



Jordan School District #717
Policy Committee Meeting Minutes

Tuesday, August 6, 2013 at 9:30 AM
Policy Committee Meeting
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Discuss Policy Audit Service through MSBA
2. Policy Committee Roles and Responsibilities
3. Review and Revise Annual Policies 205, 208, 410, 413, 414, 415, 506, 514, 522, 524, 616
4. Review and Revise Policies Due to 2013 Legislative Session Changes 601, 602, 603, 604, 613, 614, 616, 618
5. Development of draft "Memorial Policy"
6. Development of Early Entrance to Kindergarten policy

School Board Clerk

Date

706 ACCEPTANCE OF GIFTS

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise that contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)
Minn. Stat. § 465.03 (Gifts)

Cross References:

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS

531 MEMORIALS FOR DECEASED STUDENTS OR STAFF

I. 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 Prior Lake-Savage Area 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 Prior Lake- Savage Area Schools will provide a process for memorial decision-making.

II. DEFINITION

Memorials: Objects or activities to remember an event or deceased person(s).

Building Recovery Team: A designated group of staff members within each school building 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.

Impact: The magnitude of the potential loss or seriousness of the crisis.

District Recovery Team: A designated group of staff members who develop and execute district-wide procedures for the handling of mental health needs in the recovery phase of a crisis situation needing grief support.

III. GENERAL STATEMENT OF POLICY

Memorial activities expressed at school need to be coordinated and approved through the school's Building Recovery Team (BRT). The BRT 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.

Temporary school memorials, 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 memorials are banners, pictures, and locker and student desk displays. Memorial symbols displayed by individual students or staff on school grounds will be limited to one month past the funeral.

Permanent memorials for deceased students and staff will be limited to living memorials, 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 not in the name of the individual. Plantings may be made in a designated location on a perimeter location of the school grounds. This practice allows for the memorial while respecting the well-being of all students and staff. Planting memorials may not require district resources to maintain. 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.

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

School district facilities will not be used for memorial services or funerals. However, the superintendent, in consultation with the District Recovery Team, has the discretion to consider school-wide memorial activities when a crisis event or death of a student or staff member has a significant impact on a majority of students, staff and community.

School staff will monitor anniversary dates and may provide friends of the deceased small group or individual counseling and other supportive activities to assist with grief recovery. School wide recognition of anniversary dates will not occur.

School Board Adoption: March 12, 2007

An Equal Opportunity School District

625 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

Tri-City United 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 1st 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 Tri-City United District Office by May 1st, located at 101 2nd St. NE, Montgomery, MN 56069. 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. Following the six-week trial period, a meeting involving school administration and the child's guardian(s) will take place in order to assess and determine the child's 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)