ 8.1.3 The Construction Manager shall indemnify and hold the Owner and the Owner's officers and employees harmless from and against damages, losses and judgments arising from claims by third parties, including reasonable attorneys' fees and expenses recoverable under applicable law, but only to the extent they are caused by the negligent acts or omissions of the Construction Manager, its employees and its consultants in the performance of professional services under this Agreement.

§ 8.1.4 The Construction Manager and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination of this Agreement, except as specifically provided in Article 9.

§ 8.2 Dispute Resolution

§ 8.2.1 Claims, disputes or other matters in question between the parties to this Agreement arising out of or relating to this Agreement or breach thereof shall be subject to and decided by either district court action pursuant to the applicable court rules or arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association currently in effect unless the parties mutually agree otherwise.

§ 8.2.2 Demand for arbitration shall be filed in writing with the other party to this Agreement and with the American Arbitration Association. A demand for arbitration shall be made within a reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statute of limitations and in accordance with applicable court rules.

§ 8.2.3 The award rendered by the arbitrator or arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof. A decision rendered by a district court as a result of an action commenced in district court shall be subject to all applicable law and court rules regarding appeals from district court decisions.

(Paragraphs deleted)

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ARTICLE 9 TERMINATION OR SUSPENSION

§ 9.1 This Agreement may be terminated by either party upon not less than fifteen days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination. The Owner may terminate the Agreement for any reason other than the Construction Manager's failure to substantially perform, upon providing 30 days written notice to the Construction Manager of the Owner's intention to terminate the Construction Manager's services.

§ 9.2 If the Project is suspended by the Owner for more than 60 consecutive days, the Construction Manager shall be compensated for services performed prior to notice of such suspension, provided that the Construction Manager's services conform in all respects with the requirements of this Agreement and all applicable laws, codes, ordinances, rules and regulations. When the Project is resumed, The Construction Manager's compensation shall be equitably adjusted to provide for expenses incurred in the interruption and resumption of the Construction Manager's services, provided that the suspension was not caused by the Construction Manager, its consultants, agents or employees.

§ 9.3 This Agreement may be terminated by the Owner upon not less than seven days' written notice to the Construction Manager in the event that the Project is abandoned. If the Project is abandoned by the Owner for more than 90 consecutive days, the Construction Manager may terminate this Agreement by giving written notice.

§ 9.4 Failure of the Owner to make payments to the Construction Manager in accordance with this Agreement shall be considered substantial nonperformance and cause for termination when such failure is not due to the failure of the Construction Manager its consultants, agents or employees to substantially perform their obligations under this Agreement.

§ 9.5 When the Owner fails to make payment when due the Construction Manager for services and expenses, when such failure is not due to the failure of the Construction manager its consultants, agents or employees to substantially perform their obligations under this Agreement, the Construction Manager may, upon thirty (30) days written notice to the Owner, suspend performances of services under this Agreement. Unless payment in full is received by the Construction Manager within thirty (30) days of the date of the notice, the suspension shall take effect without further notice. In the event of a suspension of services, the Construction Manager shall have no liability to the Owner for delay or damage caused the Owner because of such suspension of services.

§ 9.6 In the event of termination not the fault of the Construction Manager, the Construction Manager shall be compensated for services performed prior to termination, together with reimbursable expenses then due, provided the Construction Manager's services conform in all respects with the requirements of this Agreement and all applicable laws, codes, ordinances, rules and regulations.

§ 9.7 Termination Expenses are in addition to compensation for the Construction Manager's services and include expenses directly attributable to termination for which the Construction Manager is not otherwise compensated, plus an amount for the Construction Manager's anticipated profit on the value of the services not performed by the Construction Manager, as set forth below.

§ 9.7.1 In the event of termination for the Owner's convenience prior to commencement of construction, the Construction Manager shall be entitled to receive payment for services performed, costs incurred by reason of such termination and reasonable overhead and profit on Preconstruction services not completed during the Preconstruction Phase.

§ 9.7.2 In the event of termination for the Owner's convenience after commencement of construction, the Construction Manager shall be entitled to receive payment for services performed and costs incurred by reason of such termination, along with reasonable overhead and profit on services not completed during the Construction Phase.

ARTICLE 10 MISCELLANEOUS PROVISIONS

§ 10.1 This Agreement shall be governed by the law of the place where the Project is located, except that if the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 8.3.

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§ 10.2 Terms in this Agreement shall have the same meaning as those in AIA Document A232-2009, General Conditions of the Contract for Construction, except for purposes of this Agreement, the term "Work" shall include the work of all Contractors under the administration of the Construction Manager.

§ 10.3 The Owner and Construction Manager, respectively, bind themselves, their agents, successors, assigns and legal representatives to this Agreement. Neither the Owner nor the Construction Manager shall assign this Agreement without the written consent of the other, except that the Owner may assign this Agreement to a lender providing financing for the Project if the lender agrees to assume the Owner's rights and obligations under this Agreement. The Construction Manager shall not assign this Agreement or any of the rights, duties or payments arising under this Agreement to any third party without the written consent of the Owner. Pursuant to Minnesota Statute 471.425, subd. 4a, if the Construction Manager assigns any of the duties of this Agreement the Construction Manager is required to pay the assigned contractor within ten days of the Construction Manager's receipt of payment from the Owner for undisputed services provided by the assigned contractor. The Construction Manager must pay interest of 1½ percent per month or any part of a month to the assigned contractor on any undisputed amount not paid on time to the assigned contractor. The minimum monthly interest penalty payment for an unpaid balance of \$100 or more is \$10. For an unpaid balance of less than \$100, the Construction Manager shall pay the actual penalty due to the assigned contractor. An assigned contractor, who prevails in a civil action to collect interest penalties from the Construction Manager, must be awarded its costs and disbursements, including attorney's fees, incurred in bringing the action.

§ 10.4 If the Owner requests the Construction Manager to execute certificates, the proposed language of such certificates shall be submitted to the Construction Manager for review at least 14 days prior to the requested dates of execution. If the Owner requests the Construction Manager to execute consents reasonably required to facilitate assignment to a lender, the Construction Manager shall execute all such consents that are consistent with this Agreement, provided the proposed consent is submitted to the Construction Manager for review at least 14 days prior to execution. The Construction Manager shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of this Agreement.

§ 10.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Construction Manager.

§ 10.6 Unless otherwise required in this Agreement, the Construction Manager shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

§ 10.7 The Construction Manager shall have the right to include photographic or artistic representations of the design of the Project among the Construction Manager's promotional and professional materials. The Construction Manager shall be given reasonable access to the completed Project to make such representations. However, the Construction Manager's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Construction Manager in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Construction Manager in the Owner's promotional materials for the Project.

§ 10.8 If the Construction Manager or Owner receives information specifically designated by the other party as "confidential" or "business proprietary," the receiving party shall keep such information strictly confidential and shall not disclose it to any other person except to (1) its employees, (2) those who need to know the content of such information in order to perform services or construction solely and exclusively for the Project, or (3) its consultants and contractors whose contracts include similar restrictions on the use of confidential information or (4) as otherwise required by the Minnesota Government Data Practices Act, or (5) as required by a court of competent jurisdiction.

ARTICLE 11 COMPENSATION

§ 11.1 For the Construction Manager's Basic Services described under Article 3, the Owner shall compensate the Construction Manager as follows:

A stipulated sum of \$18,000 for Pre-Referendum Services based on a 0.06 % fee on a \$29,345,000.00 Project Budget. The compensation will be paid in five (5) equal monthly installments commencing on October 15, 2013. A

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stipulated sum of \$367,000 for Pre-Construction, Construction and Post-Construction Services based on a 1.25% fee on a \$29,345,000.00 Project Budget. The compensation will be paid to the Construction Manager in twenty-one (21) equal monthly installments commencing in mid-March 2015 and ending no later than December 31, 2015. The compensation for basic service staff excludes staff identified in Section 11.6.1.12.

§ 11.1.1 For Preconstruction Phase Services in Section 3.2:
 (Paragraph deleted)
 N/A

§ 11.1.2 For Construction Phase Services in Section 3.3:
 (Insert amount of, or basis for, compensation, including stipulated sums, multiples or percentages.)

N/A

§ 11.2 For Additional Services designated in Section 4.1, the Owner shall compensate the Construction Manager as follows:

N/A

§ 11.3 For Additional Services that may arise during the course of the Project, including those under Section 4.3, the Owner shall compensate the Construction Manager as follows:

Compensation for additional services provided by the Construction Managers shall be in accordance with the hourly rates identified in Section 11.5 plus reimbursable expenses identified in Sections 11.6, 11.6.1, and 11.6.2

§ 11.4 Compensation for Additional Services of the Construction Manager's consultants when not included in Sections 11.2 or 11.3, shall be the amount invoiced to the Construction Manager plus Five percent (5 %), or as otherwise stated below:

§ 11.5 The hourly billing rates for services of the Construction Manager and the Construction Manager's consultants, if any, are set forth below. The rates shall be adjusted in accordance with the Construction Manager's and Construction Manager's consultants' normal review practices.

(Paragraphs deleted)

Hourly billing rates shall not be increased by more than 5% per year commencing January 1, 2014.

(Row deleted)

Category	2014 RATE)
Principal-In-Charge	\$135.00/Hour
Project Executive	\$120.00/Hour
Project Manager	\$110.00/Hour
MEP Coordinator	\$110.00/Hour
Estimating	\$100.00/Hour
Safety Coordinator	\$100.00/Hour
Project Superintendent	\$ 95.00/Hour
Scheduling	\$ 80.00/Hour
Project Assistant/Coordinator	\$ 65.00/Hour
Accounting/Administrative/Clerical Personnel	\$ 45.00/Hour

§ 11.6 Compensation for Reimbursable Expenses

§ 11.6.1 Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the Construction Manager and the Construction Manager's consultants directly related to the Project, as follows:

- .1 Transportation and authorized out-of-town travel and subsistence;
- .2 Long distance services, dedicated data and communication services, teleconferences, Project Web sites, and extranets;
- .3 Fees paid for securing approval of authorities having jurisdiction over the Project;
- .4 Printing, reproductions, plots, standard form documents;
- .5 Postage, handling and delivery;
- .6 Expense of overtime work requiring higher than regular rates, if authorized in advance by the Owner;
- .7 Professional photography, and presentation materials requested by the Owner;

- .8 Construction Manager’s consultant’s expense of professional liability insurance dedicated exclusively to this Project, or the expense of additional insurance coverage or limits if the Owner requests such insurance in excess of that normally carried by the Construction Manager’s consultants;
- .9 All taxes levied on professional services and on reimbursable expenses;
- .10 Site office expenses; and
- .11 Other similar Project-related expenditures.
- .12 Project Superintendent, Project Assistant/Coordinator and Safety Coordinator.

§ 11.6.2 For Reimbursable Expenses the compensation shall be the expenses incurred by the Construction Manager and the Construction Manager’s consultants plus Six percent (6 %) of the expenses incurred (excludes Project Superintendent, Project Assistant/Coordinator, and Safety Coordinator. The monthly reimbursable expense for specific identified items as follows:

.1	Project Superintendent Truck and Tools	\$1,300.00/Monthly
.2	Job Site Trailer	\$1,170.00/Monthly
.3	On-Site Office Supplies, Phone, and Computer	\$ 900.00/Monthly
.4	Travel and Expense	\$ 315.00/Monthly

§ 11.7 Payments to the Construction Manager

§ 11.7.1 An initial payment of Zero (\$ 0) shall be made upon execution of this Agreement and is the minimum payment under this Agreement. It shall be credited to the Owner’s account in the final invoice.

§ 11.7.2 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed. Payments are due and payable upon presentation of the Construction Manager’s invoice. Amounts unpaid Thirty (30) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Construction Manager.
(Insert rate of monthly or annual interest agreed upon.)

§ 11.7.3 The Owner shall not withhold amounts from the Construction Manager’s compensation to impose a penalty or liquidated damages on the Construction Manager, or to offset sums requested by or paid to Contractors for the cost of changes in the Work unless the Construction Manager agrees or has been found liable for the amounts in a binding dispute resolution proceeding.

§ 11.7.4 Records of Reimbursable Expenses, expenses pertaining to Additional Services, and services performed on the basis of hourly rates shall be available to the Owner at mutually convenient times.

ARTICLE 12 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Agreement are as follows:

N/A

ARTICLE 13 SCOPE OF THE AGREEMENT

§ 13.1 This Agreement represents the entire and integrated agreement between the Owner and the Construction Manager and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Construction Manager.

§ 13.2 This Agreement is comprised of the following documents listed below:

- .1 AIA Document C132™–2009, Standard Form Agreement Between Owner and Construction Manager as Adviser
- .2 AIA Document E201™–2007, Digital Data Protocol Exhibit, if completed, or the following:

N/A

- .3 AIA Document E202™–2008, Building Information Modeling Protocol Exhibit, if completed, or the following:

| N/A

.4 Other documents:
(List other documents, if any, including additional scopes of service forming part of the Agreement.)

| N/A

This Agreement is entered into as of the day and year first written above.

OWNER *(Signature)*

CONSTRUCTION MANAGER *(Signature)*

| Deb Pauly, School Board Chair
(Printed name and title)

Steve Kilmer, Vice President/COO
(Printed name and title)

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2014-15 Budget Timeline

August, 2013	Finance Committee Meeting reviews Budget Planning Timeline
October, 2013	Full Board reviews and establishes 2014-2015 Budget Planning Timeline.
October-November, 2013	Finance Committee meets with Auditor to discuss report
October-November, 2013	Board reviews actual June 30, 2013 General Fund balance of District/Full Auditor report.
November-December, 2013	MS and HS Course Registration Guidelines for FY 14 built
December, 2013	Board establishes general fund budget adjustments for FY 14
January, 2014	Administrative team prepares Budget Plan for 2014-2015
January, 2014	Finance Director and Superintendent present Budget Plan to Finance Committee
January, 2014	Superintendent and Finance Director hold employee meetings to share Budget information with staff and to receive input from staff on Budget Process
January-February, 2014	Citizens, students, parents, and staff submit ideas to be considered for budget adjustments for 2014-2015 (Online submission via website)
January-February, 2014	2014-2015 Student Registration and Master Student Schedules are Created
January-February, 2014	2014 Summer Building and Grounds Projects Identified and planned
March, 2014	Superintendent and Finance Director present Budget Plan to Finance Committee and Full School Board
End of March, 2014	School Board conducts a public hearing on the 2014-2015 Budget Plan.
April, 2014	Finance Committee Meeting
April, 2014	Employee Notices Given and Acted on Preliminarily by Board at Regular Board Meeting
April, 2014	School Board acts upon 2014-2015 Budget Plan

End of April, 2014	School Board and Administrative Team finalize program and/or staffing adjustments for 2014-2015
May, 2014	Administration prepares the 2014-2015 Budget
June 30, 2014	Last Day for Employee Notices to be finalized by Board
June, 2014	Finance Committee Meeting to review 2014-2015 Budget
June, 2014	School Board adopts the 2014-2015 Budget.

- Note: In addition to this formal budget timeline, regular monthly meetings of the finance committee will be held to review the budget, and discuss significant purchases or initiative costs.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: 2013

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

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 9 in the 2012-2013 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. 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 learners” or “EL” 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. TEST ADMINISTRATOR

The Director of Curriculum and Assessment shall be named the school district test administrator. 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

- A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:
 - 1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English learners or the GRAD equivalent of those assessments for students designated as English learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

- v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
- b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
 - c. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.A.1. are eligible to receive a high school diploma if they:
 - i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
 - ii. participate in district-prescribed academic remediation in mathematics; and
 - iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.
- 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. a nationally recognized armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

- B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:
1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English learners or the GRAD equivalent of those assessments for students designated as English learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
 - b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

- iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
 - 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test;
 - 4. the ACT assessment for college admission;
 - 5. a nationally recognized armed services vocational aptitude test; or
 - 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.
- C. 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:
- 1. demonstrate understanding of required academic standards on a nationally normed college entrance exam;
 - 2. 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:
 - a. 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
 - b. 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
 - 3. 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.

4. 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.
 5. 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.
 6. 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.
- D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota comprehensive assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading, mathematics, and writing by taking:
1. the GRAD in reading, mathematics, or writing Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English learners or the GRAD equivalent of those assessments for students designated as English learners;

- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
- b. for writing:
- i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test, a nationally recognized armed services vocation aptitude test; or
 - 4. the ACT assessment for college admission.

VI. GRADUATION CREDIT REQUIREMENTS

- A.** Students beginning 9th grade in the 2010-11 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation.
- 1. Four credits of language arts;
 - 2. Three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard;

3. Three credits of science, including at least (a) one credit in biology, (b) one credit of physical science and (c) one science elective;
 4. Three and one half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics;
 5. One credit of physical education and one half credit of health;
 6. One half credit of computer applications;
 7. One credit of fine arts;
 8. A minimum of six and one half elective credits.
- B. Students beginning 9th grade in the 2011-2012 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:
1. Four credits of language arts;
 2. Three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard;
 3. Three credits of science, including at least one credit in biology, one credit of chemistry or physics, and one elective credit of science.
 4. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics;
 5. One credit of physical education and one half credit of health;
 6. One half credit of computer applications;
 7. One credit in the arts; and
 8. A minimum of six and one half elective credits.
 9. Credit equivalencies
 - a. A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district.
 - b. A career and technical education credit may fulfill an arts credit requirement under Section VI.B.7.
- C. Students beginning 9th grade in the 2012-2013 school year and later must

successfully complete the following high school level credits for graduation:

1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Three credits of science, including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy:
 - a. all of the academic standards in either chemistry or physics and
 - b. all other academic standards in science;
5. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. One credit of physical education and one half credit health;
7. One half credit of computer applications;
8. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and
9. A minimum of seven elective credits.
10. Credit equivalencies
 - a. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies under Section VI.C.5. if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit requirement other than the specified science credit under Section VI.C.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section VI.C.4. if:

- i. the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and
 - ii. the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section VI.C.4.
- c. A career and technical education credit may fulfill an arts credit requirement under Section VI.C.8.
 - d. An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section VI.C.10.b.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards on a nationally normed college entrance exam:
 - 1. School District Standards, Health and Physical Education (K-12);
 - 2. School District Standards, Vocational and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and vocational and technical education will be reviewed on an annual basis.*

* 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, 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, Arts K-12.

- D. 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.128 (Educational Planning and Assessment System (EPAS) Program)
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)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. ~~2012~~ 2013

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

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 9 in the 2012-2013 school year and earlier must satisfactorily complete, as determined by the school district, all ~~course~~ credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. 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.

~~A B.~~ "~~Course-credit~~ Credit" is equivalent to 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 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.

~~C D.~~ "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

~~D 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.

~~E.F.~~ “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. TEST ADMINISTRATOR

(Position Title) shall be named the school district test administrator. 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

~~A. For students enrolled in grade 8 before the 2005-2006 school year, only Minnesota basic skills tests in reading, mathematics, and writing shall fulfill students’ basic skills testing requirements for a passing state notation. The passing scores of basic skills tests in reading and mathematics are the equivalent of 75 percent correct for students entering grade 9 as based on the first uniform test administered in February 1998. Students who have not successfully passed a basic skills test by the end of the 2011-2012 school year must pass the GRAD as set forth in Section V.B. or V.C., except that, for the 2012-2013 and 2013-2014 school years only, these students must satisfy the state’s graduation test requirement for math by complying with Sections V.C.1. and V.C.3.~~

A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:

1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

- iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and
- b. for writing:
- i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- c. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.A.1. are eligible to receive a high school diploma if they:
- i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;
 - ii. participate in district-prescribed academic remediation in mathematics; and
 - iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.

2. the WorkKeys job skills assessment;
3. the Compass college placement test;
4. the ACT assessment for college admission;
5. a nationally recognized armed services vocational aptitude test; or
6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:

1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:
 - a. for reading and mathematics:
 - i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
 - iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
 - v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

- b. for writing:
 - i. achieving a passing score on the GRAD;
 - ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- 2. the WorkKeys job skills assessment;
- 3. the Compass college placement test;
- 4. the ACT assessment for college admission;
- 5. a nationally recognized armed services vocational aptitude test; or
- 6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

B C. For students enrolled in grade 8 in the ~~2005-2006~~ 2012-2013 school year and later, ~~only the following options shall fulfill~~ students' state graduation test requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- 1. ~~For reading and mathematics:~~
 - a. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~
 - b. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the~~

~~GRAD equivalent of those assessments for students designated as English language learners;~~

- ~~e. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~
- ~~d. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~
- ~~e. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~2. For writing:~~

- ~~a. achieving a passing score on the GRAD;~~
- ~~b. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~
- ~~e. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~
- ~~d. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~C. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.B. above are eligible to receive a high school diploma if they:~~

- ~~1. Complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~
- ~~2. Participate in district-prescribed academic remediation in mathematics; and~~
- ~~3. Fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~

~~*[Note: Section V.C. applies to the 2009-2010 through 2013-2014 school years only.]*~~

1. demonstrate understanding of required academic standards on a nationally normed college entrance exam;
2. 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:
 - a. 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
 - b. 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
3. 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.
4. 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.
5. 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.
6. 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.

D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota comprehensive assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading, mathematics, and writing by taking:

1. the GRAD in reading, mathematics, or writing Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

- ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
 - iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
 - iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.
- 2. the WorkKeys job skills assessment;
 - 3. the Compass college placement test, a nationally recognized armed services vocation aptitude test; or
 - 4. the ACT assessment for college admission.

VI. GRADUATION CREDIT REQUIREMENTS

D A. Students beginning 9th grade in the 2011-2012 school year and later must successfully complete, as determined by the school district, the following high school level ~~course~~ credits for graduation:

- 1. Four credits of language arts;
- 2. Three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard. ~~Beginning in the 2010-2011 school year, students must satisfactorily complete an algebra I credit by the end of eighth grade. Students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete an algebra II credit or its equivalent;~~
- 3. Three credits of science, including at least: (a) one credit in biology; (b) one chemistry or physics credit or a career and technical education credit that meets standards underlying the chemistry, physics, or biology credit or a combination of those standards approved by the school district; and (c) meeting biology standards under Section ~~V.D.3.(b)~~ VI.A.3.(b) does not meet the biology requirement under Section ~~V.D.3.(a)~~ VI.A.3.(a);
- 4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;

5. One credit in the arts; and
6. A minimum of seven elective ~~course~~ credits.

7. Credit equivalencies

- a. A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district.
- 7 b. An agriculture science ~~course~~ credit may fulfill a credit requirement other than the specified science credit in biology under Section ~~V.D.3.~~ VI.A.3 above.
- 8 c. A career and technical education ~~course~~ credit may fulfill a mathematics or arts credit requirement or a science requirement other than the specified science credit in biology under Section ~~V.D.2., V.D.3., or V.D.5.~~ VI.A.2., VI.A.3., or VI.A.5 above.

B. Students beginning 9th grade in the 2013-2014 school year and later must successfully complete the following high school level credits for graduation:

1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;
2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Three credits of science, including at least one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy:
 - a. all of the academic standards in either chemistry or physics and
 - b. all other academic standards in science;
5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and

7. A minimum of seven elective credits.
8. Credit equivalencies
 - a. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies under Section VI.B.5. if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit requirement other than the specified science credit under Section VI.B.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section VI.B.4. if:
 - i. the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and
 - ii. the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section VI.B.4.
 - c. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section VI.B.2. or Section VI.B.6.
 - d. An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section VI.B.8.b.

VII. GRADUATION STANDARDS REQUIREMENTS

- ~~E A.~~ All students must satisfactorily complete the following required and elective standards, in accordance with the standards adopted by the school district demonstrate their understanding of the following academic standards on a nationally normed college entrance exam:
1. School District Standards, Health and Physical Education (K-12);
 2. School District Standards, Vocational and Technical Education (K-12);
and

3. School District Standards, World Languages (K-12).

~~F B.~~ Academic standards in health, world languages, and vocational and technical education will be reviewed on an annual basis.*

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

~~G 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, 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, Arts K-12;

~~*[Note: Beginning in the 2010-2011 school year, students will be required to satisfactorily complete revised Minnesota Academic Standards and high school graduation requirements in the arts. Beginning in the 2012-2013 school year, students will be required to satisfactorily complete revised Minnesota Academic Standards and high school graduation requirements in language arts and physical education. Beginning in the 2013-2014 school year, students will be required to satisfactorily complete revised Minnesota Academic Standards and high school graduation requirements in social studies.]*~~

~~or~~

1. ~~Minnesota Academic Standards, Social Studies K-12, or have met the requirements of an IEP, a Section 504 accommodation plan, or alternative learning center;~~
2. ~~Minnesota Academic Standards, Arts K-12, or have met the requirements of an IEP, a Section 504 accommodation plan, or alternative learning center; and~~
3. ~~Alternative standards established in the student's IEP in the academic areas of language arts, mathematics and science.~~

~~*[Note: In place of the Minnesota Academic Standards, Arts K-12, the school district may substitute its own locally developed academic standards.]*~~

- D. 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.

VI. STUDENTS IN UNIQUE SITUATIONS

~~In order to graduate from the school district, all students must fulfill the graduation test requirements in reading, mathematics, and writing established by Minn. Stat. §§ 120B.02 and 120B.30 as set forth in Sections V.A., V.B., and V.C. above, with the following exceptions:~~

- ~~A. ELL students are required to pass the GRAD only if they have been enrolled in any Minnesota school for at least four consecutive years. An ELL student who first enrolls in a Minnesota school in grade 9 or above and who completes the coursework and any other state and district requirements to graduate within a four year period is not required to pass the GRAD;~~
- ~~B. Shared time students are not required to pass the GRAD unless they intend to graduate from the school district.~~
- ~~C. Students who have transferred from another state will not be required to pass the GRAD if they passed graduation examinations in other states with examinations acceptable to MDE.~~
- ~~D. Students with IEPs or 504 accommodation plans will be tested and required to pass the GRAD as specified in the students' IEPs or 504 accommodation plans.~~

VII. 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.

VIII. NOTICE

~~Within 30 working days of a student's entry into grade 9 or transfer into the district during or after grade 9, the school district will notify students and their parents of the school district's graduation requirements and the grade in which the student will have the~~

~~first opportunity to take a GRAD. The school district also will provide written notice of the GRAD results to parents and the student no later than 60 days after the school district receives the results and will provide written notice of the basic requirements test results no later than 90 days after the school district receives the results. The school district also will provide notice of remediation and/or additional testing opportunities and/or accommodations.~~

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.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
Minn. Rules Parts 3501.~~0505~~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)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October 2013

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, reporting, documentation, notification to students and parents, and student record keeping in accordance with Minnesota law.

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic requirements test administration plan. The school district test administrator shall file the plan with the Minnesota Department of Education (MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;
- E. The process for appealing the school district's response to requests in item D.; and
- F. The method to report breaches in test security procedures to the school district and MDE.

IV. TEST SECURITY

- A. Security Requirements.

1. When administering tests for the basic requirements, the school district shall observe the following test security measures in addition to any requirements imposed by MDE:
 - a. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;
 - b. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34; and
 - c. No copies of test booklets or answer sheets shall be made.
2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:
 - a. All test materials must be secured, either physically or electronically, before and after the test administration;
 - b. All testing materials are nonpublic data under Minn. Stat. § 13.34; and
 - c. A student is required to present valid photo identification before being admitted to the testing site if:
 - (1) the student is not enrolled in the testing district; or
 - (2) the student is unknown to the test proctor.
3. The school district must report any known violations of test security to MDE which must accept reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

V. SCHOOL DISTRICT REPORTING TO MDE AND THE PUBLIC

- A. The school district shall report the information specified below to MDE annually by October 15 in a format to be determined by MDE.
- B. The school district shall prepare and disseminate annually by October 15 a public

report of the information specified below through the official newspaper or through publications sent to all households in the school district.

- C. The reports required above shall include:
1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
 2. The number of students at each grade level 9 through 12 passing each basic requirement at the state standard level;
 3. The number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP or a Section 504 accommodation plan;
 4. The number of students at each grade level 9 through 12 passing tests in each basic requirement with tests that have been translated into a language other than English;
 5. The number of students at each grade level 9 through 12 exempt from testing in each basic requirement; and
 6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation that:

- A. Required notifications to parents and students meet the requirements of Minn. Rules Parts 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minn. Rules Parts 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Parts 3501.0150 and 3501.1150;
- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090, 3501.0100, and 3501.1180;

- F. The school district’s curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with Minn. Rules Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minn. Rules Parts 3501.0110 and 3501.1110;
- H. The basic requirements test administration plan complies with Minn. Rules Part 3501.0140, subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies with Minn. Rules Parts 3501.0090 and 3501.1190;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Parts 3501.0090, subpart 2, item C, and 3501.1190; and
- K. The school district’s process for testing considerations for limited English proficiency students complies with Minn. Rules Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

- A. Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.
- B. Notice of Graduation Requirements.
 - 1. No later than thirty (30) working days after the date of the entrance into grade 9 or transfer of a student into the school district during or after grade 9, the school district shall provide to the parents and the student written notice of:
 - a. The graduation requirements; and
 - b. The grade in which the student shall have the first opportunity to take a test in a basic requirement.
 - 2. The school district shall provide parents and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school district shall provide written notice to parents and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

- C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parents and the student of:
1. Basic requirements test results; and
 2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:
 - a. The process by which a parent or student can request additional testing and testing accommodations after April 1; and
 - b. The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.
- D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by MDE, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal MDE's proposal.

VIII. STUDENT RECORD KEEPING

- A. Test Results. The school district shall keep a record on each student that includes:
1. The basic requirements tests taken;
 2. The results of the most recent basic requirements tests given;
 3. The GRADs taken; and
 4. The results of the most recent GRAD given.
- B. Student Progress. Individual student progress shall be reported on a student record as described below.
1. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
 2. "Pass-individual level" shall be noted on the record of a student who passes a basic requirement test with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.0090.

3. “Pass-translation” shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
4. “Exempt” shall be noted on the record of a student who has been exempted from a basic requirement test.
5. “Pass” or “p” must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
6. “Pass” or “p” must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an accommodation or a modification or who pass an alternate assessment must not differ from the records of students passing the test under standard conditions.

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)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2009

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

[Note: ~~The provisions of this policy substantially reflect statutory requirements. With the repeal of the graduation-required assessment for diploma (GRAD), school districts no longer are required to comply with any of the provisions of this policy.]~~

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, reporting, documentation, notification to students and parents, and student record keeping in accordance with Minnesota law.

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic requirements test administration plan. The school district test administrator shall file the plan with the Minnesota Department of Education (MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;
- E. The process for appealing the school district's response to requests in item D.; and
- F. The method to report breaches in test security procedures to the school district and MDE.

IV. TEST SECURITY

A. Security Requirements.

1. When administering tests for the basic requirements, the school district shall observe the following test security measures in addition to any requirements imposed by MDE:
 - a. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;
 - b. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34; and
 - c. No copies of test booklets or answer sheets shall be made.
2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:
 - a. All test materials must be secured, either physically or electronically, before and after the test administration;
 - b. All testing materials are nonpublic data under Minn. Stat. § 13.34; and
 - c. A student is required to present valid photo identification before being admitted to the testing site if:
 - (1) the student is not enrolled in the testing district; or
 - (2) the student is unknown to the test proctor.
3. The school district must report any known violations of test security to MDE which must accept reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

V. SCHOOL DISTRICT REPORTING TO MDE AND THE PUBLIC

- A. The school district shall report the information specified below to MDE annually

by October 15 in a format to be determined by MDE.

- B. The school district shall prepare and disseminate annually by October 15 a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.
- C. The reports required above shall include:
 - 1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
 - 2. The number of students at each grade level 9 through 12 passing each basic requirement at the state standard level;
 - 3. The number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP or a Section 504 accommodation plan;
 - 4. The number of students at each grade level 9 through 12 passing tests in each basic requirement with tests that have been translated into a language other than English;
 - 5. The number of students at each grade level 9 through 12 exempt from testing in each basic requirement; and
 - 6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation that:

- A. Required notifications to parents and students meet the requirements of Minn. Rules Parts 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minn. Rules Parts 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Parts 3501.0150 and 3501.1150;

- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090, 3501.0100, and 3501.1180;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with Minn. Rules Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minn. Rules Parts 3501.0110 and 3501.1110;
- H. The basic requirements test administration plan complies with Minn. Rules Part 3501.0140, subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies with Minn. Rules Parts 3501.0090 and 3501.1190;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Parts 3501.0090, subpart 2, item C, and 3501.1190; and
- K. The school district's process for testing considerations for limited English proficiency students complies with Minn. Rules Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

- A. Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.
- B. Notice of Graduation Requirements.
 - 1. No later than thirty (30) working days after the date of the entrance into grade 9 or transfer of a student into the school district during or after grade 9, the school district shall provide to the parents and the student written notice of:
 - a. The graduation requirements; and
 - b. The grade in which the student shall have the first opportunity to take a test in a basic requirement.
 - 2. The school district shall provide parents and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school district shall provide written notice to parents and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test

results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

- C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parents and the student of:
1. Basic requirements test results; and
 2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:
 - a. The process by which a parent or student can request additional testing and testing accommodations after April 1; and
 - b. The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.
- D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by MDE, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal MDE's proposal.

VIII. STUDENT RECORD KEEPING

- A. Test Results. The school district shall keep a record on each student that includes:
1. The basic requirements tests taken;
 2. The results of the most recent basic requirements tests given;
 3. The GRADs taken; and
 4. The results of the most recent GRAD given.
- B. Student Progress. Individual student progress shall be reported on a student record as described below.
1. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
 2. "Pass-individual level" shall be noted on the record of a student who

passes a basic requirement test with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.0090.

3. “Pass-translation” shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
4. “Exempt” shall be noted on the record of a student who has been exempted from a basic requirement test.
5. “Pass” or “p” must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
6. “Pass” or “p” must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an accommodation or a modification or who pass an alternate assessment must not differ from the records of students passing the test under standard conditions.

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.~~05050640~~-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 \(Academic Standards for Social Studies\)](#)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY 616**

Adopted: September 12, 2007

Revised: October, 2013

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind 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 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 No Child Left Behind 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 Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Curriculum Review 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.

Jordan Public Schools
Curriculum Review Process and Cycle

Process:

Year One (Review and Analysis)	Year Two (Development and Selection)	Year Three (Implementation)
Task: Form curriculum committee Who: Curriculum Director/ Administrators	Task: Develop standards based curriculum map Who: Curriculum Director/ Committee	Task: Professional Development on new curriculum Who: Curriculum Director/Faculty
Task: Review current practice and data Who: Curriculum Director/ Committee	Task: Select curriculum Who: Curriculum Committee	Task: Implement new curriculum Who: Faculty
Task: Review standards/best practice research Who: Curriculum Director/ Committee	Task: Report to Board on Result Who: Curriculum Director/Comm	Task: Review and evaluate implementation Who: Curriculum Director/ Committee

Cycle:

School Year	Review/Analysis	Development/Selection	Implementation
2010-2011	Science	Math	
2011-2012	Reading and Language Arts Foreign Language	Science	Math
2012-2013	Social Studies Career/Tech Education	Reading and Language Arts Foreign Language	Science
2013-2014	Art Music Phy Ed and Health	Social Studies Career/Tech Education	Reading and Language Arts Foreign Language
2014-2015	Math	Art Music Phy Ed and Health	Social Studies Career/Tech Education

The Curriculum Review Committee will be reviewing the curriculum process and current cycle and will be recommending providing a new 21st century curriculum framework, including cycle definitions, that will address the academic and financial needs of the district.

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee [will/will not] be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

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 district-wide 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 October 30 of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Grade Level, Building Leadership, Staff Development, Building Advisory, RTI/PLC, S-Team, Faculty Council, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

- d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Jordan District Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Membership shall include: parents, community members, school board member(s), the Director of Curriculum and Instruction, and staff and district administrators (as needed).
5. The Jordan District Advisory Committee shall perform the following functions each year:
 - a. Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - b. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - c. Review evaluation results and prepare recommendations.

- 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 in the instruction and curriculum review process. This plan shall annually be approved by the school board.

- F. Educational Planning and Assessment System. The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

- G. Reporting. 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 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 about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

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.128 (Educational Planning and Assessment System (EPAS) Program)
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)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. ~~2009~~ 2013

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minn. Stat. § 120B.11 requires school districts to adopt ~~certain policies and procedures regarding~~ a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, and student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these ~~policy~~ statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind 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. ~~“Course credit Credit” is equivalent to~~ means a student’s ~~successfully completing successful completion of~~ an academic year of study or a student’s ~~mastering mastery of~~ the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the ~~course~~ credit requirements and Profile of Learning 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. “Profile of Learning” means content standards formerly required for a high school diploma.

- D. “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 No Child Left Behind 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 Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum.** Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation

Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. ~~Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction, and Student Achievement.”~~ 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. School District Test Administrator (if different from “a.” above)

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

- 5. 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.

~~Month: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Achievement.”~~

- 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 in the instruction and curriculum review process. This plan shall annually be approved by the school board.

- F. Educational Planning and Assessment System. The school district may elect to

participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

- G. Reporting. ~~An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The~~ Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a ~~summary of the~~ report in the local newspaper with the largest circulation in the district, by mail, or by electronic means ~~such as~~ 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 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 about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:
- ~~1. Student achievement goals for meeting the Minnesota Academic Standards;~~
 - ~~2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;~~
 - ~~3. School district improvement plans including staff development goals;~~
 - ~~4. Progress on previous improvement plans;~~
 - ~~5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;~~
 - ~~6. Names of Advisory Committee members, dates their terms expire, method of selection, and application dates;~~
 - ~~7. Periodic reports on constituencies’ satisfaction with schools;~~
 - ~~8. Biennial evaluations of the school district testing programs according to the following:~~

- a. ~~written objectives of the assessment program;~~
- b. ~~names of tests and grade levels tested;~~
- c. ~~use of test results; and~~
- d. ~~student achievement results compared to previous years.~~

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.128 (Educational Planning and Assessment System (EPAS) Program)
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 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
~~Minn. Rules Part 3501.0160 (District Reporting Requirements)~~
Minn. Rules Parts 3501.05050640-3501.0655 (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)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

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 be used to determine how well students have achieved the Graduation Standards.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the Graduation Standards. 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 the Graduation Standards.

III. DEFINITIONS

- A. "Benchmark" means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state standard.
- B. "Elective standards" are the academic standards adopted by the school district in the subject areas of vocational and technical education and world languages.
- C. "Performance assessment" means any assessment method that will measure demonstrated student performance of the specifications of a content standard.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The Director of Curriculum and Instruction shall establish criteria by which student performance of the Graduation Standards and elective standards are to be evaluated.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation 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 Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Local Assessments

Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards. Scoring criteria for performance assessment of elective or other locally adopted standards include:

Individual Teacher Tools; Testing; Reports; Portfolios; Group Projects; Authentic Assessments, and other methods deemed appropriate.

C. Statewide Academic Standards Testing

1. Commencing with the 2005-2006 school year and later, the school district will utilize state constructed tests developed from and aligned with the state's required academic standards as these tests become available. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.
2. The school district will administer annually, in accordance with the process determined by the Department, the state-constructed tests (MCA's) to all students in grades three through eight and at the high school level as follows:
 - a. annual language arts and mathematics assessments in grades 3 through 8 and at the high school level for the 2005-2006 school year and later; and
 - b. annual science assessments in one grade in the grades three through five span, the grades six through nine span, and a life science assessment in the grades ten through twelve span for the 2007-2009 school year and later.
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. Students incapable of taking the statewide or locally constructed tests, as determined by the student's individualized education program team, or students with limited English proficiency who have been in the United States for fewer than three years, shall be exempt from statewide and local testing with the approval of the student's parent or guardian. The school district will report student exemptions to the Department consistent with the format provided by the Department. Alternative assessments shall be provided to students exempt from the statewide tests.
5. 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.

D. Rigorous Course of Study Waiver

1. 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:
 - a. 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;
 - b. 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
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. 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.
3. A student who satisfactorily completes a post-secondary enrollment options course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0010-3501.0180 (Rules relating to Graduation Standards – Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Rules relating to Graduation Standards – Written Composition)
Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. ~~2011~~ 2013

618 ASSESSMENT OF STUDENT ACHIEVEMENT

[Note: With the repeal of the Profile of Learning, school districts no longer are required to assess student achievement in accordance with Section V. of this policy. School districts which retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of Section V. of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved the Graduation Standards.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete the Graduation Standards. 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 the Graduation Standards.

III. DEFINITIONS

- A. ~~“Graduation required assessment for diploma” or “GRAD” means the assessment that measures the reading, writing, and mathematics proficiency of high school students. “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.

- ~~B D.~~ “Benchmark” means the academic specific knowledge and or skills that a students must achieve at master to complete part of an academic standard by the end of the grade level or grade band ~~each grade level or high school level to satisfactorily complete a state standard.~~
- ~~E.~~ “Computer-adaptive assessments” means fully adaptive assessments.
- ~~C F.~~ “Elective standards” ~~are the academic standards adopted by the school district in the subject areas of vocational and technical education and world languages~~ means a locally adopted expectation for student learning in career and technical education and world languages.
- ~~D G.~~ “Exemplar” means an actual example of student work on a performance assessment determined to represent student performance that earns a score of “3” or “4” in accordance with the rubric as defined in item “F.” *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- ~~H.~~ “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]
- ~~I.~~ “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.
- ~~E J.~~ “Performance assessment” means any assessment method that will measure demonstrated student performance of the specifications of a content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- ~~F K.~~ “Profile of Learning” refers to the graduation content standards previously required by state law which the school district has retained as part of its locally established graduation requirements. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*
- ~~L.~~ “Required standard” means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.
- ~~G M.~~ “Rubric” means the criteria set by the Commissioner of the Minnesota Department of Education (MDE) that must be used by a district to score student work that meets the specifications of a content standard.

- H.N.** “Specifications” means what a student must know and be able to do to complete a Profile of Learning content standard. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete this definition.]*

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of the Profile of Learning or other locally adopted Graduation 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. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Graduation 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 the Profile of Learning Graduation Standards at all levels and/or transition to assessments under the Minnesota Academic Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

V. STANDARDS FOR PERFORMANCE ASSESSMENTS

- A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Profile of Learning Graduation Standards. *[Note: School districts that have eliminated the Profile of Learning content standards as part of their curriculum should delete the reference to the Profile of Learning.]*

Scoring criteria for performance assessment include:

1. A score of “4,” that signifies student work that meets or exceeds the rubric for the score of “4”;
2. A score of “3,” that signifies student work that meets the rubric for the score of “3”;
3. A score of “2,” that signifies student work that meets the rubric for the score of “2”;
4. A score of “1,” that signifies student work that meets the rubric for the score of “1”;

5. A score of “0,” that signifies incomplete work on the specifications of a content standard;
 6. Incomplete student work receiving a score of “0” does not complete a content standard.
 7. When a student, under provisions of an individualized education program (IEP) or Section 504 accommodation plan, completes the specifications of a modified content standard as determined in the student’s plan, the school district shall record the score as “pass-individual”;
 8. When a student’s IEP or Section 504 accommodation plan exempts the student from a content standard, the school district shall record “exempt” for that content standard;
 9. When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as “pass-LEP”; and
 10. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as “pass-LEP.”
- B. The school district may use one or more assessment methods to measure student performance on one or more content standards.
- C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of “0” that signifies incomplete student work on a standard. The assessment of the content standard must be included as part of the students grade for a subject or course.
- D. The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the District Curriculum Coordinator for review.

VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer ~~academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks~~ 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.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Local Assessments

~~Locally selected assessments are expected to provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards. Scoring criteria for performance assessment of elective or other locally adopted standards include:~~

~~*[School districts should insert here the assessments selected by the school board for elective or other locally adopted standards.]*~~

C B. Statewide Academic Standards Testing

1. The school district will utilize state wide assessments ~~constructed tests~~ 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. ~~If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.~~
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests to all students in grades 3 through 8 and at the high school level as follows:
 - a. annual reading and mathematics assessments in grades 3 through 8 ~~and high school reading and mathematics tests;~~
 - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
 - ~~b c.~~ annual 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);~~;~~

~~*[Note: A school district must not offer the GRAD before the grade of its first census administration. Once the test has first been offered to a group of students, the district must continue to offer the GRAD to that group of students at least once a year.]*~~

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. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's IEP, or students with limited English proficiency, shall be exempt from or provided appropriate, technically sound accommodations or alternate assessments for statewide and local testing with the approval of the student's parent or guardian.~~
- 5 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.

~~D.~~ Passing Scores for GRAD

- ~~1. The passing scores of basic skills tests in reading and mathematics are the equivalent of 75 percent correct for students entering grade 9 based on the first uniform test administered in February 1998. Students who have not successfully passed a Minnesota basic skills test by the end of the 2011-2012 school year must pass the GRADs under paragraph VI.D.2. below.~~
- ~~2. For students enrolled in grade 8 in the 2005-2006 school year and later, only the following options shall fulfill students' state graduation test requirements:~~
 - ~~a. for reading and mathematics:~~
 - ~~(1) obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~
 - ~~(2) achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~
 - ~~(3) achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with~~

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. place a student's highest assessment score for each of the following assessments on the student's high school transcript: the mathematics Minnesota Comprehensive Assessment, reading Minnesota Comprehensive Assessment, and writing GRAD, and, when applicable, the mathematics GRAD and reading GRAD. 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.

E C. Rigorous Course of Study Waiver

1. 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:
 - a. 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;
 - b. 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
 - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. 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.
3. 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. Commencing with the 2014-2015 school year, student assessments, in alignment with state academic standards, shall include career and college readiness benchmarks. Mathematics, reading, and writing assessments for students in grades 8 and 10 must be predictive of a nationally normed assessment for career and college readiness. This nationally recognized assessment must be a college entrance exam and given to students in grade 11. This series of assessments must include a college placement diagnostic exam and contain career exploration elements.
- 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. Students in grade 10 or 11 not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 must take the college placement diagnostic exam before taking the college entrance exam under Section VII.D. Students, their families, the school, and the district can then use the results of the college placement diagnostic exam for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects sufficient for a student to graduate and have a reasonable chance to succeed in a career or college without remediation.
- D. All students, except those eligible for alternative assessments, must be given the college entrance part of these assessments in grade 11. 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.
- E. 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.
- F. 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. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
Minn. Rules Parts 3501.~~0505~~[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)~~
[Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act 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. student performance on the National Association of Education Progress;
 - 2. the size of the academic achievement gap by student subgroup;

3. student performance on the Minnesota Comprehensive Assessments;
 4. high school graduation rates; and
 5. 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.

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 nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying 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, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement;
 5. 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;
 6. 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:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- 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.

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.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.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

603 CURRICULUM DEVELOPMENT

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment.]

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 learning sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- 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. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 7. Meet all requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- 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. 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 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

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;
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education 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.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:
1. provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits;
 2. emphasize academic rigor and high expectations;
 3. help students identify personal learning styles that may affect their postsecondary education and employment choices;
 4. help students gain access to postsecondary education and career options;
 5. integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content;
 6. help students and families identify and gain access to 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;
 7. help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and
 8. 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 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 a career, career interest, employment goals, or related job training.

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.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

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

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: July 9, 2012

Reviewed: October, 2013

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment.

District 717 is committed to fostering and maintaining a safe and civil educational environment in which all members of the school community are treated with dignity and respect. District 717 prohibits bullying, harassment, and any other attempts to victimize others.

District 717 cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of District 717 in its normal operations, District 717 intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying that have not been successfully prevented.

The purpose of this policy is to assist District 717 in its goal of preventing and responding to acts of bullying, intimidation, violence, retaliation, and other similar behaviors.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:
 - 1. The developmental and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. The school district will act to investigate all complaints of bullying 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

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. The misuse of technology including, but not limited to, teasing, intimidating,

defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying, regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student or a group of students;
2. damaging a student's or a group of students' property;
3. placing a student or a group of students in reasonable fear of harm to person or property; or
4. creating a hostile educational environment for a student or a group of students;
5. intimidating a student or a group of students.

B. "Immediately" means as soon as reasonably possible.

C. "On school district property or at school-related functions" includes all school district buildings, school grounds, 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

B. The school district encourages the reporting party or complainant to use the report form available from the administrator of each building or available from the

school district office, but oral reports shall be considered complaints as well.

- C. The building principal or the building principal's designee (here-in-after "building report taker") is the person responsible for receiving reports of bullying at the building level. Any person may also report bullying directly 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.
- D. A teacher, school administrator, volunteer, contractor, or other school employee should be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. 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 obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by a school district official or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, 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; school district policies; and regulations.

- D. 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 involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. 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 retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff regarding this policy.
- B. The school district annually will provide education and information to students regarding bullying, the harmful effects of bullying and other applicable initiatives to prevent bullying, including information regarding this school district policy prohibiting bullying.
- C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and make resources or referrals to resources available to victims of bullying.
- D. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

VIII. NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation

and Bullying)

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 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
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 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

INDEPENDENT SCHOOL DISTRICT NO. 717
BULLYING REPORT FORM

General Statement of Policy Prohibiting Bullying

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, condone or support another student's act of bullying. This policy also applies to any student whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:
 - 1. The developmental and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- G. The school district will act to investigate all complaints of bullying 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.

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

Date of Alleged Incident(s) _____

Basis of Alleged Bullying - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Form of bullying that took place:

- Teased _____
- Intimidated _____
- Defamed _____
- Threatened _____
- Terrorized _____
- Other _____

Name of person you believe bullied you or another person or group.

If the alleged bullying was toward another person or group, identify that person or group. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has bullied me or to another person or group. 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: July 9, 2012

Reviewed: October 2013

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled

photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "MySpace" and "Facebook."
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school

computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official. The school district system will be used solely for the purpose of educating children. It is at the school district's discretion as to what is appropriate and relates to the mission and vision.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

School districts which receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy which contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology

protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review, through the building principal, the contents of their child's files and e-mail files. Parents have the right to request, through the building principal, the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
 - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies,

and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21

L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 656 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

INTERNET USE AGREEMENT - STUDENT

STUDENT

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

SUPERVISING TEACHER

(Must be signed if applicant is a student)

I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): _____

Teacher's Signature: _____

INTERNET USE AGREEMENT - EMPLOYEE

SCHOOL DISTRICT EMPLOYEE

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

JORDAN DISTRICT SCHOOLS POLICY

Adopted:

Revised:

534 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 Recovery 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 Recovery Team (DRT). The DRT 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. ~~Any selling of memorial items must receive prior approval from administration.~~ 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. ~~Donations must be cleared by the donor with the family.~~ **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 DISTRICT SCHOOLS POLICY

Adopted: September 12, 2007

Revised: October, 2013

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school commencing with the 2012-2013 school year. Also commencing with the 2013-2014 school year, the school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minn. Stat. § 124D.126.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in **this** section ~~III.B.1 or III.B.2~~. Days devoted to teacher's workshops may be held before Labor Day.

The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.

- C. The Education Minnesota-Jordan teachers union shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: 2013

Revised:

626 EARLY ENTRANCE TO KINDERGARTEN PROCESS

I. PURPOSE

The purpose of this policy is to provide direction for parents/guardians interested in early admission to kindergarten.

II. GENERAL STATEMENT OF POLICY

The Jordan School District and the State (Statute M.S. 120A.20A) guidelines require that a person shall not be admitted to a public school as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; however, a child whose birth date falls on or between September 1st and October 31st may enter kindergarten if he or she meets the early entrance requirements as listed in this policy and approved by the school board.

III. REQUEST FOR EARLY ENTRANCE TO KINDERGARTEN

A written request for consideration of Early Entrance to Kindergarten must be submitted to the Jordan School District Office by May 1st, located at 500 Sunset Drive; Jordan, MN 55352. Parents/guardians new to the district should submit request by August 1st.

IV. EARLY ENTRANCE PROCESS

To increase the likelihood that your child will have a successful first year of school, he/she will be expected to meet standards approximately six months above his/her chronological age in all areas assessed. Children meeting the early entrance standards will be recommended for a six-week trial period in kindergarten beginning at the start of the following school year. Any time within the first six weeks, the school administration and the child's guardian(s) will meet to discuss the child's progress and continued placement in the kindergarten program. To meet early entrance standards, the three phases of assessment for early entrance to kindergarten are:

A. Observation

1. The early entrance process involves an objective evaluation of your child's cognitive, gross and fine motor, visual-motor integration, communication, and social/emotional development.
2. A district administrator or advisory committee will use appropriate screening and testing assessments to determine eligibility.
3. The superintendent shall be responsible for the final determination of early entrance.

B. Review

1. The District will appoint a certified specialist to conduct a review of the child's academic readiness.
2. The District will notify the parent/guardian if the child may proceed to the evaluation process or if early entrance is not advised but may enroll in kindergarten the following fall.

C. Evaluation

For those children recommended to proceed to the evaluation process, the District may provide names of psychologists who can administer a psychological assessment for the child. The parent/guardian has the sole responsibility to schedule and pay for the child's assessment.

- a. The organization providing the assessment typically uses a sliding fee scale to adjust the cost of the assessment in relation to the parent/legal guardian's income. The school district does not have any influence on the cost of the assessment or the sliding

- fee scale.
- b. After completion of the evaluation process the District will notify the parent/legal guardian if the child may enter kindergarten early on a conditional admission or if the child will not be admitted for early entrance but may enroll in kindergarten the following fall.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)



815 Sunset Drive
Jordan, MN 55352
952-492-2336
952-492-4446 fax

Jordan Elementary School
Principal Update, October 8, 2013

Below is a summary of our JES accomplishments thus far related to building and district goals.

- **Maintaining a safe and welcoming environment for students and families**
- **Continuing to build positive relationships with students and families**
 - Evaluate PBIS model and address areas of concern: Be safe, respectful and responsible (students AND staff)
 - PBIS Team is discussing ways to improve model with grade level teams and specialists; new "Caught 'Ya Being Good Slip" created and revision of behavior matrix to make it more kid-friendly
- **Being student-centered and data driven to address all levels of learning and increase student achievement**
 - Improve flexible grouping instructional model in reading
 - Discussed research of flexible grouping with staff
 - Daily 5-Literacy program that supports classroom management and differentiated instruction
 - RtI Committee established procedure for student referrals and interventions
- **Utilizing standards to drive instruction and guide curriculum**
 - Identify Power Standards and unpack state standards
 - All grade levels and specialists have identified Power Standards in preparation for the Oct. 2nd Staff Development Workshop
 - Teachers are incorporating state standards into lesson plans and discussing at grade level meetings
- **Supporting one another and cultivating a trusting working environment between administration and staff and among colleagues; we will assume good intentions**
 - Identify main focus for grade level (understanding state standards) and PLC meetings (collaborative effort to increase student achievement)
 - Grade level meeting focus has been identifying Power Standards (Melissa and Carol have supported staff with this process)
 - Carol and Melissa will be meeting to plan for implementing PLC model with JES staff
 - Breakfast appreciation for staff and "A Drop for Your Bucket" slips
- **Mini-session Mondays to support professional development**
 - Writing SMART goals to support staff with professional development plans (Melissa), Google Docs (Nov. district-wide session)
- **Communicating and following through on commitments and procedures**
 - Communicate with staff and families through face-to-face meetings, email, newsletters and social media
 - All teacher websites have been reviewed and updates and adjustments are being made
 - New monthly JES school newsletter

- JES Open House parent survey completed and being reviewed
- Building Advisory Committee met to discuss building topics and will share with respective teams

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Athletics Board Report for October 8, 2013

Please see the report below regarding communication with parents and athletes. One of my goals as athletic director is to support the board goal in communication.

Summary of Fall sports registration:

A new registration system was introduced for the fall sports season. An online google form was embedded into the activities homepage. Parents and students were asked to complete the form for registration. We had about 95% of registrants complete the form online. The feedback I received was positive about the new system. From an administrative angle it also saved time on reviewing registrations and also saved on paper. I am still working to find the best communication tools to inform stakeholders about registration dates and meetings. I currently use the paper, our Jordan Schools website, a letter mailed out, and multiple emails mailed through our TIES schoolview system. I am hopeful that the new Schoolreach will help in this area.

Fall Athletics Registration Numbers:

<u>Football</u>		<u>Boys CC</u>		<u>Girls CC</u>			
12	14	12	4	12	1		
11	25	11	9	11	1		
10	18	10	6	10	5		
9	25	-82	9	2	-21	9	1
8	23		8	7		8	2
7	30		7	4		7	1
		135			32		11

<u>Tennis</u>		<u>Volleyball</u>			
12	4	12	4		
11	1	11	1		
10	8	10	7		
9	8	-21	9	17	-29
8	3		8	12	
7	8		7	31	
		32			72

Upcoming Important Dates:

Winter Sports Meeting and registration: Monday, October 28, 2013
Boys Basketball practice begins: Monday, November 11, 2013
Girls Basketball and wrestling practice begins: Monday, November 18, 2013

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Community Education Information Items/News:

Busy Weekends

During the weekends from the end of September and mid October there will be a lot going on in our school buildings and grounds. We will be hosting both 5/6 grade volleyball league games and the 5/6 grade league football games. We will likely have close to 300-500 people in attendance for our volleyball games and about 300 for our football games. Then on October 12th is the annual ECFE craft fair. MEA will be a well-deserved break for everyone!

Minnesota Park and Recreation Association (MRPA) Fall Conference

Since our community education department has a strong recreation focus, I thought it would be beneficial to attend the annual MRPA conference. The conference was good, but maybe not exactly worth attending every year. I was able to network with recreation people and that was probably the most beneficial aspect. I also talked to “team ortho” the organization that plans the monster dash half marathon, which boasts 17,000 runners, and took away some ideas for our Run Of The Mill.

Jordan Commercial Club

I gave a community ed. “Did You Know” presentation to the Jordan Commercial Club on September 26th. They were surprised how big our programs are. And, in all honesty, I’m still wrapping my head around how we get all the work done! It is a group I am considering joining.

Minnesota Community Education Association (MCEA) Consultation

Mike Looby, a retired community education director from Osseo Schools, was here on September 16th to meet with me. After the meeting and several phone calls later, Mike thought that it would be good to focus the majority of the consultation efforts on eliminating the confusion between Rainbow preschool and Discovery Days preschool. When I send him more detailed information regarding the differences between the two preschools we will take the next step in creating a process to eliminate the confusion.

Affinity Software for billing

Currently it takes Lisa Schmidt about 1.5 days to bill all of our Kids Company customers. This is a large chunk of time. We are investigating if Affinity’s software system would be a good fit for community education. Students and parents would check in and out on an iPad, and then bill parents according to the amount of time students spend at Kids Companing – saving a lot of Lisa’s time. They will be presenting the software to us on October 4th.

October 8, 2013

October School Board Meeting

JMS Report

- On the 26th of September the 7th grade students had the opportunity to watch the play “Twisted.” This play was performed by the Climb Theater cast. Along with the play, the cast stayed and enjoyed breakout sessions with the 7th graders. This play deals with drug awareness and the problems associated with use.
- The 6th grade staff had their 1st Wolf Ridge Meeting. They usually have three meetings with the parents before the actual trip.
- Our 8th graders took the Explore test last Wednesday. This test is an interest survey to find what career path they may be leaning towards.
- Students at the Middle School had our Homecoming Dress-up days this past week. Along with this we enjoyed our morning pep fest with the High School Cheerleaders, Athletes, and King & Queen. On Friday afternoon we enjoyed the parade, and a dance sponsored by the Fashions Club.
- Our Student Council attended We Day at the ExCel Energy Center in St. Paul. If you are interested in what this is go to their website.
- I was involved in the final interview with Bossardt Construction Managers group on Monday. I think the District found a real good group here.
- I have been visiting classrooms and doing 1-minute walkthroughs, as well as the start of formal observations.
- I continue to use TIES to keep the parents informed of upcoming events and things happening at JMS.
- Our new “Flipping” classrooms are working very nicely. We have this happening in: technology, math 5, math 6, and science 7.



High School Board Notes: October 8, 2013

High School Building Goals:

- MCA III Math test scores will rise from 43.9% proficient to 46.9% proficient.
- MCA III Reading test scores will rise from 66.7% proficient to 69.7% proficient.
- MCA III Science test scores will rise from 43.6% proficient to 46.6% proficient.
- Grade level teams will document specific interventions for students at risk of academic failure.

Current Initiatives Regarding Building Goals:

- The biology teachers have analyzed the state specifications for the science test and have outlined where benchmarks are addressed in the curriculum. During each unit, the teachers provide practice questions from the item sampler that focus on the current unit. They will continue this practice throughout the school year.
- One sophomore English teacher has administered the practice reading test. Students completed a self-analysis of the results and the teacher will integrate areas of concern in her lesson plans throughout the school year. The other sophomore English teacher is currently conducting a similar exercise with the honors level students.
- Some geometry and algebra teachers have incorporated the use of student response systems. All teachers have the test specifications and are making sure they meet the benchmarks in their lesson plans.
- Teachers completed identifying power standards and continued their work unpacking them with CC Linstroth on October 2.
- The staff reviewed the results of the 2013 ACT test and discussed the importance of the test in terms of unpacking the standards and helping all students get prepared for some type of post-secondary experience.