



Jordan School District #717
Regular Meeting Minutes

Monday, December 9, 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. Fall Athletic Pride Awards - Megan Weierke-Volleyball, all State Honors, Rachel Menke & Victoria Read-Tennis State Tourney, Julia Orlow-Cross Country-State Tourney
6. Truth-in-Taxation Hearing
7. Public Comments
8. Consensus Items
 1. Donations
 2. Board Minutes
 3. New Hires
 1. Trey Delamarter - 8th Grades Boys Basketball Coach
 2. Al Flynn - MS Wrestling Coach
 3. Matt Busch - MS 8th Grade Boys Basketball Coach
 4. Bernardine Salsman - MS Part-time Cook
 5. Beverly Van Soest - Part-time Cook
9. Action Items
 1. Truth in Taxation Resolution
 2. Board Policies - Second Reading
 1. 506 Student Discipline
 2. 707 Transportation of Public School Students
 3. Board Policies - Third Reading and Adoption

1. 613 Graduation Requirements
2. 614 Testing Plan & Brochure
3. 616 System Accountability
4. 618 Assessment of Standard Achievement
4. JHS Registration Guide/Notes of Changes
5. Declaration of Surplus
6. Jeff Vizenor Contract 2013-14
7. Tom Voigt Contract 2013-2015
8. Kat Sinke - Child Care Leave Request
9. Review & Act on second question for March 11, 2014 Election(Community Center Addition)
10. Review and Act on MDE Review & Comment Document for JMS Project
11. Review and Act on Chef Marshall - Month-to-Month Consulting Rate
10. Informational Items/Board and Administrative Reports
 1. JHS Board Report
 2. Middle School Board Report
 3. Elementary Board Report
 4. Athletic Director Board Report
 5. Community Education Board Report
 6. School Board Reports
 7. Southwest Metro Updates from November Superintendent Meeting
 8. Veteran's Day Celebration
 9. MIST Presentation - Minnesota Insurance Scholastic Trust
11. Adjourn.

School Board Clerk

Date



Jordan School District

2013 Payable 2014

Truth In Taxation Public Meeting

6:30 PM

Monday, December 9, 2013

at the

Jordan High School Lecture Room

600 Sunset Drive

Jordan, MN 55352

Truth in Taxation Law

Minnesota's Truth in Taxation Law requires that cities, counties and school districts follow certain steps before adopting a tax levy for the following year. One important part of that law requires a mailed notice to each property owner in the county, which describes the tax levies proposed by the city, county and school district and what percent increase such a levy would mean in dollars.



Jordan School District

Truth in Taxation Public Meeting

A second part of the law pertains to a “Truth in Taxation” public meeting for each taxing jurisdiction.

You are here tonight as part of the school district’s public meeting process.



Jordan School District

Requirements of the Truth in Taxation Public Meeting

1. Discuss proposed property tax levy for taxes payable 2014
2. Provide and discuss information on the current budget (2013-2014).
3. Public must be given a reasonable amount of time to comment on the proposed property tax levy and budget and to ask questions.

- Minnesota Statute 275.065



Jordan School District

Points to Remember:

1. Revenue formulas are set by the State Legislature except for voter approved referendums.
2. Local Levy and State Aid mix are set by the State Legislature.
3. An increase in local taxes does not necessarily mean an increase in revenues for the school district.



Jordan School District

School District Budget

Current School Year

2013-2014

Fund Accounting Overview

2013-2014

GENERAL FUND (Fund 01)

- Revenue is based on student enrollment
- The local referendum levy is part of the General Fund
- Provides for classroom instruction, instructional supplies and equipment, and other educational activities
- Special Education, and State / Federal Mandated Programs
- Extra-curricular Activities
- Pupil Transportation
- Facilities Operation and Maintenance
- Capital Expenditures and Improvements
- Health and Safety Code Compliance

FOOD SERVICE (Fund 02)

- School Breakfast and Lunch Program

Fund Accounting Overview (*cont.*)

2013-2014

COMMUNITY SERVICE (Fund 04)

- Levy is based on adult population in the District
- Early childhood levy is based on the number of children under 5 years of age
- Provides for enrichment programs for any age level that are not part of the K-12 education program
- Early Childhood Family Education
- School Readiness
- Adult Basic Education

DEBT SERVICE (Fund 07)

- Based on annual debt retirement schedules for the district's outstanding bonded indebtedness. Annual levy is for the payment of principal and interest on bonds as due. Current debt is a result of the voter approved Bond Issue for the 2003 construction of the High School and the 2003 addition to the Elementary School.



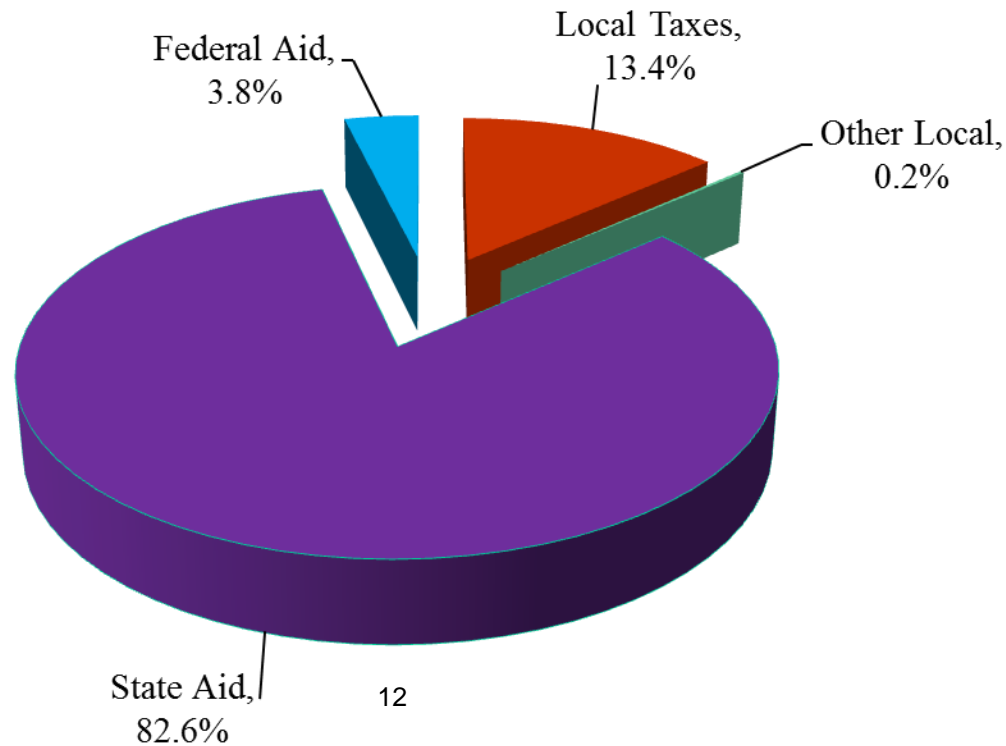
Jordan School District

2013-2014 Budget Overview Revenues

| | 12-13 Revised | 13-14 Budget | Percent Change |
|--------------------------|--------------------------|-------------------------|---------------------------|
| General Fund | 16,109,875 | 15,708,703 | -2.49% |
| Food Service | 740,710 | 740,710 | 0.00% |
| Community Service | 935,380 | 886,281 | -5.25% |
| Debt Service | 1,854,858 | 1,856,891 | 0.11% |
| Total | 19,640,823 | 19,192,585 | -2.28% |

General Fund Revenue Budget

Where Do Our School Revenues Come From?





Jordan School District

2013-2014 Budget Overview Expenditures

| | 12-13 | 13-14 | Percent |
|--------------------------|-------------------|-------------------|----------------|
| | Revised | Budget | Change |
| General Fund | 16,257,159 | 15,913,865 | -2.11% |
| Food Service | 812,749 | 817,127 | 0.54% |
| Community Service | 863,034 | 866,511 | 0.40% |
| Debt Service | 1,874,136 | 1,881,740 | 0.41% |
| Total | 19,807,078 | 19,479,243 | -1.66% |



Jordan School District

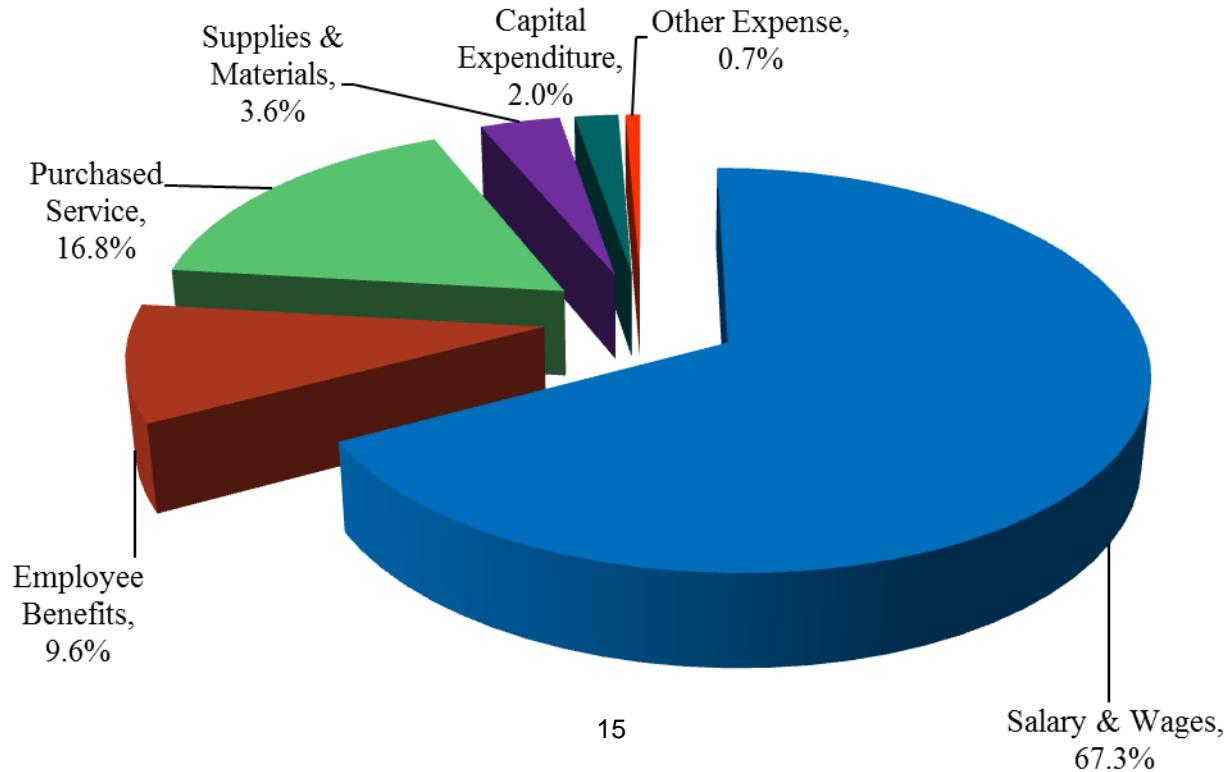
HOW ARE GENERAL FUND DOLLARS SPENT?

Expenses incurred in the operation of the district are paid from the General Fund. The following schedule relates how the dollars allocated to the General Fund are spent:

| | |
|----------------------------------|---------------|
| District & School Administration | 6.4% |
| District Support Services | 3.6% |
| Regular Instruction | 50.5% |
| Vocational Instruction | 0.5% |
| Special Education Instruction | 16.9% |
| Instructional Support Services | 3.5% |
| Pupil Support Services | 7.3% |
| Sites-Buildings, Equipment | 10.4% |
| Fiscal and Other | 0.8% |
| | 100.0% |

General Fund Expenditure Budget

What Do Our Expenditures Pay For?





Jordan School District

School District Levy

- 2013 Payable 2014
- 2014-2015 School Year
- Fiscal Year 2015



Jordan School District

Authority for School Levies

A School District Tax Levy must be either:

- Set by State Formula
- or-
- Voter Approved



Jordan School District

Factors Impacting Tax Change

Issues Driven by Legislative Decisions:

- Funding Formula Changes
- Change in tax capacity rate structure
- Laws mandating code compliance (Health & Safety and Buildings)

Issues Determined by District Voters:

- Voter approved building bond issue
- Voter approved excess levy referendum

Factors Impacting Tax Change (*cont.*)

Local Factors:

- Inflationary pressure on real estate market
- Abatements
- Property improvements not previously taxed
- Change in individual assessed market value
- Possible change in property classification (*e.g. homestead to rental*)



Jordan School District

How will your 2014 school taxes be spent?

Percent

General Fund

Provides additional funding for district instructional programs by means of the approved excess referendum. Provides funds for operating capital expenses, building/land lease, and Health & Safety costs:

42%

Community Education Fund

Levy for Community Education Programs:

4%

Debt Service

Levy for repayment of principal and interest on district debt:

54%

Total Levy Before Credits:

100.0%



Jordan School District

Comparison of Certified Payable 2013 Levy with Proposed Payable 2014 Levy

| GROSS LEVIES BY FUND | ACTUAL 12 PAY 13 | PROPOSED 13 PAY 14 | DOLLAR DIFFERENCE | PERCENT DIFFERENCE |
|----------------------|---------------------|---------------------|---------------------|--------------------|
| General Fund | 1,813,820.71 | 1,452,020.97 | (361,799.74) | -19.95% |
| Community Services | 125,975.63 | 126,304.82 | 329.19 | 0.26% |
| Debt Redemption | 1,853,890.52 | 1,853,287.30 | (603.22) | -0.03% |
| Total | 3,793,686.86 | 3,431,613.09 | (362,073.77) | -9.54% |

Please note the above figures do not include the bond refunding moving the percentage difference to -10.23% which will be reflected on taxpayers final pay 2014 property tax statements.



Jordan School District

Major Changes to Levy Categories

| Category | Pay 2013 | Pay 2014 | Change |
|-----------------------|---------------------|---------------------|---------------------|
| General Fund | | | |
| Operating Capital | 324,823.03 | 290,322.07 | (34,500.96) |
| Health & Safety | 155,714.00 | 223,395.88 | 67,681.88 |
| Equity and Transition | 282,905.65 | 804,260.02 | 521,354.37 |
| Other General Fund | 1,050,378.03 | 134,043.00 | (916,335.03) |
| Sub-Total | 1,813,820.71 | 1,452,020.97 | (361,799.74) |
| Community Service | 125,975.63 | 126,304.82 | 329.19 |
| Debt Service | 1,853,890.52 | 1,853,287.30 | (603.22) |
| Total Change | | | (362,073.77) |



Jordan School District

What are the main variables that cause property tax increases and decreases?

- Changes in market values, classification or class rates
- Change in property tax credits (*e.g. change in Homestead Benefit from a credit to an exclusion*)
- Voter approved referendums
- Increases or decreases in levy amounts caused by changes in state funding formulas

What are the main variables that cause property tax increases and decreases? (*cont.*)

- The value of your property may increase or decrease
- The value of other properties may increase or decrease and change the share that your property is of the total tax base, whether your property's value changed or not.



Jordan School District

Whereas, Pursuant to Minnesota Statutes the School Board of the Jordan School District, Jordan, Minnesota, is authorized to make the following proposed tax levies for general purposes:

| | |
|---------------------------------------|-----------------------|
| General Fund | \$1,452,020.93 |
| Community Service | 126,304.82 |
| Debt Service | 1,827,438.40 |
| Total Proposed School Tax Levy | \$3,405,764.19 |

Now Therefore, Be it resolved by the School Board of Jordan School District, Jordan, Minnesota, that the levy to be levied in 2013 to be collected in 2014 is set at \$3,405,764.19. The clerk of the Jordan School Board is authorized to certify the proposed levy to the County Auditor of Jordan County, Minnesota.

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 December school board meeting.

| <u>Donated By</u> | <u>What For</u> | <u>Amount</u> | <u>Deposit Date</u> |
|--------------------------|-------------------------------|----------------------|----------------------------|
| HQ USMEPCOM | HS Test Admin for MEPS | \$200.00 | 11/19/13 |
| TRUIST | Costco/United Way MS Donation | \$120.00 | 11/19/13 |

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 November 12, 2013.

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

Board Absent:

Also Present: Mr. Helgerson, Mrs. Jabs, Mrs. McNulty, Mr. Chambers,
Mr. Schueller, Mr. Warden, Mr. Vizenor, Mr. Williams,
Connie Hennen, Tom Vogel, Anne Jans, Kelvin Breeggemann,
Kelby Silvernagel, Zack Schmidt

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

There was no public comment.

Kelby Silvernagel and Zack Schmidt, from the Jordan Middle School, reported on the WE Celebration they attended.

Motion Carritt, seconded Burke to approve the agenda as presented, with corrections to the October 28, 2013 minutes, correction to the PARA 13-15 contract and the addition of 8.10 New York Fashion Trip. Vote 6-0. Passed.

Motion Benko, seconded Pedersen to approve the consensus items as listed. Vote 7-0. Passed.

The first readings of board policies 506 and 707 were heard.

The second readings of board policies 613, 614, 616 and 618 were heard.

Motion Carritt, seconded Burke to approve the third reading and adoption of policies 601 Curriculum & Instructional Goals, 603 Curriculum Development, and 604 Instructional Curriculum. Vote 7-0. Passed.

Motion Carritt, seconded Pedersen to approve the EL Handbook as presented. Vote 7-0. Passed.

Motion Carritt, seconded Brox to approve the Paraprofessional Contract 2013-2015 as presented with a 3.4% increase for the first year and a 2.2% increase for the second year of the contract. Vote 6-0. Passed.

Motion Benko, seconded Carritt to approve the hiring of consultant CC Lindstroth, along with Belle Plaine Schools, at a cost not to exceed \$10,000. Vote 7-0. Passed.

Motion Vollbrecht, seconded Brox to approve the childcare leave requests from Lori Barth and Kylee Ohme as presented. Vote 7-0. Passed.

Motion Carritt, seconded Pedersen to approve the Adaptive Sports Agreement as presented by Mr. Williams. Vote 7-0. Passed.

Motion Pedersen, seconded Carritt to canvass the School Board Election results as presented with Connie Hennen, Tom Vogel, Sandy Burke and Deb Pauly receiving the highest votes for the four seats up for election. Roll call vote: Pauly, aye; Vollbrecht, aye; Burke, aye; Pedersen, aye; Brox, aye; Benko, aye; Carritt, aye. Vote 7-0. Passed.

Motion Pedersen, seconded Burke to approve the New York Fashions Trip as presented by Mrs. Jans for June, 2014. Vote 7-0. Passed.

Administration and Board reports were heard.

Motion Burke, seconded Vollbrecht to go into closed session at 7:50 p.m. according to MN Statute Ch. 13D for purposes of discussing negotiations. Vote 7-0. Passed.

Motion Pedersen, seconded Burke to come out of closed session at 8:08 p.m. according to MN Statute Ch. 13D. vote 7-0. Passed.

Mr. Helgersen reviewed the upcoming meeting dates with board members.

Motion Vollbrecht to adjourn the meeting at 8:08 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 Lecture Room at the High School on November 25, 2013.

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

Board Absent: Mr. Brox

Also Present: Mr. Helgerson, Mrs. Jabs, Connie Hennen,
Tom Vogel, Tim Bisek, Andy Hoffmann, Mike Hoheisel,
Steve Kilmer, Chris Gibbs, Mathias Baden, Ben Kalow,
Jeff Will, Ed Shukle, Terry Stier, Brian Volk,
Beth Volk, Brenda Swanson, Nate Warden, Mike Shaw,
Elizabeth O'Malley, Heather Davis, DJ Noyes,
Jessica Devine, Jeremy Goebel, Bruce Borowicz,
Sally Schultz, Lance Chambers, Barb McNulty,
Carol Lagergren

Chairperson Pauly called the special meeting to order at 6:00 p.m.

Carol Lagergren gave a presentation on the World's Best Workforce. Mr. Chambers and Mrs. McNulty also commented.

Chris Gibbs, from The DLR Group, presented long range facility master plans for the district to the school board.

Motion Benko, seconded Carritt to approve the November 25, 2013 special meeting agenda as presented. Vote 6-0. Passed.

Motion Vollbrecht, seconded to approve the hiring of Katie Pekarna-Damlo as the Payroll and Benefits Specialist at \$40,000 annual salary. Vote 6-0. Passed.

Motion Burke, seconded Carritt to approve Paul Wellis as the Robotics Coach for a salary of \$2500. Vote 6-0. Passed.

Motion Vollbrecht to adjourn the special meeting at 6:53 p.m.

Chairperson Pauly called the meeting to order at 7:00 p.m.

The School Board members and Jordan City Council members met to review partnership opportunities. Mr. Helgersen gave a power point presentation on potential options for partnering with the City on the remodel of the middle school.

Motion Vollbrecht to adjourn the meeting at 9:26 p.m.

Sandy Burke, Clerk



EMPLOYEE DATA SHEET

Employee: Trey Delamarter Date Offer Accepted: 11-5-13

Job Title: MS 8th Grade Boys Basketball coach Indicate:
 Full-time / Part-time / Seasonal / Temporary Seasonal

Hiring Supervisor: Jeff Vizenor Location: Middle School

PERSONNEL ACTION

NEW HIRE BOARD APPROVED ON: 12/9/13

EDUCATION INFORMATION

List below all postsecondary education, beginning with the most recent.

| Name of Institution | Location | Major | Degree and Date Received | Dates Attended |
|---|--------------|-----------|--------------------------|----------------|
| South Central College SW Minnesota State | Marshall, MN | Education | Still attending | 2009-present |

List below any certificate(s) or license(s) now held.

| Name of Certificate/License | Name of Provider | Date Received | Expiration Date |
|-----------------------------|------------------|---------------|-----------------|
| | | | |

Relevant Experience

| Name of Employer | Title | Nature of Duties | Dates Employed |
|--------------------------|---------------------|--------------------|----------------|
| Jordan Schools | HS Football Coach | Volunteer Asst. | 2013-present |
| Jordan Basketball Assoc. | MS Basketball Coach | Asst. for JBA team | 2012-present |

| | |
|--|------------------------|
| BEGINNING CONTRACT DATE <u>11-25-2013</u> | ENDING CONTRACT |
| (First Day of Work/Seniority Date of Record) | (If Applicable) |
| PAY RATE \$1780 PER SEASON | |

EMPLOYEE SIGNATURE _____ DATE _____

ACCOUNT DISTRIBUTION

ANNUAL SALARY

% DISTRIBUTION

ACCOUNT # 01-128-294-000-185-306
 ACCOUNT #

\$1780 31

100%



EMPLOYEE DATA SHEET

Employee: Al Flynn Date Offer Accepted: 11-5-13

Job Title: MS Wrestling Coach Indicate:
 Full-time / Part-time / Seasonal / Temporary Seasonal

Hiring Supervisor: Jeff Vizenor Location: Middle School

PERSONNEL ACTION

NEW HIRE BOARD APPROVED ON: 12/9/13

EDUCATION INFORMATION

List below all postsecondary education, beginning with the most recent.

| Name of Institution | Location | Major | Degree and Date Received | Dates Attended |
|---------------------|----------|-------|--------------------------|----------------|
| | | | | |

List below any certificate(s) or license(s) now held.

| Name of Certificate/License | Name of Provider | Date Received | Expiration Date |
|-----------------------------|------------------|---------------|-----------------|
| | | | |

Relevant Experience

| Name of Employer | Title | Nature of Duties | Dates Employed |
|----------------------|--------------------|-------------------------------|----------------|
| Jordan Schools | MS Wrestling Coach | Lead coach for MS program | 2010-2012 |
| Scott West Wrestling | Volunteer Coach | Assisted with varsity program | 2012-2013 |

| | |
|--|------------------------|
| BEGINNING CONTRACT DATE <u>11-18-2013</u> | ENDING CONTRACT |
| (First Day of Work/Seniority Date of Record) | (If Applicable) |
| PAY RATE \$1780 PER SEASON | |

EMPLOYEE SIGNATURE _____ DATE _____

| | | |
|------------------------------------|-----------------------------|------------------------------|
| <u>ACCOUNT DISTRIBUTION</u> | <u>ANNUAL SALARY</u> | <u>% DISTRIBUTION</u> |
| ACCOUNT # 01-128-294-000-185-310 | \$1780 | 100% |
| ACCOUNT # | | |



EMPLOYEE DATA SHEET

Employee: Matt Busch **Date Offer Accepted:** 11-15-13

Job Title: MS 8th Grade Boys Basketball Coach **Indicate:**
 Full-time / Part-time / Seasonal / Temporary Seasonal

Hiring Supervisor: Jeff Vizenor **Location:** Middle School

PERSONNEL ACTION

 X NEW HIRE BOARD APPROVED ON: 12/9/13

EDUCATION INFORMATION

List below all postsecondary education, beginning with the most recent.

| Name of Institution | Location | Major | Degree and Date Received | Dates Attended |
|---------------------|----------|-------|--------------------------|----------------|
| | | | | |

List below any certificate(s) or license(s) now held.

| Name of Certificate/License | Name of Provider | Date Received | Expiration Date |
|-----------------------------|------------------|---------------|-----------------|
| | | | |

Relevant Experience

| Name of Employer | Title | Nature of Duties | Dates Employed |
|--------------------------|---------------------|--------------------|----------------|
| Jordan Basketball Assoc. | MS Basketball Coach | Asst. for JBA team | 2011-present |
| | | | |

| | |
|--|------------------------|
| BEGINNING CONTRACT DATE <u> 11-18-2013 </u> | ENDING CONTRACT |
| (First Day of Work/Seniority Date of Record) | (If Applicable) |
| PAY RATE \$1780 PER SEASON | |

EMPLOYEE SIGNATURE _____ **DATE** _____

| <u>ACCOUNT DISTRIBUTION</u> | <u>ANNUAL SALARY</u> | <u>% DISTRIBUTION</u> |
|----------------------------------|----------------------|-----------------------|
| ACCOUNT # 01-128-294-000-185-306 | \$1780 | 100% |
| ACCOUNT # | | |



EMPLOYEE DATA SHEET

Employee: Bernardine Salsman Date Offer Accepted: 12-5-13

Job Title: Cook Indicate:
 Full-time / Part-time / Seasonal / Temporary Part-time, 3.5 hr-3 days

Hiring Supervisor: Cheryl Schmieg Location: Middle School

PERSONNEL ACTION

NEW HIRE BOARD APPROVED ON: 12/9/13

EDUCATION INFORMATION

List below all postsecondary education, beginning with the most recent.

| Name of Institution | Location | Major | Degree and Date Received | Dates Attended |
|---------------------|----------|-------|--------------------------|----------------|
| | | | | |

List below any certificate(s) or license(s) now held.

| Name of Certificate/License | Name of Provider | Date Received | Expiration Date |
|-----------------------------|------------------|---------------|-----------------|
| | | | |

Relevant Experience

| Name of Employer | Title | Nature of Duties | Dates Employed |
|------------------|-------|------------------|----------------|
| | | | |

| | |
|---|------------------------|
| BEGINNING CONTRACT DATE <u>12-5-2013</u> | ENDING CONTRACT |
| (First Day of Work/Seniority Date of Record) | (If Applicable) |
| PAY RATE \$10.50/HOUR | |

EMPLOYEE SIGNATURE _____ DATE _____

| <u>ACCOUNT DISTRIBUTION</u> | <u>ANNUAL SALARY</u> | <u>% DISTRIBUTION</u> |
|----------------------------------|----------------------|-----------------------|
| ACCOUNT # 02-005-770-701-170-000 | \$3,969.00 | 100% |
| ACCOUNT # | | |



EMPLOYEE DATA SHEET

Employee: Beverly VanSoest Date Offer Accepted: 11-25-13

Job Title: Cook Indicate:
 Full-time / Part-time / Seasonal / Temporary Part-time, 2 hrs/day

Hiring Supervisor: Cheryl Schmieg Location: High School

PERSONNEL ACTION

NEW HIRE BOARD APPROVED ON: 12/9/13

EDUCATION INFORMATION

List below all postsecondary education, beginning with the **most recent**.

| Name of Institution | Location | Major | Degree and Date Received | Dates Attended |
|---------------------|----------|-------|--------------------------|----------------|
| | | | | |

List below any certificate(s) or license(s) now held.

| Name of Certificate/License | Name of Provider | Date Received | Expiration Date |
|-----------------------------|------------------|---------------|-----------------|
| | | | |

Relevant Experience

| Name of Employer | Title | Nature of Duties | Dates Employed |
|------------------|-------|------------------|----------------|
| | | | |

| | |
|--|------------------------|
| BEGINNING CONTRACT DATE <u>11-25-2013</u> | ENDING CONTRACT |
| (First Day of Work/Seniority Date of Record) | (If Applicable) |
| PAY RATE \$10.50/HOUR | |

EMPLOYEE SIGNATURE _____ DATE _____

| <u>ACCOUNT DISTRIBUTION</u> | <u>ANNUAL SALARY</u> | <u>% DISTRIBUTION</u> |
|----------------------------------|----------------------|-----------------------|
| ACCOUNT # 02-005-770-701-170-000 | \$3,822.00 | 100% |
| ACCOUNT # | | |



Jordan School District

Whereas, Pursuant to Minnesota Statutes the School Board of the Jordan School District, Jordan, Minnesota, is authorized to make the following proposed tax levies for general purposes:

| | |
|---------------------------------------|-----------------------|
| General Fund | \$1,452,020.93 |
| Community Service | 126,304.82 |
| Debt Service | 1,827,438.40 |
| Total Proposed School Tax Levy | \$3,405,764.19 |

Now Therefore, Be it resolved by the School Board of Jordan School District, Jordan, Minnesota, that the levy to be levied in 2013 to be collected in 2014 is set at \$3,405,764.19. The clerk of the Jordan School Board is authorized to certify the proposed levy to the County Auditor of Jordan County, Minnesota.

JORDAN DISTRICT SCHOOLS POLICY

Adopted: July 9, 2012

Reviewed: November 19, 2012

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students,

parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for

the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; 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 premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
 - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful language toward teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is

not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;

- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. Procedures for Removal of a Student From a Class.
 1. Each teacher has the discretion to remove a student for inappropriate behavior as determined by the teacher. Upon asking the student to leave the classroom

and report to the office, the teacher will notify the main office of the name of the student removed.

2. Disciplinary action may be taken as a result of any behavior which is disruptive of the education processes or which violates the rights of others. The acts set forth in the disciplinary policy are unacceptable and subject to disciplinary action in school buildings, on the school buses, school grounds and at school sponsored activities.
3. Teachers will contact the administration and/or complete appropriate behavior referral form in a timely manner.

D. Responsibility for and Custody of a Student Removed From Class.

1. Each teacher has the discretion to determine how to deal with inappropriate behavior by a student. The teacher may instruct the student to a designated supervised area or the office. When they are sent to the office, the teacher will notify the office staff of the name of the student reporting to the office. When appropriate or necessary, the teacher will contact the office to request an escort.
2. Administrators have broad discretion to determine the consequences based on the minimum and maximum consequences established in the student handbooks. In unusual situations administrators may impose discipline less than the minimum. In the event the student has engaged in the same or similar behavior in the past or has engaged in persistent violation of school rules, the maximum penalties may be increased.

E. Procedures for Return of a Student to a Class From Which the Student Was Removed.

Administrators will take appropriate action for each student removed from class on a case-by-case basis. Such action may include, but is not limited to, warning, student conference, parent conference, detention, or suspension.

F. Procedures for Notification.

Parents will be notified of consequences when students are dismissed from class. Notification may be in the form of a phone call, written communication, or conference.

G. Disabled Students; Special Provisions.

1. Consideration of whether there is a need for further assessment will be determined by the Individual Education Plan (IEP) team members.
2. Consideration of whether there is a need for a review of the adequacy of the current Individual Education Plan (IEP) of a disabled student who is removed from class or disciplined will be determined by the IEP team members.

H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. A chemical abuse pre-assessment team will be established pursuant to Minn. Stat. 121A.26;
2. A school and community advisory team to address chemical abuse problems in the district will be established pursuant to Minn. Stat. 121A.27;
3. Any teacher or school district employee who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled-substance while on school premises or involved in school, shall immediately notify the building principal.

I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

Nothing in this policy shall prohibit the School District from taking immediate action to protect individuals and property from harm. Nor shall this policy be construed to prohibit the School District from expelling students from behavior not specifically set forth if such conduct:

1. Materially and substantially disrupts the rights of others to an education; or
 2. Endangers the student, other students or individuals or property of the school.
- All violations of the Code of Student Conduct will be handled on a case-by-case basis.

J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

School district personnel may respond to student misbehavior in a variety of ways in which to involve parents or guardians. They include, but are not limited to, communication of concerns, parent conferences, and mediation.

K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

School district personnel may respond to behavioral problems in a variety of ways in attempts to modify the behavior. They include, but are not limited to, verbal warning, one-to-one interaction, written communication to parent, parent conference, detention, referral to administrator, and suspension.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it

appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their

student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for

suspension, school administration may, instead of imposing the suspension, do one or more of the following:

- a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
 9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
 10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
 11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in

accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be

conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i)

caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.27 (School and Community Advisory Team)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
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)



| | | |
|---------------------------------|---------------|----------------|
| Student Name: | Grade: | School: |
| Name of Referring Staff: | Date: | |

| | |
|----------------------------------|---------------|
| TO: Parent/Guardian Name: | Phone: |
| Address: | |

This is notification that your child _____ has been suspended. The suspension will begin on the following date: _____ at _____ o'clock. This suspension is for _____ days.

The student **must** return to my office on _____ at _____ with **or** without a parent or guardian.

Signature of Administrator: _____ **Phone Number:** _____

Grounds for Suspension: Violation of school regulations
 Conduct that disrupted the education of others
 Conduct that endangered the student, other students, or school property

Statement of Facts Leading to Suspension (if incident involved a "dangerous weapon," description of the weapon required.)

Statement of Student: Student agrees with the above statement of facts.
 Student does not agree with the above statement of facts, and his/her statement follows

Student Signature: _____ **Date:** _____

Student sent home without a conference because of an immediate or substantial danger.

Readmission Plan:

**** Student is NOT allowed on any school district property during the suspension****

For All Students: Including this suspension, the total days of suspension during this school year: _____
 If the total number of days exceeds **10**, the school will assist the parent(s) in accessing a **Mental Health Screening**.

For Students with IEP's: If the total number of days is **5 or more or exceeds 10 cumulative for the year**, a **Manifestation Determination Review** has been scheduled as a part of this suspension.
Date of Meeting: _____

For all Students: Total number of days of in-school suspension in addition to these day: _____

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October 10, 2011

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Disabled student” includes every child identified under federal and state special education law as having a hearing impairment, blindness, visual disability, speech or language impairment, physical handicap, other health impairment, mental handicap, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf blind disability who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for

part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION/DISABLED STUDENTS/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, a resident disabled student who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

- C. Resident disabled students who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)

- D. If a resident disabled student attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

- E. When a disabled student or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))
 - 1. Before the placement of a pupil for care and treatment, the district of residence must be notified and provided an opportunity to participate in the placement decision. (See Minn. Stat. § 125A.51(c). It is reasonable for the school district to refuse or delay transportation to a care and treatment program if school district administration have been denied the opportunity to participate in the placement decision.

 - 2. The school district will transport a student determined to need placement in a day treatment program to the therapeutic day program offered collaboratively by Carver and/or Scott County and a cooperative of which the school district is a member district to the extent placement is deemed appropriate by school district and therapeutic program staff and opening exists. Only if placement in this program is not possible will the school district transport to the next closest day treatment program as approved by the district's director of special services.

- F. When a nonresident disabled student or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary

transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a disabled student who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services

between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))

- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References:

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
- Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
- Minn. Stat. Ch. 125A (Children With a Disability)
- Minn. Stat. § 125A.02 (Children With a Disability, Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
- Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
- Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
- Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
- Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
- Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
- Minn. Stat. § 190.05 (Definitions)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
- 20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
- 42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)

42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

**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)

**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)

**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 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, I-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. Supporting the school board in the 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October 2013

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. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. “Computer-adaptive assessments” means fully adaptive assessments.

- F. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- G. “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.]*
- H. “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.
- I. “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.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[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. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
- 2. The school district will administer annually, in accordance with the process determined by 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 7;
 - b. state-developed grade 8 and high school reading and mathematics tests aligned with state academic standards; and
 - 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).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

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.

VI. 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 VI.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 3501.0640-3501.0655 (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 616 (School District System Accountability)



2014-15
JORDAN HIGH SCHOOL
REGISTRATION GUIDE

TEACHING TODAY'S YOUTH. . .
TO BECOME TOMORROW'S
LEADERS

GETTING STARTED

Academic Policies:

- Students register the previous spring for the next school year's courses. Schedule changes are discouraged and are kept to a minimum. Once a semester begins, changes are only allowed if a credit deficiency is noticed, a teacher recommends a change, a student has too many study halls, or an error was made.
- A course dropped after the first two weeks of each semester will result in students receiving an "F" on their permanent record, and they will be placed in a study hall.
- Students who register for Advanced Placement, Concurrent Enrollment, and College in the Schools classes will not be allowed to drop them after registration. We will staff our building for these classes and when students drop them, other classes become too large.

Cumulative Grade Point Average (GPA):

Cumulative Grade Point Average is calculated beginning in Grade 9 through the end of Grade 12. Every course with a mark of A through F is used in calculating cumulative GPA. Advanced Placement and College in the Schools receive weighted grades. The numerical representation of grades is as follows:

| | Regular | CIS/AP/CE |
|----|---------|-----------|
| A | 4 | 4.4 |
| A- | 3.67 | 4.037 |
| B+ | 3.33 | 3.663 |
| B | 3 | 3.3 |
| B- | 2.67 | 2.937 |
| C+ | 2.33 | 2.563 |
| C | 2 | 2.2 |
| C- | 1.67 | 1.837 |
| D+ | 1.33 | 1.463 |
| D | 1 | 1.1 |
| D- | 0.67 | 0.737 |
| F | 0 | 0 |

Academically Challenging Courses:

All Jordan students are encouraged to take courses that will provide them with the appropriate challenge for their future education and career goals. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses that provide additional challenge:

- College Writing

- Research Writing
- Honors Literary Analysis
- Advanced Placement Chemistry
- Anatomy and Physiology
- Advanced Placement American History
- Honors World History
- Concurrent Enrollment Spanish
- College in the Schools Introduction to Literature
- College in the Schools Human Anatomy
- College in the Schools Calculus
- College in the Schools Mathematical Modeling and Prediction

Advanced Placement, College in the Schools, and Concurrent Enrollment courses have weighted grades.

Commencement Procedures:

To participate in graduation ceremonies, seniors must have completed all graduation requirements. Members of the Class of 2014 must have earned 23 credits (each semester course equals one-half credits and each year long course equals one credit) and completed the requirements outlined by the State of Minnesota regarding graduation tests. Members of the Class of 2015 must have earned 23.5 credits and Members of the Class of 2016 and beyond must have earned 24 credits.

Class of 2015 Graduation Requirements:

- English: Full year of English 9
Full year of English 10
Four semesters to include one literature, one communications, one writing, and one elective choice.
- Social Studies: Full year of Civics 9
Full year of American History 10
Full year of World History
One semester of Economics
One semester of a Social Studies elective
- Mathematics: Three full years of Mathematics
- Science: Full year of Physical Science 9
Full year of Biology 10
Full year of a Chemistry
- Health/PE: One semester of Physical Education 9
One semester of Physical Education 10
One semester of Health
- Fine Arts: Two semesters of Fine Arts which include Music Education, Fashions, and Computer Graphics
- Electives: Six and one half credits, which may be made up of full year or semester long courses
- Computers: One semester of Computer Applications

Class of 2016 and 2017 Graduation Requirements:

Requirements are the same as the Classes of 2015 except students must earn seven elective credits. Students must have 24 credits to graduate from high school.

Class of 2018 and Beyond Graduation Requirements:

Requirements are the same as the Classes of 2016 and 17 except students must earn a 9th Grade Careers course credit and are not required to take Computer Applications.

Graduation Rule Requirements:

Members of the Class of 2015 and 2016 must pass the GRAD Reading and Mathematics Tests and the Written Composition Test. Students may substitute results from the ACT or ASVAB for reading and math. Students are responsible for keeping track of test scores and monitoring their status for graduation. Students who have disabilities have access to modified test formats, accommodations, modifications, or exemptions. Decisions about accommodations, modifications, or exemptions will be made in consultation with parents, students, and staff members. The legislature has not yet determined graduation requirements for the Class of 2017 and beyond. Students or parents should see the counselor with questions or concerns.

Post-Secondary Enrollment Options (PSEO):

PSEO provides eleventh and twelfth grade students, who meet the qualifications of the post-secondary school of their choice, the opportunity to take college courses for high school and college credit. The costs of attending are paid for the student, whose primary financial responsibility is transportation to and from the school. Credits count toward students’ diplomas and toward their high school grade point averages. Different post-secondary schools have different entrance requirements. For example, students should have a “C” average if they wish to attend Hennepin Technical College. If they do not, they must receive their counselor’s recommendation to be considered for acceptance. At Normandale Community College high school students must be in the top one third of their class as juniors if they wish to take a single class and the top ten percent to take more than one class at a time. As seniors, they need to be in the top half to take a single course or at the top third for multiple courses. Normandale will also consider students’ performance on the Preliminary Scholastic Aptitude Test (PSAT), PLAN test, or the ACT college entrance exam if they are not eligible by virtue of their class rank. Students who are interested in learning more about PSEO or applying for PSEO may see their counselor. The best time to see the counselors is in the spring before planning a PSEO experience.

Procedures for Students to Follow:

1. Obtain information from the high school counselor.
2. Parents and students review material and discuss options as far as how they relate to future career and educational plans

3. Schedule meeting to discuss program alternatives with the high school counselor in the spring
4. Complete Part 1 of Notice of Student Registration Form, Student Guide, and obtain official transcript. Students must take this information with them when they meet with the post-secondary admissions staff.
5. Schedule meeting and obtain information from the post-secondary admissions staff.
6. Complete necessary post-secondary admissions forms. Part 2 of the Notice of Student Registration Form is to be completed by the post-secondary institution. Within ten days after registration, the post-secondary institution will send a copy of this form to the student, the high school, and the Minnesota Department of Education.
7. Register for courses. The high school will notify the student of the number of credits to be received for post-secondary courses by completing part 3 of the Notice of Student Registration Form and send a copy to the student.
8. Provide the high school counselor with a copy of the post-secondary registration for and contact them if course changes were necessary.
9. An appeal may be made to the Minnesota State Board of Education if there is a dispute between the student and the district regarding the number of credits received for post-secondary courses.
10. Students must provide the high school a copy of the grades earned at the post-secondary institution once the courses are completed.
11. This process should be followed each semester.

Student Aides:

Students will be allowed to receive one-fourth (¼) credit for serving as a student aide for a maximum of two semesters during junior and senior years. Student aides will receive a pass/fail grade. A passing grade will not be used in the determination of a student’s grade point average or class rank. The one-fourth credit will count as an elective credit.

Rasmussen College Courses:

Students have the option to take Rasmussen College Courses online at Jordan High School. This is not part of the PSEO Program; therefore, students will be required to purchase their own books. Students will not be allowed to take Rasmussen College courses when similar courses are offered at the high school for potential college credit.

Advanced Placement (AP), MSU Mankato Concurrent Enrollment Courses, and University of Minnesota College in the Schools Courses:

Jordan High School offers opportunities for students to potentially earn college credit while attending high school. Colleges and universities look favorably upon students who have challenged themselves in high school through a rigorous academic program. Advanced Place-

ment, Concurrent Enrollment, and College in the Schools courses present curricula that is the same as courses taught on college campuses; therefore, students must understand they are significantly more difficult than a high school course.

At the conclusion of these courses, students may qualify for college credit so students are expected to think, analyze, and produce at a college level. Additionally, they require significantly more work outside of class than regular high school courses. Therefore, students should consider not only their own academic background and commitment, but also their overall course load, job responsibilities and co-curricular activities when deciding to register for these courses. Students who choose to take three Advanced Placement, Concurrent Enrollment, and College in the Schools courses during one semester will be allowed to have two study halls. Concurrent Enrollment and College in the Schools courses will receive high school credit commensurate with courses students take through the PSEO program; credit values per course are indicated in the registration guide.

Advanced Placement: Advanced Placement is a national program that allows students in high school to take college level classes. Jordan High School offers AP Chemistry and AP US History. In May, students will be offered an AP exam. Students who earn a score of three or better *may* qualify for college credit. To make sure that a particular college accepts AP credit, students must contact the specific college.

MSU Mankato Concurrent Enrollment Classes: Jordan High School offers Spanish IV in collaboration with MSU Mankato. This partnership offers qualified students the opportunity to earn university credit prior to graduation. Spanish IV is taught by a highly qualified high school instructor who has been endorsed and mentored by faculty from MSU. Students who complete Spanish IV receive MSU academic credit, which appears on a MSU transcript. It may transfer to other colleges and universities (acceptance of transfer credits is always guided by the policies of the individual college or university).

Students must complete an application and meet admissions criteria:

- Seniors must have a 3.0 GPA (on 4.0 scale) OR an ACT composite score of 21 or higher
- Juniors must have a 3.5 GPA (on 4.0 scale) OR an ACT composite score of 23 or higher

University of Minnesota College in the Schools Courses: CIS is a partnership between the University of Minnesota and area high schools. It delivers regular university introductory level courses to advanced high school students. Students successfully completing a CIS course receive University of Minnesota credit. High school teachers teach CIS courses during the regular school day in the

high school. They apply to the University of Minnesota and must be accepted to teach. Additionally, teachers receive ongoing support and staff development at the University of Minnesota. University credits earned through CIS are approved degree credits and are transferable to other colleges and universities. Acceptance of transfer credits is always guided by the policies of the school accepting the credit. CIS courses offered at Jordan High School include Mathematical Modeling and Prediction; Calculus; Introduction to Literature: Poetry, Drama and Narrative; and Human Anatomy and Physiology. Prerequisites for each class are indicated in the registration guide.

Articulation Agreements:

Through articulation agreements between Jordan High School and specific two-year colleges in the area, students will be able to earn college credit for certain courses taken in high school. The agreements recognize that skills and competencies are developed through successful completion of specific coursework that is then verified by the high school teacher. To receive credit, students must enter that specific post-secondary institution. These schools vary regarding their policies when students choose to transfer to another school. Students should check with those institutions when they register upon graduation from high school.

Alternative Learning Opportunities:

All students who are experiencing difficulty in the traditional education system are allowed to enroll in alternative programs to complete their high school education. Students will earn a Jordan High School diploma and must complete the same requirements as other Jordan students to earn their diploma. Students must provide their own transportation to alternative schools. Parents and students who are interested in pursuing registration in an alternative school should make an appointment with the counselor.

Online Schools:

Students have the option of attending online schools. However, students and parents must understand students who choose to go to online schools will not receive a Jordan High School diploma. They will receive a diploma from that online school organization.

Key to Symbols:



= Course offers college credit to students who meet the criteria



= Course is articulated with one or more technical colleges and may award credit to students who meet the criteria



= Students will receive a weighted grade

Reading the Course Descriptions:

- A course number for each course indicates whether it is a semester long course or part of a year long course. A 1000 numbered course indicates it is the first half of a year-long course; a 2000 numbered course indicates it is the second half of a year-long course, and a 3000 numbered course indicates it is a semester-long course. Students who register for year-long courses must include both the first and second semester numbers when registering.
- Each course indicates the appropriate grade level.
- Most semester-long courses have a credit value of .5, meaning a yearlong course is valued at 1 full credit. College in the Schools and Concurrent Enrollment courses have an increased credit value and are indicated prior to the course description.
- Students and parents should be aware of course prerequisites and required supplies.
- Symbols indicate if a course is articulated with a vocational or two-year college or if a student can earn college credit after successfully completing the course (see above).
- Symbols indicate courses with weighted grades.

Preparation for Post-Secondary Schools:

Students should register for classes that satisfy entrance requirements of colleges (state universities, and technical, community or private colleges). Requirements vary. Students and parents should become familiar with the entrance requirements of colleges to which they wish to apply. This can be accomplished in several ways:

- Meet with admissions representatives when they are scheduled at school
- Call or e-mail colleges directly or check websites
- Visit the Guidance counselor's website

In general, students may adhere to these guidelines for admission:

Community College: Admission to the college does not automatically qualify a student for all courses and programs. Students' abilities in reading, writing, and math must be assessed before registering for classes. Some

specialized career programs such as Dental Hygiene, Nursing, Radiologic Technology and others are competitively based and have additional academic and application requirements. The requirement to enter a community college is a high school diploma or GED. Normandale, Inver Hills, and Century Colleges are examples of Community Colleges.

Technical College: Most jobs require technical skills, and the explosion of new technology calls for a highly trained workforce. Graduates with state-of-the-art skills are in demand. Technical colleges work closely with businesses to offer this advanced professional training. Prior to registering for courses, students may be required to take the Accuplacer, a standardized assessment of a student's reading, sentence and arithmetic skills. Test results help students select courses while allowing staff to develop appropriate plans for a student's academic support. Applicants who took rigorous high school courses are likely to test into more advanced courses thereby moving them more quickly through course requirements. Students are advised to check with specific programs in advance due to the possibility of waiting lists. Students are encouraged to continue to challenge themselves and perform well while in high school. The requirement to enter a technical college is a high school diploma or GED. Examples of technical colleges include Dakota County and Hennepin County Technical Colleges.

Four-Year Colleges and Universities: The following minimum courses are required:

- Four years of English, including composition and literature.
- Three years of Mathematics, including two years of algebra and one year of geometry. Pre-Calculus is strongly advised.
- Three years of Science, including one year of a biological science and one year of chemistry or physics.
- Two years of a single World Language.
- Three years of Social Studies, including US History and Geography.
- One year of visual and/or performing arts (art or music classes).

ART EDUCATION

Drawing/Painting I: 1005

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Drawing/Painting I addresses learning and practicing foundational drawing and painting techniques, incorporating the Elements of Art, and analyzing artists' works. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well. Students will learn to record their voice to create QR Codes that will hang beside their artworks. All students will have the opportunity to attend monthly Art Club field trips. Student work will be displayed in the high school building, the Jordan Library, and at Frandsen Bank.

Drawing/Painting II: 2005

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: Drawing/Painting I, (or Art I)

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Drawing/Painting II further develops techniques practiced in level one and explores advanced techniques and processes. Students will develop the Principles of Design, learning to improve the quality of their compositions. Class time will explore advanced color theory, sighting techniques in still lifes and landscapes, perspective drawing, and portraiture. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well. Students will blog via Tumblr as a means to document their working processes. All students will have the opportunity to attend monthly Art Club field trips. Student work will be displayed in the high school building, the Jordan Library, and at Frandsen Bank.

Sculpture I: 1010

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Sculpture I addresses learning and practicing foundational sculpting techniques, incorporating the Elements of Art, and analyzing artists' works. This course is for the student who prefers to create art-

work that is three-dimensional. The majority of the projects will include handbuilding with clay. Other projects will include working with wire, wood, plaster, and found materials. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well. Students will learn to record their voice to create QR Codes that will hang beside their artworks. All students will have the opportunity to attend monthly Art Club field trips. Student work will be displayed in the high school building, the Jordan Library, and at Frandsen Bank.

Sculpture II: 2010

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: Sculpture I

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Sculpture II further develops techniques practiced in level one and explores advanced techniques and processes. Students will continue to hand-build with clay and also work on the potter's wheel. This course will challenge students to work larger and explore the concepts of installation, kinetic art, and public art. Non-clay projects will include wire, wood, plaster, and found materials. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well. Students will blog via Tumblr as a means to document their working processes. All students will have the opportunity to attend monthly Art Club field trips. Student work will be displayed in the high school building, the Jordan Library, and at Frandsen Bank.

Craft: 3005

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: None

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Students will design and create a number of craft projects with an emphasis on learning and understanding how to make "well crafted" objects. Students will learn about the traditions of the crafts they make, and continue to work with the elements and principles of design to create a variety of projects. Some areas of study include: Book Arts, Fibers (dyeing processes, weaving, felting), Stained Glass, Silkscreening, Candle-making, and Calligraphy to name a few. Written work, quizzes/tests, online research, and critique sessions are

learn to record their voice to create QR Codes that will hang beside their artworks. All students will have the opportunity to attend monthly Art Club field trips. Student work will be displayed in the high school building, the Jordan Library, and at Frandsen Bank. and content in their artwork.

Graphic Design/Yearbook: 1020, 2020, or 3020 (See Note Below)

Grade Level: 11-12

Credit Value: .5 (1 semester) or 1 (full year)

Pre-Requisite: None

Required Materials: A notebook, folder, pen/pencil. Access to a digital camera is beneficial.

Course Description: Graphic Design/Yearbook explores the idea that the presentation of information is just as important as the information itself. These students will work as photographers, writers, and designers. Students will study the history of graphic design and typography. Students will learn and practice two-dimensional design strategies that they apply to various projects, including, posters, flyers, brochures, and culminating in the production of the high school yearbook. Students will gain experience with Illustrator, InDesign, and Photoshop. Graphic Design/Yearbook can be taken as a semester course (.5 credit value) or a year-long course (1 credit value).

Students who wish to take Graphic Design/Yearbook for a full year should register for both 1020 and 2020. Students who wish to take this course for only a semester should register for only 3020.

Studio Art I: 1015

Grade Level: 11-12

Credit Value: 1

Pre-Requisite: 3 semesters of any courses

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Studio Art is a full-year course for the serious art student. Students work through projects that are teacher-directed and self-directed. Students are challenged to develop work that demonstrates content as well as technical ability. Students will develop written project proposals, online blogs to document their working process, pinterest boards to store visual research. These students assemble their pieces into a portfolio due at the end of the year. To learn more about art careers, this group has the opportunity to attend off-site workshops with area artists and visit colleges and technical schools. Student work will be displayed in the school and community, as well as professional gallery spaces. All students will have the opportunity to attend monthly Art Club field trips. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

Studio Art II: 2015

Grade Level: 11-12

Credit Value: 1

Pre-Requisite: Studio Art I

Required Materials: A notebook, a sketchbook, and a non-mechanical pencil

Course Description: Studio Art II is a full-year course for the serious art student. It contains the same requirements and a similar structure to Studio Art I, however, these students will also be creating an artist website. They will learn to develop themselves as a brand, link their website to their blogs, pinterest boards, and to other social media. These students will use their website as their final digital portfolio. This group will also learn more about art careers, attend off-site workshops with area artists, and visit colleges and technical schools. Student work will be displayed in the school and community, as well as professional gallery spaces. All students will have the opportunity to attend monthly Art Club field trips. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

BUSINESS EDUCATION

The following Business Education courses are articulated with local vocational and/or two year colleges. To receive credit, students must register and attend that specific post-secondary school. Students should check with individual schools to determine how those credits appear on a transcript when students transfer to another post-secondary institution.

| <u>JHS Course Name</u> | <u>Participating College</u> | <u>College Course Name (Credits)</u> |
|------------------------|---|---|
| Accounting I | St. Cloud Technical/Community College Anoka Technical Anoka-Ramsey Community College Central Lakes Community College North Hennepin Community College Hennepin Technical College Alexandria Technical/Community College Alexandria Technical/Community College | Fundamentals of Sales Accounting (3) Office Accounting (3) Accounting Fundamentals (1) Accounting for Non-Accountants (3) The Accounting Cycle (1) Introduction to Accounting (3) Accounting for Business (2) Accounting Business Managers (2) |
| General Business | Normandale Community College | Introduction to Business (3) |
| Computer Programming | Anoka-Ramsey Community College Normandale Community College | Intro to Comp Science & Problem Solving (3) Intro to Comp Science & Problem Solving (4) |
| Computer Graphics | North Hennepin Community College Hennepin Technical College Dakota County Technical College Ridgewater College—Hutchinson Riverland Community College—Austin Riverland Community College—Austin South Central College—North Mankato Dakota County Technical College Rochester Community & Technical College | Creative Suites: Art, Design & the Web (2) Fundamentals of Graphic Design (3) Introduction to Photoshop (1 of 2) Introduction to Computer Graphics (1 of 2) Digital Photo w/Adobe Photoshop (2 of 3) Web Design I (1 of 3) Graphics Software 1 (2 of 4) Introduction to Illustrator (1 of 2) Digital Art I (1 of 3) |
| Computer Animation | Dakota County Technical College Ridgewater College—Hutchinson Riverland Community College—Austin Rochester Community & Technical College South Central College—North Mankato | Introduction to Flash (1 of 2) Animation for Web Design I (2 of 3) Intro to Adobe Flash (2 of 3) Motion Graphics I (1 of 3) Web Interactive Media I (1 of 3) |
| Website Design | Hennepin Technical College Hennepin Technical College | HTML (3) XHTML (3) |

REQUIRED COURSE

9th Grade Careers: 3045

Grade Level: 9

Credit Value: .5

Pre-Requisite: Computer Applications

Required Materials: Jump drive recommended

Students will assess their abilities and interests and select a variety of Careers to research where they may find success. Students will learn how to market their skills and make appropriate decisions. Students will also do an in-depth study of a specific career. The Internet, an excellent resource to obtain career information, will be used in this class. Students explore a variety of career clusters and learn in depth about their top choice. Students will understand how technology relates to their career options. Students will have a working Electronic Portfolio that will include a Course of Study plan to assist the student in class selections to help prepare them for college and life after high school.

BUSINESS COURSES

Accounting I: 3055

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: None

Required Materials: Calculators

Course Description: Not just for accountants, accounting is the language of business and application and can be used in any occupational field. Accounting is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will more knowledgeably manage their financial resources. As citizens, future parents, and investors, students will be better prepared to make the economic decisions that will impact their communities and to make the financial decisions that will affect their own economic futures. Students in this class will learn

the basic skills necessary to complete all the transaction journaling and working papers for a service or merchandising business. Students will complete various projects involving the completion of financial transactions, reading financial documentation to make sound management decisions, reinforcement activities as well as real life simulations for a full accounting cycle. This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business, Management & Administration; Marketing; Manufacturing, Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

General Business: 3075

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: None

Required Materials: None

Course Description: General Business is designed to provide students a general survey of the world of business. Topics include the basic principles and practices of contemporary business. Students will be introduced to the multitude of opportunities that can be found in today's business worlds and they will explore the global challenges associated with the various dimensions of the competitive business environment. Focus will be placed upon the role of management and the challenges associated with human resource management, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will also create a mock business (on paper) throughout the semester. This project includes, but is not limited to, a description of the business, logo and slogan, promotion, target market and employee manual. Specific units covered are:

- The Economic Environment
- Business in the US Economy
- Business Law
- Business Management
- Human Relations
- Issues in the Global Economy
- Consumers in the US Economy
- Business Finance in the global Economy

This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

Money Management: 1455

Grade Level: 10–12

Credit Value: 1

Pre-Requisite: None

Required Materials: Calculator

Course Description: Students will receive a comprehensive review of basic math skills focusing on mathematics for consumer and business use. Students will learn to calculate for various real-world financial choices and situations and complete financial forms, all of which they will likely be involved in throughout the rest of their lives. Topics covered include completing calculations for gross and net income; checking, savings, and charge accounts; loans; insurance; investments; and taxes. Students are encouraged to register for Personal Finance as a follow up to this course.

This course should be taken by anyone interested in being able to more efficiently complete calculations with respect to real-world financial choices, situations and forms you will encounter.

Personal Finance: 2455

Grade Level: 11–12

Credit Value: .5

Pre-Requisite: None

Required Materials: Calculator

Course Description: Learn how to live a life of financial peace! Personal Finance will provide a foundation for understanding personal financial planning techniques. Students will become equipped to confidently understand and discuss various aspects related to personal finance and be able to plan for their own financial futures. Students will complete hands-on projects to reinforce learning, many of which will involve the use of technology, especially the Internet. Students will learn from actual financial experts via videos, listen and respond to audio clips, use online financial calculators and tools, follow markets as well as specific stocks, bonds and mutual funds, and participate in real-life financial planning and decision making activities. Specific topics discussed are:

- Saving and Properly Maintaining Checking Accounts
- Financial Planning, Budgeting and Financial Goals
- Consumer Awareness and Buying Decisions
- Dangers and Elimination of Debt and Credit
- Investment Options
- Wealth Building
- Real Estate and Mortgages
- Insurance
- Employment and Taxes

This course should be taken by anyone interested in an in-depth understanding of financial planning and investing strategies.

Sports and Entertainment Marketing: 3085

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: None

Required Materials: None

Course Description: From amusement parks and video games to the biggest in athletic and movie stars, Sports and Entertainment Marketing will explore the foundations of the marketing processes. Students will learn about developing, promoting, and distributing goods and services to satisfy customer needs and wants. Emphasis will be placed on the specific venues of sports and entertainment, the two most profitable industries. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will take an active roll in the creation of programs and promotional strategies for Jordan athletics. Students will also actively participate in a full-scale marketing campaign, involving all of the marketing aspects discussed in the course, to promote, price, sell, and distribute Jordan athletic apparel. Specific topics covered are:

- Marketing
- Merchandising
- The Marketing Plan
- The Marketing Concept
- Target Markets
- The Marketing Mix and 4 Ps of Marketing: Product, Place, Price, and Promotion
- Market Research

This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Business, Management & Administration, Marketing, Manufacturing, Hospitality & Tourism, Transportation, Distribution & Logistics, Government & Public Administration.

COMPUTER COURSES

Computer Programming: 3060

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: Computer Applications

Required Materials: Jump drive recommended

Course Description: This course is designed to help students become familiar with computer programming concepts and techniques. We will be using Small Basic and Game-IT software to solve problems and create small games you can actually play. Programming is one of the creative processes that can transform ideas into reality. Concepts learned in this course can be applied to numerous other programming languages. Due to ever-changing technology, various other technology related



topics will also be covered. We will explore various techniques to review and create an actual video game. Possible field trip will be to actual software development companies in the Minneapolis area. Also, we will visit a local University/College to observe and learn what college life is like with a Computer Major.

Computer Graphics: 3065

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: Computer Applications

Required Materials: Jump drive recommended

Course Description: This course is designed to teach the fundamental principles of computer graphics and introduce students to the basic elements and skills involved in the creation of computer graphics. This course counts towards .5 Art credit. We will be using Adobe Photoshop, Illustrator, and InDesign CS5 version. It will provide an opportunity for students to acquire and develop skills needed to create various types of computer generated work through their interactions with software, Internet, and input and output devices. Students will develop an ongoing electronic and print portfolios of their work. By the end of the course, students will be able to apply computer graphics skills and capacities to enhance multimedia presentations of projects, reports, and investigations for other classes at Jordan High School. Students will also be able to understand the connection between computer graphics skills and professional opportunities. Projects include software box, cartoon characters, cloud art, pictures in text, t-shirt design/creation, digital pictures distortion and enhancements, and cd/dvd labels. Field trip includes a behind the scenes tour at the IMAX theater and watching a IMAX film.



Computer Animation: 3070

Grade Level: 9–12

Credit Value: .5

Pre-Requisite: Computer Applications

Required Materials: Jump drive recommended

Course Description: This course is designed to teach the fundamental core principles of planning, creating, editing, formatting and displaying multimedia projects using Adobe Flash CS5 software. This course counts towards .5 Art credit. It will incorporate the use of the scanner and digital camera to implement pictures, sound, video and other forms of computer multimedia into presentation formats. Students will be able to create vector based graphics, banners, and movies for websites created in html or flash format. Additionally, students will gain an understanding about different web media and technologies and the impact they have. Students will be able to apply the skills and understanding they gain in the course to create digital narratives and design websites for other classes at Jordan High School and/or their future



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careers. Projects will include character animation, virtual coloring books and puzzles, interactive web banner ads, and website animations. A Digital Portfolio will be created as an end of the semester project. Field trip includes a behind the scenes tour at the IMAX theater and watching a IMAX film.

Website Design: 3090

Grade Level: 9 –12

Credit Value: .5

Pre-Requisite: Computer Applications

Required Materials: Jump drive recommended

Course Description: Ever wanted to create your own presence on the Web? Website Design provides an overview of creating web pages via HTML and CSS. Students will create web pages using Notepad, Dreamweaver, and CMS editors, while following CSS rules. The software used includes Dreamweaver CS5 (Web editor), Flash CS5, Fireworks CS5 / Photoshop CS5 (multi-purpose video and graphic software). Students will be able to apply the skills and understanding they gain in the course to create and design websites for other classes at Jordan High School Topics include the following:

- Foundations of Website Creation
- Web Page Elements
- Production Tools
- Layout & Design
- Website Creation (*Notepad, Editor, CMS*)
- Implementation & Hosting



Game-IT / App Design: 3050

Grade Level: 9 –12

Credit Value: .5

Pre-Requisite: Computer Programming

Required Materials: Jump drive recommended

Course Description: Ever wanted to create your own video game or App? The course starts by taking students through the history of mobile applications. Then we move on to learning about the current industry standards, languages and platforms used in mobile apps development with a special focus on career opportunities within the industry and the entrepreneurial potential that exists. Also, we will visit a local University/College to observe and learn what college life is like with a Computer Major.

The “meat” of the course is spent learning some Java programming and then on to working with Eclipse in order to start developing real working apps. Those lessons and skills are then applied toward programming for Android devices. By the end of the course students are able to successfully download real working mobile applications for Android devices!

Skills that will be developed: How thinking like a programmer – using the engineering design cycle – solves problems and how science & math concepts and skills are so thoroughly integrated into mobile application development.

ENGLISH

Graduation Requirements for the class of 2016 and beyond: All students must complete a full year of English 9 and English 10. Juniors and seniors must complete four semesters that include one writing course, one speaking course, one literature course, and one elective English course. Students may choose any course to fulfill the elective requirement.

Writing Courses

College Writing
 Practical Writing
 Research Writing
 Technical English

Speaking Courses

Public Speaking (to be offered 2014-15)
 Technical English

Literature Courses

Literary Studies
 Honors Literary Analysis
 Technical English

Elective Courses

CIS Intro to Literature
 Yearbook
 Creative Writing
 Mass Media
 Technical English
 Theatre Arts

Students who take Technical English during both their junior and senior years will earn credits in all four areas. Students may only enroll in Technical English upon recommendation.

Graduation Requirements for the Classes of and 2015: All students must complete a full year of English 9 and English 10. Juniors and seniors must complete four semesters that include one writing course, one literature course, and one communication course; additionally, students must complete one elective English course. Advanced Placement Literature will meet all required categories. Students may choose any course to fulfill the elective requirement.

| Writing Courses | Literature Courses | Communications Courses | Elective Courses |
|-------------------|--------------------------|------------------------------|------------------------------|
| Technical English | Literary Studies | Creative Writing | Research Writing |
| Practical Writing | Honors Literary Analysis | Mass Media | (Any additional writing, |
| College Writing | Technical English | Yearbook (taken as a junior) | literature or communications |
| | | Theatre Arts | or College Writing course) |
| | | CIS Intro to Literature | |

English 9 A and B: 1105 and 2105

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Notebook, pencils/pens, folder or binder, highlighter, 50-page spiral flipbook of notecards

Course Description: English 9 is a required course consisting of two semesters. Students complete journals and essays, read a variety of literature, perform a wide-range of writing assignments, and study grammar as well as usage. Students will periodically deliver speeches, including informative and oral interpretation. Literature genres include poetry, short story, non-fiction, novels, mythology and legend, and drama. This culminates in the study of *Romeo and Juliet*.

Honors English 9 A and B: 1120 and 2120

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: Consistent "Exceeds Standards" on MCA Reading Tests

Required Materials: Notebook, pencils/pens, folder or binder, highlighter, 50-page spiral flipbook of notecards

Course Description: Honors English 9 consists of two semesters. In addition to building greater skills within the four pillars of language arts (writing, reading, grammar, and public speaking), students will also build the skills necessary to excel in their high school careers: they will independently investigate topics to discover their own understanding, lead class discussions to assist one another's education, and learn what it means to be a positive leader and school citizen. Major assessments include independent reading, writing research papers, delivering an informative speech, and performing *Romeo and Juliet*. Major texts will include *John Steinbeck's Of Mice and Men* and *Harper Lee's To Kill a Mockingbird*.

English 10 A and B: 1110 and 2110

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: English 9A and 9B

Required Materials: Student selected novels, writing utensils, paper, and a folder

Course Description: English 10 covers a wide range of content areas focusing on the pillars of language arts: grammar, literature, vocabulary, and writing. Within these areas, English 10 highlights units on grammar, creative writing, technical writing, literature, short stories, poetry, daily vocabulary, public speaking, and mythology. While focusing on literature, students will read the classic novel *The Adventures of Huckleberry Finn* written by Mark Twain, various novels focused on World War II, and student selected fiction and non-fiction novels. As literature tells the story of history, this class connects with American History frequently throughout the year for a deeper focus on specific literary subject areas. Moreover, this course also works to prepare sophomores to successfully complete the state mandated MCA Reading Comprehension test given in the spring. In addition, English 10 prepares students for future higher level English courses offered junior and senior years.

Honors English 10 A and B: 1125 and 2125

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: Consistent "Exceeds Standards" on MCA Reading Tests and top 40% of class

Required Materials: Student selected novels, writing utensils, paper, and folder

Course Description: Honors English 10 is for high-achieving, college-bound sophomores. The literature portion of this class covers text selections in fiction, poetry, short stories and mythology. In addition to text reading assignments, students will also read the classic novel *The Adventures of Huckleberry Finn* written by Mark Twain, various World War II and Holocaust novels, and student selected free-reading novels. The writing portion of this course emphasizes vocabulary, sentence structure, organization, and style. Writing assignments start with detailed paragraphs, progress through multiple essays, and culminate in a research project. Class time is also spent preparing for the ACT exam. Upon successful completion of this one semester course, students planning to attend college are encouraged to select Research Writing to further

enhance their writing skills. (Students who successfully complete this course cannot enroll in College Writing but will have satisfied the College Writing pre-requisite for CIS Literature.)

JUNIOR/SENIOR COURSES

Technical English A and B: 1115 and 2115

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: English 10A & 10B, teacher recommendation

Required Materials: Student selected novels, paper, writing utensils, and a folder

Course Description: Technical English satisfies the writing, speaking, literature, and elective English credit requirements, and it is specifically designed for students who require additional foundational work in these areas. This course runs on a two-year cycle to provide students time for extensive work in these required areas at a pace that allows for added practice. This class primarily helps prepare students for future training in technical schools and the working world.

In Technical English, students study a wide range of content areas including grammar, creative writing, technical writing, short stories, legends, poetry, vocabulary, professional development, public speaking, media literacy, and novels. Students will read self-selected non-fiction and fiction novels along with varying teacher selected novels (these novels vary depending on the students and current best sellers). Students who have not passed the GRAD Reading and/or writing test(s) are recommended for this class. Students completing the full two year cycle will receive all their required English credits (writing, speaking, literature, and elective) through this course.

Practical Writing: 3120

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil, book cover

Course Description: Practical Writing is a middle-level elective writing course focused on writing situations in academic settings and professional life. Students complete a variety of essays and writing assignments of varying lengths and purposes including business letters, personal statements, argumentative writing, creative writing, and research based essays. Students who display proficiency in Practical Writing and have aspirations of attending a four-year college are encouraged to take College Writing as an English elective credit.

College Writing: 3125

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B, must have passed Grad Writing Test

Required Materials: Black pen, folder, notebook

Course Description: College Writing is a high-level writing class designed for high-achieving Language Arts students who are planning to attend college. This course emphasizes grammar as a means to clear and effective writing. Vocabulary, sentence structure, organization, and style are major components of this class. Writing assignments start with detailed paragraphs, progress through multiple essays, and culminate in a research project. Class time is also spent preparing for the ACT exam. Upon successful completion of this one semester course, students planning to attend college are encouraged to select Research Writing to further enhance their writing skills. Students who successfully complete College Writing cannot enroll in Intermediate English or Technical English at a later time. (This class is a pre-requisite for CIS Literature and Expository Writing.)

Research Writing: 3170

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: College Writing

Required Materials: Notebook, jump drive, notecards

Course Description: Research Writing is recommended for college-bound students. Its purpose is to teach students how to write both informative and persuasive research papers of considerable length and depth, using multiple and varied sources.

Literary Studies: 3130

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil, book cover, Adhesive Post-it notes

Course Description: Literary Studies explores the methods by which an author creates a world with words, provokes an emotional reaction, establishes and defends a position, and demonstrates mastery of language. Students are expected to enter the course having mastered the basic literary concepts of plot, character, setting, etc., in order to develop more sophisticated and insightful observations of the literature assigned. Students will explore various genres, time periods, and purposes for literature.

Honors Literary Analysis: 3135

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B, College Writing, and top 40% of class

Required Materials: Notebook, Jump Drive, Post-It Notes

Course Description: Honors Literary Analysis is recommended for college-bound students with high reading ability and high motivation. This class will analyze literature in genre categories of fiction, including short stories and novels; non-fiction, including articles and biographical essays; drama, including both Shakespeare and modern works; and poetry, from both American and British authors. In addition to course-specific reading assignments, students will also complete independent reading throughout the course and create analysis presentations for the class. Grading in this course is based on formal tests, class discussion, analysis essays, etc. This class is a pre-requisite for CIS Literature.

Creative Writing: 3145

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil

Course Description: Students will discover what makes writing “creative.” By focusing on the intention of the author and the message to be sent, students delve into their own worldview to uncover and discover their creative voice. Students explore a variety of genres, including poetry, fiction, playwriting, comic strips, and world creation. This class is intended for students who are deeply interested in developing a creative voice; students who are willing and comfortable with the notion of sharing their thoughts, feelings, and worldview should consider taking this course. *This course will next be offered in the 2014-2015 school year in rotation with Theatre Arts. It will not be offered during the 2015-26 school year.*

Mass Media: 3150

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B or Honors 10A & 10B

Required Materials: Notebook, folder, pen/pencil

Course Description: Mass Media is a course designed to raise awareness about the ever-growing centrality of mass communication in our culture. Major topics of study include advertising, television, radio, and film. Because Mass Media fulfills the English Communications credit requirement, projects are primarily presentations. The major assessment components are group video projects: an advertisement, a mini-sitcom, and a short film.

Theatre Arts: 3160

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: English 10A & 10B or Honors English

10A & 10B

Required Materials: Notebook, folder, pen/pencil

Course Description: Theatre Arts explores the many ways people use theatre in all walks of life. Students will study theatre history, vocal and physical performance, play analysis, and play production. The class focuses intensively on research, critical thinking skills, and public performance. Students who sign up for Theatre Arts should prepare themselves for the fact that all class presentations must be polished and well rehearsed. *This class will not be offered in 2014-2015, it is offered in rotation with Creative Writing. It will be offered again in the 2015-16 school year.*

College in the Schools Introduction to Literature: Poetry, Drama and Narrative: 3165

Grade Level: 11—12

Credit Value: 1

College Credit Value: 4 U of MN credits

Pre-Requisite: College Writing and Honors Literary Analysis, top 30% in their class

Required Materials: Notebook, jump drive, Post-It Notes

Course Description: The essence of this course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. The course will examine texts from multiple viewpoints, examining the works not only for themes, narratives, and style, but also through application of a variety of critical theories (lenses). The texts are multicultural and may contain mature themes and/or images. The texts, discussions, ideas, and assignments are different from those normally encountered in a high school classroom. It is a college level course and students should expect college level assignments. Students may choose to take this course for college credit or simply as Jordan High School credit. Students who choose college credit may earn 4 University of Minnesota credits.

Public Speaking: 3115

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Notebook, folder, pen/pencil

This semester course provides students opportunities to study and practice different rhetorical styles with the goal of effectively transmitting ideas to an audience. Types of speeches include: demonstration, informative, persuasive, oral interpretation, impromptu, special occasion, and advertisement. At the completion of this course, students will be able to plan, organize, research, present and evaluate many different types of oral presentations. Students will also learn to use different types of technology to enhance their presentations.

ENGLISH AS A SECOND LANGUAGE

ELL Reading & Writing Level A: 1185 and 2185

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Must be eligible for ELL services

Required Materials: Notebook, folder, pen/pencil

Course Description: Students will study the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into his/her language usage. The student will acquire the skills necessary to pass the state writing test and enhanced reading/vocabulary skills toward passing the state reading test. The student will write complete sentences and paragraphs, create topic sentences, identify fragments and run-ons, outline a response to a prompt, analyze successful student writing, edit his/her own writing, read and discuss two novels per semester, study commonly used social and science vocabulary, take short vocabulary quizzes, and write seven five-paragraph essays in response to a prompt.

ELL Reading & Writing Level B: 1190 and 2190

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Must be eligible for ELL services and has completed Level A ELL,

Required Materials: Notebook, folder, pen/pencil

Course Description: The student will write complete essays from prompts that demonstrate the ability to pass the state writing test, edit his/her own writing, and read and discuss two novels each semester. Students will learn the components of short stories, many types of nonfiction articles, drama, and poetry. The student will incorporate new vocabulary into his/her language usage, enhancing skills to pass the state reading test. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit quizzes.

ELL Reading & Writing Level C: 1195 and 2195

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Must be eligible for ELL services and has completed Level A ELL,

Required Materials: Notebook, folder, pen/pencil

Course Description: Students will acquire strategies to improve understanding of fiction and nonfiction writing, with increased skills to pass the state reading or writing test. Students will read folk tales, short stories, poetry and lyrics, drama, with an emphasis on narrative and expositive nonfiction in each unit. Students will read one novel each quarter, based on reading level. Activities include reading aloud, class discussion, vocabulary practice, writing short essays, word games, cluster and unit tests.

FAMILY & CONSUMER SCIENCE

The following FACS courses are articulated with local vocational and/or two year colleges. To receive credit, students must register and attend that specific post-secondary school. Students should check with individual schools to determine how those credits appear on a transcript when students transfer to another post-secondary institution.

| <u>JHS Course Name</u> | <u>Participating College</u> | <u>College Course Name (Credits)</u> |
|------------------------|---|---|
| Foods II | St. Cloud Technical/Community College Hennepin Technical College Normandale Community College | Introduction to Culinary Arts (1) Introduction to the Hospitality Industry (2) Principles of Food Production and Sanitation (4) |
| Child Development 2 | Hennepin Technical College St. Paul College | Child Growth and Development (3) Child Growth and Development (3) |

Child Development 1: 1300

Grade Level: 9—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Notebook, Writing Stick, Folder

Course Description: This course is designed for both male and female students to prepare for the role of caring for children. We will investigate many issues of surrounding parenting, learn more about pregnancy and prenatal development, study labor & delivery and the newborn. We will take a closer look at growth and development infancy through age five to help us better care for the needs of all children. Students enrolled in this class

have the unique opportunity to care for the “Baby Think It Over”. This is a great course for future parents and those interested in careers that involve children. Students considering a career in the following career clusters should enroll in this course: Human Services, Education & Training, Health Science. As well as anyone who will interact with children in their future!

Child Development 2: 2300

Grade Level: 9-12

Credit Value: .5

Pre-Requisite: Child Development

Required Materials: Notebook, Folder, Writing Utensils

Course Description: Students in this course will expand their knowledge of child growth and development. Students will closely examine the major developmental milestones for the preschool to school age child. While observing and interacting with children in a variety of childcare settings, students will apply the principles of developmental theory. Students in this course will have the opportunity to tour and evaluate childcare environments, and plan and prepare developmentally appropriate curriculum, activities and materials. Students considering a career in the following career clusters should enroll in this course: Human Services, Education & Training, Health Science. As well as anyone who will interact with children in their future!

Foods I: 3310

Grade Level: 9—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Notebook, Folder, Writing Utensil

Course Description: Is your idea of cooking mixing together a box of macaroni & cheese? If you don't know how to cook or even if you have some cooking experience but want to learn more, this class is for you! This is an introductory class that will help you learn how to read a recipe, use proper measuring techniques, practice safe food preparation and correct ways to use kitchen tools. These skills will help you produce good tasting meals and prepare you for cooking on your own. We will work our way through the many courses of a meal, preparing a variety of foods from each unit we are studying. This is a lab class in which we will prepare 2-3 recipes per week that you will not only make but be able to eat and enjoy.

Topics include appetizers, soups quick breads, yeast breads, eggs, meats, grains and desserts! Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences. This course is designed to give valuable life skills to help students prepare for independent living .

Foods II: 3315

Grade Level: 9—12

Credit Value: .5

Pre-Requisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil



Course Description: A more advanced course in food preparation and for students interested in further developing their cooking skills. Throughout You will learn the art of gourmet cooking and learn and practice food safety and sanitation. A strong emphasis will be placed on knife skills through garnishing, we will also study chocolate, cake decorating techniques, international cuisine and it's connection to regional foods of the United States. Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences.

Fashion Design: 3320

Grade Level: 9—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Notebook, Folder, Writing Utensil, 2 inch binder

Course Description: Enjoy watching PROJECT RUNWAY? Then this is the class for you! Recommended for all students with an interest in the fashion world, design and art. Emphasis is placed in the areas of clothing design features, elements and principles of design, color and fashion designers. In addition to learning about apparel design and textiles, this class will provide you with an overview of different sewing concepts and garment construction. You will also learn how to alter and repair clothing. In this class, you will be creating and sewing different projects throughout the semester. Students considering a career in Arts, Communications & Information Systems career field should take this class.

HEALTH & PHYSICAL EDUCATION

Courses Required for Graduation

Physical Education 9
Physical Education 10/ Competitive Sports **OR**
Physical Education 10 Lifetime Activities
Health 10

Elective Courses

Fit for Life
Weight Training

REQUIRED COURSES

Physical Education 9: 3350

Grade Level: 9

Credit Value: .5

Pre-Requisite: None

Required Materials: Workout attire and athletic shoes

Course Description: Physical Education 9 will emphasize personal fitness. Students will learn the many benefits that physical activity can have on their lives as well as the risk factors and possible dangers of living a sedentary lifestyle. Students will focus on the five health-related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) and how they relate to personal wellness. Students will get an introduction to the weight room and the design of a personal exercise program. Personal goals will be implemented. There is an introductory unit on body composition and weight management. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The class will include the skills, strategies, rules, and etiquette of a wide variety of individual / dual activities as well as team sports. Units include: badminton, pickleball, tennis, soccer, football, speedball, volleyball, archery, basketball, cross country, yard games, disk golf, ultimate games, table tennis, strength training, body composition and weight management, lacrosse, team handball, floor hockey, kickball, Omnikin ball, golf, and softball. All activities are played with an emphasis on teamwork, sportsmanship, effort, cooperation, and personal skill improvement. This course is required for graduation.

Physical Education 10/Competitive Sports : 3355

Grade Level: 10

Credit Value: .5

Pre-Requisite: Physical Education 9

Required Materials: Workout attire and athletic shoes

Course Description: Competitive Sports focuses on competitive team/individual/fitness activities. Activities include all major team and individual sports at a higher competitive level. Class will focus on participation in

individual/dual activities such as golf, tennis, badminton, pickleball, table tennis, archery, cross country running, inline skating, lawn games, and strength training. Team games will continue to be played. Students will be able to design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will continue and will include a three day diet log and analysis. Students must take either Physical Education 10/Competitive Sports or Physical Education 10/Lifetime Activities.

Physical Education 10/Lifetime Activities : 3375

Grade Level: 10

Credit Value: .5

Pre-Requisite: Physical Education 9

Required Materials: Workout attire and athletic shoes

Lifetime Activities will focus on individual fitness/sports/activities. Students will participate in a variety of lifetime fitness activities at a less competitive level. These activities may include; aerobics, yoga, zumba, and pilates. Individual, dual and team games will continue to be played. Students will be able to design and implement an individual strength training program focusing on personal goals and improvement. Personal fitness tests will be assessed in the following areas: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The body composition and weight management unit will continue and will include a three day diet log and analysis.

Health 10: 3360

Grade Level: 10

Credit Value: .5

Pre-Requisite: None

Required Materials: Cloth or paper book cover, spiral notebook, folder, pencils, markers or colored pencils

Course Description: This course will recognize that a person's health is a precious resource that is often taken for granted. Students will be provided relevant information that will give them the knowledge, skills, and attitudes to contribute to a healthier lifestyle. This course stresses that proper diet and exercise are necessary for

future health and will prepare students to make informed decisions for the rest of their lives. The technology used in health class consists of videos from the Internet, DVDs, and PowerPoint presentations, along with wireless laptop computers. Topics covered in Health 10:

- Understanding Health and Wellness
- Setting Goals, Making Responsible Decisions, Managing Consumer Problems
- Learning Healthful Friendships and Relationship Skills
- Recognizing and Dealing with Harmful Relationships
- Resolving Conflicts and Preventing Violence
- Nutrition and Healthy Food Guidelines (MyPlate)
- Maintaining a Desirable Weight and Preventing Eating Disorders
- Drugs (alcohol, tobacco, medicines, prescriptions and other illegal drugs)
- Recognizing and Preventing Sexually Transmitted Infections
- Abstinence from Sex
- First Aid and Hands-Only CPR.

ELECTIVE COURSES

Fit for Life: 3365

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: Students must have received a letter grade of “B” or higher in Physical Education 10

Required Materials: Workout attire and athletic shoes

Course Description: Emphasis will be on lifetime activities. Units will include: basketball, volleyball, bad-

minton, pickleball, tennis, strength training, darts, floor hockey, softball, kickball, table tennis, football, soccer, speedball, lawn games (bocce ball, bean bag toss, ladder golf, croquet), archery, golf, ultimate games, inline skating, broomball, ice hockey, Omnikin ball, and lacrosse. Students will also have a mountain bike unit with a possible weekend camping-field trip. During the class students will experience some advanced strategy, tournament organization, and officiating. A possible field trip would consist of racquetball, squash, wallyball, rock climbing, and kayaking. A high amount and intensity of effort will be required with this elective class.

Strength Training: 3370

Grade Level: 10—12

Credit Value: .5

Pre-Requisite: Students must have received a letter grade of “B” or higher in Physical Education 10

Required Materials: Workout attire and athletic shoes

Course Description: This course is a follow-up to the strength training units introduced in ninth and tenth grade physical education classes. There will be an overview of anatomy and physiology explaining what is happening to the body during strength training. Emphasis will be on individual strength and personalized programs relating to students personal goals. The class will also include plyometrics, core strength and conditioning exercises, flexibility training, cardiovascular/aerobic workouts, bands, strength ball training, and sprint and agility training. The Bigger Faster Stronger (BFS) program will be implemented into the course. Students will write a research paper on a topic of their choice relating to nutrition, supplements or health/fitness related. A high amount and intensity of effort will be required with this elective class.

INDUSTRIAL TECHNOLOGY

Required for all lab classes: All students will be required to keep a daily log of work progress in lab classes, which will aid in determining the lab portion of that class’ grade.

All students taking Industrial Education classes must take safety tests on machine operation. They are required to answer at least 60% of the questions correctly to be eligible to work in the lab or on projects. Test scores below 60% will result in learning from written material rather than lab experiences. This policy is meant to emphasize the importance of safety and preparation in use of lab tools and equipment.

Occupational Trades: 3510

Grade Level: 9—12

Credit Value: .5 per course

Pre-Requisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Description: Students will learn the basic knowledge in three related fields essential in the construction trades. Major areas of study include electrical wiring, cabinet making, and carpentry. Each area will teach students necessary terminology as well as provide hands-on activities that will develop various skills related to maintaining a family home.

Woods I: 3515

Grade Level: 9—12

Credit Value: .5 per course

Pre-Requisite: None,

Required Materials: Students will be responsible for paying for projects they make

Course Description: Woods I is an entry-level course for individuals interested in working with wood while learning about the manufacturing and fabricating industries. Through lectures, research, hands-on activities, demonstrations, and assessments, students will gain knowledge, skills, and abilities that will enable them to design and construct a useable and functional project from wood. Major topics include:

- Machine safety and use
- Safety tests and demonstrations
- Types of wood and wood products and their properties
- Machine/hand tool skills
- Project planning (creating and reading blueprints)
- Project construction

Small Engines: 3520

Grade Level: 9—12

Credit Value: .5 per course

Pre-Requisite: None,

Required Materials: Students will be responsible for paying for projects they make

Course Description: This course is designed to be an introduction to various types of small engines and how they operate. Students will learn to identify the parts of a small engine and how to prevent, diagnose, and properly maintain the internal combustion engine. Students will identify and explain the cycles of a 2 and 4 cycle engine, explain and perform simple troubleshooting techniques, work in a team to disassemble and properly reassemble a small engine, and discuss employment opportunities in the small engine industry. Additionally, students will perform maintenance tasks including changing oil, checking filters, and sharpening blades.

Welding: 3525

Grade Level: 9—12

Credit Value: .5 per course

Pre-Requisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Descriptions: This class exposes students to the techniques of welding and metal fabrication. Students will be engaged in the process of soldering, brazing, SMAW, GMAW, MIG, and Oxy-Acetyline welding and cutting. Students will understand the vocabulary associated with welding and fabricating, use welding and fabricating equipment safely, recognize the different welding

processes and the advantage of each, demonstrate proper welding techniques for each process, and understand the importance of maintaining a clean and organized facility.

Advanced Welding: 3535

Grade Level: 9—12

Credit Value: .5 per course

Pre-Requisite: None, students must register for both classes

Required Materials: Students will be responsible for paying for projects they make

Course Descriptions: The Advanced Welding course is designed to build on skills learned in Basic Welding. This class is largely lab-based with individual work taking place in the welding facility. Classroom lecture format along with demonstrations will be used to ensure student comprehension. Students will be provided the skills necessary to complete advanced type welds at different positions and complete welds in the major welding processes. They will set up and troubleshoot welding parameters and operate efficiently in a manufacturing environment. Students will increase their employability levels. Topics covered include the following:

- Safe practices
- Drawing and welding symbol interpretation
- Oxyfuel gas cutting
- Plasma arc cutting
- Flux cored arc welding
- Gas tungsten arc welding
- Shielded art metal welding
- Gas metal arc welding
- Position welding
- Weld inspection and testing

The total cost for this course will be determined by individual student's design.

Architectural Drafting: 3530

Grade Level: 9—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Students will be responsible for paying for projects they make

Course Description: Students will express themselves visually and showcase their creativity. Instruction will be given in elements of design, architectural history, sketching, and model construction. Students will be guided through a series of projects using technical and mechanical drawing skills. Additionally, students will develop a basic set of plans and model representations. Major topics include:

- Drafting/Drawing Techniques (Lines, Scales, Instruments)
- Floor Plans (Design, Drawing, Dimensioning)

- Elevation Drawings (Design, Drawing, Symbols)
- Living Area (Living Rooms, Dining Rooms, Family Rooms, Recreation Rooms, Patios, Traffic Areas, Entrances)
- Service Areas (Kitchens, Utility Rooms, Garages, Storage Rooms)
- Framing Plans (Floor Framing, Exterior/Interior Walls, Stud Layout, Roof Framing)
- Site Development (Landscape Plan, Plot Plan)
- Electrical Plans

MATH EDUCATION

| Math Sequence | | | |
|---------------------------|---------------------------|------------------------------|--------------------------------|
| <u>Ninth Grade</u> | <u>Tenth Grade</u> | <u>Eleventh Grade</u> | <u>Twelfth Grade</u> |
| Intermediate Geometry | Algebra 2A | Algebra 2B | CIS Calculus |
| Geometry | Advanced Algebra 2 | CIS Math Modeling Prediction | CIS Math Modeling & Prediction |
| Advanced Geometry | | Pre-Calculus | |

Intermediate Geometry A and B: 1405 and 2405

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: Successful Completion of Algebra I C, Teacher recommendation

Required Materials: Scientific Calculator - TI 30XS preferred

Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry. Students will also explore basic proofs. Intermediate Geometry is designed for students who traditionally struggle in math and need to learn the material at a slower pace.

Geometry A and B: 1410 and 2410

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: Successful Completion of Algebra IB

Required Materials: Scientific Calculator - TI 30XS preferred

Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry, and they will write formal proofs in geometry. Students will explore writing formal proofs in geometry.

Advanced Geometry A and B: 1415 and 2415

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: Completion of Algebra IA with a grade of C+ or better and teacher recommendation

Required Materials: Scientific Calculator - TI 30XS preferred

Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry, and they will write formal proofs in geometry. This course is designed for students who excel in math.

Algebra 2A A and B: 1420 and 2420

Grade Level: 10—12

Credit Value: .5 per semester

Pre-Requisite: Successful completion of Algebra I and Geometry

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Algebra 2A is a course that completes the first half of Algebra 2. Chapters 1-4 of the Algebra 2 textbook will be covered during the first semester. Topics that will be discussed are Solving Equations and Inequalities, Linear Functions and Relations, Systems of Equations, and Quadratic Functions and Relations. Chapters 5-7 of the Algebra 2 textbook will be covered during the second semester. Topics that will be discussed are Polynomials, Inverses and Radical Functions and Relations, and Exponential and Logarithmic Functions, and Relations.

Algebra 2B A and B: 1425 and 2425

Grade Level: 10—12

Credit Value: .5 per semester

Pre-Requisite: Completion of Algebra 2A with of C or better

Required Materials: Graphing Calculator, TI 83 or TI 84

Course Description: Algebra 2B is a course that completes the second half of Algebra 2. Chapters 8-10 of the Algebra 2 textbook will be covered during the first semester. Topics that will be discussed are Rational Functions/

Relations, Conic Sections, and Sequences/Series. Chapter 11-13 of the Algebra 2 textbook will be covered during the second semester. Topics that will be discussed will be Statistics/Probability, Trigonometric Functions, and Trigonometric Identities/Equations.

Advanced Algebra 2 A and B: 1430 and 2430

Grade Level: 10—12

Credit Value: .5 per semester

Pre-Requisite: Completion of Algebra 1A or 1B and Geometry with of C+ or better

Required Materials: Graphing Calculator, TI 83 or TI 84

Course Description: When students complete Algebra 2, they will be familiar with linear, quadratic, polynomial, and trigonometric functions. Other topics covered include inequalities, matrices, conic sections, logarithms, and sequences. Students will use graphing calculators to solve real-world problems. This course contains what most colleges require of their entering freshmen.

Pre-Calculus A and B: 1435 and 2435

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Completion of Algebra 2 and Geometry with a C or better

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: During the first semester, students will learn functions in the areas of linear, rational, trigonometric, exponential and logarithmic. Topics will also include linear equations, the nature of graphs, and trigonometric identities. During second semester, students will learn vectors, conics, polar coordinates, complex numbers, and sequences. Students who successfully complete this course will have a good foundation for future college math.

CIS Calculus I A and B: 1445 and 2445

Grade Level: 12

Credit Value: .5 per semester

College Credit Value: 4 U of MN credits

Pre-Requisite: Completion of Pre-Calculus with an A or A-

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: CIS Calculus I covers differentiation of single-variable functions and basics of integration of single-variable functions. Applications include max-min, related rates, area, and curve-sketching. The course emphasizes the use of a calculator and cooperative learning. Before enrolling, students should have demonstrated an understanding of algebra, analytic geometry, exponentials, logarithms, trigonometry, and complex numbers. Students should be able to think through and manipulate complex algebraic expressions without relying on a calculator. Students who are successful may earn four University of Minnesota semester credits.

CIS Mathematical Modeling and Prediction A and B:
1450 and 2450

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Completion of Algebra 2 with a C+, must be in the top 50% of the class

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Mathematical Modeling and Prediction covers the construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real world phenomena, making predictions. The course introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. The class covers techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students also learn basic probability theory including counting methods and conditional probability. The class emphasizes the use of traditional algebraic methods and technologies such as graphing calculators and Excel spreadsheets to find equations that accurately represent the behavior of real-world data. A student who wants to take calculus in college but who feels weak in math could take this class in the junior year and then pre-calculus or in the senior year. Students who are successful may earn three University of Minnesota semester credits.

MUSIC EDUCATION

INSTRUMENTAL MUSIC

JHS Concert Band A and B: 1550 and 2550

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Freshmen must audition at the end of their eighth grade year

Required Materials: Concert attire, pencil

Course Description: The JHS Concert Band is a performing ensemble that focuses on excellence in music study and music making. Students explore a variety of music from all time periods including: marches, transcriptions, multi-work movements, and traditional band repertoire. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. JHS Concert Band members will be required to perform in a limited number of Marching Band and Pep Band performances throughout the year, in addition to quarterly Concert Band performances. Additional performing opportunities for Concert Band members include Jazz Band, Solo/Ensemble contest, and performing in small chamber ensembles. Participating students will have the opportunity to earn an activity letter. A major band trip may be taken every two/three years.

VOCAL MUSIC

Hubman Chorus A and B: 1555 and 2555

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Performance attire, pencil

Course Description: Hubmen Chorus is offered to all high school male students. This choir is open to all grade levels but is comprised mostly of underclassmen. The Hubmen Chorus experience emphasizes the enjoyment of choral music and the development of the fundamental skills necessary for quality choral singing. Students will explore choral music from all time periods and styles. Importance will be placed on Solid singing technique (as the male voice continues to mature), music reading skills, and vocal independence. This choir will combine with the Jaguar Women's Chorale during some concerts. All members are expected to participate in the four major concerts as well as other performance engagements that might

arise during the year. Concerts are in October, December, March and May. Additional opportunities for members of Hubmen Chorus include participation in one of our co-curricular choirs and solo/ensemble contest. A major choir trip may be taken every two/three years.

Jaguar Women's Chorale A and B: 1560 and 2560

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Performance attire, pencil

Course Description: Jaguar Women's Chorale is offered to all high school female students. This choir is open to all grade levels. The Jaguar Women's Chorale experience emphasizes the enjoyment of choral music and the development of fundamental skills necessary for quality choral singing. Students explore choral music from all time periods and styles. Importance is placed on Solid singing technique, music reading skills, and vocal independence. This choir will combine with the Hubmen Chorus during some concerts. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year such as large group contest. Concerts are in October, December, March and May. Additional opportunities for members of Jaguar Women's Chorale include participation in one of our co-curricular choirs and solo/ensemble contest. A major choir trip may be taken every two/three years.

Concert Choir A and B: 1565 and 2565

Grade Level: 10—12

Credit Value: .5 per semester

Pre-Requisite: Audition with the director

Required Materials: Performance attire, pencil

Course Description: Concert Choir is offered to high school males and females with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "Choir Assessment" process prior to registration for next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, solid vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise such as large group contest, a state conference, or invitational music festival. Occasionally these special performing

opportunities occur outside of the school day as we seek to find meaningful experiences that enhance our experience as a performing group as well as making a difference in our community. Additional performing opportunities

that represent our school and community include participation in one of our co-curricular choirs and solo/ensemble contest. A major choir trip may be taken every two/three years.

SCIENCE EDUCATION

Requirements and Electives

Ninth Grade

Physical Science

Tenth Grade

General Biology

Eleventh or Twelfth Grade

General Chemistry or
Applied Chemistry or
Physics

Electives

Environmental Science
Advance Placement Chemistry
CIS Anatomy and Physiology
Physics

REQUIRED COURSES

Physical Science A and B: 1605 and 2605

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Scientific calculator, notebook, folder

Course Description: Physical Science A curriculum includes abstract concepts such as the structure of atoms, Periodic table, chemical bonding, acids and bases, and nuclear chemistry. Physical Science B includes motion and forces, the conservation of energy and matter, Newton's Laws, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Students will learn and use proper laboratory procedures and safety methods needed to be successful in future science courses and beyond.

General Biology A and B: 1610 and 2610

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Scientific calculator, notebook, folder

Course Description: General Biology A and B are required science courses offered to fulfill the science requirement for graduation. Biology is the study of the living world, including microscopic organisms, fungi, plants, and animals. In Biology A and B, it is our goal to understand all of life and life processes. Therefore, this course is aimed at introducing general characteristics and concepts that apply to life at all levels of organization. These include similarities in cell structure, DNA, energy usage, ability to reproduce, and the structure of ecosystems. Other general biological themes discussed in this

course include the relatedness among living organisms and how living organisms are adapted for survival in their particular environments. Students will learn how use a microscope to examine cells and organisms, as well as how to investigate the internal structures of an organism by multiple dissections. Proper laboratory techniques will be implemented, as well as learning the ability to critically analyze a situation using scientific methods and procedures in order to reach scientific conclusions to life's issues. A mixture of labs, demonstrations, lectures, and activities will be used to teach this course.

General Chemistry A and B: 1630 and 2630

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Geometry or Algebra I

Co-Requisite: Algebra II or higher

Required Materials: Scientific Calculator, notebook, 3-ring binder

Course Description: This course builds on what students began earlier with physical science and biology... building a strong foundation for a possible career in the medical field, engineering, the sciences, agriculture... while exploring a variety of matter interactions. As with all science courses at JHS, we use a "hands-on" approach to learning science, with a variety of labs and demonstrations. The main emphasis of this course is on chemical reactions, developing laboratory skills, nomenclature, chemical quantities, mass-mass relationships, and mass-energy relationships. Skills students will learn which they will be able to employ outside the classroom include solving stoichiometry problems, energy-temperature conversions, and explaining material behavior. The class uses a variety of technology aids, including a "clicker" system to help monitor student progress, molecular modeling and Virtual Laboratory software. Students interested in the medical field, science and engineering, or just want to know "why things work" should definitely look into general chemistry.

Applied Chemistry A and B: 1650 and 2650

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Geometry or Algebra II or Higher

Required Materials: Scientific Calculator, notebook, 3-ring binder

Applied Chemistry is a general survey course focusing on the practical application of chemical concepts and theories to industry, technology, and everyday life. Chemistry is more than just labs and beakers because it is what explains the world around us. This full year applied chemistry course will move at a slower pace than general chemistry while covering similar material. Discussion topics include solutions, chemical equations, matter, energy, and gas laws. Using lab activities you will learn to make scientific observations, collect evidence, communicate ideas, ask questions, and propose explanations just like a scientist.

ELECTIVE COURSES

Anatomy and Physiology A and B: 1615 and 2615

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Biology

Required Materials: Scientific calculator and notebook

Course Description: Anatomy & Physiology is the study of the structure and function of human body systems. The course includes an in-depth focus on each organ system in the body, examining the components of each organ system and how each system works. Classroom activities include lectures, discussions, and lab activities. Students taking this course will develop science skills through research projects and presentations, as well as numerous lab activities, including dissections. Students taking this course should be prepared to spend additional time outside of class on course work. Students interested in the fields of medicine and nursing should consider taking this course.

Environmental Science A and B: 1625 and 2625

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: Biology

Required Materials: Composition notebook and calculator

Course Description: Environmental Science is the study of the components of Earth's environment and how human activities impact the world today. Students focus on ecology, populations, water and air ecosystems, land usage and waste issues, energy and resource conservation, climate change, forestry, wildlife, and biodiversity and species conservation. Students develop their skills in sci-

ence through a hands-on approach to learning science, with a variety of labs, outdoor studies, and research projects throughout the year. Environmental science helps prepare students for careers in the fields of natural resources, the outdoors, and environmental awareness.

Advanced Placement Chemistry A and B: 1635 and 2635

Grade Level: 12

Credit Value: .5 per semester

Pre-Requisite: Successful completion of General Chemistry with a grade of B or higher

Required Materials: Graphing calculator, carbonless lab notebook (available from the school for around \$10), two 1-inch 3-ring binders (one for each semester)

Course Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students interested in the sciences, medicine, nursing, engineering, pharmacy, and a long list of other careers should seriously consider AP Chem. Many topics taught in general chemistry are also covered in AP Chem, but at a much deeper level and in more depth. Topics include mass relationships, reactions, gases, thermochemistry, equilibrium systems, atomic theory, reaction kinetics, and solutions. At the conclusion of the full year course, students have the option of taking the Advanced Placement exam (administered in early to mid-May), which most colleges and universities accept for college credit. Students should be prepared to spend approximately an hour a day outside of class on course work. Students will be taking online quizzes, completing virtual laboratories online, and using a "clicker" system to help track their progress. AP Chemistry helps prepare students for careers in the sciences, engineering, pharmacy, medicine, and a variety of other fields by refining their problem-solving skills.

Physics A and B: 1640 and 2640

Grade Level: 11 (with instructor approval) or 12

Credit Value: .5 per semester

Pre-Requisite: Algebra II B or higher

Required Materials: Graphing calculator, notebook, one-inch 3-ring binder, protractor

Course Description: Physics is the study of motion and energy. This course uses a "hands-on" approach to learning about velocity, acceleration, vectors, forces, etc. Projects include constructing a variety of rockets and airplanes, using strobes and cameras to calculate velocity and acceleration, Hot Wheels cars to study motion and energy, and using computer software to analyze data. Our year culminates in May with a trip to Valley Fair to study various rides on the fairgrounds. In addition, time will be spent studying electrostatics and electronic circuitry, waves, space and space travel. Physics is a must for students interested in engineering, technology, and just about any field where problem-solving is an emphasis. Physics

helps prepare students for a future in science and technology by refining their problem-solving skills and their scientific knowledge base.

CIS Human Anatomy and Physiology A and B: 1645 and 2645

Grade Level: 12

Credit Value: .5 per semester

Pre-Requisite: General Chemistry or enrolled concurrently with General Chemistry

Required Materials: Scientific calculator and notebook

Course Description: CIS Anatomy and Physiology is a college freshmen-level biological science course. The course examines specific topics in human anatomy and physiology including body systems, fitness, and disease. The course meets in two different settings: As a whole class in an active learning setting, engaging in cooperative group activities that require inquiry and problem-solving skills, and in small groups of students engaging in hands-on activities, inquiry-based learning, and dissections. Students who successfully complete the course may earn four University of Minnesota semester credits. Students need to be prepared to spend an hour a day outside of class on course work.



SOCIAL STUDIES EDUCATION

REQUIRED COURSES

Civics 9 A and B: 1705 and 2705

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Spiral notebook, folder, pens, pencils

Course Description: As Americans, students have American citizenship in common with the millions of others across the country. Civics 9 is designed to give students background and knowledge of what it means to be an American citizen. Students will learn the rights and responsibilities that go along with being an American citizen as well as aspects of local, state, and national government in the United States. This course will also include an introduction to Minnesota History.

Honors Civics 9 A and B: 1725 and 2725

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: Consistent "Exceeds Standards" on MCA Reading Tests

Required Materials: Spiral notebook, folder, pens, pencils

Course Description: This course is designed to give students the knowledge of Citizenship and United States Government necessary to become a productive member of society and to attain a basic knowledge of what it means to be an American. At the honors level, students will be challenged to answer "what if" questions to develop high-level thinking skills in an environment safe for risk-taking in the Civics 9 classroom. Concepts, theories, ideas, relationships, and generalizations about the content will be emphasized. Interest in the past will be promoted by inviting students to make connections to the present. Stu-

dents will express themselves in alternate ways such as creative writing, acting, debates, simulations, drawing, and music. The instructor will also provide students will a catalog of helpful resources, listing such things as agencies that provide free and inexpensive materials, appropriate community services and programs, and community experts who might be called upon to speak to the students. In addition, extension projects that will allow students to solve real life problems related to their community will be used in class.

American History 10 A and B: 1710 and 2710

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Notebook, folder, 3-ring binder, pens and pencils

Course Description: This course will be a chronological survey course. This class will help students to understand our national heritage and accomplishments, as well as developing an appreciation for other cultures and the sacrifices made by our veterans in the name of freedom. Students will learn events from the past that will help provide context for the present, as we will also connect American History to present-day current events. Students will develop strong analytical and critical thinking skills in this class, and will have opportunities to improve reading and writing skills. The first semester will begin in the Exploration period of the 1400s and go to the Reconstruction time period following the Civil War. Units will be taught in Exploration and Immigration, Revolutionary War, New Nation, Expansion Leads to Sectional Conflict, the Civil War and Reconstruction, and the "clash of cultures" that resulted from westward expansion. The second semester will begin in the late 1800s and go to the post-Vietnam modern era. We will begin with Industrialization, Immigration, and Urbanization, followed by an Era

of Reform, World War 1, Interwar Period (Roaring '20s and Great Depression), World War 2, Cold War, Civil Rights and Vietnam, and Issues in Modern America.

Advanced Placement US History A and B: 1720 and 2720

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: Top 25% of the class/only one section will be offered

Required Materials: Notebook, folder, 3 ring binder, pens and pencils, highlighter, note cards

Course Description: The Advanced Placement United



States History course is a two-semester class that offers a survey of American History from the 15th century to the present with a college-level textbook and college-level pace. Extensive reading, writing, and study skills useful in college will be emphasized. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The course is designed to provide a comprehensive overview of U. S. History and to provide students with analytical skills and factual knowledge to develop an informed historical perspective. Students will have opportunities to demonstrate and improve the quality of their critical thinking, reading, and writing abilities. They will also learn to critically and analytically read historical works and primary sources. Strong reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Finally, they will learn to understand the connection between the United States and Western Civilization in addition to our global community. AP US. History Students should expect a rigorous content level and pace. This course demands strong student organization and time management.

World History 11 A and B: 1730 and 2730

Grade Level: 11

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Spiral notebook, folder, pens, and pencils,

Course Description: World History is the story of the human community—how people lived, how they shared ideas, how they ruled and were ruled, and how they fought. Learning World History shows us how our world today works and why it is that way. It teaches us tolerance, respect, and appreciation for past peoples, for different cultures, and other areas of the world. Through studying history we learn to analyze sources, research and synthesize information to form conclusions, discuss and debate topics, and read and write critically. By the end of the year student's should be able to identify key civilizations and individuals, but also the common themes, threads, and overarching story of World History and have

the ability to connect them to each other and show how they are relevant to our lives today. The goal of World History is to build better informed world citizens who have the knowledge and skills necessary to continue their education and be productive members of a growing global community.

Honors World History 11 A and B: 1735 and 2735

Grade Level: 11

Credit Value: .5 per semester

Pre-Requisite: Top 25% of the class/only one section will be offered

Required Materials: Spiral notebook, folder, pens, and pencils,

As an honors course, students should expect a rigorous content level and pace. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original source documents.

World History is the story of the human community—how people lived, how they shared ideas, how they ruled and were ruled, and how they fought. Learning World History shows us how our world today works and why it is that way. It teaches us tolerance, respect, and appreciation for past peoples, for different cultures, and other areas of the world. Through studying history we learn to analyze sources, research and synthesize information to form conclusions, discuss and debate topics, and read and write critically. By the end of the year student's should be able to identify key civilizations and individuals, but also the common themes, threads, and overarching story of World History and have the ability to connect them to each other and show how they are relevant to our lives today. The goal of World History is to build better informed world citizens who have the knowledge and skills necessary to continue their education and be productive members of a growing global community.

Economics 12: 3720

Grade Level: 12

Credit Value: .5

Pre-Requisite: None

Required Materials: Spiral notebook, folder, pens, and pencils

Course Description: Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, workers, investors, managers, and government officials interact to determine the allocation of scarce resources. Highlights include creating a business plan, creating advertisements, product develop-

ment, designing packages, home buying, credit, investing, and jobs/interview process.

ELECTIVE COURSES

Government and Law: 3725

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Spiral notebook, pens, pencils, folder, highlighters, dry erase marker

Course Description: This course presents an introduction to law, the legal system, and a major emphasis on basic practical issues confronting citizens today. Areas of study are the legal system, criminal and juvenile justice, consumer law, family law, constitutional law, and individual rights and responsibilities. Students will understand their rights and responsibilities under the current justice system. Students will become informed citizens about the legal system. Additionally, students will participate in a mock trial presentation on a controversial topic, participate in a 2 x 2 debate, and present on controversial topics. The course will include speakers such as judges, lawyers, politicians, police officers, and school administrators.

Psychology: 3730

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: 2.0 GPA

Required Materials: Spiral notebook, pens, pencils, folder, highlighters, dry erase marker

Course Description: Psychology is the scientific study of behavior and mental processes. When applied to humans, psychology covers everything that people think, feel, and do. Highlights include designing experiments, development, dream interpretation, personality glimpse, multiple intelligence, and personality disturbances. Students will write term papers and present information verbally.

Sociology: 3735

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Spiral notebook, pens, pencils, folder, highlighters, dry erase marker

Course Description: Sociology is the science that studies human society and social behavior. Sociologists are mainly interested in social interaction—how people relate to one another and influence each other's behavior. Consequently, sociologists tend to focus on the group rather than on the individual. Sociologists do this by examining social phenomena. Highlights include creating hypotheses, culture reports, a deviance/criminal activity, cooperative groups, social class evaluation, demography issue, addressing social ills, and developing relationships.

World Events: 3740

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Spiral notebook, pens, pencils, folder, highlighters, dry erase marker

Course Description: World Events is a contemporary look at national and international issues and affairs. Domestic and US foreign policy are examined through key units: Terrorism, Middle East, Human Rights, and Globalization. The most important component of a democracy is the informed participation by the people in the political process. Units covered in this area include Political Science 101 and The President's Cabinet. Guest speakers, the *StarTribune* newspaper, *Newsweek*, library research, and brief video segments from news shows help supplement teacher lecture in helping to prepare students to analyze significant issues facing US citizens.

World Geography: 3745

Grade Level: 11—12

Credit Value: .5

Pre-Requisite: None

Required Materials: Spiral notebook, folder, pens, pencils, highlighter, colored pencils, dry erase marker

Course Description: Students in World Geography will concentrate on the geography, history, economics, government, and religion that create distinct cultures in regions of the world. Regions of study will include the United States and Canada, Latin America, Europe, Russia, North Africa and the Middle East, Sub-Saharan Africa, South Asia, East Asia, South East Asia, and Australia.

Common themes and current issues are included in the study of our world with a major focus on our interdependent world and various peoples. Students will also be looking at the relationship between physical features and how they help develop a culture. Students will use text, speakers, video segments, multimedia presentations, and research to learn about the world around us.

SPANISH

Spanish I A and B: 1905 and 2905

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: None

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), book cover, writing utensil, 9 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Spanish I students will learn basic Spanish grammar, including pronouns, present and preterit (past) tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, house/room contents, likes and dislikes, time and date, free time activities, question words, weather, discussing problems, giving advice, talking on the phone, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish I, students have the potential to conduct basic communications about the topics studied. Homework is assigned regularly and speaking in Spanish during class is expected on a daily basis. This is a year long class, but students must pass first semester to continue to second semester. Students are also required to maintain a C average in Spanish I if they plan to enroll in Spanish II.

Spanish II A and B: 1910 and 2910

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Successful completion of Spanish I with a C or better

Required Materials: Three ring binder with 9 plastic sheet protectors, book cover, loose leaf paper or notebook, and pencil

Course Description: Spanish II builds upon the foundations laid in Spanish I. Students will focus heavily on grammatical structures and vocabulary. They will further their writing, listening, reading and speaking skills. Some of the vocabulary topics include hobbies and pastimes, health and fitness, daily routines, household chores, doing well in school, sharing opinions and advice, tourism, giving and following directions, shopping, eating in a restaurant, and discussing your childhood. Grammatical structures include the preterit (past) verb tense, reflexive verbs, informal commands, the imperfect (past) verb tense, and formal commands. By the end of Spanish II, students have the potential to conduct more detailed and

lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music, and holidays. Regular oral participation is expected. This is a year long class, but students must pass first semester to continue to second semester. Students are also required to maintain a B average in Spanish II if they plan to enroll in Honors Spanish III. They also need to complete supplemental materials that are covered in the Honors II class.

Honors Spanish II A and B: 1915 and 2915

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Successful completion of Spanish I with a B or better and teacher recommendation

Required Materials: Three ring binder with 9 plastic sheet protectors, book cover, loose leaf paper or notebook, and pencil

Course Description: Honors Spanish II is recommended for students who want to continue through levels III and/or IV. Spanish II Honors moves at a quicker pace than Spanish II and has higher expectations of students in the four modalities of reading, writing, speaking, and listening. This course builds upon the foundations laid in Spanish I. Students will focus heavily on grammatical structures and vocabulary and will further develop their writing, listening, reading and speaking skills. Some of the vocabulary topics include: health and fitness, daily routines, household chores, doing well in school, sharing opinions and advice, tourism, shopping, giving and following directions, legends, setting up a story, and discussing your childhood. Grammatical structures include the preterit (past) verb tense, reflexive verbs, informal commands, the imperfect (past) verb tense, comparing and contrasting the preterit and imperfect tense. By the end of Spanish II, students have the potential to conduct more detailed and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music and holidays. Regular oral participation is expected. This is a year long class, but students must pass first semester to continue to second semester. Students are also required to maintain a B average in Honors Spanish II if they plan to enroll in Honors Spanish III.

Honors Spanish III A and B: 1920 and 2920

Grade Level: 10—12

Credit Value: .5 per semester

Pre-Requisite: Successful completion of Spanish II with a B or better and teacher recommendation

Required Materials: Three ring binder with 9 plastic sheet protectors, book cover, loose leaf paper or notebook, and pencil

Course Description: Honors Spanish III continues to build on the foundations laid in Spanish I and Spanish II. The class will be primarily conducted in Spanish, and students are expected to speak in Spanish the majority of the time. Students will continue to practice and expand their Spanish language communication skills and a greater emphasis will be placed on writing and speaking skills. Some of the vocabulary topics of study include the environment, health and well-being, possibilities for the future, legends, the arts, friendship, communication, reactions, and accomplishments. Grammatical structures include the present perfect and future verb tenses, the subjunctive and present perfect subjunctive as well as review of formal and informal commands and preterit and imperfect verb tenses. By the end of Spanish III, students will have the potential to conduct more fluid, detailed, and lengthy communications about the topics studied. Additionally, students will learn about the different Spanish speaking countries, their specific cultures, music, and holidays.

Spanish IV 201/202: Concurrent Enrollment with MSU Mankato: 1925 and 2925

Grade Level: 11—12

Credit Value: 1 per semester

College Credit Value: 4 MSU Mankato credits per semester

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Pre-Requisite: Top half of class as a senior, top third of class as a junior, or a 21 or higher on the ACT

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), book cover, writing utensil, 9 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Students in Concurrent Enrollment Spanish IV will further develop their oral, listening, and composition, reading comprehension, and advanced grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class.

Vocabulary topics include personal relationships, city life, means of communication, the family, our world, beliefs and ideologies, work and finance, technology and science, diversions, and our future. Students will continue to work on advanced grammatical structures.

SPECIAL EDUCATION

Special Education courses are available to students who need support in their educational program above and beyond what might be available to them in the regular curriculum. It is important to note these programs are Special Education programs and require recommendation by a Child Study Team. If you have questions concerning these programs, contact your son or daughter's counselor or case manager.

Applied Skills A and B: 1805 and 2805

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensil

Course Description: Applied Skills is designed for students who have an individualized educational plan. They have been diagnosed with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. This class can be taken every semester throughout high school. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their classes, as well as in life. The students receive direct instruction in a skill area for part of the time each day, and the rest of the time serves as a guided study hall for support in their main-

stream classes. Some of the skill areas addressed include study skills, organization, self advocacy, goal setting, test taking strategies, stress management, and processing information from tests, notes and lectures. Academic skill areas may include written expression, reading comprehension and fluency, and math skills.

Comprehensive English I A and B: 1810 and 2810

Grade Level: 9

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensil

Course Description: Comprehensive English I is designed for students who have an individualized educational plan. The students will increase their grade level

vocabulary and will read and understand the meaning of informational, expository and persuasive texts using a variety of strategies. They will demonstrate literal, interpretive, inferential and evaluative comprehension. The students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The texts and novels will be different every year depending upon individual student needs. The students will learn to plan, organize, and compose narrative, expository, descriptive, persuasive, critical, and research writing to address a specific audience and purpose.

Comprehensive English II A and B: 1815 and 2815

Grade Level: 10

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensil

Course Description: The Comprehensive English II class is designed for students who have an individualized educational plan (IEP). The students will increase their grade level vocabulary and will read and understand the meaning of informational, expository, and persuasive texts using a variety of strategies. They will demonstrate literal, interpretive, inferential and evaluative comprehension. Students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The texts and novels will be different every year depending upon individual student needs. The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

Comprehensive English III A and B: 1820 and 2820

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensil

Course Description: Comprehensive English III is designed for students who have an individualized educational plan. Students will increase their grade level vocabulary and will read and understand the meaning of informational, expository, and persuasive texts using a variety of strategies. They will demonstrate literal, interpretive, inferential, and evaluative comprehension. The students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The texts and novels will be different every year depending upon individual student needs. The students will learn to deliver a speech in a logical manner

using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.

Essential Math A and B: 1825 and 2825

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensil, notebook, and calculator

Course Description: Students in this course will learn math skills that will permit them to function as independently as possible within their community. Students are instructed in basic math skills, real life math problems, strategies to work with money, balancing a checkbook, budgeting, time/calendar concepts, telling time, and measurement. Additionally, IEP driven instruction is designed to facilitate mastery of skills in computation, application, and functional skills which include decimals, fractions, number theories, measurement, and geometric formulas. The students will transfer these skills into everyday living. This course is designed for students who require specialized instruction in the area of mathematics.

Positive Learning Understanding Self (PLUS) A and B: 1830 and 2830

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Three ring binder, writing utensil, notebook, calculator

Course Description: PLUS class is designed for students who have an Individualized Education Plan (IEP) in grades 9 through 12. Those students recommended for this class have been identified as students who would benefit from organizational, stress management, goal setting, test taking, social, self-advocacy, study, transition, and problem solving skills. This class can be taken every semester throughout high school. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth as they transition into post-secondary or into a job. The students receive direct instruction in a skill area for part of the time each day and for the rest of the time the class is a guided study hall for support in their mainstream classes.

Transition Class A and B: 1835 and 2835

Grade Level: 11—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: 3-Ring Binder, Writing Utensil, Calculator

Course Description: Transition Class is available for special education students grades 11-12. Students will increase awareness of their needs and issues with transitioning from school to work and independent adult living. This class focuses on the five transition areas of the IEP: Post Secondary Education, Jobs and Job Training, Community Participation, Recreation and Leisure, and Home Living skills. A major portion of this class is designed to provide the student with self-advocacy skills while teaching career awareness, employment skills, and planning for post secondary needs. The class includes two job shadows throughout the year, as well as various technical school and college visits. Additionally, students will participate in job seeking and job retention skills which include job applications, interviewing, resume writing, communication, and teamwork. Students will participate in career awareness where they will learn about their individual career aptitudes and interests. Other course curriculum includes lessons on how to find an apartment or living space, money management, and various skills for successful independent living. Additionally, students will be exposed to appropriate recreational activities and community experiences. The coursework will be individual-

ized for each student based on identified need.

Communication Strategies A and B: 1840 and 2840

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: IEP Driven Recommendation

Required Materials: Writing utensils

Course Description: This class is designed for students who have an individualized educational plan and in ninth through twelfth grade. Those recommended for this class have been identified as students who would benefit from instruction in human communication across all social settings (home, school, employment, community). This class can be taken every semester throughout high school. Instruction is designed based on individual student needs. Students receive individual and small group instruction in a communication skill area each day as well as guided instruction for academic skills identified in their IEP. Skill areas that are taught include learning about our own behavior, developing and maintaining friendships, learning communication vocabulary, understanding and interpreting emotions, perspective taking, study skills, organization, self-advocacy, goal setting, test taking strategies, stress management, and processing information from lectures, notes, and tests.

SAIL

Students Adjusting In Life (SAIL) A and B: 1855 and 2855

Grade Level: 9—12

Credit Value: .5 per semester

Pre-Requisite: Intervention Team Referral

Required Materials: Writing utensil and paper

Course Description: The following components will be included in the SAIL program:

1. Support for Mainstream Academics (Regular Classes): Coursework will be individualized according to each student's needs. Students will work with the SAIL program to determine what assistance will be required and how the student will achieve goals of improving grades and passing classes. Program teachers will work in conjunction with classroom teachers' requirements.

Course Objectives:

- Monitor student progress in non-SAIL classes
- Improve test preparation skills and scores

- Improve note-taking skills
- Provide small group tutoring in non-SAIL classes
- Improve listening skills
- Reinforce responsible study habits.

Individual Study Program (Extended Day after School Credit)

Grade Level: 9—12

Credit Value: .5 per semester credit earned

Pre-Requisite: Complete necessary SouthWest Metro Educational Cooperative paperwork

Required Materials: Writing utensil and paper

Course Description: Students in grades ten through twelve will earn a semester credit after completing assigned work and sixty hours of extended day time. Course work will be individualized according to each student's needs. Students will contract with the SAIL program to determine what coursework will be required for each credit and how the student will be evaluated.

CAREER AND TECHNICAL EDUCATION

Students have the opportunity to take vocational courses through the SouthWest Metro Educational Cooperative Center which serves the Jordan, Shakopee, Waconia, Belle Plaine, Central, New Prague, Prior-Lake Savage, Watertown-Mayer, Tri-City United, and Eastern Carver County school districts. It is set up to provide courses and programs districts might not be able to provide individually. Seniors may register for vocational courses offered at the SouthWest Metro Educational Cooperative Center which are offered the first two class periods of the day. Students are required to ride the bus which is provided by the district and are subject to the same academic, behavioral, and attendance expectations at the Cooperative Center that they are expected of at Jordan High School.

AGRIBUSINESS

Agribusiness classes teach lifetime skills. Some students may go on to pursue careers in these areas, but most students will draw upon these skills all their lives. All students will have the opportunity to join and participate in FFA activities. The courses are designed for students to explore the hundreds of opportunities and careers in the agribusiness, agriculture production, horticulture, and natural resources by hands-on experiences.

Ag Marketing and Natural Resources: 1535

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite:

Required Materials:

Course Description: The emphasis of this course is to gain skills necessary for employment in the agricultural industry. Topics covered include: marketing animals and animal products, meat science, and alternative uses of land. Students will participate in a commodity marketing activity. Students taking this class may also be enrolled in Agribusiness Career Experience. This course will cover the management of our soils, forest, water, wildlife, and energy. The background of various conservation issues are covered and related to present day issues. Students will be able to participate in advanced hunter education, forestry, fishing and wildlife management activities.

Plant and Soil Science/Landscaping: 2535

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite:

Required Materials:

Course Description: This class is designed to teach students the importance of managing and conserving our natural resources. Students will learn proper care and fertilization of the soil. Conservation and tillage will also be discussed. Other topics covered include plant identification, reproduction, and growth, wildlife management, and alternative uses of land. Students will learn identification and propagation of different plant materials, beginning floral design, care of plants, gardening, and landscaping.

Agribusiness Career Experience A and B: 1540 and 2540

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite: Must be taking either Ag Marketing and Natural Resources or Plant and Soil Science/Landscaping

Required Materials:

Course Description: This is a work experience class designed for the student to receive hands-on, on-the-job experience in an agribusiness or farming situation. The student must have an agriculture related job approved by the instructor. If the student does not have an agriculture job the instructor will assist in helping find one. A work agreement and employment records will be required.

A+ CERTIFICATION

A+ Certification Preparation A and B: 1545 and 2545

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite:

Required Materials:

Course Description: The A+ certification exam was designed by computing industry experts to certify service technicians in computer hardware and software repair. The course provides students with the knowledge of configuring, installing, diagnosing, repairing, upgrading, and maintaining microcomputers. Students will spend a significant amount of classroom time conducting hands-on lab work on school computers or on their own computers from home. **This course was designed for students who are interested in a career in the information technology field.**

Upon completion of the course, students will have the option of paying a fee to take the A+ certification exam to become a certified technician. Students successfully completing this program may be eligible to receive 7 college credits at Dunwoody College of Technology. These credits will transfer into the Associates of Applied Science Degree in Computer Networking.

Semester 1

- Introduction to PC Hardware
- Introduction to Operating Systems
- Computer Math
- PC Repair Fundamentals
- Form Factors and Power Supplies
- Processors and Chipsets
- Motherboards
- Memory
- Internet
- Hard Drives
- I/O Devices

Semester 2

- Installing and Troubleshooting
 - ✓ Windows 9X
 - ✓ Windows 2000
 - ✓ Windows XP
 - ✓ Windows Vista
 - ✓ Windows 7
- Notebook and Tablet PC's
- Supporting Printers
- PC's on Networks
- Securing your PC and LAN
- The Professional PC Technician

AUTO MECHANICS PROGRAM

Automotive Technology A and B: 1520 and 2520

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite:

Required Materials: \$20 Lab Fee

Course Description: The automotive technology program teaches students the necessary skills and knowledge to work on today's vehicles. This course is designed to prepare students for an automotive future either as an automotive technician or as an automotive consumer. Students will spend 60 percent of their time working with industry standard equipment in the lab. Our curriculum meets NATEF standards and also helps reinforce core subjects through hands-on projects. This two year program is divided into four independent semesters to allow students to take individual semesters if they are unable to attend the entire program. A driver's license is not required. Students can enroll any semester. In addition to the course work, students will apply their new skills toward the production of a four cylinder endurance class race car. The completed car will compete at Raceway Park in Shakopee on Memorial Day.

Semester 1

- Auto shop safety
- Steering systems
- Suspension systems
- Wheel alignment
- Introduction to electrical systems and electronics

Semester 2

- Auto shop safety
- Electrical systems and electronics
- Automotive batteries
- Starting systems
- Charging systems

Students successfully completing this program may be eligible to receive college credits at Dunwoody College of Technology. These credits will transfer into the Associates of Applied Science Degree in Automotive Technician program.

CISCO NETWORK ACADEMY

As today's Internetworks grow and expand to support multiple sites, protocols, and operating systems, the interconnecting devices are the critical elements along the data path. Understanding these devices and how to configure them and integrate them into efficient, reliable network designs is essential to anyone supporting network communications. Networking technicians study design, install and maintain the systems which allow computers to talk to each other.

The Cisco Networking Academy Program is a comprehensive e-learning program that provides students with the Internet technology skills essential in a global economy. The Networking Academy delivers web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry standard certifications.

CISCO Network Academy 1: 1525

Grade Level: 12

Credit Value: 1

Pre-Requisite: None

Required Materials:

Course Description: Students taking Network Academy I will learn about the OSI model, networking components, premise wiring, industry standards, topologies and network design. Project learning will include designing networks and installation of network premise cable. Students must maintain a 76% on their Cisco Academy Exams to continue in the course.



CISCO Network Academy 2: 2525

Grade Level: 12

Credit Value: 1

Pre-Requisite: CISCO Network Academic 1

Required Materials:

Course Description: Course content will include hand on labs for router and switching configurations and network management. Students will have skills necessary to enter internships in the data communication sector after completion of Network Academy II.



Students successfully completing this program may be eligible to receive college credits at Dunwoody College of Technology. These credits will transfer into the Associates of Applied Science Degree in Computer Networking.

CONSTRUCTION TRADES PROGRAM

Construction Technology: 1510 and 2510

Grade Level: 12

Credit Value: 1

Pre-Requisite: None

Required Materials: Basic hand tools

Course Description: This class is designed to develop and upgrade the skills and competencies required in the construction trades. The course covers the most current tools and equipment, materials, and trade practices within the



Semester 1

- 10 our OSHA Safety Certification
- Hand & Power Tools
- Building Site Preparation
- Foundations
- Fasteners
- Measuring
- Floor Systems

- Blueprint Reading
- Exterior Wall Framing
- Interior Wall framing
- Rafters/Trusses/Roof Systems
- Nailing Patterns
- Assist in Installation of Electrical, Plumbing, Heating, Air Conditioning

Semester 2

- Safety
- Insulation-Vapor Barriers
- Ventilation
- Dry Wall Applications & Finishing
- Siding
- Fascia & Cornice
- Door/Window Installation
- Roofing
- Blueprint Reading
- Floor Finishing
- Staining/Painting
- Hanging Cabinets & Interior Doors
- Building Permits & Codes
- House Moving Theory

construction industry. Student will develop basic home building skills while working on a single family home throughout the two semesters, located on the CSEC campus. Students may be eligible to receive post-secondary credits.

COSMETOLOGY PROGRAM

Cosmetology A and B: 1530 and 2530

Grade Level: 12

Credit Value: 1

Pre-Requisite: \$80 Lab Fee (includes equipment kit and product supplies)

Required Materials:

Course Description: Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business. This program is offered in a licensed Cosmetology School set-

Semester 1

- Introduction to MN State Laws & Rules
- Safety & Infection Control
- Introduction to Hair
- Introduction to Hair Styling
- Introduction to Hair Extensions
- Introduction to Hair Design
- Haircutting
- Hair Styling
- Practical Application

Semester 2

- MN Laws and Rules
- Introduction to Manicuring
- Natural & Artificial Nails
- Introduction to Pedicuring
- Introduction to Massage
- Introduction to Skin Care
- Waxing
- Facials
- Make-Up
- Practical Applications

ting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

CRIMINAL JUSTICE


Criminal Justice A and B: 1570 and 2570

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite: None

Required Materials:

Course Description: The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Students will have the chance to become /First-Aid Certified. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related

college programs are available at two and four year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from

Semester 1: Police and Community

- Origins of US Policing
- Police Discretion
- Contemporary Policing
- Community Policing
- Police and Crime Fighting
- Calls for Police Services
- Social Organization of Arrest
- Use of Force
- Police Shootings
- Use of Deadly Force
- Police Attitudes and Behaviors
- Racial Profiling
- Police and Domestic Violence
- Special Police Units
- Police Conduct and Ethics
- Terrorism and Law Enforcement

Semester 2: Introduction to Corrections

- Origins of Corrections
- Philosophy of Corrections and Changes
- Social Interventions and Juvenile Diversion
- Understanding Recidivism
- Jail and Prisons
- Probation and Parole
- Community Corrections
- Boot Camps
- Discretion: Judges, Lawyers, Parole Boards
- Plea Bargaining
- Drug Courts
- Juvenile Courts
- The War on Drugs and Prison
- Minorities and Incarceration
- Life Sentences
- The Death Penalty

Normandale Community College.

Crime Scene Investigation, communications, physical fitness and criminal justice ethics will be a part of each semester’s study plan. SouthWest Metro Educational Cooperative School offers Concurrent Enrollment courses through Normandale Community College. Through the Concurrent Enrollment partnership, qualified students can earn free college credit prior to high school graduation. The concurrent enrollment program offers college courses to high school students in courses taught by high school teachers with similar credentials to college faculty, in the high school, during the regular school day.

Qualified students are juniors in the top 70% of their class and seniors in the top 50% of their class. Students may take the Accuplacer test at Normandale for their scores to be evaluated for eligibility.

GRAPHIC DESIGN AND PRINTING PROGRAM

Graphic Design and Printing A and B: 1575 and 2575

Grade Level: 12

Credit Value: 1

Pre-Requisite: None

Required Materials:

Course Description: In the Graphic Design and Print Program, students will receive applied knowledge of the graphic communications industry through hands-on, real-world experience. Students have the option of taking the program for one or two years, or by the semester. Each semester focuses on a different aspect of the industry, giving students advanced college credit and marketable skills for the workforce.



Semester 1

- Theory of design
- Color theory
- Typography
- Adobe InDesign
- Adobe Illustrator
- Safety
- Introduction to Offset Press

Semester 2

- Safety
- Graphic Measuring
- Adobe Photoshop
- Professional Portfolio
- Advanced Printing
- Screen Printing

Students are presented with college-level knowledge and practical applications, using industry standard software and

equipment. Theory of color and design, typography, layout and production, offset and screen printing, bindery, job costing and safety are covered, along with personal employability skills. Field trips to colleges and industry sites are included in the program.

The Graphic Design and Print Program is home to several state and national design and print related award winners. Credits from this class are transferable to a number of post-secondary colleges.

PHOTOGRAPHY PROGRAM

The Photography Program covers nearly every aspect of photographic skills one would need to pursue photography as a life long hobby or career. These courses which are taught by practicing professionals and teach everything from nature, landscape, photojournalism, commercial to wedding and portrait photography. This course utilizes both historical and current photographic processes, everything from film to digital, simple point and shoot cameras to the tools real professionals use, and small to large format cameras. Adobe Photoshop is used for photo editing is taught with all of the digital projects. The labs consist of a Mac computer lab, a full portrait studio, commercial product station, two darkrooms, and a film development station.

Photography I: 3580

Grade Level: 12

Credit Value: 1

Pre-Requisite: None

Required Materials: \$40 Lab Fee, Students are encouraged to supply their own camera

Course Description: Photo 1 is an introductory course that begins with the basics of how to take better pictures. You will actually start this course by constructing your very own working camera. Students will later move on to how to manually control a camera and achieve the photographs you want to be able to take. Through this course students will use several different types of cameras, both digital and film. You will use a traditional black and white darkroom and Adobe Photoshop in our Mac Lab. Students will also get to use our professional portrait studio! This is a fun fast paced course with lots of unique projects. Each level of photography will include a short research paper or project.

Photography II: 3585

Grade Level: 12

Credit Value: 1

Pre-Requisite: Photography I

Required Materials: \$40 Lab Fee, Students are encouraged to supply their own camera

Course Description: Photo 2 is all about the creative process and how to communicate with still images. Students will be allowed to really explore their own ideas through the projects in this course. In addition there will be a great deal of emphasis on professional skills and what it takes to survive in the competitive marketplace. Each level of photography will include a short research paper or project.

HEALTHCARE CAREERS

Healthcare Careers: 1585 and 2585


Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite: None

Required Materials:

Course Description: This course will provide information about the different types of healthcare career opportunities.

 The class will encompass guest lectures, tours of healthcare facilities, and job shadow opportunities. Students will get a first-hand look at the skills and competencies needed to work in the various allied health professional fields.

This course will focus on the skills required of anyone working in a health care setting such as communication skills, legal issues, client and staff diversity, ethics, safety and standard precautions, human body systems, infection control, phlebotomy, medical terminology, and health occupations mathematics.

Articulation Agreements and Certifications:

First-aid and CPR certification will be obtained during the course of the program with paid fee.

Articulation agreements with Normandale Community College¹³² to include: Behaviors for Success in Healthcare Settings,

ENGINEERING PROGRAM

Introduction to Engineering and Design (IED): 1590 and 2590

Grade Level: 12

Credit Value: 1 per semester

Pre-Requisite: None

Required Materials: \$25 Lab Fee, Two-inch 3 ring binder, pencil, notebook, jump drive (more than 520 mb)

Course Description: Drawing and 3D computer design modeling of objects using Autodesk Inventor 11 software. Students design 2 projects of their choosing. This is an introductory course which develops engineering design problem-solving skills. Students focus on the application and visualization process of a product and how a model of that product is produced using a CAD system. This Engineering Design class is recommended as the first “Project Lead The Way” class in the sequence of pre-engineering courses.

Changes to the Registration Guide

Teachers reviewed their course descriptions and made minor revisions. They were asked to focus on skills students will acquire after completing the course.

Page 1: **Academically Challenging Courses** list changed to reflect current course offerings.

Pages 1 – 2: **Graduation requirements** revised to reflect current board policy and state law.

Pages 5 – 6: **Art** offerings were changed. Original course content was grouped and placed in appropriately named courses. For example, all the drawing and painting lessons were removed from Art I, Art II, and Art III and placed in two courses named Drawing/Painting I and Drawing/Painting II. This will allow students to focus attention on their interests and abilities. A Craft course was added to allow an opportunity for students with less innate artistic talent to earn fine arts credit. The teacher surveyed students to determine if these revisions to the program would meet student needs.

Page 10: **Game-IT/App Design** was added to the curriculum to meet the career interests of students who may want to pursue Computer Science in the future. One of the Business Education teachers surveyed students to determine their interest in this area.

Page 13: **Public Speaking** was added so students from the Class of 2016 and beyond can meet the speaking requirement agreed upon after the review of the English curriculum during the 2011-13 school years. The course was not offered during the 2013-14 school year because students who need the course will not be eligible to take it until the 2014-15 school year.

Page 14: **Fashion Merchandising** was removed from the curriculum because students have shown more interest in **Fashion Design**. These two classes were originally to be offered every other year but students have historically demonstrated a consistent interest in Fashion Design.

Page 25: **Honors American History** was replaced with **Advanced Placement US History**. This had been the plan when Honors American History was introduced. The American History teacher has been participating in the audit and revising the course to meet the requirements set forth by the College Board.

Page 25: **Honors World History 11** has been added so students who had been taking Honors American History will have an appropriate option in Social Studies. We will investigate the potential of changing this to AP World History in the future.

ACTIVITIES DIRECTOR

**CONDITIONS OF EMPLOYMENT
2013-2014**

The following is adopted by the Board of Education of Independent School District No. 717 Board as policy pertaining to the Activities Director’s salary, working conditions, and benefits for the 2013-2014 school year.

I. CONTRACT SALARY

Activities Director.....228 days

1.) July 1, 2013 – June 30, 2014.....\$57,821.90

The School Board of Independent School District No. 717, are committed to the concept of providing incentives for outstanding performance. The Superintendent and Activities Director shall work to develop a mutually acceptable evaluation format and performance rating system.

II. LEAVE PROVISIONS

Sick Leave

Sick leave shall be granted at the rate of twelve (12) days per year, accumulative to one hundred twenty (120) days.

Emergency Leave/Bereavement Leave

Five (5) days per year, non-accumulative, will be provided for illness or death in the immediate family; father, mother, father-in-law, mother-in-law, wife, husband or child.

Personal Leave

Two (2) days per year, accumulative to four (4) days may be used for business or personal business reasons which are of a nature that cannot be resolved after school hours or on a weekend.

III. GROUP INSURANCE

The selection of the insurance carrier and policy shall be made by the School Board. The premium cost for family coverage shall be paid by the District for health and dental insurance.

A. Health and Dental Insurance

The School Board shall contribute the premium cost for family coverage for each full-time Director employed by the School District who qualifies

for and is enrolled in the School District group health and dental plan and who qualify for family coverage.

It is understood that the School Board's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the School Board as a result of a denial of insurance carrier.

The Activities Director is eligible for School Board contributions as provided in this article as long as the Director is employed by the School Board. Upon termination of employment, all Board participation and contribution shall cease, effective on the last working day.

B. Life Insurance

The Board of Education shall provide group term life insurance protection in the amount of \$100,000 for the Activities Director.

The policy will also provide for double indemnity payments in the event of the Activities Director's accidental death, and settlement on the policy will be made with the Activities Director's designated beneficiary, if any, otherwise to the Director's estate.

C. Long-Term Disability

The Board of Education shall provide Long-Term Disability Insurance for each full-time Activities Director employed by the School Board who qualifies for and is enrolled in the School District group disability insurance program. The program will provide 66-2/3% of the basic compensation not to exceed \$2,400 per month and will go into effect after thirty (60) calendar days of disability.

IV. MEETING ATTENDANCE

A. National Meetings

The following shall be subject to the approval of the Board of Education and shall apply upon satisfactory completion of one year of employment in the School District.

Attendance of the Activities Director at a national educational meeting once every three years.

The attendant at a national meeting shall file a written report with the Board of Education upon their return.

Information vital to the local school system should be reported orally to the Board of Education and administrative colleagues at the earliest opportunity.

Expense Allowance

An attendant at a national meeting shall submit to the School District office an itemized accounting of expenses incurred upon the return from the meeting. Only actual expenses in each area listed below:

1. registration fees,
2. round-trip air transportation (commercial) to the meeting site,
3. room, meals and transportation allowance while at the location of the meeting.

All meeting expenses shall be a part of the regular budget of the Activity program.

B. Workshops

The Board of Education may direct the Activities Director to attend local, state or national employment-related workshops in any number, in any year, and at any time they deem necessary for the betterment of the District's education program or Activities Director's performance in accordance with the district's reimbursement policy.

V. ASSOCIATION MEMBERSHIP

The Athletic program shall pay the Activities Director's national and state professional association membership dues realizing that membership provides attendance opportunities in workshop programs leading to improved performances in each position. The dues payment in no way is to support organization leading to adverse action or organization against the Board of Education.

VI. TRAVEL REIMBURSEMENT

The Activities Director shall submit appropriate claim forms and/or receipts as per District procedure for meal and miscellaneous item reimbursement.

VII. MATCHING DEFERRED COMPENSATION

Matched deferred compensation is available to all 0.5 FTE to 1.0 FTE Activities Directors beginning their sixth (6th) year of administering in the District.

- A. During the last five (5) years before retirement, the district shall match up to \$2,000 per year per employee if allowed by law. If the employee does not retire at the end of the fifth (5th) year, the District ceases to be responsible to make further matches and only must pay out any remaining severance due to the employee upon retirement.
- B. Eligible directors must use the deferred compensation election during the election period or lose it. The District shall pay its share of FICA taxes on the

matching amount. The District shall match eligible director contributions as follows:

| | |
|--|--------|
| 0-5 years of service in District 717 | \$ 750 |
| 6-10 years of service in District 717 | 1,000 |
| 11-20 or more years of service in District 717 | 1,250 |
| Maximum District Contribution | 18,000 |

The Matching Program is subject to the rules of the State of Minnesota Deferred Compensation program, as entitled under Minnesota State Statute 352.96 and IRS Code #457.

VIII. SEVERANCE / EARLY RETIREMENT

Sick leave buy back at \$110.00 per day up to 1,000 hours at the time of retirement.

IX. HEALTH INSURANCE / RETIREMENT

Upon retirement an employee may continue to participate in health and dental group insurance plans at the enrollment level they were at upon retirement. This benefit will continue until the employee is eligible for Medicare.

X. LICENSURE

The Activities Director agrees to secure appropriate licensure within a reasonable period as determined by the Superintendent for the position contracted.

XI. ACCEPTANCE SIGNATURE, ACCEPTANCE DATE AND DATE OF APPROVAL

Activities Director's Signature

Date of Acceptance

Chairperson of the School Board

Date of Approval

Clerk of the Board

Date of Approval

CONTRACT

between

Independent School District No. 717
Jordan, Minnesota

And
Head Custodian
2013-14

AGREEMENT

This agreement is entered into between the Jordan School District and the employee serving as head custodian.

ARTICLE I **DEFINITIONS**

Section 1. Terms and Conditions of Employment:

The term "terms and conditions of employment" means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, the employer's personnel policies affecting the working conditions of the employees. "Terms and conditions of employment" is subject to the provisions of PELRA.

Section 2. School District:

For purposes of administering this Agreement, the term "school district" shall mean the School Board or its designated representative.

Section 3. Benefits Eligibility:

Eligibility for benefits: To qualify for benefits the employee must be employed for 20 hours weekly for 35 weeks yearly. Benefits will be prorated off of 2080 hours yearly, unless specifically stated otherwise in a particular benefit. All benefits that require carrier approval must meet the carrier criteria.

Section 4. Other Terms:

Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE II **COMPENSATION**

Section 1. Wage Schedule:

Subd. 1. Rate of Pay: The salaries of the employee shall be on a yearly amount (\$60,169.25 for July 1, 2013 – June 30, 2014). The Board of Directors of the school district shall set the salary for the period of this agreement. Should the district not set the salary prior to the employee commencing work for the particular school year, the employee shall work at the previous year's rate until an agreement is reached on the present year's rate. The employee would receive retro pay once the rate is set.

Subd. 2. Overtime: As this is a supervisory position, overtime will not be a part of the contract eligibility. The employee will be expected to work occasional hours beyond his/her normal weekly work week of forty hours. In unusual situations, at the discretion of the superintendent, the employee may be given overtime pay for hours worked beyond forty. If granted, the overtime calculation shall be based on an hourly rate of the employee's yearly salary, calculated from 2080 hours yearly. Overtime must be approved in advance, in writing, by the employee's immediate supervisor.

Subd. 3. Overtime: Overtime shall be at 1.5 times the employee's regular pay, not to exceed \$25.009 per hour.

Subd. 4. Comp Time: An employee may request to take comp time at 1.5 times the employee's extra hours worked in lieu of overtime pay, subject to the superintendent's or his/her designee's approval.

ARTICLE III **GROUP INSURANCE**

Section 1. Selection of Carrier:

The selection of the insurance carrier and policy shall be made by the school district as provided by law.

Section 2. Claims Against the School District:

It is understood that the school district's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the school district as a result of a denial of insurance benefits by an insurance carrier.

Section 3. Duration of Insurance Contribution:

An employee is eligible for school district contribution as provided in this Article as long as the employee is employed by the school district. Upon termination of employment, all district contributions shall cease.

Section 4. Health, Hospitalization and Dental Insurance:

The district will provide \$6,000 for 2013-14, and \$6,000 for 2014-15 to the head custodian for purposes of participation in the health, hospital, and dental plans provided by the district. Any additional premium costs are to be borne by the employee. The employee may elect to take the \$6,000 for 2013-14 and \$6,000 for 2014-15, or pro-ration, in cash-in-lieu, rather than insurance.

Section 5. Long Term Disability Insurance:

The district shall provide LTD insurance for the employee as long as the district employs him/her. The LTD plan will be the one used by Education Minnesota-Jordan.

Section 6. Term life Insurance:

The district shall provide \$20,000 of term life insurance, using the same plan the district used with Education Minnesota-Jordan.

ARTICLE IV **LEAVES OF ABSENCE**

Section 1. Sick Leave:

Subd. 1. The Employee shall receive 12 days of sick leave yearly, prorated according to Sec. 3 of Art. I.

Subd. 2. Unused sick leave days may accumulate to a maximum of 1,000 hours, prorated, according to Sec. 3 of Art. I.

Subd. 3. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to illness and/or disability of the employee which prevented the attendance and performance of duties on that day or days.

Subd. 4. Sick leave shall be deducted from the accrued sick leave hours earned by the employee. If the employee has exhausted their sick leave days, any additional days missed will be deducted from their pay at an hourly rate, pro-rated from their salary calculated from 2080 hours. Days used for sick leave, above that eligible for, must be approved in advance by the superintendent. The decision of the superintendent to grant additional days is final.

Subd. 5. Wellness Payment: If the employee uses 5 days or less of combined sick leave, family illness leave, personal leave, unpaid leave, or any other leave taken at the employee's choice (with the exception of bereavement leave or vacation leave) he/she may, at the end of the fiscal year for 12 month employees, request to sell back those unused days at their daily rate (pro-rated off of an 8 hour day), not to exceed \$110 per day. Days sold back will be deducted from the employee's accumulated sick leave as specified in Article IV, Sec. 1, Subd. 2.

Section 2. Personal Leave:

Subd. 1. The employee shall be granted one day of paid personal leave yearly and one day of unpaid leave. Personal days may only be taken in half-day or full day increments.

Subd. 2. Limitations:

Personal days may not be taken on the first or last day of school. The superintendent or his designee must approve all personal days.

Subd. 3. Personal day requests must be made at least 3 days in advance, except in case of an emergency.

Section 3. Family Illness Leave/Bereavement Leave:

Subd. 1. Five days per year, non-accumulative, shall be available to the employee for a combination of family illness leave and bereavement leave. Family illness leave may be used because of the serious illness of an employee's spouse, parent or adult child, or the illness of a minor child. Bereavement leave may be used because of the death of an employee's spouse, child, sibling, spouse's parent, parent, or others who may have a particularly close relationship to the employee. Family illness leave, but not bereavement leave, will be deducted from the employee's accumulated sick leave.

Subd. 2. The employee shall provide as much prior notice of intent to use family illness leave or bereavement leave, as possible.

Subd. 3. Additional days of family illness leave or bereavement leave may be granted at the discretion of the superintendent. These additional days will be deducted from the employee's accumulated sick leave bank, or if the bank is exhausted, granted with no pay.

Section 4. Worker's Compensation:

Subd. 1. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Workers Compensation Act, the School District will pay the difference between the compensation received pursuant to the Workers Compensation Act by the employee's earned accrual of sick leave.

Subd. 2. A deduction shall be made from the employee's accumulated sick leave accrual time according to the pro-rata portions of days of sick leave time, which is used to supplement worker's compensation.

Subd. 3. Such payment shall be paid by the School District to the employee only during the period of disability.

Subd. 4. In no event shall the additional compensation paid to the employee by virtue of sick-leave pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act, and who elects to receive sick-leave pay pursuant to this policy, shall submit his/her Worker's Compensation check, endorsed to the School District, prior to receiving payment from the School District for his/her absence.

Section 5. General Leave:

Subd. 1. An employee in the School District may apply for an unpaid leave of absence subject to the provisions of this section. The granting of such leave shall be at the discretion of the School District.

Subd. 2. The employee shall not accrue seniority or experience credit for the period of this leave.

Subd. 3. Applications for general leave shall be submitted in writing to the School District as soon as possible.

Section 6. Administration of Leaves:

When the school district has reason to believe that a pattern of conduct suggests that any leaves are being abused, investigation may be necessary for the benefit of all concerned. As part of such investigation, the district may prospectively require a doctor-signed certificate of the employee claiming sick leave.

ARTICLE V
HOURS OF SERVICE

Section 1. Work Hours:

The superintendent or his/her designee will set hours.

Section 2. Basic Hours:

The normal workday for full-time employees will be eight hours, excluding a one-half hour lunch break. The employee will earn break time at the rate of 4 minutes per hour worked. Break time can only be used in two timeframes, one in the first four hours and one in the second four hours.

Section 3. Emergency School Closing:

The employee will be expected to work on days school is closed, unless the superintendent grants permission otherwise. If a day of work is lost due to school closing, the employee will have the option of making the day up either that day or at a later day, or receiving no pay. If the day is made up the work will either be in their own area, or if this is not possible, other work in the district will be assigned.

Article VI
HOLIDAYS & VACATIONS

Section 1. Holidays:

Subd. 1. 12 month employees: There are 11 paid holidays for 5 day, 52 week employees.

Subd. 2. Eligible holidays are: New Year’s Day, Good Friday, Memorial Day, 4th of July, Labor Day, Day after Thanksgiving, Thanksgiving Day, Christmas Eve, Christmas Day, New Year’s Eve, and one floating holiday approved by the superintendent.

Subd.3. Should it be necessary for the school to hold school on any of the designated holidays, another day will be substituted by the district.

Section 2. Vacation:

Subd.1. Only employees working 5 days, 52 weeks yearly are eligible for vacation. Days will be pro-rated from 2080 hours.

Subd. 2. Only 5 vacation days on student attendance or teacher workshop days may be taken.

Subd. 3. All vacation days must be approved in advance by the superintendent. The decision of the superintendent is final.

Subd. 4. Vacation earned in one fiscal year, must be used within 6 months of the year earned, or it will be forfeited.

Subd. 5. Vacation Schedule:

10 days beginning 1st year of employment

12 days beginning 8th year of employment

15 days beginning 11th year of employment

20 days beginning 16th year of employment

Vacation is based off 2080 hours, yearly. Any employee using their vacation during the year, but who terminates their employment prior to completion of the 2080 hours will have their used, but unearned vacation deducted from their final paycheck, pro-rated from 2080 hours.

ARTICLE VII
DEFERRED COMPENSATION & SEVERANCE

Section 1. Deferred Compensation:

Subd. 1. Matched deferred compensation is available beginning the sixth (6th) year of employment in the District. Matching deferred is prorated off a 2080 hour work year.

Subd. 2. Employees must use the deferred compensation election during the election period or lose it. The District shall pay its share of FICA taxes on the matching amount. The District shall match employee contributions as follows:

| | |
|--|----------|
| 0- 5 years of service in district 717 | No Match |
| 6-10 years of service in district 717 | \$750 |
| 11-20 years of service in district 717 | \$1,000 |
| 21-26 years of service in district 717 | \$1,250 |

Subd. 3. District cap: \$18,000

Subd. 4. All deferred compensation costs to the district during the period of this contract shall be costed in to the subsequent contract between the parties.

Subd. 5. After ten years of service with the district, the employee will be eligible for up to \$2,000 in payment for unused sick leave. This will be paid at a rate of \$2.00 per hour for each unused hour. After 15 years of service the employee will be eligible for up to \$2,250 in payment at the rate of \$2.25 per hour. After 20 years of service the employee will be eligible for up to \$2,500 in payment at the rate of \$2.50 per hour.

ARTICLE VIII

DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD

Section 1. Probationary Period:

An employee under the provisions of this Agreement shall serve a probationary period of six (6) months of continuous service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; and during this probationary period, the employee shall have no recourse, insofar as suspension, discharge or other discipline is concerned. The district may extend the probationary period up to an additional six (6) months with notification to the employee.

Section 2. Completion of Probationary Period:

An employee who has completed the probationary period may be disciplined or discharged only for cause. The termination of an employee will normally follow the progressive discipline steps of:

1. Formal verbal warning
2. Written warning
3. Suspension without pay
4. Termination

This contract is effective July 1, 2013-June 30, 2014.

December 3, 2013

RECEIVED
DEC 04 2013

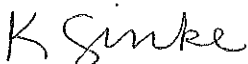
Dear Mr. Helgerson and Jordan School Board,

I am writing to inform you of my intent to take maternity leave beginning late February/early March of 2014. My estimated due date is March 5, 2014.

I plan to take the remainder of the school year off as child care leave. I will use a combination of sick, family, paid personal, and unpaid days to cover this approximate 3 months of time. I plan to return for the start of the 2014-2015 school year.

I will continue to be in contact with my Principal and the Human Resource Department to discuss the exact dates and financial aspects of my leave.

Sincerely,



Katherine Sinke
Math Teacher
Jordan Middle School





KNUTSON FLYNN & DEANS P.A.

1155 Centre Pointe Drive, Suite 10
Mendota Heights, MN 55120
651.222.2811 fax 651.225.0600
www.kfdmn.com

December 5, 2013

Mr. Matt Helgerson
Superintendent
Independent School District No. 717
500 Sunset Drive
Jordan, MN 55352

RE: Bond Election

Dear Superintendent Helgerson:

Enclosed please find a variety of documents related to the District's March 11, 2014 special election, including the following:

1. RESOLUTION RELATING TO THE ISSUANCE OF SCHOOL BUILDING BONDS AND CALLING AN ELECTION THEREON. This is the Resolution calling the election on School District Ballot Question 2 that will be adopted at the December 9, 2013 Board meeting. The resolution makes the actual holding of the election contingent on the receipt of a positive Review and Comment from the Commissioner on the projects included in that question. Upon adoption, please complete and have the clerk execute the certification of minutes and return one copy to our office.

2. NOTICE OF SPECIAL ELECTION. This is the Notice that should be published in the official newspaper of the school district and should be posted prior to the election. It should be dated as of the date of the adoption of the resolution calling the election. **This replaces the prior notice.**

3. PRECINCT SUMMARY STATEMENT. The election judges should complete three (3) copies of this Precinct Summary Statement for their polling place. The judges should attach the Certificate of Election Judges (see number 8 below) and the Oath of Office of each judge (see number 9 below) to each Precinct Summary Statement. The judges should

place a full set of completed Summary Statements with the required attachments in three (3) separate envelopes and seal them so that the envelopes cannot be opened without leaving evidence that they have been opened. The election judges shall then sign each envelope over the sealed part so no envelope can be opened without disturbing the continuity of the signatures.

Each of the envelopes should show substantially the following information on its face:

Summary statements of the returns of election precinct 1, Independent School District No. 717, Scott County, State of Minnesota.

The envelopes shall be delivered to the School District Clerk.

This replaces the prior Precinct Summary Statement.

4. CERTIFICATE OF ELECTION JUDGES. This is the Certificate that will be completed in triplicate by the election judges and one (1) copy should be attached to each of the Precinct Summary Statements. **This replaces the prior Certificate.**

5. OATH OF OFFICE. We have provided two (2) forms of Oath of Office. The first is for election judges who are appointed and the second is for election judges elected by the other election judges to fill a vacancy in their number. These should be completed in triplicate and one (1) copy should be attached to each of the Precinct Summary Statements.

This replaces the prior Oath of Office.

6. RESOLUTION CANVASSING RETURN OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION. This is the Resolution that would be adopted by the Board canvassing the returns. The Abstract and Return of Votes Cast should be attached to this Resolution. This Resolution must be adopted between the third and tenth day following the date of the election. **This replaces the prior resolution.**

7. ABSTRACT AND RETURN OF VOTES CAST. This form will show the totals from the Precinct Summary Statements. This must be attached to the Canvassing Resolution. **This replaces the prior Abstract.**

8. CLERK'S CERTIFICATE. This is a Certificate that should be completed by the School District Clerk certifying that the copy of the Abstract and Return of Votes Cast is a true and correct copy thereof. **This replaces the prior Clerk's Certificate.**

9. DISCLAIMER. These are the forms of disclaimer that should be used by the school district for its neutral materials and by the Vote Yes and Vote No Committees for their advocacy materials. **This replaces the prior the prior Disclaimer.**

In summary, we believe that the Resolutions themselves spell out the majority of the procedural steps. Your office will be required to do the following:

1. Submit the Review and Comment application materials to the Commissioner of Education for approval.
2. Have the board adopt the resolution calling the election at least seventy-four (74) days prior thereto (no later than December 27, 2013).
3. Notify the County Auditor of each county in which the school district is located in whole or in part and the Commissioner of Education of the date of the special election and the question or questions to be voted on at least seventy-four (74) days prior thereto (no later than December 27, 2013).
4. Supervise the printing of the ballots for the election and of the various absentee voting materials and have absentee ballots available at least forty-six (46) days prior to the date of the election (no later than January 24, 2014).
5. Have the board adopt the resolution appointing election judges at least twenty-five (25) days prior to the date of the special election (no later than February 14, 2014).
6. Publish the Commissioner's Review and Comment in the official newspaper of the school district at least twenty (20) and not more than sixty (60) days prior to the date of the special election (no later than February 19, 2014).
7. Submit a copy of the required referendum notice to the Commissioner of Education and to the County Auditor of each county in which the school district is located in whole or in part at least fifteen (15) days prior to the date of the special election (no later than February 24, 2014). **If you have sent the final notice to the Commissioner and to the County Auditors as required in No. 3 above, that will satisfy this No. 7.**
8. Obtain from the County Auditor of each county in which the school district is located in whole or in part a list of each household in the school district with at least one registered voter (other than those residing in Cedar Lake Township) and mail the Notice of Special Election to each such household at least fourteen (14) days prior to the date of the special election (no later than February 25, 2014).
9. Give notice of the public accuracy test of the optical scan system at least two (2) days prior to the test by publishing the Notice of Testing once in the official newspaper, by posting the Notice in the administrative offices of the school district and by notifying the county or legislative district chair of each political party.
10. Publish the Notice of Locations Where Ballots Will Be Counted in the official newspaper at least once during the week preceding the election and in the newspaper with the widest circulation in the district once on the day preceding the election, or once the week preceding the election if that newspaper is a weekly.

11. Publish the Notice of Special Election in the official newspaper for two (2) consecutive weeks with the last publication being at least one (1) week prior to the date of the special election (February 25, 2014 is the last day for publication of the first notice and March 4, 2014 is the last day for publication of the second notice).

12. Cause the Notice of Special Election to be posted at the administrative offices of the school district at least ten (10) days prior to the date of the special election (no later than March 1, 2014).

13. Cause the sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of the special election (no later than March 7, 2014) and cause two sample ballots to be posted at the combined polling place on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

14. Cause the special election to be conducted on March 11, 2014.

15. Have the board adopt the resolution canvassing the results of the election between the third and the tenth day following the election (between March 14, 2014 and March 21, 2014) and notify the County Auditor of each county in which the school district is located in whole or in part and the Commissioner of Education of the results of the election.

16. Be aware that the campaign finance reporting provisions of Minnesota Statutes, Chapter 211A, are applicable to this election and campaign committees should be filing their reports with the Clerk. The form of the Campaign Financial Report is included as Appendix 60 of the MSBA Minnesota School District Election Manual. The new Campaign Financial Report - Certification of Filing should be filed by the Treasurers of the various campaign committees with the Clerk within seven (7) days after any general or special election. While the school district itself is not required to file reports, failure by these campaign committee treasurers to file their reports is a misdemeanor so this is a serious matter for those involved in the election process. You may wish to make these forms available to the appropriate parties.

17. If the election is successful, please provide our office with the following:

- (a) One certified copy of each Resolution Calling the Election.
(August 26 and December 9, 2013)
- (b) One certified copy of the Resolution Appointing the Election Judges.
- (c) One copy of each Affidavit of Posting - Notice of Special Election.
- (d) One copy of each Affidavit of Posting - Sample Ballots.
- (e) One copy of Affidavit of Posting – Notice of Testing.
- (f) One copy of Certificate of Mailing - Notice of Special Election.

(g) One Affidavit of Publication of the Commissioner's Review and Comment from the official newspaper of the school district.

(h) One Affidavit of Publication of the Notice of Special Election from the official newspaper of the school district.

(i) One Affidavit of Publication of the Notice of Testing of Optical Scan Voting System.

(j) One Affidavit of Publication of the Notice where ballots will be counted.

(k) One Copy of the Precinct Summary Statement for each precinct, with the Certificate of Election Judges and Oaths of Office of the election judges attached.

(l) One certified copy of the Resolution Canvassing the Returns of Votes with the Abstract and Return of Votes Cast attached.

(m) One executed copy of the Clerk's Certificate certifying the validity of the Abstract and Return of Votes Cast.

If you have any further questions on any of these materials at this time, we shall be available at your convenience.

Sincerely yours,
/s/ Thomas S. Deans
Thomas S. Deans

TSD:pw
Enclosures

CERTIFICATION OF MINUTES RELATING

TO

SCHOOL BUILDING BONDS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 717 (JORDAN)
JORDAN, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting, held December 9, 2013, at 6:30 o'clock p.m., in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION RELATING TO THE ISSUANCE OF
SCHOOL BUILDING BONDS AND CALLING AN ELECTION THEREON**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this ____ day of December, 2013.

School District Clerk

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)
STATE OF MINNESOTA

HELD: DECEMBER 9, 2013

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 717 (Jordan), State of Minnesota, was duly held in said school district on December 9, 2013, at 6:30 o'clock p.m., for the purpose, in part, of calling an election to authorize the issuance of school building bonds.

Member _____ moved the adoption of the following Resolution:

**RESOLUTION RELATING TO THE ISSUANCE OF
SCHOOL BUILDING BONDS AND CALLING AN ELECTION THEREON**

WHEREAS, on August 26, 2013, the Board adopted a resolution to call a special election to be held on March 11, 2014 to approve a single bond ballot question; and

WHEREAS, the Board has determined it wishes to add an additional question to the ballot to be submitted to the voters at the special election;

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

1. The board hereby finds and determines that it is also necessary and expedient for the school district to borrow money in an aggregate amount not to exceed \$5,245,000 and not to exceed any limitation upon the incurring of indebtedness which shall be applicable on the date or dates of the issuance of any bonds, for the purpose of providing funds for the acquisition and betterment of school sites and facilities, including the construction and equipping of a community center and classroom addition to be located adjacent to the existing middle school facility. The question on the borrowing of funds for these purposes shall be School District Ballot Question 2 on the school district ballot at the special election held to authorize said borrowing. The passage of School District Ballot Question 2 shall be contingent on the passage of School District Ballot Question 1.

2. The actions of the administration in consulting with the Minnesota Department of Education, causing a proposal to be prepared for submission on behalf of the board to the Commissioner of Education for the Commissioner's Review and Comment and taking such other actions as necessary to comply with the provisions of Minnesota Statutes, Section

123B.71, as amended, are hereby ratified and approved in all respects. The actual holding of the special election on School District Ballot Question 2 specified herein shall be contingent upon the receipt of a positive Review and Comment from the Commissioner of Education on the projects included in that question.

The clerk is hereby authorized and directed to cause the Commissioner's Review and Comment to be published in the legal newspaper of the school district at least twenty (20) but not more than sixty (60) days prior to the date of the special election as specified in paragraph 3 of this resolution.

3. The ballot questions shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, March 11, 2014, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. The election shall be conducted in conjunction with the Cedar Lake Township general election.

4. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling place and the precincts served by that polling place, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, is hereby designated for this special election. However, because Cedar Lake Township will be holding its general election on that date, school district residents who reside in Cedar Lake Township will vote at their regular township polling place.

The clerk is hereby authorized and directed to prepare a notice to any voters who will be voting at a combined polling place for this special election. The notice must be sent by nonforwardable mail to every affected household in the school district with at least one registered voter (other than those located in Cedar Lake Township). The notice must be mailed no later than fourteen (14) days before the date of the election. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor. The notice must include the following information: the date of the election, the hours of voting and the location of the voter's polling place. This notice may be in the same form as the notice of special election to be published and posted.

5. The clerk is hereby authorized and directed to cause written notice of said special election to be given to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said

special election and to cause two sample ballots to be posted in the combined polling place on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the questions to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in the combined polling place on election day.


6. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election.

7. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

SPECIAL ELECTION BALLOT
INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)

MARCH 11, 2014

INSTRUCTIONS TO VOTERS

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "YES" on that question.
To vote against a question, fill in the oval next to the word "NO" on that question.

SCHOOL DISTRICT BALLOT QUESTION 1
APPROVAL OF SCHOOL DISTRICT BOND ISSUE

YES

NO

Shall the school board of Independent School District No. 717 (Jordan) be authorized to issue its general obligation school building bonds in an amount not to exceed \$29,345,000 to provide funds for the acquisition and betterment of school sites and facilities, including the repair, remodeling, renovation, upgrading, equipping and construction of additions and improvements to the existing middle school site and facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

SCHOOL DISTRICT BALLOT QUESTION 2
APPROVAL OF SCHOOL DISTRICT BOND ISSUE

YES

NO

If School District Ballot Question 1 is approved, shall the school board of Independent School District No. 717 (Jordan) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$5,245,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction and equipping of a community center and classroom addition to be located adjacent to the existing middle school facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

**NOTICE OF SPECIAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that a special election has been called and will be held in and for Independent School District No. 717 (Jordan), State of Minnesota, on Tuesday, March 11, 2014, for the purpose of voting on the following questions:

**SCHOOL DISTRICT BALLOT QUESTION 1
APPROVAL OF SCHOOL DISTRICT BOND ISSUE**

YES

NO

Shall the school board of Independent School District No. 717 (Jordan) be authorized to issue its general obligation school building bonds in an amount not to exceed \$29,345,000 to provide funds for the acquisition and betterment of school sites and facilities, including the repair, remodeling, renovation, upgrading, equipping and construction of additions and improvements to the existing middle school site and facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

**SCHOOL DISTRICT BALLOT QUESTION 2
APPROVAL OF SCHOOL DISTRICT BOND ISSUE**

YES

NO

If School District Ballot Question 1 is approved, shall the school board of Independent School District No. 717 (Jordan) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$5,245,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction and equipping of a community center and classroom addition to be located adjacent to the existing middle school facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

**INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)
STATE OF MINNESOTA**

**PRECINCT SUMMARY STATEMENT
SPECIAL ELECTION
MARCH 11, 2014**

COUNTY: _____ PRECINCT NO.: _____ POLLING PLACE: _____

Registration Statistics

Number of persons registered at 7:00 o'clock a.m. *1. _____
Number of new registrants on election day *2. _____

Ballots delivered to the precinct

Ballots delivered as certified by the clerk 3. _____
Ballot count adjustments from incident log (+/-) 4. _____
Number of unofficial ballots made 5. _____
Number of absentee ballots delivered 6. _____

Total number of ballots delivered to precinct (3+4+5+6=A) A

Ballots not in the ballot box

Number of spoiled ballots *7. _____
Number of originals for which duplicates made *8. _____
Number of rejected absentees *9. _____
Number of unused ballots 10. _____

Total number of ballots not in the ballot box (7+8+9+10=B) B

Ballots cast in the ballot box

Number of signatures on roster (preregistered + EDR) *11. _____
Number of accepted regular, military and overseas absentee ballots *12. _____
Number of accepted federal only absentee ballots *13. 0
Number of accepted presidential only absentee ballots *14. 0

Total number of ballots in the ballot box (=persons voting) (11+12+13+14=C) C

Ballots returned to Auditor/Clerk

Ballots returned from the precinct (B + C = D) D

Difference for auditor/clerk notation on delivery record (A - D = E) E

*are entered into ERS stats

COUNTY:

PRECINCT NO.:

POLLING PLACE:

**SCHOOL DISTRICT BALLOT QUESTION 1
PROPOSITION ON ISSUANCE OF SCHOOL BUILDING BONDS**

YES _____

NO _____

Completely Blank Ballots _____

Completely Defective Ballots _____

TOTAL BALLOTS COUNTED FOR THIS QUESTION _____

**SCHOOL DISTRICT BALLOT QUESTION 2
PROPOSITION ON ISSUANCE OF SCHOOL BUILDING BONDS**

YES _____

NO _____

Completely Blank Ballots _____

Completely Defective Ballots _____

TOTAL BALLOTS COUNTED FOR THIS QUESTION _____

(Attach Certificate of Election Judges and each judge's signed oath of office)

OATH OF OFFICE
APPOINTED ELECTION JUDGE

I, _____, solemnly swear that I will perform
name of judge

the duties of election judge according to law and the best of my ability and will diligently endeavor to prevent fraud, deceit and abuse in conducting this election. I will perform my duties in a fair and impartial manner and will not attempt to create an advantage for my party or for any candidate.

Election Judge

(Attached signed copy to Precinct Summary Statement)

OATH OF OFFICE

ELECTION JUDGE ELECTED TO FILL VACANCY

I, _____, solemnly swear that I have been elected
name of judge

to fill a vacancy as an election judge and that I will perform the duties of election judge according to law and the best of my ability and will endeavor to prevent fraud, deceit and abuse in conducting this election. I will perform my duties in a fair and impartial manner and will not attempt to create an advantage for my party or for any candidate.

Election Judge

(Attach signed copy to Precinct Summary Statement)

**CERTIFICATE OF ELECTION JUDGES
OPTICAL SCAN PRECINCT**

We the undersigned election judges who served at the polling place hereby certify (please place an "X" next to those items that apply)

_____ that the national flag of the United States was displayed on a suitable staff during voting hours;

_____ that the number of ballots entered on the summary statement correctly show the number of votes cast for each candidate and for and against each question;

_____ that the number of persons voting as shown by the summary statement is _____;

_____ that the order of the offices and questions to be voted on and the candidates' names on the ballots was the same as on the zero tape and the sample ballot;

_____ that the number of ballots entered on this Summary Statement correctly show the number of ballots in the transfer case;

_____ that the ballots have been counted and agree with the number of names as shown on the summary statement or that any discrepancy has been noted on the incident report;

_____ that the number of excess ballots, if any, is _____;

_____ that all ballots requiring duplication were duplicated and are in the proper envelope;

_____ that the number of write-in votes for each office has been properly recorded, if this process was done at the polling place;

_____ that all ballots used in the election and all ballots that have been duplicated have been placed in the transfer case and that the case was securely sealed with an official seal in such a manner as to render it impossible to open the case without breaking the seal; and

_____ that the numbers of any seals used to seal the transfer case or cases are _____.

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

(signature of election judge)

CERTIFICATION OF MINUTES RELATING

TO

SCHOOL BUILDING BONDS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 717 (JORDAN)
JORDAN, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A _____ meeting, held March __, 2014, at _____ o'clock __.m. in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this _____ day of March, 2013.

School District Clerk

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a _____ meeting of the School Board of Independent School District No. 717 (Jordan), State of Minnesota, was duly held in said school district on March __, 2014, at _____ o'clock __.m. for the purpose, in part, of canvassing a special election.

Member _____ moved the adoption of the following resolution:

**RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION**

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

1. It is hereby found, determined and declared that the special election of the voters of this school district held on March 11, 2014, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of _____ voters of the school district voted on the question of authorizing the issuance of school building bonds for a school acquisition and betterment program (SCHOOL DISTRICT BALLOT QUESTION 1), of which _____ voted in favor, _____ voted against the same, and there were _____ completely blank or defective ballots related to this question. Said proposition, having (not) received the approval of at least a majority of such votes, is hereby declared to have carried (failed).

3. As specified in the attached Abstract and Return of Votes Cast, at said election a total of _____ voters of the school district voted on the question of authorizing the issuance of school building bonds for a school acquisition and betterment program (SCHOOL DISTRICT BALLOT QUESTION 2), of which _____ voted in favor, _____ voted against the same, and there were _____ completely blank or defective ballots related to this question. The passage of said School District Ballot Question 2 is contingent on the passage of School District Ballot Question 1. School District Ballot Question 1 having passed (failed) and School District Ballot Question 2 having (not) received the approval of at least a majority of such votes, School District Ballot Question 2 is hereby declared to have carried (failed).

4. The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part and to the Commissioner of Education.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

**INDEPENDENT SCHOOL DISTRICT NO. 717
(JORDAN)
STATE OF MINNESOTA**

**ABSTRACT AND RETURN OF VOTES CAST
SPECIAL ELECTION**

MARCH 11, 2014

Registration Statistics

Number of persons registered at 7:00 o'clock a.m. *1. _____
 Number of new registrants on election day *2. _____

Ballots delivered to the precinct

Ballots delivered as certified by the clerk 3. _____
 Ballot count adjustments from incident log (+/-) 4. _____
 Number of unofficial ballots made 5. _____
 Number of absentee ballots delivered 6. _____

Total number of ballots delivered to precinct (3+4+5+6=A) A

Ballots not in the ballot box

Number of spoiled ballots *7. _____
 Number of originals for which duplicates made *8. _____
 Number of rejected absentees *9. _____
 Number of unused ballots 10. _____

Total number of ballots not in the ballot box (7+8+9+10=B) B

Ballots cast in the ballot box

Number of signatures on roster (preregistered + EDR) *11. _____
 Number of accepted regular, military and overseas absentee ballots *12. _____
 Number of accepted federal only absentee ballots *13. 0
 Number of accepted presidential only absentee ballots *14. 0

Total number of ballots in the ballot box (=persons voting) (11+12+13+14=C) C

Ballots returned to Auditor/Clerk

Ballots returned from the precinct (B + C = D) D

Difference for auditor/clerk notation on delivery record (A - D = E) E

*are entered into ERS stats

SUMMARY OF ELECTION TOTALS

**SCHOOL DISTRICT BALLOT QUESTION 1
PROPOSITION ON ISSUANCE OF SCHOOL BUILDING BONDS**

| | |
|---|-------|
| YES | _____ |
| NO | _____ |
| Completely Blank Ballots | _____ |
| Completely Defective Ballots | _____ |
| TOTAL BALLOTS COUNTED FOR THIS QUESTION | _____ |

**SCHOOL DISTRICT BALLOT QUESTION 2
PROPOSITION ON ISSUANCE OF SCHOOL BUILDING BONDS**

| | |
|---|-------|
| YES | _____ |
| NO | _____ |
| Completely Blank Ballots | _____ |
| Completely Defective Ballots | _____ |
| TOTAL BALLOTS COUNTED FOR THIS QUESTION | _____ |

DISCLAIMER*

Minn. Stat. § 211B.04 requires campaign literature to include disclaimers. The proper forms for various disclaimers are provided below:

Neutral, District-Prepared Material.

Prepared and paid for by Independent School District No. 717 (Jordan), Independent School District No. 717, 500 Sunset Drive, Jordan, MN 55352. This publication is not circulated on behalf of any candidate or ballot question.

Vote Yes Committee Materials

Prepared and paid for by the Vote Yes for Better Schools Committee, 415 Main Street, Fire Junction, MN 55155, in support of the Independent School District No. 717 bond ballot questions.

Vote No Committee Materials

Prepared and paid for by the Vote Against Education Committee, 300 Front Street, Fire Junction, MN 55155, in opposition to the Independent School District No. 717 bond ballot questions.

*See Section 16.6 of the Minnesota Public School District Election Manual.

Proposal for Review and Comment

submitted to:

Minnesota Department of Education

December 8, 2013



submitted by:

Jordan School District 717

500 Sunset Drive
Jordan, Minnesota 55352
952/492-6200

Matthew Helgerson, Superintendent



520 Nicollet Mall, Suite 200
Minneapolis, MN 55402
612/977-3500
Contact: Chris Gibbs

December 8, 2013

Commissioner Brenda Cassellius, Ed. D.
Minnesota State Department of Education
1500 State Highway 36 West
Roseville, MN 55113-4266

RE: Review and Comment for the Jordan School District projects

Dear Commissioner Cassellius:

I am writing on behalf of Jordan Public Schools to officially submit the necessary documents to proceed with a bond referendum under MS 475. The District is seeking permission to proceed with the project as required by the MS 123B.71 subdivision 8 (review and comment submittal request).

The District is seeking voter approval for the following capital projects levy referendum ballot questions:

Shall the school board of Independent School District No. 717 (Jordan) be authorized to issue its general obligation school building bonds in an amount not to exceed \$29,345,000 to provide funds for the acquisition and betterment of school sites and facilities, including the repair, remodeling, renovation, upgrading, equipping and construction of additions and improvements to the existing middle school site and facility?

If School District Ballot Question 1 is approved, shall the school board of Independent School District No. 717 (Jordan) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$5,245,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction and equipping of a community center and classroom addition to be located adjacent to the existing middle school facility?

Attached, please find the information outlining district and project specifics.

As you are probably aware, we are required to public your response 20 days prior (February 19) to the Tuesday, March 11, 2014 election. We would appreciate your response no later than Monday, February 10, 2014, to meet this publication deadline.

Thank you for your time, attention and consideration. Please call me directly at 952/492-6200 or email me at mhlgerson@isd717.org if you require additional information or have further questions.

Respectfully,

Matthew Helgerson, Superintendent of Schools
copy: School Board

JORDAN SCHOOL DISTRICT 717
REVIEW AND COMMENT PROPOSAL

December 8, 2013

| | |
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INTRODUCTION

In accordance with Minnesota Statute 123B.71, the School Board submits the following information to the Commissioner of Education for a consultation. The information is organized in the outline format which mimics a portion of the Department of Education's "Review and Comment Checklist".

Basic Information:

Address: Independent School District 717
Jordan Public Schools
500 Sunset Drive
Jordan, MN 55352
Contact: Matt Helgerson, Superintendent of Schools
mhelgerson@isd717.org
Phone: 952/492-6200

School Board: Deb Pauly – Chairperson
Bob Vollbrecht – Vice Chairperson
Sandy Burke – Clerk
Joe Benko - Treasurer
Lauren Pedersen – Director
Caroline Carritt – Director
Kevin Brox – Director

Voter approved request: \$29,345,000 General Obligation School Building Bonds

Construction Team

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Contact: Steven Pumper
spumper@pmanetwork.com
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1. GEOGRAPHIC AREA AND ENROLLMENT PROJECTIONS

The geographic area and population to be served:

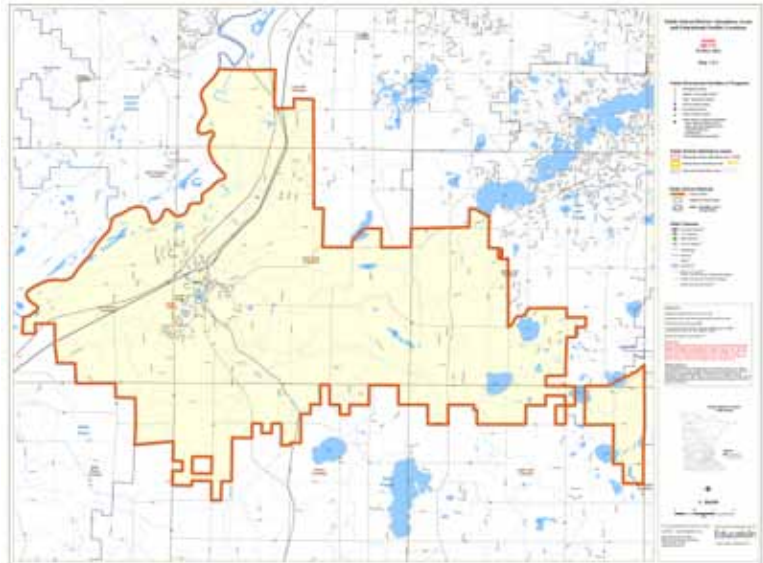
- preschool through grade 12 student enrollments for the past five years, and
- student enrollment projections for the next five years.

Jordan Independent School District 717 is located in Scott County and serves the City of Jordan as well as portions of seven townships. The district is located in the southwest portion of Minneapolis/St. Paul Metropolitan Area, seven miles south of Shakopee.

Jordan, located on Hwy 169, offers a small-town atmosphere, yet easy access to the metro area. Jordan’s school uniqueness is its single campus which houses all of the district schools. The district has excellent facilities, with the oldest of its facilities being built in 1965 and the newest in 2003.

The district prides itself on its low class sizes in its elementary and its all-day every-day kindergarten program, which is fully funded by the district. The district’s Early Childhood Family Education program, its Early Childhood Special Education program, its Preschool program, its before and after school daycare program, and its Headstart program are located in the elementary. The district Community Education program, which serves the needs of all district residents, is housed in the middle school.

The district currently serves 1,804 students. Our school district encompasses nearly 73.55 square miles and provides transportation for our student population. Our student population consists of approximately 4.5% special education students, 29.5% free and reduced lunches, and about 1.1% American Indian students.



Jordan School District 717 Actual and Projected Enrollment

| | |
|-------------|-------|
| 2008 - 2009 | 1,670 |
| 2009 - 2010 | 1,720 |
| 2010 - 2011 | 1,711 |
| 2011 - 2012 | 1,734 |
| 2012 - 2013 | 1,778 |
| 2013 - 2014 | 1,804 |
| 2014 - 2015 | 1,790 |
| 2015 - 2016 | 1,788 |
| 2016 - 2017 | 1,765 |
| 2017 - 2018 | 1,759 |
| 2018 - 2019 | 1,789 |

2. EXISTING FACILITIES BY YEAR

A list of existing school facilities:

- by year constructed,
- their uses, and
- an assessment of the extent to which alternate facilities within the school district boundaries and in adjacent school districts

The list of existing school facilities is presented in the following chart along with year of construction, lot size and enrollment. Each facility has been assessed for physical strengths and needs. The Jordan proposal would focus

on the Middle School campus with a classroom addition and an athletic addition, further described in Section 3.

| Facility | Built/Additions | Square Feet | Size Lot | 2012/13 Enrollment |
|--------------------------|-----------------|-----------------|----------|--------------------|
| Jordan Elementary School | 1976 2003 | 94,312 SF x | x | 684 |
| Jordan Middle School | 1965 1970 | 124,625 SF x | x | 527 |
| Jordan High School | 2003 | 134,410 SF | x | 567 |

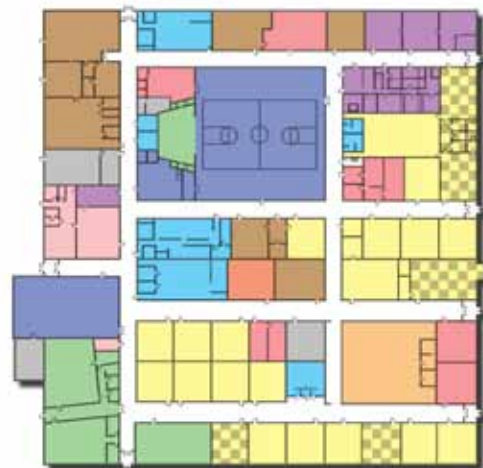
In addition to these facilities, the district has access to the Minnesota River Valley Special Education Cooperative (MRVSEC) building in Jordan for school program use in evening and weekend hours. The district avails itself of city-owned athletic facilities throughout the program year.

3. SPECIFIC FACILITIES DEFICIENCIES AND PLANNED BENEFITS

A list of the specific deficiencies of the facility:

- *demonstrating the needs for new or renovated facilities to be provided, and*
- *a list of specific benefits that the new or renovated facility will provide to*
 - *the students,*
 - *the teachers, and*
 - *the community users served by the facility.*

The Jordan Middle School was constructed in 1965 and was the recipient of an addition in 1970 and sits on a 12.5 acre site across the street from another 100 plus acres that are part of the school district. The overall 120 acres of land house the district's elementary school, middle school and high school. The middle school serves grades 5-8 and has capacity for 650 students. In addition to numerous deferred maintenance issues, three significant improvements are needed to the structure. The exterior or skin has minimal insulation and needs to be replaced in order to add insulation which will also include new windows and doors; the classrooms and their configuration are very limiting in their ability to support the current educational needs; the mechanical and electrical systems in the building have outlived their useful life and are in need of replacement. Committee members remarked that the facility had a good structure but needed a complete overhaul to meet the needs of today's students. Consideration had been given to the building of a new middle school on a new site. The cost of land and the additional operational expenses due to losing the close proximity of ALL district schools were the driving factors toward recommending renovations.



The upgraded facility will house students in grade level clusters that provide for an open and flexible environment where students and staff can work together effectively. New mechanical and electrical systems will allow the building to meet all code requirements and provide appropriately equipped educational environments throughout the entire building. Reconfigured entries will provide safe and secure entry points into the building.

The proposed project scope includes the following components:

- Academic addition – 13,466 square feet
 - > Classrooms
 - > Laboratories
 - > Flexible learning areas
 - > Support spaces
- Significant renovation of approximately 75,000 square feet of existing building
 - > Classroom, laboratories and support spaces
 - > Media Center
 - > Cafeteria
 - > Office areas
 - > Entry
 - > Locker room
- Moderate remodeling of approximately 31,000 square feet of existing building
 - > Food service
 - > Industrial Art
 - > Office areas
 - > Stage
- Minor remodeling of 18,000 square feet of existing building
 - > Gymnasium
 - > Music
 - > Support spaces
- Exterior envelope
 - > New exterior wall system with improved insulation
 - > New windows
 - > New doors
 - > New roof
- Mechanical upgrades to include
 - > New Hot water boilers
 - > New fin tube radiation
 - > New air handling units
 - > New chilled water piping
 - > New digital controls and wiring
 - > New automated sprinkler system
 - > New water heaters
 - > New domestic water piping New hydronic heating water piping
 - > New plumbing fixtures as required
- Electrical upgrades include
 - > New lighting fixtures
 - > New powers supply with associated wiring and accessories
- Special systems include
 - > New fire alarm and intercom system
 - > Expanded phone, data and CCTV systems
- Site upgrades include
 - > Renovated tennis courts
 - > Renovated fields
 - > Re-surfaced parking and drives

A second question addresses additional fitness, activity and exercise space. The proposed addition to the Middle School will provide a multi-purpose “community center” to all residents, a much-needed community-wide asset for young people, families, adults and senior citizens to use during the school day and during non-school hours. The addition is comprised of the following components:

- Athletic Addition – 19,740 square feet
 - > Additional two-station multi-purpose gymnasium
 - > Elevated walking track
 - > Fitness center
 - > Locker rooms

4. RESPONSE TO PRIORITIES

The relationship of the project to any priorities established by:

- *the school district,*
- *educational cooperatives that provide support services, or*
- *other public bodies in the service area.*

ISD 717's vision is to create a rich, academic and innovative community learning environment suited to the needs of 21st Century learners. Currently, the academic environment at the current Jordan Middle School students does not meet the needs of today's learners. Flexible spaces that are adaptable to the ever-changing needs of staff and students are currently not available. There is also a lack of spaces that support the integration of technology into the everyday learning environment. Collaboration spaces for both students and staff to enhance the fostering of meaningful relationships among all building users are lacking in the current facility.

The current Jordan Middle School, constructed in 1965 with an addition in 1970, has a number of deferred maintenance issues that need to be addressed in the near future. Exterior envelope insulation levels are well below the current industry standards and existing exterior doors and windows are in need of replacement. The existing mechanical and electrical systems have outlived their useful lives and do not support current educational space needs.

The district is a continuing partner in the development of the Jordan community. Where possible, the District shares program and facilities with other public and civic bodies.

Jordan Public Schools is committed to providing appropriate spaces for their students being served in grades 5-8. In addition, the district prides itself in the use of all of the district's facilities by non-school groups both before and after school. The proposed project will significantly increase the ability for the district to meet the needs of both its students as well as the community.

In describing its goals and priorities for the most recent Master Planning effort, the district articulated the following key qualities:

The proposed solution will -

- Lead us into the future with a modern plan for education
- Provide the best opportunities for kids and education
- Support equity and access in all schools for ALL students
- Assure a safe environment that is educationally rich for students and staff
- Provide a plan that looks 5 and 10 years into the future
- Will create a sense of pride in our community
- Identify how to best protect and utilize existing buildings
- Create flexible and technology rich environments

5. PEDESTRIAN, BICYCLE AND TRANSIT CONNECTIONS

A description of pedestrian, bicycle and transit connections between the school and nearby residential areas that make it easier for children, teachers and parents to get to school by walking, bicycling and taking transit.

All district facilities are well positioned in the community to allow for access by a variety of means and from a variety of directions. The reconfiguration of the middle school will maintain all current traffic configurations that allow for safety and flow of walking, biking, school bus and car transit to school. The middle school campus will be built in concert with state and local officials to insure compliance with existing ordinance and statute as well as their plans. All schools have safe walking and biking access.

6. MAXIMIZE OPPORTUNITY FOR COOPERATIVE USE

A specification of how the project will:

- maximize the opportunity for cooperative use of existing park, recreation and other public facilities, and
- how the project will increase collaboration with other governmental or non-profit entities.

The renovated middle school will make maximum use of adjoining and/or nearby recreational facilities and will continue to serve as a hub for community gatherings. The Jordan Middle School facilities are shared with community groups when they are not being used to meet the needs of the Jordan Public School students. Jordan Public Schools has a long history of cooperation with other governing bodies in the use of facilities. These effective and cooperative relationships will continue and could be enhanced by the development of this project.

The proposed athletic addition, the “community center,” will be a product of a three-way partnership between the district, the City of Jordan and local community youth sports organizations - each sharing in the facility’s operations. The district has discussed the safety concerns of this facility being open for extended hours and the need to secure it from the rest of the building.

7. ESTIMATED EXPENDITURES AND PROJECT DATES

A narrative description of the project, including:

- the specification of site and outdoor space acreage as provided in the “Guide for Planning School Construction Projects in Minnesota” - only usable acreage should be included,
- square footage allocations for new and converted classrooms, labs and support spaces,
- a floor plan of the project, if applicable,
- estimated expenditures in reasonable detail for the project, and
- the dates the project will begin and be completed.

The existing site is 12.5 acres with 120 acres available to students.

Anticipated Schedule - Question One

Jordan Middle School
Project Implementation Schedule

| Activity | 2014 | | | | | | | | | | | | 2015 | | | | | | | | | | | | 2016 | |
|-----------------------|------|---|---|---|---|---|---|---|---|---|---|---|------|---|---|---|---|---|---|---|---|---|---|---|------|---|
| | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F |
| Programming | █ | █ | █ | | | | | | | | | | | | | | | | | | | | | | | |
| Referendum Vote | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design | | | | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | | | | | | | | | | |
| Bid Package #1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bid Package #2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final Occupancy | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction Closeout | | | | | | | | | | | | | | | | | | | | | | | | | | |

Anticipated Schedule - Question Two

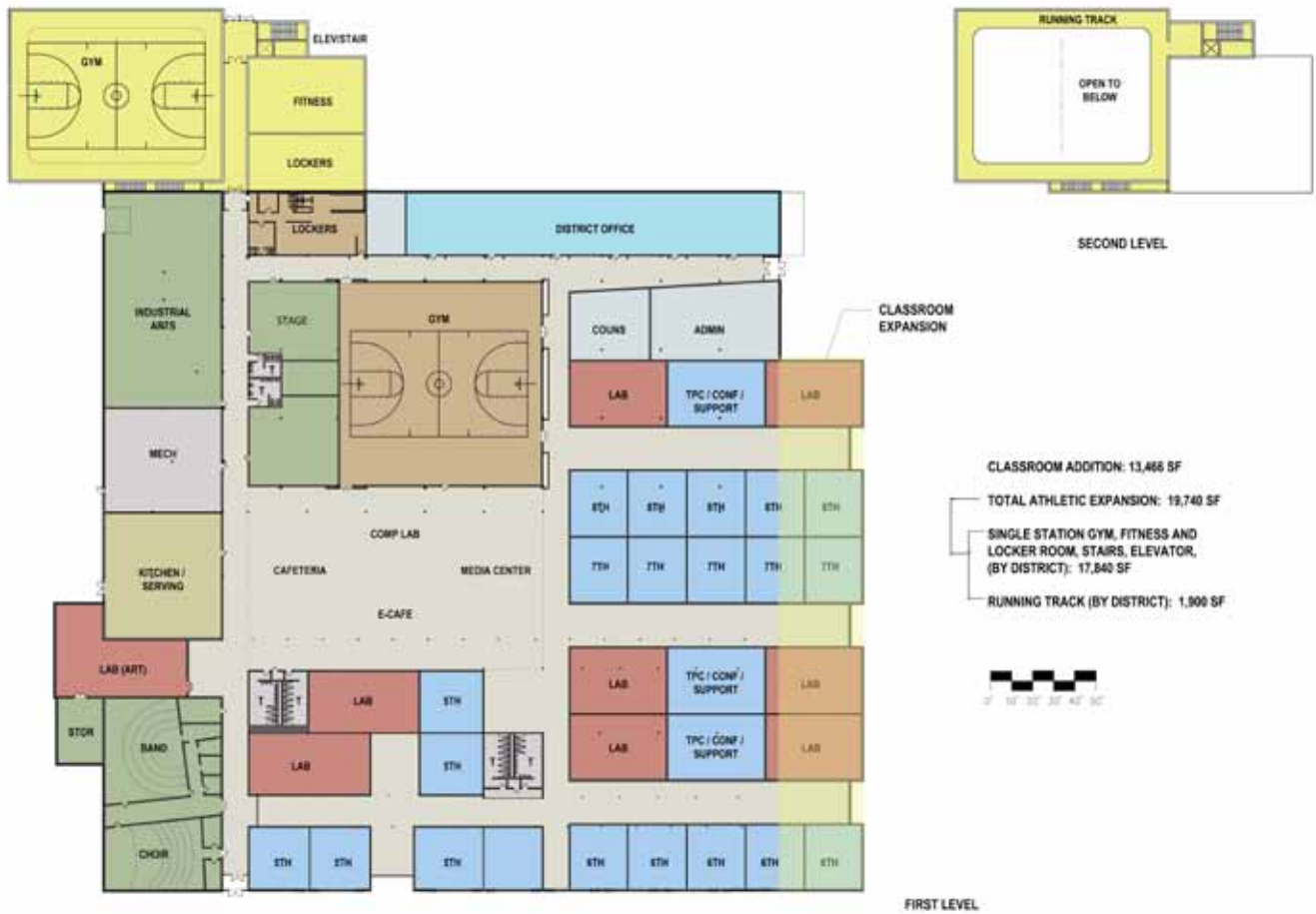
Jordan Middle School
Project Implementation Schedule

| Activity | 2014 | | | | | | | | | | | | 2015 | | | | | | | | | | | | | |
|-----------------------|------|---|---|---|---|---|---|---|---|---|---|---|------|---|---|---|---|---|---|---|---|--|--|--|--|--|
| | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | | | | | |
| Programming | █ | █ | █ | | | | | | | | | | | | | | | | | | | | | | | |
| Referendum Vote | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design | | | | █ | █ | █ | █ | █ | █ | █ | █ | | | | | | | | | | | | | | | |
| Bid Package #1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bid Package #2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final Occupancy | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Construction Closeout | | | | | | | | | | | | | | | | | | | | | | | | | | |

Site Plan - Question One



Floor Plan - Question **One**



Site Plan - Question Two



Floor Plan - Question **Two**



Referendum Project Costs - Question One (from Bossardt Corp.)

| Activity | Size/SF | Unit Cost | Subtotal |
|-----------------------------------|-------------|-----------|---------------------|
| Classroom Addition | 13,466 /SF | \$200 | \$2,693,200 |
| Athletic Addition | 19,740 /SF | \$200 | \$3,948,000 |
| Renovation of Existing Facilities | 119,000 /SF | \$68 | \$8,092,000 |
| Mechanical Renovations | 119,000 /SF | \$43 | \$5,117,000 |
| Electrical Renovations | 119,000 /SF | \$23 | \$2,737,000 |
| Exterior Building Improvements | 17,100 /SF | \$41 | \$701,100 |
| Site Upgrades | 1 lsum | \$307,852 | \$307,852 |
| Subtotal | | | \$23,596,152 |
| Soft Costs (20%) | | | \$4,719,230 |
| Total Cost | | | \$28,315,382 |

Referendum Project Costs - Question Two (from Bossardt Corp.)

| Activity | Size/SF | Unit Cost | Subtotal |
|--|------------|-----------|--------------------|
| Two Additional Gym Stations | 15,300 /SF | \$200 | \$3,060,000 |
| Additional Locker Room | 1,500 /SF | \$220 | \$330,000 |
| Build-Out of 2nd Level Fitness & Lockers | 5,250 /SF | \$90 | \$472,500 |
| 2nd Level Track | 3,800 /SF | \$70 | \$266,000 |
| Site Upgrades | 1 lsum | \$77,800 | \$77,800 |
| Subtotal | | | \$4,206,300 |
| Soft Costs (20%) | | | \$841,260 |
| Total Cost | | | \$5,047,560 |

8. SOURCES OF FINANCING

The source(s) of financing the projects:

- if multiple sources of funding are to be used, provide all components of the financing plan,
- the scheduled date and required notice for a bond issue or school board action,
- a schedule of bond payments, including estimated debt service equalization aid, and
- the effect of a bond issue (or lease levy) on local property taxes by the property class and valuation.
- Total project costs must include:
 - total construction cost, and
 - bond issuance/financing costs (if applicable).

Pursuant to State approval, the District proposes to proceed with the below listed project:

| <u>MN Statute plus Brief Description</u> | <u>Amount of Request</u> | <u>Amount of Project</u> |
|---|--------------------------|--------------------------|
| Question One (MS 475) - General Obligation School Building Bonds | \$29,345,000 | \$28,315,382 |
| Question Two (MS 475) - General Obligation School Building Bonds | \$5,245,000 | \$5,047,560 |
| TOTAL | \$34,590,000 | \$33,362,942 |

The District intends at this time given current market conditions to complete the borrowing of the \$29,345,000 and \$5,245,000 **voter approved** debt in one issuance. This recommendation to the District could change to a series of issues based on available market conditions after a positive election.

VOTER APPROVAL: The District does intend to ask permission through the referendum process from the voter's to fund the aforementioned projects on Tuesday, March 11, 2014.

OUTSTANDING INDEBTEDNESS: The District's existing General Obligation Debt payments are shown in Chart 8-8 on page 19.

STATE EQUALIZATION: The District **does** expect to receive equalization with the aforementioned projects and is included in Chart 8-8 on page 19.

SECTION 8 AUTHORS: Northland Securities, Inc. and PMA Securities, Inc. have prepared the documents along with ISD 717 in Section 8 of this Review and Comment request. Please contact Michael Hoheisel or Matthew Rantapaa at NSI at 612/851-5900 or Steve Pumper at PMA 763/497-1490 ext. 1305 with any questions or for more information.

Chart 8-1: Tax Impact of Dept Issuance, Question One

Independent School District 717 - Jordan, MN
\$29,345,000 G.O. School Building Bonds, Series 2014
Modified Wrap Debt Structure
Annual Property Tax Impact Summary Estimates - Pay 2014

| Assumptions | |
|----------------------------------|-----------|
| Pay 2015 - New Debt at 105% | 3,165,745 |
| Est. Pay 2015 NTC | 8,997,572 |
| Est. Pay 2015 Debt Tax Rate | 35.184% |
| Pay 2014 - Existing Debt at 105% | 1,937,768 |
| Est. Pay 2014 NTC | 8,908,487 |
| Est. Pay 2014 Debt Tax Rate | 21.752% |
| Est. Tax Rate Change / Increase: | 13.4325% |

| Residential Homestead | |
|-----------------------|----------|
| \$75,000 | \$60.45 |
| \$100,000 | \$94.03 |
| \$125,000 | \$127.61 |
| \$150,000 | \$174.62 |
| \$175,000 | \$208.20 |
| \$200,000 | \$241.78 |
| \$225,000 | \$275.37 |
| \$250,000 | \$322.38 |
| \$275,000 | \$355.96 |
| \$300,000 | \$389.54 |
| \$325,000 | \$423.12 |
| \$500,000 | \$671.62 |

| Commercial / Industrial | |
|-------------------------|------------|
| \$75,000 | \$151.12 |
| \$100,000 | \$201.49 |
| \$125,000 | \$251.86 |
| \$150,000 | \$302.23 |
| \$175,000 | \$369.39 |
| \$200,000 | \$436.56 |
| \$225,000 | \$503.72 |
| \$250,000 | \$570.88 |
| \$275,000 | \$638.04 |
| \$300,000 | \$705.21 |
| \$325,000 | \$772.37 |
| \$500,000 | \$1,242.51 |

| Apartment Bldgs. (2 or More Reg. Units) | |
|---|----------|
| \$75,000 | \$125.93 |
| \$100,000 | \$167.91 |
| \$125,000 | \$209.88 |
| \$150,000 | \$251.86 |
| \$175,000 | \$293.84 |
| \$200,000 | \$335.81 |
| \$225,000 | \$377.79 |
| \$250,000 | \$419.77 |
| \$275,000 | \$461.74 |
| \$300,000 | \$503.72 |
| \$325,000 | \$545.70 |
| \$500,000 | \$839.53 |

| Seasonal / Recreational | |
|-------------------------|----------|
| \$75,000 | \$100.74 |
| \$100,000 | \$134.32 |
| \$125,000 | \$167.91 |
| \$150,000 | \$201.49 |
| \$175,000 | \$235.07 |
| \$200,000 | \$268.65 |
| \$225,000 | \$302.23 |
| \$250,000 | \$335.81 |
| \$275,000 | \$369.39 |
| \$300,000 | \$402.97 |
| \$325,000 | \$436.56 |
| \$500,000 | \$671.62 |

| Homestead Agricultural Land | | | | | |
|-----------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 200,000 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$600,000 | \$205,000 | \$3,825 | \$513.79 | |
| 160 | \$1,000,000 | \$205,000 | \$5,825 | \$782.44 | |
| 320 | \$1,800,000 | \$205,000 | \$11,600 | \$1,558.17 | |
| 640 | \$3,400,000 | \$205,000 | \$27,600 | \$3,707.37 | |

| Non-Homestead Agricultural Land | | | | | |
|---------------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 0 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$400,000 | \$5,000 | \$4,000 | \$537.30 | |
| 160 | \$800,000 | \$5,000 | \$8,000 | \$1,074.60 | |
| 320 | \$1,600,000 | \$5,000 | \$16,000 | \$2,149.20 | |
| 640 | \$3,200,000 | \$5,000 | \$32,000 | \$4,298.40 | |

Chart 8-2: Tax Impact of Dept Issuance, Question Two

Independent School District 717 - Jordan, MN
\$5,245,000 G.O. School Building Bonds, Series 2014 - Q2
Annual Property Tax Impact Summary Estimates - Pay 2015

| Assumptions | |
|---|----------------|
| Pay 2015 - New Debt at 105% | 276,040 |
| Est. Pay 2015 NTC | 8,997,572 |
| Est. Pay 2015 Debt Tax Rate | 3.068% |
| Pay 2014 - Existing Debt at 105% | - |
| Est. Pay 2014 NTC | 8,908,487 |
| Est. Pay 2014 Debt Tax Rate | 0.000% |
| Est. Tax Rate Change / Increase: | 3.0679% |

| Residential Homestead | |
|-----------------------|----------|
| \$75,000 | \$13.80 |
| \$100,000 | \$21.47 |
| \$125,000 | \$29.14 |
| \$150,000 | \$39.89 |
| \$175,000 | \$47.56 |
| \$200,000 | \$55.23 |
| \$225,000 | \$62.89 |
| \$250,000 | \$73.63 |
| \$275,000 | \$81.30 |
| \$300,000 | \$88.97 |
| \$325,000 | \$96.64 |
| \$500,000 | \$153.40 |

| Commercial / Industrial | |
|-------------------------|----------|
| \$75,000 | \$34.51 |
| \$100,000 | \$46.02 |
| \$125,000 | \$57.52 |
| \$150,000 | \$69.03 |
| \$175,000 | \$84.37 |
| \$200,000 | \$99.70 |
| \$225,000 | \$115.05 |
| \$250,000 | \$130.39 |
| \$275,000 | \$145.73 |
| \$300,000 | \$161.06 |
| \$325,000 | \$176.41 |
| \$500,000 | \$283.78 |

| Apartment Bldgs. (2 or More Reg. Units) | |
|---|----------|
| \$75,000 | \$28.76 |
| \$100,000 | \$38.35 |
| \$125,000 | \$47.94 |
| \$150,000 | \$57.52 |
| \$175,000 | \$67.11 |
| \$200,000 | \$76.70 |
| \$225,000 | \$86.28 |
| \$250,000 | \$95.87 |
| \$275,000 | \$105.46 |
| \$300,000 | \$115.05 |
| \$325,000 | \$124.63 |
| \$500,000 | \$191.75 |

| Seasonal / Recreational | |
|-------------------------|----------|
| \$75,000 | \$23.01 |
| \$100,000 | \$30.68 |
| \$125,000 | \$38.35 |
| \$150,000 | \$46.02 |
| \$175,000 | \$53.69 |
| \$200,000 | \$61.36 |
| \$225,000 | \$69.03 |
| \$250,000 | \$76.70 |
| \$275,000 | \$84.37 |
| \$300,000 | \$92.04 |
| \$325,000 | \$99.70 |
| \$500,000 | \$153.40 |

| Homestead Agricultural Land | | | | | |
|-----------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 200,000 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$600,000 | \$205,000 | \$3,825 | \$117.35 | |
| 160 | \$1,000,000 | \$205,000 | \$5,825 | \$178.71 | |
| 320 | \$1,800,000 | \$205,000 | \$11,600 | \$355.88 | |
| 640 | \$3,400,000 | \$205,000 | \$27,600 | \$846.75 | |

| Non-Homestead Agricultural Land | | | | | |
|---------------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 0 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$400,000 | \$5,000 | \$4,000 | \$122.72 | |
| 160 | \$800,000 | \$5,000 | \$8,000 | \$245.43 | |
| 320 | \$1,600,000 | \$5,000 | \$16,000 | \$490.87 | |
| 640 | \$3,200,000 | \$5,000 | \$32,000 | \$981.74 | |

Chart 8-3: Tax Impact of Dept Issuance, Both Questions

Independent School District 717 - Jordan, MN
Both Questions
Annual Property Tax Impact Summary Estimates - Pay 2015

| Assumptions | |
|---|-----------------|
| Pay 2015 - New Debt at 105% | 3,441,785 |
| Est. Pay 2015 NTC | 8,997,572 |
| Est. Pay 2015 Debt Tax Rate | 38.252% |
| Pay 2014 - Existing Debt at 105% | 1,937,768 |
| Est. Pay 2014 NTC | 8,908,487 |
| Est. Pay 2014 Debt Tax Rate | 21.752% |
| Est. Tax Rate Change / Increase: | 16.5004% |

| Residential Homestead | |
|-----------------------|----------|
| \$75,000 | \$74.25 |
| \$100,000 | \$115.50 |
| \$125,000 | \$156.75 |
| \$150,000 | \$214.51 |
| \$175,000 | \$255.76 |
| \$200,000 | \$297.01 |
| \$225,000 | \$338.26 |
| \$250,000 | \$396.01 |
| \$275,000 | \$437.26 |
| \$300,000 | \$478.51 |
| \$325,000 | \$519.76 |
| \$500,000 | \$825.02 |

| Commercial / Industrial | |
|-------------------------|------------|
| \$75,000 | \$185.63 |
| \$100,000 | \$247.51 |
| \$125,000 | \$309.38 |
| \$150,000 | \$371.26 |
| \$175,000 | \$453.76 |
| \$200,000 | \$536.26 |
| \$225,000 | \$618.77 |
| \$250,000 | \$701.27 |
| \$275,000 | \$783.77 |
| \$300,000 | \$866.27 |
| \$325,000 | \$948.78 |
| \$500,000 | \$1,526.29 |

| Apartment Bldgs. (2 or More Reg. Units) | |
|---|------------|
| \$75,000 | \$154.69 |
| \$100,000 | \$206.26 |
| \$125,000 | \$257.82 |
| \$150,000 | \$309.38 |
| \$175,000 | \$360.95 |
| \$200,000 | \$412.51 |
| \$225,000 | \$464.07 |
| \$250,000 | \$515.64 |
| \$275,000 | \$567.20 |
| \$300,000 | \$618.77 |
| \$325,000 | \$670.33 |
| \$500,000 | \$1,031.28 |

| Seasonal / Recreational | |
|-------------------------|----------|
| \$75,000 | \$123.75 |
| \$100,000 | \$165.00 |
| \$125,000 | \$206.26 |
| \$150,000 | \$247.51 |
| \$175,000 | \$288.76 |
| \$200,000 | \$330.01 |
| \$225,000 | \$371.26 |
| \$250,000 | \$412.51 |
| \$275,000 | \$453.76 |
| \$300,000 | \$495.01 |
| \$325,000 | \$536.26 |
| \$500,000 | \$825.02 |

| Homestead Agricultural Land | | | | | |
|-----------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 200,000 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$600,000 | \$205,000 | \$3,825 | \$631.14 | |
| 160 | \$1,000,000 | \$205,000 | \$5,825 | \$961.15 | |
| 320 | \$1,800,000 | \$205,000 | \$11,600 | \$1,914.05 | |
| 640 | \$3,400,000 | \$205,000 | \$27,600 | \$4,554.12 | |

| Non-Homestead Agricultural Land | | | | | |
|---------------------------------|-------------|----------------|----------|------------|--|
| Dwelling | 0 | Value Per Acre | 5,000 | | |
| Acres | Total EMV | RMV | NTC | Tax Impact | |
| 80 | \$400,000 | \$5,000 | \$4,000 | \$660.02 | |
| 160 | \$800,000 | \$5,000 | \$8,000 | \$1,320.03 | |
| 320 | \$1,600,000 | \$5,000 | \$16,000 | \$2,640.07 | |
| 640 | \$3,200,000 | \$5,000 | \$32,000 | \$5,280.14 | |

Chart 8-4: General Obligation School Building Bond Request - Source and Use of Funds

| | GO SBB NEW Mod Wrap 20Yr for RandC - SINGLE PURPOSE | GO SBB 2nd Q 20Yr for RandC - SINGLE PURPOSE | Summary |
|--|--|--|------------------------|
| Sources Of Funds | | | |
| Par Amount of Bonds | \$29,345,000.00 | \$5,245,000.00 | \$34,590,000.00 |
| Total Sources | \$29,345,000.00 | \$5,245,000.00 | \$34,590,000.00 |
| Uses Of Funds | | | |
| Total Underwriter's Discount (1.000%) | 293,450.00 | 52,450.00 | 345,900.00 |
| Costs of Issuance | 100,515.00 | 33,200.00 | 133,715.00 |
| Deposit to Capitalized Interest (CIF) Fund | 634,222.50 | 108,947.50 | 743,170.00 |
| Deposit to Project Construction Fund | 28,315,382.00 | 5,047,560.00 | 33,362,942.00 |
| Rounding Amount | 1,430.50 | 2,842.50 | 4,273.00 |
| Total Uses | \$29,345,000.00 | \$5,245,000.00 | \$34,590,000.00 |

Chart 8-5: General Obligation School Building Bond Request - Net Debt Service Schedule

Total Net Debt Service

| Date | Principal | Interest | CIF | Existing D/S | Net New D/S |
|--------------|------------------------|------------------------|---------------------|------------------------|------------------------|
| 02/01/2015 | - | 743,170.00 | (743,170.00) | 1,845,493.61 | 1,845,493.61 |
| 02/01/2016 | 75,000.00 | 1,486,340.00 | - | 1,716,550.00 | 3,277,890.00 |
| 02/01/2017 | 490,000.00 | 1,485,290.00 | - | 1,711,950.00 | 3,687,240.00 |
| 02/01/2018 | 535,000.00 | 1,476,960.00 | - | 1,706,850.00 | 3,718,810.00 |
| 02/01/2019 | 555,000.00 | 1,466,260.00 | - | 1,731,250.00 | 3,752,510.00 |
| 02/01/2020 | 610,000.00 | 1,452,662.50 | - | 1,718,700.00 | 3,781,362.50 |
| 02/01/2021 | 660,000.00 | 1,435,277.50 | - | 1,720,100.00 | 3,815,377.50 |
| 02/01/2022 | 2,440,000.00 | 1,414,487.50 | - | - | 3,854,487.50 |
| 02/01/2023 | 2,555,000.00 | 1,331,527.50 | - | - | 3,886,527.50 |
| 02/01/2024 | 2,685,000.00 | 1,239,547.50 | - | - | 3,924,547.50 |
| 02/01/2025 | 1,735,000.00 | 1,137,517.50 | - | - | 2,872,517.50 |
| 02/01/2026 | 1,805,000.00 | 1,068,117.50 | - | - | 2,873,117.50 |
| 02/01/2027 | 1,880,000.00 | 992,307.50 | - | - | 2,872,307.50 |
| 02/01/2028 | 1,960,000.00 | 909,587.50 | - | - | 2,869,587.50 |
| 02/01/2029 | 2,050,000.00 | 820,407.50 | - | - | 2,870,407.50 |
| 02/01/2030 | 2,145,000.00 | 724,057.50 | - | - | 2,869,057.50 |
| 02/01/2031 | 2,250,000.00 | 621,097.50 | - | - | 2,871,097.50 |
| 02/01/2032 | 2,360,000.00 | 510,847.50 | - | - | 2,870,847.50 |
| 02/01/2033 | 2,475,000.00 | 394,027.50 | - | - | 2,869,027.50 |
| 02/01/2034 | 2,595,000.00 | 270,277.50 | - | - | 2,865,277.50 |
| 02/01/2035 | 2,730,000.00 | 139,230.00 | - | - | 2,869,230.00 |
| Total | \$34,590,000.00 | \$21,118,997.50 | (743,170.00) | \$12,150,893.61 | \$67,116,721.11 |

Par Amounts Of Selected Issues

| | |
|------------------------------------|----------------------|
| GO SBB NEW Mod Wrap 20Yr for RandC | 29,345,000.00 |
| GO SBB 2nd Q 20Yr for RandC | 5,245,000.00 |
| TOTAL | 34,590,000.00 |

Chart 8-6: Question One Series 2014A Bonds Structure and Estimated Debt Statistics

Debt Service Schedule

| Date | Principal | Coupon | Interest | Total P+I |
|--------------|------------------------|----------|------------------------|------------------------|
| 02/01/2015 | - | - | 634,222.50 | 634,222.50 |
| 02/01/2016 | 30,000.00 | 1.400% | 1,268,445.00 | 1,298,445.00 |
| 02/01/2017 | 315,000.00 | 1.700% | 1,268,025.00 | 1,583,025.00 |
| 02/01/2018 | 355,000.00 | 2.000% | 1,262,670.00 | 1,617,670.00 |
| 02/01/2019 | 365,000.00 | 2.450% | 1,255,570.00 | 1,620,570.00 |
| 02/01/2020 | 415,000.00 | 2.850% | 1,246,627.50 | 1,661,627.50 |
| 02/01/2021 | 460,000.00 | 3.150% | 1,234,800.00 | 1,694,800.00 |
| 02/01/2022 | 2,220,000.00 | 3.400% | 1,220,310.00 | 3,440,310.00 |
| 02/01/2023 | 2,330,000.00 | 3.600% | 1,144,830.00 | 3,474,830.00 |
| 02/01/2024 | 2,440,000.00 | 3.800% | 1,060,950.00 | 3,500,950.00 |
| 02/01/2025 | 1,475,000.00 | 4.000% | 968,230.00 | 2,443,230.00 |
| 02/01/2026 | 1,535,000.00 | 4.200% | 909,230.00 | 2,444,230.00 |
| 02/01/2027 | 1,600,000.00 | 4.400% | 844,760.00 | 2,444,760.00 |
| 02/01/2028 | 1,670,000.00 | 4.550% | 774,360.00 | 2,444,360.00 |
| 02/01/2029 | 1,745,000.00 | 4.700% | 698,375.00 | 2,443,375.00 |
| 02/01/2030 | 1,825,000.00 | 4.800% | 616,360.00 | 2,441,360.00 |
| 02/01/2031 | 1,915,000.00 | 4.900% | 528,760.00 | 2,443,760.00 |
| 02/01/2032 | 2,010,000.00 | 4.950% | 434,925.00 | 2,444,925.00 |
| 02/01/2033 | 2,105,000.00 | 5.000% | 335,430.00 | 2,440,430.00 |
| 02/01/2034 | 2,210,000.00 | 5.050% | 230,180.00 | 2,440,180.00 |
| 02/01/2035 | 2,325,000.00 | 5.100% | 118,575.00 | 2,443,575.00 |
| Total | \$29,345,000.00 | - | \$18,055,635.00 | \$47,400,635.00 |

Date And Term Structure

| | |
|-------------------|-----------|
| Dated | 8/01/2014 |
| Delivery Date | 8/01/2014 |
| First Coupon Date | 2/01/2015 |

Yield Statistics

| | |
|--------------------------|--------------|
| Bond Year Dollars | \$394,372.50 |
| Average Life | 13.439 Years |
| Average Coupon | 4.5783200% |
| Net Interest Cost (NIC) | 4.6527293% |
| True Interest Cost (TIC) | 4.6301770% |

Chart 8-7: Question Two Series 2014A Bonds Structure and Estimated Debt Statistics

Debt Service Schedule

| Date | Principal | Coupon | Interest | Total P+I |
|--------------|-----------------------|----------|-----------------------|-----------------------|
| 02/01/2015 | - | - | 108,947.50 | 108,947.50 |
| 02/01/2016 | 45,000.00 | 1.400% | 217,895.00 | 262,895.00 |
| 02/01/2017 | 175,000.00 | 1.700% | 217,265.00 | 392,265.00 |
| 02/01/2018 | 180,000.00 | 2.000% | 214,290.00 | 394,290.00 |
| 02/01/2019 | 190,000.00 | 2.450% | 210,690.00 | 400,690.00 |
| 02/01/2020 | 195,000.00 | 2.850% | 206,035.00 | 401,035.00 |
| 02/01/2021 | 200,000.00 | 3.150% | 200,477.50 | 400,477.50 |
| 02/01/2022 | 220,000.00 | 3.400% | 194,177.50 | 414,177.50 |
| 02/01/2023 | 225,000.00 | 3.600% | 186,697.50 | 411,697.50 |
| 02/01/2024 | 245,000.00 | 3.800% | 178,597.50 | 423,597.50 |
| 02/01/2025 | 260,000.00 | 4.000% | 169,287.50 | 429,287.50 |
| 02/01/2026 | 270,000.00 | 4.200% | 158,887.50 | 428,887.50 |
| 02/01/2027 | 280,000.00 | 4.400% | 147,547.50 | 427,547.50 |
| 02/01/2028 | 290,000.00 | 4.550% | 135,227.50 | 425,227.50 |
| 02/01/2029 | 305,000.00 | 4.700% | 122,032.50 | 427,032.50 |
| 02/01/2030 | 320,000.00 | 4.800% | 107,697.50 | 427,697.50 |
| 02/01/2031 | 335,000.00 | 4.900% | 92,337.50 | 427,337.50 |
| 02/01/2032 | 350,000.00 | 4.950% | 75,922.50 | 425,922.50 |
| 02/01/2033 | 370,000.00 | 5.000% | 58,597.50 | 428,597.50 |
| 02/01/2034 | 385,000.00 | 5.050% | 40,097.50 | 425,097.50 |
| 02/01/2035 | 405,000.00 | 5.100% | 20,655.00 | 425,655.00 |
| Total | \$5,245,000.00 | - | \$3,063,362.50 | \$8,308,362.50 |

Date And Term Structure

| | |
|-------------------|-----------|
| Dated | 8/01/2014 |
| Delivery Date | 8/01/2014 |
| First Coupon Date | 2/01/2015 |

Yield Statistics

| | |
|--------------------------|--------------|
| Bond Year Dollars | \$67,192.50 |
| Average Life | 12.811 Years |
| Average Coupon | 4.5590840% |
| Net Interest Cost (NIC) | 4.6371433% |
| True Interest Cost (TIC) | 4.6035388% |

Chart 8-8: Combined Existing and New Debt Payment Schedule

ISD 717 - Jordan, MN

State Aid Calculator and Tax Impact Estimator

| Date | Existing Debt | | | Total Combined Levy @ 105% | Estimated State Aid | Net Levy @ | | Debt Service Levy Tax Rate |
|--------------|------------------------------|--------------------------|--------------------------|----------------------------------|------------------------|----------------------|--------------|----------------------------------|
| | Post 2013A&B Refunding | Q1 Series 2014A Bonds | Q2 Series 2014A Bonds | | | 105% | NTC | |
| 2/1/2015 | 1,845,493.61 | | | 1,937,768.29 | 0.00 | 1,937,768.29 | 8,908,487.00 | 21.75% |
| 2/1/2016 | 1,716,550.00 | 1,298,445.00 | 262,895.00 | 3,441,784.50 | 0.00 | 3,441,784.50 | 8,997,571.87 | 38.25% |
| 2/1/2017 | 1,711,950.00 | 1,583,025.00 | 392,265.00 | 3,871,602.00 | 396,728.62 | 3,474,873.38 | 9,087,547.59 | 38.24% |
| 2/1/2018 | 1,706,850.00 | 1,617,670.00 | 394,290.00 | 3,904,750.50 | 394,813.49 | 3,509,937.01 | 9,178,423.06 | 38.24% |
| 2/1/2019 | 1,731,250.00 | 1,620,570.00 | 400,690.00 | 3,940,135.50 | 393,469.09 | 3,546,666.41 | 9,270,207.30 | 38.26% |
| 2/1/2020 | 1,718,700.00 | 1,661,627.50 | 401,035.00 | 3,970,430.63 | 390,339.58 | 3,580,091.05 | 9,362,909.37 | 38.24% |
| 2/1/2021 | 1,720,100.00 | 1,694,800.00 | 400,477.50 | 4,006,146.38 | 388,791.72 | 3,617,354.66 | 9,456,538.46 | 38.25% |
| 2/1/2022 | 0.00 | 3,440,310.00 | 414,177.50 | 4,047,211.88 | 388,749.69 | 3,658,462.19 | 9,551,103.85 | 38.30% |
| 2/1/2023 | 0.00 | 3,474,830.00 | 411,697.50 | 4,080,853.88 | 386,220.22 | 3,694,633.66 | 9,646,614.88 | 38.30% |
| 2/1/2024 | 0.00 | 3,500,950.00 | 423,597.50 | 4,120,774.88 | 385,460.40 | 3,735,314.48 | 9,743,081.03 | 38.34% |
| 2/1/2025 | 0.00 | 2,443,230.00 | 429,287.50 | 3,016,143.38 | 39,383.97 | 2,976,759.41 | 9,743,081.03 | 30.55% |
| 2/1/2026 | 0.00 | 2,444,230.00 | 428,887.50 | 3,016,773.38 | 40,029.98 | 2,976,743.39 | 9,743,081.03 | 30.55% |
| 2/1/2027 | 0.00 | 2,444,760.00 | 427,547.50 | 3,015,922.88 | 40,221.40 | 2,975,701.47 | 9,743,081.03 | 30.54% |
| 2/1/2028 | 0.00 | 2,444,360.00 | 425,227.50 | 3,013,066.88 | 39,779.17 | 2,973,287.71 | 9,743,081.03 | 30.52% |
| 2/1/2029 | 0.00 | 2,443,375.00 | 427,032.50 | 3,013,927.88 | 40,487.26 | 2,973,440.62 | 9,743,081.03 | 30.52% |
| 2/1/2030 | 0.00 | 2,441,360.00 | 427,697.50 | 3,012,510.38 | 40,472.78 | 2,972,037.59 | 9,743,081.03 | 30.50% |
| 2/1/2031 | 0.00 | 2,443,760.00 | 427,337.50 | 3,014,652.38 | 41,593.16 | 2,973,059.22 | 9,743,081.03 | 30.51% |
| 2/1/2032 | 0.00 | 2,444,925.00 | 425,922.50 | 3,014,389.88 | 41,943.16 | 2,972,446.72 | 9,743,081.03 | 30.51% |
| 2/1/2033 | 0.00 | 2,440,430.00 | 428,597.50 | 3,012,478.88 | 41,747.10 | 2,970,731.77 | 9,743,081.03 | 30.49% |
| 2/1/2034 | 0.00 | 2,440,180.00 | 425,097.50 | 3,008,541.38 | 40,862.93 | 2,967,678.44 | 9,743,081.03 | 30.46% |
| 2/1/2035 | <u>0.00</u> | <u>2,443,575.00</u> | <u>425,655.00</u> | <u>3,012,691.50</u> | <u>42,664.07</u> | <u>2,970,027.43</u> | 9,743,081.03 | 30.48% |
| TOTAL | 12,150,893.61 | 46,766,412.50 | 8,199,415.00 | 70,472,557.17 | 3,573,757.79 | 66,898,799.38 | | |

Note: includes estimated State aid receipts along with a debt service levy tax rate

9. OPERATIONAL BUDGET

An analysis of how the proposed new or remodeled facility will affect

- *school district operational or administrative staffing costs, and*
- *how the district's operating budget will cover any increased operational or administrative staffing costs.*
- *If the district is adding additional square footage, include assumptions and calculations used in calculating the estimated general fund operation cost.*
- *If the district is updating mechanical systems, provide detail on how the new HVAC system will impact general fund operating costs compared to the current system.*

Jordan Public Schools does not anticipate adding additional administrative or teaching staff as a result should the first question pass. Should the second question regarding the Community Center addition pass, custodial staff will increase by 0.5 FTE and community education staff will increase to staff the center. Preliminary conversations between the district and the City of Jordan describe user membership fees that would offset potential staffing and operational costs.

There will be additional utility cost for the operation of the extra space added as part of this project. However, with completely new mechanical and electrical systems for the building in addition to the energy efficiency of the new exterior envelope, the energy usage of the total facility will be approximately 20% lower than existing and therefore, more than offset the increased utility cost of the new spaces. In other words, the utility cost of the new building including the additions will be less than that of the current existing building's utility cost.

10. SITE ISSUES

A description of the consultation with local or state road and transportation officials on

- *school site access and safety issues, and*
- *the ways that the project will address those issues.*

Traffic patterns will not change at the Middle School. Nevertheless the city and county officials have been apprised of the changes on the campus and asked for comment. Traffic on both access roads and on-campus are presented to appropriate government bodies for safety, congruency of road use designations and potential increased quantity of use.

11. INDOOR AIR QUALITY

A description of how

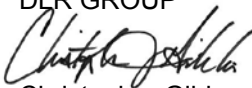
- *indoor air quality issues have been considered, and*
- *a written certification signed by the project architect that the architects and engineers designing the facility have professional liability insurance.*

The Jordan Public Schools proposed upgrades to existing mechanical systems and new mechanical systems will comply with Minnesota Statute 123.B71, subd. 10; 123.72 (2001) other applicable codes; and ASHRAE standards. The services of a commissioning agent will be engaged by the District to verify that mechanical systems are installed per the construction documents and code requirements.

DLR Group certifies that the plans and designs for the renovated and new heating, ventilation and dehumidification systems will meet or exceed code standards, will provide for the monitoring of outdoor airflow and total airflow of ventilation systems, and will provide an indoor air quality filtration system that meets ASHRAE Standard 52.1. Commissioning and Testing and Balancing for this project will comply with Minnesota state statutes and Minnesota Department of Education guidelines. All system inspectors will meet the requirements of the State of Minnesota and be covered adequately by liability insurance.

If you have any questions or need additional information, please feel free to contact me.

DLR GROUP


Christopher Gibbs
Principal

12. HVAC CODE STANDARDS

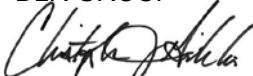
A written certification signed by the project architect that the plans and designs for the extensively renovated or new facility's:

- heating, ventilation and air conditioning systems will meet or exceed code standards,
- will provide for the monitoring of outdoor airflow and total airflow of ventilation systems, and
- will provide an indoor air quality filtration system that meet codes.

I hereby certify that DLR Group carries an insurance policy of \$2,000,000 per claim for Errors and Omissions, with an aggregate of \$3,000,000.

If you need additional information concerning our Professional Liability Insurance, please feel free to contact me.

DLR GROUP



Christopher Gibbs
Principal

13. DESEGREGATION REQUIREMENTS

Include a specification, if applicable, of any desegregation requirements that cannot be met by any other reasonable means.

The current proposals will not affect the districts relationship to and/or compliance with state desegregation requirements.

14. FACILITY SUSTAINABILITY

Strategies and opportunities for energy conservation have been identified and analyzed to determine the appropriate techniques the most effectively apply to the projects designs.

A partial list of the options under consideration includes the following:

- Air to air heat exchangers
- Air conditioning and heat recovery units
- Variable air volume HVAC systems
- Sensors to switch all interior lights when space is unoccupied
- Positioning spaces throughout the buildings into locations to receive natural day light
- Electrical systems designed for energy efficiency
- Improved window and glazing performance
- Electric air-cooled chillers
- High efficiency water heaters
- Water efficient fixtures
- Using variable frequency drives on fans and pumps to address building demand
- Energy management control systems to monitor systems efficiency
- Environmentally sound site water management
- Bicycle racks to encourage alternative transportation

Selection of materials and systems will be evaluated considering a series of design strategies that address the related sustainable design issues such as their recycled material content, local availability, and usage of non-renewable resources, life-cycle costs, and impact on indoor air quality.

These are just a few of the design issues that fall into six environmental topics: site, water, energy, indoor environment, materials and waste as identified in the Minnesota Sustainable Design Guide.

The intention is to use a holistic approach to the design of this project that recognizes the interdependent nature of a sustainable building.

The environmental performance of the building will be considered over its entire life cycle, incorporating input from the design team, the community, and district personnel.

15. ACOUSTIC DESIGN

A description of how the architects and engineers have considered the American National Standards Institute Acoustical Performance Criteria, Design and Guidelines for Schools of the maximum background noise level and reverberation times.

The ANSI criteria are concerned with addressing (4) key areas related to acoustical design:

1. Room acoustics (dB ranges and reverberation time)
2. Minimizing background noise from HVAC and electrical systems
3. Classroom sound isolation from interior and exterior sources
4. Impact isolation for multi-story classroom facilities

Acoustic design in schools is achieved by:

- Appropriate exterior wall cavity design – providing proper insulation, air space, and differing materials allow for different sound transmission coefficients to be reflected or absorbed by the wall design. Additionally, many of the methods currently utilized to provide protection from the exterior environments perform added functions as sound isolating elements.
- Minimizing sound transmission through interior partitions – provide insulation top of deck, with a edge of the partition wall at the deck. At masonry walls, consider foam or sand-filled cores. For operable walls, specify minimum STC rating requirements.
- Minimizing reverberation time – provide variations in perimeter walls of rooms over 10,000 square feet, and install acoustic isolation panels to accommodate additional absorption. For music spaces, provide non-parallel walls to minimize reverberation from instruments. Utilize acoustic ceiling tile and carpet for larger spaces.

Performance-based criteria mechanical specifications – Specify minimum standards for acoustic performance of HVAC systems including:

- System components including low-velocity diffusers and fans
- Limit duct velocity in design and require test and balance analysis to confirm performance
- Locate variable air volume terminals above ceilings in common areas as opposed to above classrooms
- Provide vibration isolators at all equipment

Reduce Impact Isolation in classroom areas – Align circulation and corridor spaces from floor to floor to minimize traffic above classroom areas. For areas identified with conflict areas located vertically above classrooms, consider acoustics isolation springs for suspended ceilings, and /or sound attenuation isolation above suspended ceiling systems.

The Jordan Public School District has a desire to investigate all of the above principals. Each of the above may be incorporated to some degree into a design for the projects. The cost of the implementing the ANSI S12.60 requirements can be significant and will be considered during the planning and design process to meet the project budgets.

Close supervision during construction will be necessary to achieve the expected design, particularly for HVAC noise control and for sound isolation between spaces.

16. INFRASTRUCTURE COSTS

Note any existing information from the relevant local units of government about the cumulative costs to provide infrastructure to serve the school, such as utilities, sewer, roads, and sidewalks.

Work centered on existing Middle School facility and site should not require additional infrastructure or service.

APPENDICES

- a. Supporting Enrollment Data
- b. Building/Site Plans
- c. Photographs of the school complex
- d. Proposed Programs and Project Budgets
- e. Jordan School Board project resolution
- f. Bond Referendum Questions

**SCHOOL DISTRICT BALLOT QUESTION 1
APPROVAL OF SCHOOL DISTRICT BOND ISSUE**

- YES Shall the school board of Independent School District No. 717 (Jordan) be authorized to issue its general obligation school building bonds in an amount not to exceed \$29,345,000 to provide funds for the acquisition and betterment of school sites and facilities, including the repair, remodeling, renovation, upgrading, equipping and construction of additions and improvements to the existing middle school site and facility?
- NO

**BY VOTING “YES” ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

**SCHOOL DISTRICT BALLOT QUESTION 2
APPROVAL OF SCHOOL DISTRICT BOND ISSUE**

- YES If School District Ballot Question 1 is approved, shall the school board of Independent School District No. 717 (Jordan) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$5,245,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction and equipping of a community center and classroom addition to be located adjacent to the existing middle school facility?
- NO

**BY VOTING “YES” ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**



High School Board Notes: December 9, 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:

- Teachers listened to a presentation regarding the implementation of an Intervention Team at a faculty meeting on December 3. Currently Grade Level Teams are finding success implementing Tier I interventions in the classroom but now have a resource when those interventions are not successful. The Intervention Team, made up of support staff, will meet once a month to determine ways to help students who continue to struggle. Teachers have provided positive feedback regarding how Grade Level Teams are functioning and look forward to seeing further progress for students through the Intervention Team.
- The Honors English 10 teacher has worked with her students on ACT prep. This correlates with preparation for the MCA test. She will be working with specific reading strategies after the holiday break. The regular English 10 teacher had students identify strands on the practice MCA test where they struggled so they are more aware of their own skills. Vocabulary has consistently been a weak strand and English 10 teachers are focusing on vocabulary instruction. Across all disciplines, especially English and Social Studies, teachers are focusing on vocabulary instruction.
- The Algebra teacher will focus more heavily on MCA Math Sampler questions after the holiday break.
- Science teachers continue to use MCA Science Practice Test questions that fit with the current unit of study.
- Professional Learning Communities continue to work with unpacking the standards. They worked on identifying power standards, work that they found both challenging and beneficial.

500 Sunset Drive
Jordan, MN 55352
952-492-2332
952-492-4450 fax

December School Board Meeting

--JMS Middle School

*JMS Vision: Jordan Middle School is a community of learners with challenging academics and expectations of **respectful** and **responsible** behaviors within a **safe** environment.*

- **November and December I am working with the different departments in our school to check on curriculum being taught, needs that the departments have, and how they are attacking the “Power Standards” and common vocabulary within their individual departments.**

- **We are also looking at our Honors courses to see if we have enough rigor in these classes in comparison to the regular core classes. One issue that we want to clean-up, is our selection criteria for how students get into these classes. We seem to let class sizes in other classes determine how students get in.**

- **To increase our course offerings, I am looking at different schedules and elective opportunities for schools our size. We are also comparing trimesters to semesters to see if we could get more opportunities for our students.**

- **We are now into the busy season with our meetings, planning, and footwork for the upcoming referendum. Our District has much to do to get the word out to our voters. Different committees have been formed to help with this process.**

Coming Events at JMS

- **Dec. 10th 7 PM Band Concert – Gr. 5-7 at HS**
- **Dec. 12th Student of the Month – 8:10 AM**
- **Dec. 16th Curriculum Mtg. – 6 PM**
- **Dec. 16th Band Concert – Gr. 8-12 at HS -- 7:30 PM**
- **Dec. 23-Jan. 1 Christmas Break!!!**

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

Jordan Elementary School **Principal Update, December 9, 2013**

Below is a summary of our JES accomplishments for the month of November related to building and District goals.

Executive Summary

Getting into classrooms and observing high-quality instruction, as well as witnessing and hearing about students' academic and social learning and growth, are just a few of the many highlights this past month as JES principal. The first round of formal observations of classroom teachers and specialists for non-tenured and tenured staff is complete. Our teachers are moving in the right direction with their professional growth when it comes to implementing state standards and focusing on our District-wide initiative. We look forward to working directly with CC Linstroth during the upcoming months to unpack the standards and to continue to work towards increasing the academic rigor for our students.

Teachers had a chance to share information and student progress with parents at our JES Parent/Teacher conferences on the 12th and 14th in which we had 96% overall attendance. In order to continue to support student learning, students in grades 2-4 started the After School Program on the 18th to get additional instructional support in Reading and Math. To maintain the school-home connection, we also had a Title I/RtI Family Night on Nov. 19th to share the great Reading and Math programs we offer during the school day and ways for families to be involved with their child's education.

Below is a list of detailed information about what we are doing to continue to work towards meeting our building and District goals.

- **Continuing to build positive relationships with students and families**
 - JES staff revised and created kid-friendly behavior expectations for all areas of the building and offered ideas for rewards and/or acknowledgements for students and staff
 - Classroom with most Caught Ya Being Good (CYBG) slips received extra time playing "Turkey Hunt" in the gym with PE

teachers, and individual students were given CYBG bracelets and had photos taken to display in front office showcase

- Staff members also participated in a drawing to receive either a gift card or "Get Out of Class" pass with Mrs. Barnett taking their students for 25 minutes

- **Being student-centered and data driven to address all levels of learning and increase student achievement**
 - Response to Intervention Committee is evaluating grade level schedules for opportunities to maximize instruction and to address Power Standards (what content to focus on and make a priority)
 - Formal and informal (walkthroughs) observations being done of certified staff
- **Utilizing standards to drive instruction and guide curriculum**
 - JES Staff participated in Nov. 12th Staff Development Workshop with CC Linstroth- finalized K-12 Power Standards and learned more about the District-wide template to be used when "unpacking" the state standards.
 - Discussed need for District-wide grading/report card committee with Building Advisory team
- **Supporting one another and cultivating a trusting working environment between administration and staff and among colleagues**
 - Recognition of staff efforts (by staff members) in weekly principal's update
 - Lunch appreciation for paras during American Education Week
 - Had Emergency Response Team meeting to review emergency action plan and evacuation maps and procedures
- **Mini-session Mondays to support professional development**
 - Support staff by providing training sessions related to Gmail and TBI (traumatic brain injuries) presented by Mrs. Dietel and Life Skills teacher, Ms. Schmitz
- **Communicating and following through on commitments and procedures**
 - Reviewed Bus Safety info with students and staff
 - Monthly JES school newsletter
 - Building Advisory Committee met to discuss building topics and share information with respective teams
 - JES Facebook page updated with news and events
 - TIES system being used to email JES families important school news

Athletics and Activities Board Report for December 9, 2013

Winter Sports Update:

1. Winter sports seasons are under way and are going smoothly.
2. In the athletic office we are reviewing our outdoor practice and game facilities to look at improvements that can be made.
3. The coaches of all teams in grades 7-12 have been developing and reviewing Emergency Action Plans (EAP) to prepare in case of emergency.
4. Winter Participation Numbers:

| <u>Boys BB</u> | | <u>Girls BB</u> | | <u>Wrestling</u> | | | | |
|----------------|----|-----------------|----|------------------|-----|---|----|-----|
| 12 | 5 | 12 | 5 | 12 | 6 | | | |
| 11 | 7 | 11 | 2 | 11 | 5 | | | |
| 10 | 10 | 10 | 10 | 10 | 1 | | | |
| 9 | 14 | -36 | 9 | 16 | -33 | 9 | 3 | -15 |
| 8 | 21 | | 8 | 11 | | 8 | 5 | |
| 7 | 20 | | 7 | 15 | | 7 | 10 | |
| | | 77 | | | 59 | | | 30 |

Dance

| | | |
|----|---|----|
| 12 | 4 | |
| 11 | 3 | |
| 10 | 4 | |
| 9 | 3 | 14 |
| 8 | 2 | |
| 7 | 9 | |
| | | 25 |

Future Discussion Items:

Student interest surveys

Activity lettering opportunities

Activity Organization and Structure

500 Sunset Drive
Jordan, MN 55352
952-492-6211
952-492-4494 fax

Community Education Information Items/News:

Preschool Update

Mike Looby and Wendy Walz, our preschool review team, assessed our preschool programs on Thursday, November 21st. The team conducted interviews with all preschool stakeholders including preschool parents, preschool teachers and staff, preschool advisory council, kindergarten teachers and district leaders. It is my hope that the assessment results will be finished by December 9th so that I can share the results with the school board.

Advisory Council

The community education and recreation advisory has made several recommendations to the district facility use policy. Perhaps the largest change to the policy is the addition of rental charges to outdoor district owned spaces, such as the athletic fields and grounds surrounding each building. The joint powers board will look at the advisory council recommendations in January, and if approved, they will ask the school board to look at the policy, make any changes, and then officially approve.

Joint Powers Board

We had our 2nd meeting of the year in November. The board has begun updating the joint powers agreement and has gone through half of the document. The last time the joint powers agreement was updated was in 1994, and some of the aspects of the agreement are not followed anymore.

Inauguration of Intramurals

Intramurals officially started November 24th with 3-on-3 basketball. A total of 8 teams are currently playing. Of the 8 teams we do have one faculty team, who have call themselves, "Staff Infection".

ABE & GED Comparison Report

11.13.13

| | Total Expenses | State/Fed Grant | GED fees | Proj. Ideal Grant | Scott Co contract | Sub Reimb. MDE | Profit/Loss | # of Enrollées | Contact Enrollee Hrs |
|------|-----------------|-----------------|--------------|-------------------|-------------------|----------------|-------------|----------------|----------------------|
| FY11 | \$ 952,416.34 | \$ 933,715.79 | \$ 18,700.55 | | | | \$ - | 1302 | 78410 |
| FY12 | \$ 1,000,070.65 | \$ 985,292.41 | \$ 14,778.04 | \$ 1,500.00 | \$ 6,660.00 | | \$ 8,159.80 | 1170 | 82571 |
| FY13 | \$ 1,008,499.84 | \$ 987,328.36 | \$ 21,171.48 | | | \$ 600.00 | \$ 600.00 | 1137 | 72378 |

| RATES | | Tuition billing Breakdown | | |
|------------|------|---------------------------|------|------|
| | FY11 | FY12 | FY13 | |
| member | | | | FY10 |
| non-member | | | | FY11 |
| | | | | FY12 |
| | | | | FY13 |

non member use

| ABE - STATE & FEDERAL, GED | Source Code | FY11 | FY12 | FY13 |
|--------------------------------------|-------------|----------------------|------------------------|------------------------|
| Admin - BarbAnn Pappas/C. Walters | 110 | \$ 51,094.15 | \$ 53,395.71 | \$ 51,746.03 |
| Licensed salary | 140 | \$ 471,866.57 | \$ 469,809.14 | \$ 532,280.17 |
| Non-licensed salary | 141 | \$ 65,445.10 | \$ 32,643.39 | \$ 33,927.37 |
| Lic. Instructional support | 143 | \$ 23,085.85 | \$ 23,078.29 | |
| Non-Lic Instructional Support | 144 | \$ - | \$ 10,499.23 | \$ 5,227.13 |
| Substitutes | 145 | \$ 6,859.03 | \$ - | \$ 320.00 |
| Other Salary | 185 | \$ - | \$ 257.12 | |
| Chg Back salaries | 195 | \$ (21,114.02) | \$ 15,856.57 | \$ (17,109.45) |
| Benefits | | \$ 140,549.90 | \$ 130,617.81 | \$ 186,120.50 |
| Contracted Services | 305 | \$ 4,858.80 | \$ 10,297.53 | \$ 12,782.70 |
| Postage | 329 | \$ 299.01 | \$ 735.30 | \$ 782.17 |
| Maint. Agreement | 349 | \$ 243.00 | \$ 344.40 | \$ 443.34 |
| Travel | 366 | \$ 2,645.77 | \$ 3,354.57 | \$ 3,300.84 |
| Workshops | 367 | \$ 1,122.07 | \$ 924.64 | \$ 1,451.39 |
| Pymts to other School Dist (ISD 719) | 390 | \$ - | \$ 57,812.59 | \$ 51,910.96 |
| Chargeback Admin | 395 | \$ 110,320.71 | \$ 86,137.00 | \$ 60,000.00 |
| Chargeback Operations | 398 | \$ 86,137.00 | \$ 81,047.00 | \$ 60,000.00 |
| Supplies | 401 | \$ 8,929.55 | \$ 23,260.36 | \$ 23,671.10 |
| Food | 490 | \$ 73.85 | \$ - | \$ 134.04 |
| Equipment | 530 | \$ - | \$ - | \$ 1,511.55 |
| total cost | | \$ 952,416.34 | \$ 1,000,070.65 | \$ 1,008,499.84 |

| | FY11 | FY 12 | FY13 |
|----------------------|----------------------|------------------------|------------------------|
| State Grant Rev | \$ 892,809.96 | \$ 938,767.93 | \$ 944,973.72 |
| FED ABE Rev | \$ 40,905.83 | \$ 46,524.48 | \$ 42,354.64 |
| GED Patron fees | \$ 15,416.00 | \$ 12,854.00 | \$ 16,997.00 |
| GED - State reimb | \$ 3,284.55 | \$ 1,924.04 | \$ 4,174.48 |
| Scott Co Contract | | \$ 6,660.00 | |
| Proj. Ideal | | \$ 1,500.00 | |
| Sub reimb rev | | | \$ 600.00 |
| Total Revenue | \$ 952,416.34 | \$ 1,008,230.45 | \$ 1,009,099.84 |
| PROFIT/LOSS | \$ - | \$ 8,159.80 | \$ 600.00 |



November 12, 2013

Dr. Matt Helgerson, Superintendent
Deborah Pauly, Chair
Jordan Independent School District 717
500 Sunset Drive
Jordan, MN 55352

Dear Matt and Deb,

Please except our heartfelt congratulations on hosting such a moving Veteran's Day celebration. It was very moving to see the students of Jordan High School come together with the Jordaness Lions in recognizing our veterans – past, current and future.

It was a privilege to honor the men and women who risked their lives for our liberty. Thanks also to Brigadier General William Lieder of the Minnesota National Guard for his inspiring words.

We are proud to represent Jordan schools and community and were very grateful to be included in your celebration.

Very best regards,

A handwritten signature in black ink that reads "Tony".

Representative Tony Albright

A handwritten signature in black ink that reads "Eric".

Senator Eric Pratt



MIST Program Overview - Property/Casualty

The Future Starts Here



Presented by:

David Howard – Area Executive Vice President – Gallagher K-12 / Scholastic Division

&

Nick Lano – Account Executive - Gallagher K-12 / Scholastic Division





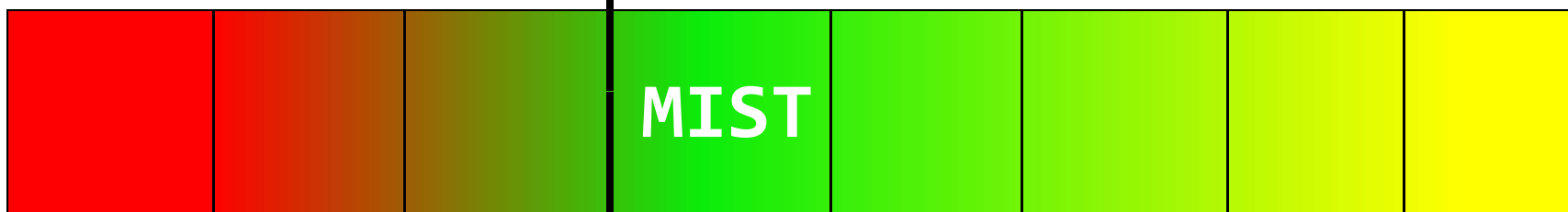
M.I.S.T. What is it?

- The Minnesota Insurance Scholastic Trust (MIST) is an insurance cooperative for Property/Casualty insurance
 - MIST is Designed for and owned by Minnesota public school districts
- Association of Minnesota Counties and League of Minnesota Cities currently utilize a similar risk sharing and cooperative purchasing structure
 - The MIST program is administrated by Arthur J. Gallagher & Co., a national pooling expert

Spectrum of Insurance

Less Control

Greater Control



Conventional
Insurance
Program

Safety
Dividend
Program

Large
Deductible
Retro-Plan

**Protected
Self-
Insurance
(Aggregate
Protection)**

Specific
Excess
Insurance
(No
Aggregate)

Rent-A-
Captive

Captive or
RRG

Pure Self-
Insurance

**Insurance Company
Driven Alternatives**

Insured Driven Alternatives

Why Cooperatively Purchase?

Long term
solution-not
one year deal

Strength in
numbers

Negotiating
and buying
power

Cost savings

Broader lines
of coverage

Not just
another
market

Program Success Examples

| State | Program | Year | Start up | Current |
|-------|----------|------|----------|---------|
| IL | SSCIP | 1982 | 9 | 61 |
| IL | ESIC | 1985 | 4 | 15 |
| IL | CLIC | 1983 | 8 | 173 |
| IL | MSVIC | 1986 | 5 | 12 |
| IL | PSIC | 2006 | 16 | 132 |
| OH | EPC | 2003 | 17 | 52 |
| IA | IPSIP | 2012 | 6 | 12 |
| MI | Mid. Cit | 1988 | 16 | 33 |

Why Arthur J. Gallagher?

- Staff dedicated to Public Entity sector
- Expertise in pools, associations, and risk purchasing groups
- Loss control and claim resources
- Dedicated customer service
- Currently administers 120+ public entity pools/group purchasing programs in United States
- Conducted training and speaking sessions for Various Local State ASBOS and International ASBO

Minnesota Insurance Scholastic Trust

Proposed Carrier Ratings and Admitted Status

| Proposed Carriers | A.M. Best's Rating | Admitted/ Non-Admitted |
|--|--------------------|---------------------------|
| BRIT / Underwriters at Lloyd's of London | A XV | Non – Admitted |
| Travelers Indemnity Company | A+ XV | Admitted |
| Hartford Fire Insurance Company | A XV | Admitted |
| Federal Insurance Co. (Chubb) | A++ XV | Admitted |
| RSUI Indemnity Company | A XIII | Admitted |
| Hartford Steam Boiler Inspection and Insurance Company | A+ | Admitted |

Charter Member Statistical Information

| School Districts |
|--|
| ACGC ISD #2396 |
| Eastern Carver County Schools ISD #112 |
| Elk River ISD #728 |
| Maple Lake School ISD #881 |
| New London Spicer ISD #0345 |
| New Prague ISD #721 |
| Winona ISD #861 |

| Charter Member Districts | 2013 - 2014 |
|--|-----------------|
| Districts | 7 |
| Teachers | 2,137 |
| Other Employees | 2,310 |
| Students | 31,906 |
| Vehicles | |
| - Buses | 34 |
| - Other | 73 |
| - Total Vehicles | 107 |
| Total Insured Values (Includes all property values, and auto values) | \$1,350,912,418 |



Sample Loss Fund Basis

Total Incurred Loss Summary – Within SIR

| Line of Coverage | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Property | \$185,974 | \$61,324 | \$118,385 | \$298,099 | \$1,720 | \$665,502 |
| Automobile | \$9,873 | \$77,911 | \$31,395 | \$42,263 | \$48,370 | \$209,312 |
| General Liability | \$30,614 | \$106,005 | \$13,572 | \$48,577 | \$64,576 | \$263,344 |
| Crime | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

- Five-Year Untrended Claims Average is \$227,632

Total Incurred Loss Summary – First Dollar Coverages

| Line of Coverage | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| School Board Legal | \$26,246 | \$48,538 | \$79,054 | \$29,975 | \$4,084 | \$186,876 |
| Boiler & Machinery | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

- Five-Year Untrended Boiler Claims Average is \$0
- Five-Year Untrended School Board Legal Claims Average is \$37,375

Note: 2012-2013 year has been annualized

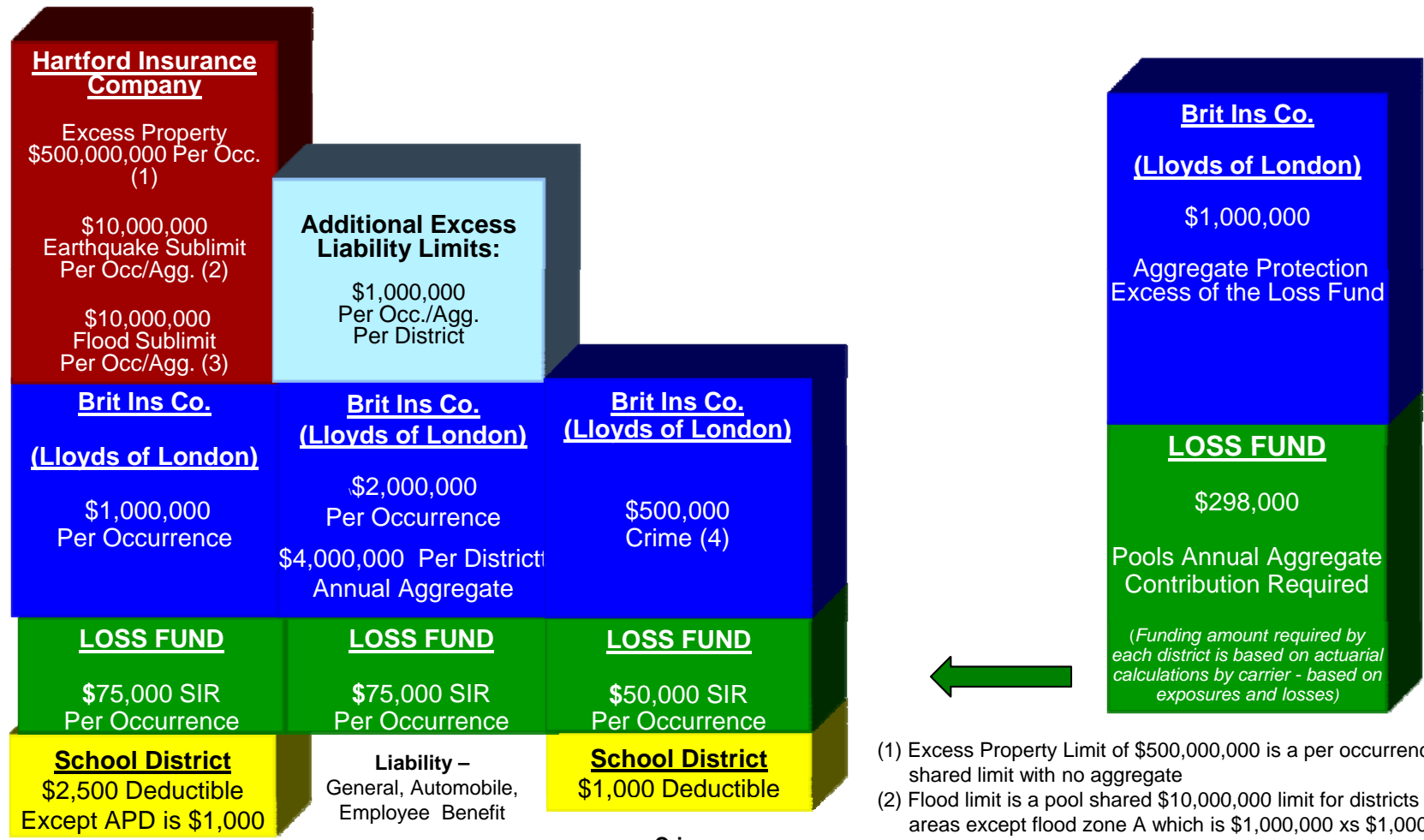
Benefits of Protected Self-Insurance & Cooperative Purchasing

The Secured Self-Insurance program allows the MIST to:

1. Retain a portion of the predictable losses;
2. Transfer a portion of the catastrophic risk;
3. Broaden your insurance program coverages;
4. Control your costs in the hard market;
5. Budget a known maximum cost; and
6. Input in the claims process.



Program Structure - Property/Casualty*

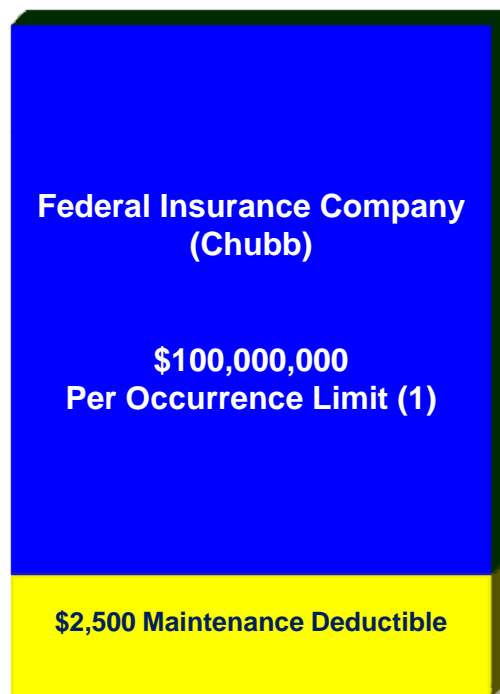


Property, Business Income, Extra Expense, Mobile Equipment, Auto PD

Crime Coverage

- (1) Excess Property Limit of \$500,000,000 is a per occurrence pool shared limit with no aggregate
- (2) Flood limit is a pool shared \$10,000,000 limit for districts in all areas except flood zone A which is \$1,000,000 x \$1,000,000 x NFIP
- (3) Earthquake limit is a pool shared \$10,000,000 limit for all districts
- (4) Crime includes Employee Dishonesty, Depositors Forgery, as well as monies and securities inside/out

Traditional Program Structure 2013-2014 MIST First Dollar Policies



Boiler & Machinery



School Board Legal Liability

- (1) Various Sub-limits may apply
- (2) Deductible varies by member

* TPA & Loss Control Information*

• Use of TPA – Gallagher Bassett

1. Worlds Largest 3rd Party Claims Administrator
2. Business Insurance Award Recipient -2008, 2009 & 2010 Readers Choice Award - Best TPA - 2011, 2012 Buyers Choice Award
3. Local Claims Adjusting throughout Minnesota



• Online Tools

- **MIST Website**
 - Carrier supplied online loss control:
1. Map Client Services – Safety National
 2. In2Vate - Brit

• Included Services

- On Site Loss Control included for both programs
- Claims Administration for both programs
- Boiler Inspection done by carrier
- Risk Management Services – Safety newsletters, White Paper Access, Safety Training DVD's

Coverages/Enhancements for consideration:

- Identity Theft/Cyber Liability
- Fiduciary Liability
- Pollution Liability
- Student Accident Insurance
- Excess Liability



MN Tort Information

Minnesota Tort Cap – Public School Districts

*Currently at \$500K Per Death, \$1.5M Per Occurrence

Districts typically choose one of the following three methods to handle potential liabilities:

1. Rely strictly on MN Tort Caps
2. Purchase various excess liability limits and waive tort immunities
3. Purchase/Manuscript Coverage that applies only to claims that do not apply to the current Tort Cap laws

Thank You!



The future starts here!

