



Jordan School District #717
Regular Meeting Minutes

Tuesday, November 12, 2013 at 6:30 PM
Regular Meeting
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order
2. Roll Call - Benko __ Brox __ Burke __ Carritt __ Pauly __ Pedersen __ Vollbrecht __
3. Pledge of Allegiance
4. Consideration of Agenda
5. Public Comments
6. WE Day Middle School Student Council Report
7. Consensus Items
 1. Donations
 2. Board Minutes
 3. New Hires
 1. Nate Kucera - MS Boys Basketball Coach
 2. Amanda Dietel - MS Girls Basketball Coach
 3. Joy Allen - HS Paraprofessional
 4. First Assistant Speech - Ashley Karlsson
8. Action Items
 1. Board Policies - First Reading
 1. 506 Student Discipline
 2. 506 Suspension Form (replaces old form)
 3. 707 Transportation of Public School Students
 2. Board Policies - Second Reading
 1. 613 Graduation Requirements
 2. 614 Testing Plan & Brochure
 3. 616 System Accountability
 4. 618 Assessment of Standard Achievement

3. Board Policies - 3rd Reading and Board Adoption
 1. 601 Curriculum & Instructional Goals
 2. 603 Curriculum Development
 3. 604 Instructional Curriculum
4. EL Handbook
5. Paraprofessional Contract 2013-2015
6. Instructional Coach Agreement
7. Leave Requests
 1. Lori Barth - Elementary Special Ed. Secretary
 2. Kylee Ohme - Elementary Teacher
8. Adaptive Sports Jordan
9. Resolution Canvassing School Board Election
10. New York Fashion Trip
9. Informational Items/Board and Administrative Reports
 1. American Education Week, November 18-22, 2013
 2. JHS Board Report
 3. Middle School Board Report
 4. Elementary Board Report
 5. Athletic Director Board Report
 6. Community Education Board Report
 7. Curriculum Director Report
 8. School Board Reports
10. Closed Meeting - Negotiations - MN Statute Ch. 13D
11. Adjourn.

School Board Clerk

Date

Request to Address the School Board

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

Name: _____ Residence (city only): _____

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

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

If so, please tell us whom: _____

Contact Information (*phone number): _____

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

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

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

Pursuant to due call and notice thereof, a meeting of the School Board of Independent School District No. 717, Jordan, Minnesota, was held on the *12th* day of *November*, 2013, at 6:30 p.m.

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING RECEIPT OF GIFT/DONATION

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

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

WHEREAS, Radermacher's has offered to donate a 20 lb. turkey valued at \$13.80; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

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

WHEREAS, Jean Chambers has offered to donate a Cotton Candy Machine and Supplies valued at \$464.12; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF SCOTT)

I, the undersigned, being the fully qualified and acting Clerk of Independent School District No. 717, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of Independent School District No. 717 duly called and held on the date therein indicated, so far as such minutes relate to a Resolution Approving acceptance of a gift/donation, and that said resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2013.

By:
Clerk of the School Board
Independent School District No. 717

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Member _____ introduced the following resolution and moved its adoption:

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

WHEREAS, Jean Chambers has offered to donate seven filing cabinets and a wooden office desk valued at \$600.00; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against:

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) ss.
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Member _____ introduced the following resolution and moved its adoption:

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

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

WHEREAS, My Locker has offered to donate \$138.78 for choir robes; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

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

WHEREAS, Remick Foundation has offered to donate \$2,000.00 for the STARS program; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

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STATE OF MINNESOTA)
) ss.
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WITNESS MY HAND officially as such Clerk this _____ day of _____, 2013.

By:
Clerk of the School Board
Independent School District No. 717

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Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING RECEIPT OF GIFT/DONATION

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

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

WHEREAS, Wells Fargo has offered to donate \$105.00 for the High School choir robes; and

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

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

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

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

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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 October 8, 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,
Mrs. Barnett, Mr. Schueller, Mr. Warden, Mr. Vizenor,
Connie Hennen, Tom Vogel, Diane Hesse, Jenni McDonald

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

There was no public comment.

Motion Benko, seconded Burke to approve the agenda as presented. Vote 7-0. Passed.

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

Motion to approve the Resolution Approving Acceptance of Gifts or Donations. Roll call vote: Carritt, aye; Benko, aye; Pedersen, aye; Brox, aye; Burke, aye; Vollbrecht, aye; Pauly, aye. Vote 7-0. Passed.

Motion Carritt, seconded Brox to approve Bossardt as the construction managers with the correct date and based on passing of the bond referendum. Vote 7-0. Passed.

Motion Carritt, seconded Benko to approve the budget timeline as presented. Vote 7-0. Passed.

Motion Vollbrecht, seconded Brox to approve the substitute teaching rate of \$110.00 per day. Vote 7-0. Passed.

Motion Benko, seconded Carritt to approve the substitute paraprofessional rate of \$12.27 per hour. Vote 7-0. Passed.

The first reading of policies, 613 Graduation Requirements, 614 testing Plan and Brochure, 616 System Accountability and 618 Assessment of Standard Achievement were heard.

The second reading of policies 601 curriculum & Instructional Goals, 603 Curriculum Development and 604 Instructional Curriculum were heard. The third reading and adoption of policies 514 Bullying & Form, 524 Internet Acceptable Use & Form, 534 Memorials, 602 Organization of School Calendar and 626 Early Entrance to Kindergarten were heard and adopted.

The School Board discussed the strategic plan and Mr. Helgerson recommended board training with the South Central Service Cooperative. Mr. Helgerson will report back with more information and training dates. Board and Administration gave their reports.

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

Motion Vollbrecht to adjourn the meeting at 8:25 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 October 28, 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, Mr. Schueller, Connie Hennen,
Tom Vogel, Craig Popenhagen, Sarah Cramblit, Tim Bisek,
Chad Williams, Beth Kulas-Volk, Steve Pumper

Chairperson Pauly called the special meeting to order at 6:33 p.m.

Auditors Craig Popenhagen and Sarah Cramblit presented the 2012-2013 Executive Audit Summary to the school board. Board discussion.

Mr. Helgerson reported on the Adult Basic Ed, JAF and CCJ programs offered through Southwest Metro Cooperative.

Mr. Chad Williams presented the option of having an Adaptive Sports program for Jordan students.

Mr. Helgerson and Mr. Bisek reported on the football field maintenance and development. Mr. Bisek will be reporting back on information he is receiving from different companies for improving the fields. Mr. Benko suggested that this be part of the master plan and future land usage.

Mr. Helgerson updated the board on the reorganization of the food service director position, payroll and benefits special and district office administrative assistant.

Motion Burke, seconded Vollbrecht to approve the agenda as presented. Vote 6-0. Passed.

Motion Vollbrecht, seconded Burke to approve the Assurance of Compliance as presented. Vote 6-0. Passed.

Motion Benko, seconded Carritt to approve the Minnesota State High School League Resolution. Vote: Pauly, aye; Vollbrecht, aye; Burke, aye; Pedersen, aye; Benko, aye; Carritt, aye. Passed.

Motion Carritt, seconded Pedersen to approve the 2012-2013 Audit Report as presented. Vote 6-0. Passed.

Motion Carritt, seconded Benko to approve the 2013A Ratifying Resolution for the 2004 and 2005 Bond Refunding. Pauly, aye; Vollbrecht, aye; Burke, aye; Pedersen, aye; Benko, aye; Carritt, aye. Passed.

Motion Pedersen, seconded Carritt to approve the 2013B Ratifying Resolution for the 2004 and 2005 Bond Refunding. Pauly, aye; Vollbrecht, aye; Burke, aye; Pedersen, aye; Benko, aye; Carritt, aye. Passed.

Motion Burke, seconded Vollbrecht to approve the snow plow bid from Hein Plowing for the 2013-2014 season. Vote 6-0. Passed.

Motion Pauly to adjourn the meeting at 8:16 p.m.

Sandy Burke, Clerk



EMPLOYEE DATA SHEET

Employee: Nate Kucera **Date Offer Accepted:** 9/26/2013

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

Hiring Supervisor: Jeff Vizenor **Location:** Jordan MS

PERSONNEL ACTION

X NEW HIRE **BOARD APPROVED ON:** 11/12/13

EDUCATION INFORMATION

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

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Crown College	Waconia, MN	Elementary and MS Social Studies	BS May 2011	2007-2011

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 Football Coach	Lead coach for MS program	2011-present
Jordan Schools	MS Track Coach	Lead coach for MS program	2012-present
Jordan Schools	MS Basketball Coach	Lead coach for MS program	2011-present

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

EMPLOYEE SIGNATURE _____ **DATE** _____

ACCOUNT DISTRIBUTION

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

ANNUAL SALARY

\$1780 ²⁶

% DISTRIBUTION

100%
 %



EMPLOYEE DATA SHEET

Employee: Amanda Dietel **Date Offer Accepted:** 10/10/2013

Job Title: MS GBB Coach (7th grade) **Indicate:**
 Full-time / Part-time / Seasonal / Temporary Seasonal

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

PERSONNEL ACTION

X NEW HIRE **BOARD APPROVED ON:** 11/12/13

EDUCATION INFORMATION

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

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Luther College	Dacorah, IA	Elem. Ed	May 2013	2009-2013

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

<u>BEGINNING CONTRACT DATE AUGUST 20, 2013</u> (First Day of Work/Seniority Date of Record) PAY RATE ANNUALLY \$1780 (NO SENIORITY)	<u>ENDING CONTRACT OCTOBER 20, 2013</u> _____ (If Applicable)
--	---

EMPLOYEE SIGNATURE _____ **DATE** _____

<u>ACCOUNT DISTRIBUTION</u>	<u>ANNUAL SALARY</u>	<u>% DISTRIBUTION</u>
ACCOUNT # 01 128 296 000 185 306	\$1780	100%
ACCOUNT #	27	%



EMPLOYEE DATA SHEET

Employee: Joy Allen **Date Offer Accepted:** October 11, 2013

Job Title: Paraprofessional **Indicate:**
 Full-time / Part-time / Seasonal / Temporary Part-time

Hiring Supervisor: Barb McNulty **Location:** High School

PERSONNEL ACTION

X NEW HIRE **BOARD APPROVED ON:** 11 /12 /2013

EDUCATION INFORMATION

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

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Anoka Technical College	Anoka	Electronic/Digital Control Systems	Associates Degree	1986-89

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
Ecolab	Process Control Coordinator	Programming	1989-2013

BEGINNING CONTRACT DATE <u> 10-11-2013 </u>	ENDING CONTRACT
(First Day of Work/Seniority Date of Record)	(If Applicable)
PAY RATE ANNUALLY \$12.50/HOUR	

EMPLOYEE SIGNATURE _____ **DATE** _____

<u>ACCOUNT DISTRIBUTION</u>	<u>ANNUAL SALARY</u>	<u>% DISTRIBUTION</u>
ACCOUNT # 01300211000141000	28	26%
ACCOUNT # 01300407000161000		56%
ACCOUNT # 01300410000161000		18%



EMPLOYEE DATA SHEET

Employee: Ashley Karlsson **Date Offer Accepted:** 11-1-13

Job Title: First Assistant Speech **Indicate:**
 Full-time / Part-time / Seasonal / Temporary Seasonal

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

PERSONNEL ACTION

 NEW HIRE **BOARD APPROVED ON:** 11/12/13

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 High School	2 nd Assistant Speech	Coaching	2012-13

<u>BEGINNING CONTRACT DATE</u> <u>11-1-14</u> (First Day of Work/Seniority Date of Record) PAY RATE ANNUALLY \$3466.00	<u>ENDING CONTRACT</u> _____ (If Applicable)
---	--

EMPLOYEE SIGNATURE _____ **DATE** _____

<u>ACCOUNT DISTRIBUTION</u>	<u>ANNUAL SALARY</u>	<u>% DISTRIBUTION</u>
ACCOUNT #01300291000185372	\$3,466.00	29 100%
ACCOUNT #		%

**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 ~~good order~~ **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** ~~the hallway~~ or the office. ~~If~~ **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.

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. ~~Advising~~ **Supporting** the school board ~~about~~ **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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. student performance on the National Association of Education Progress;
 - 2. the size of the academic achievement gap by student subgroup;

3. student performance on the Minnesota Comprehensive Assessments;
 4. high school graduation rates; and
 5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement;
 5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 6. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:

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

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

- a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within

each student a positive self-image and a sense of personal responsibility for:

- a. establishing and achieving personal and career goals;
- b. adapting to change;
- c. leading a healthy and fulfilling life, both physically and mentally;
- d. living a life that will contribute to the well-being of society;
- e. becoming a self-directed learner;
- f. exercising ethical behavior.

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

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

603 CURRICULUM DEVELOPMENT

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

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include parent, teacher, support staff, student, community residents, and administration representation.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level.
 - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.

4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 7. Meet all requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

- Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Rules Part 3500.0550 (Inclusive Educational Program)
- Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

- MSBA/MASA Model Policy 604 (Instructional Curriculum)
- MSBA/MASA Model Policy 605 (Alternative Programs)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)
- MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
- MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
- MSBA/MASA Model Policy 619 (Staff Development for Standards)
- MSBA/MASA Model Policy 620 (Credit for Learning)
- MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: October, 2013

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship;
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

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

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

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

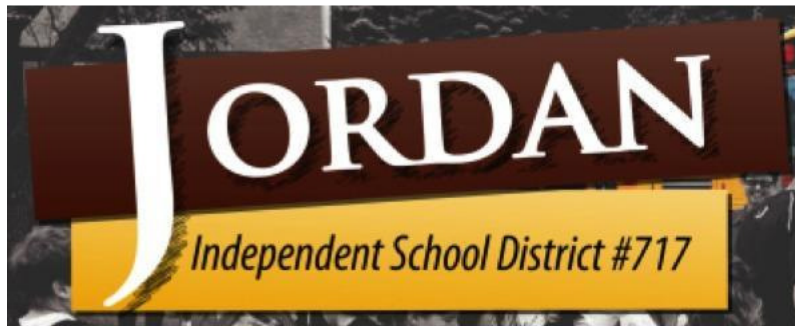
[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:
1. provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits;
 2. emphasize academic rigor and high expectations;
 3. help students identify personal learning styles that may affect their postsecondary education and employment choices;
 4. help students gain access to postsecondary education and career options;
 5. integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content;
 6. help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 7. help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and
 8. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

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

- Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
- Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

English Language Program Handbook



Jordan Public Schools District 717
815 Sunset Drive
Jordan, MN 55352

Spring 2013

Jordan Public Schools EL Program Handbook

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I. Introduction

The goal of the English Language Program at Jordan Public Schools is to help Limited English Proficient (LEP) students learn social and academic English through specific, effective instruction. Using the English Language Proficiency (ELP) Standards developed by WIDA (see Appendix B), mainstream classroom teachers and EL Teachers will engage English Learners in a rigorous plan of instruction that is differentiated for each proficiency level. The EL Program will provide explicit instruction in vocabulary, reading and writing skills, as well as promoting practical content strategies to help students succeed academically within the mainstream classroom. Additionally, the EL Program hopes to foster an understanding and appreciation of linguistic and cultural diversity among all students, staff and parents at Jordan Public Schools.

This handbook is intended for staff at Jordan Public Schools who work with English Learners. It is also designed to provide information for parents of English Learners who would like to know more about the English Language Program at Jordan Public Schools.

The information contained herein has been compiled using the following sources:

English Learner Education Program
Minnesota Department of Education, St. Paul, MN

No Child Left Behind Policy Briefs
National Coalition for Parent Involvement in Education, Washington, D.C.

Ashley Karlsson, English Language Instructor
Jordan Elementary School, Jordan, MN

Stacy DeCorsey, Elementary School Principal
Jordan Elementary School, Jordan, MN

II. Definition of English Language Learner

English Language Learners, also known as simply English Learners (ELs) are classified federally under the term Limited English Proficient (LEP). Under federal guidelines in Title IX of the No Child Left Behind Act, General Provisions Part A, Section 9101 we read that the term 'limited English proficient', when used with respect to an individual, refers to an individual —

- (A) between the ages of 3 and 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who was not born in the United States or whose native language is a language other than English; who is a Native American, Alaska Native or migratory and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet Minnesota's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

III. Legal Responsibilities

A. Title I Requirements

No Child Left Behind: NCLB Action Briefs Title I, Section 1112

State education agencies, school districts and schools must:

1. Ensure that ELL students, including immigrant children and youth, develop English proficiency based on state expectations, and meet the same academic content and achievement standards that all children are expected to meet.
2. Provide parental notification as to why their child is in need of placement in a specialized language instruction program and involve parents in their child's education.
3. Administer reading assessments using tests written in English to any student who has attended school in the United States for 3 or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results.
4. Assess in a language and a format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student's native language, providing translation help and/or conducting an oral test).
5. Report the tests scores of ELL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.

B. Other Federal Law

In addition to No Child Left Behind, there exists a substantial body of Supreme Court Rulings and other Federal Laws which establish the rights of English Learners and further define the legal responsibilities of the local education agencies serving these students. It includes the following:

<p>Constitution of the United States, Fourteenth Amendment (1868)</p> <p><i>"... No State shall ... deny to any person within its jurisdiction the equal protection of the laws."</i></p>	<p>The meaning of this amendment in relation to the education of ELs is clarified below in the 1982 Supreme Court case Plyer v. Doe.</p>
<p>Title VI of the Civil Rights Act of 1964</p> <p><i>"No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."</i></p>	<p>Students cannot be discriminated against due to language. ELs cannot be denied services in school because the teacher does not speak the same language as the student. Students cannot be refused enrollment due to limited English proficiency. ELs are entitled to education in a public school until age 21. Students cannot be retained due to limited proficiency. Additionally, this means that, as a practice, F's D's or U's should not be given if English language ability prevents the students from performing the same as a native speaker of English. Students cannot be expelled or suspended due to limited English proficiency.</p>
<p>The Health Education and Welfare Memorandum of May 25, 1970</p> <p><i>"Where the inability to speak and understand the English language excludes national origin minority group children from effectively participating in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."</i></p>	<p>Schools must provide services aimed at teaching English to limited English proficient students. Classroom teachers must modify instruction for English Learners.</p>

Lau vs. Nichols (1974)	This case involved a suit by Chinese parents in San Francisco which led to a ruling that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take the affirmative steps to overcome barriers faced by non-English speakers. Schools must provide services aimed at teaching English to limited English proficient students. Classroom teachers must modify instruction for English Learners.
Equal Opportunity Act (1974)	This act requires a local school agency to take the appropriate action to overcome language barriers that impede students' equal participation in its instructional program. A policy must be in place.
Rios vs. Read (1978)	States must identify LEP students through valid testing. Programs must be monitored. Students can not exit prematurely without valid testing.
Castenada vs. Pickard (1981)	The program that is used to serve students must be based on sound theory and show reasonable success.
Plyer vs. Doe (1982)	Students cannot be refused enrollment due to lack of legal documentation. Enrollment cannot be denied to students here on a Visitor's Visa, as long as they are here with a parent or legal guardian. If they are not here with a parent or guardian, enrollment is not required, but it is recommended. Students need "satisfactory proof of age." A birth certificate is not required; requirement can be satisfied by a baptismal certificate, medical records, or an affidavit signed by parents. Students do not need a Social Security number. Schools are not to inquire into the legal status of students; the assumption is that children do not come here on their own. This ruling was made given interpretations of the Fourteenth Amendment.

Civil Rights Restoration Act of 1988	All federal programs are “at risk” (may risk a loss of funds) if there is a failure to comply with statutes regarding the education of English Learners.
Office of Civil Rights Enforcement Policy 1991	Program evaluation is required to gauge success. Qualified ESL personnel must be employed to implement the program. Specific program exit criteria must be in place. Systems cannot screen out LEP students for Gifted and Talented Programs.
P.L. 103-302 Improving America’s Schools Act (IASA) 1994	This act authorizes full participation of eligible students with limited English proficiency in Title 1 programs for economically disadvantaged children. It states, “... <i>limited English proficient children are eligible for services on the same basis as other children selected to receive services.</i> ” It also states, “... <i>limited English proficient students shall be assessed to the extent practicable, in the language and form most likely to yield accurate and reliable information on whatever students know and can do to determine such students’ mastery of skills in subjects other than English.</i> ”
Title III of NCLB 2001	This act aims to help ensure that LEP students are provided the assistance needed to attain English proficiency and to meet the level of academic achievement that all children are expected to meet. Specifically, it provides flexibility in defining LEP students as a “subgroup” and in assessing LEP students.

*Legal Information compiled from English as a Second Language Handbook.
Pitt County Schools. Greenville, NC. June 2009.*

IV. Procedures

The following procedures are established for the Jordan Independent School District #717 to meet federal and state requirements:

A. Registration with Home Language Survey

The Home Language Survey (HLS) is included in the registration packet (See Appendix D). The office staff are responsible for ensuring that the HLS is completed for all students at the time of enrollment and notifying the EL Teacher if any student identifies a home language other than English. Any incoming student with a language other than English listed on their HLS will be assessed for qualification in the English Language Program. The HLS will be kept with students' permanent school files in the school office. A copy of the HLS will also be kept in the EL Office for all students assessed for eligibility for the English Language Program.

B. Program Eligibility Assessment

Within 10 days of enrollment, those students who list another language on their HLS will be assessed using the WIDA ACCESS Placement Test (W-APT) to determine if they meet requirements to be classified as Limited English Proficient (LEP). The W-APT Assessment will examine a student's language skills in the domains of Speaking, Listening, Reading, and Writing.

First semester Kindergarten Students who have a combined Listening and Speaking score of 29 or higher on the W-APT will be considered proficient in English and ineligible for English Language Program services. Second semester Kindergarten students also need a Reading score of 11 or higher and a writing score of 12 or higher to meet the minimum criteria for English proficiency. These scores correspond to "Exceptional" or Advanced levels of language proficiency. Students in grades 1-12 must have a grade adjusted composite score of 4.8 or higher in order to meet the minimum criteria for English proficiency. Complete performance definitions for all six levels of English proficiency within the WIDA framework are listed in Appendix B.

Students who score below these levels will be identified as LEP (Limited English Proficient) in MARSS and admitted to the English Language Program. A notification letter will be sent home to parents/guardians of all students identified as LEP informing them of this identification and of their rights as parents. Records of students assessed using the W-APT will be maintained in the EL Office.

C. Service Delivery Model

i. Elementary

All students at Jordan Elementary who are identified as LEP will receive services through the English Language Program. Services will be scheduled by the EL Teacher in collaboration with the classroom teacher and other necessary specialists. The EL Program at Jordan uses both “pull-out” and “push-in” models of instruction to meet the needs of its LEP students.

Students receiving services with a “pull-out” model of instruction will be pulled out of their homeroom classes for small-group instruction 20-60 minutes daily depending on proficiency levels and relevant assessment scores. Pull-out times will be arranged to offer the least conflict with core instruction in reading and mathematics. Students will be grouped according to proficiency level and grade level. Topics covered in pull-out English Language classes include social English vocabulary, English reading and writing, and vocabulary development in the content areas of math, science and/or social studies. Based on district resources and assessment scores, 50/50 bilingual instruction may also be offered to Spanish-speaking students who are new to country or who demonstrate the need for home language support.

Students being services with a “push-in” model of instruction will remain in the mainstream classroom setting while the EL teacher “pushes-into” the classroom to provide additional vocabulary development and native-language supports as necessary. In these settings, the mainstream classroom teacher and EL teacher will collaborate to provide instruction through various co-teaching models. The decision to use a pull-out or push-in model of instruction will depend on a number of factors, including the number of EL students in each grade, grade-level schedules and student proficiency levels.

ii. Middle School

Students in the middle school will have a full period of EL class, 50 minutes, each day. The schedule will be arranged to offer the least conflict with core instruction in reading, math, and science. Students are grouped according to proficiency level. Topics covered in EL classes include academic vocabulary, reading, writing, speaking and listening. EL class may also include review or practice with social studies or science terms as needed.

iii. High School

Students in the high school will have a full period of EL class, 50 minutes, each day. Students are grouped according to proficiency levels. Topics covered include the same as those offered at the middle school.

D. Curriculum and Instruction

The English Language Program at Jordan Elementary uses the National Geographic Avenues curriculum from Hampton-Brown. The curriculum is leveled from A to E with Kindergarten students using level A and Fourth Grade students using Level E. The curriculum promotes literacy for all students and includes multi-level writing supports, grade-level content with connections to Science and Social Studies and multi-level assessments. All elements of the curriculum are standards-based with specialized strategies to develop basic and academic vocabulary.

The EL program at Jordan Middle School uses the National Geographic Inside curriculum from Hampton-Brown. It is leveled from A to E. Levels A and B are for early beginners new to English. Levels C,D, and E are for intermediate to advanced levels (lexiles 500-900).

The EL program at the Jordan High School uses the National Geographic Edge curriculum from Hampton-Brown. The curriculum is leveled A to C (lexiles 500-1150).

Instruction in the EL Program for both pull-out and push-in classes relies heavily on the principles of sheltered instruction. The main tenants of sheltered instruction are laid out clearly in the SIOP (Sheltered Instruction Observation Protocol) Model presented by Echevarría, Vogt, and Short (2008) in *Making Content Comprehensible for Elementary English Learners*¹. The principles of SIOP include clearly defined language and content objectives, comprehensible input, scaffolding techniques to promote student understanding, frequent opportunities of interaction and discussion, hands-on materials and manipulatives and a high level of student engagement.

E. Assessment

The state-mandated WIDA-ACCESS Placement Test (W-APT) is used to screen students for eligibility in the EL program and to assess students' English proficiency upon enrollment. Throughout the year, students' language development and mastery of reading and writing skills will be assessed with the Avenues Unit Tests. These tests complement class instruction and serve as a formative measure of student learning. Records of student scores on school-wide formative and summative assessments including AIMSweb, and NWEA-MAPS, and MCAs will also be used to monitor EL academic growth. Finally, all students who are part of the English Language program will be assessed annually using the ACCESS for ELLs Test. The results of this test will be used to determine the need for continued English Language services.

F. Program Exit

¹ Echevarría, J.J., Vogt, M.J. & Short, D. J. (2008) *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Boston, MA: Pearson Allyn and Bacon.

Based on current theories of language acquisition and development, it is the goal of the English Language Program at Jordan Public Schools to exit EL students within 5-7 years. A student will exit the EL Program when ACCESS scores, assessment results and classroom work indicate that a student is able to participate actively and compete fully in the mainstream classroom with grade-level, English-proficient peers without any classroom modifications or accommodations. According to WIDA, native-level English proficiency is indicated by a score of 6.0 in each of the four language domains (Speaking, Listening, Reading and Writing). Once again, complete performance definitions for all six levels of within the WIDA framework are listed in Appendix B.

Students will be exited from the EL program at Jordan Public Schools when their composite score on the ACCESS for ELLs reaches 4.8 or higher and at least one of the following conditions is met:

- A) Student performance on state and national standardized assessments meet target ranges and/or
- B) Classroom teacher provides evidence of student work that meets content standards and EL Teacher provides documentation of language use comparable to proficient peers.

G. Monitoring

Students who are exited from the English Language Program at Jordan Public Schools will be formally monitored for two academic years following their exit. It is the responsibility of the EL Teacher to monitor these students annually and to maintain documentation that the student is performing successfully in content area classes. Exited students may be readmitted to the EL Program if the need for continued supplemental language support services is demonstrated or if assessment results and classroom observations show that the student was exited prematurely.

H. Documentation

EL Student folders will be kept in the ELL Office. These folders will contain documents and information relevant to ELL students, including:

- Student Registration Form
- Home Language Survey (Appendix D)
- Copies of Notification Forms (Appendix E)
- W-APT Test Scores
- ACCESS Test Scores
- Parent Communication
- Writing Samples
- Scores on EL Curriculum
- Monitoring Form (Appendix F)

I. Accommodation

All English Learners (ELs) are entitled to receive instructional modification in the classroom and accommodations for state testing. Eligibility for formal accommodations on state and federal tests will be based on the student's most recent W-APT and ACCESS for ELLs scores, the application of such accommodations on a regular basis in the classroom setting, the availability of appropriate personnel to administer the accommodation and a student's Individualized Education Plan (IEP) if available.

The following is a non-exhaustive list of classroom modifications, accommodations and strategies that may be used by mainstream classroom teachers and other specialists when working with English Learners (ELs). These accommodations are designed to help ELs engage fully with grade-appropriate content materials and instruction.

- Extend the time requirements
- Use visuals as much as possible
- Adapt assignments
- Pre-teach key vocabulary or concepts before the lesson
- Provide a copy of overhead notes for students whenever possible
- Write key words on board
- Provide highlighted text
- Assign a classroom buddy
- Make vocabulary cards
- Grade for content not language
- Allow time to for student collaboration
- Provide peer tutoring
- Have bilingual dictionaries available
- Provide students with summaries or outlines of student texts
- Use graphic organizers
- Use "hands-on" materials, realia and manipulatives
- Modify testing format by adding visuals or highlighting key words

V. Staff Roles and Responsibilities

A. English Language Teachers

The English Language (EL) teacher is licensed in Teaching English as a Second Language has the primary responsibility for providing English language instruction to English Learners (ELs). The ESL teacher is responsible for language development and content specific instructional support.

Other responsibilities of the EL teacher include:

- identifying, assessing, and providing language services for all EL students;
- collaborating with grade-level teachers to determine the academic, linguistic and classroom needs of EL students; and
- assisting general education staff in understanding the culture and language of EL students and their families.

B. General Education Classroom Teacher

The general education teacher plays an important role in helping EL students access grade-level curriculum and has the primary responsibility for content instruction.

With the support of the EL teacher, the mainstream teacher is responsible for:

- determining what content should be taught and modifying lessons and assessment;
- individualizing instruction to meet the needs of each student;
- using visuals/hands-on activities to facilitate learning;
- providing materials for the EL staff that support mainstream instruction; and
- helping ELs to engage socially in the classroom and promoting intercultural discussion.

C. English Language Paraprofessionals

Paraprofessionals working with the EL program will support and reinforce the English language acquisition and content instruction provided by ESL teacher and classroom teachers.

Responsibilities include:

- assisting EL and grade-level teachers with content and language instruction;
- meeting with EL and grade-level teachers to determine students' academic needs
- informing general education staff about the culture and language of the EL students
- providing translation and interpretation, if bilingual, for the student; and
- supporting the organization and management of classroom materials and curriculum development.

D. Office Staff

Office personnel are the initial contact with families enrolling in Jordan Public Schools. It is their responsibility to determine possible EL Program eligibility through the completion of the Home Language Survey in the enrollment process.

Office Staff for are responsible for:

- administering the Home Language Survey during enrollment and registration;
- notifying the EL teacher of newly enrolled students who list a Home Language other than English on their Home Language Survey; and
- accurately recording student status as “Limited English Proficient (LEP)” in the MARSS System with appropriate service start dates and home languages.

VI. Parent Communication

A. Notification

Jordan Public Schools will inform parents when their student has been identified for participation in the English Language Program. Notification will take place no later than 30 days after the beginning of the school year for students who enter at the start of the school year, or within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year.

When parents are notified of their child’s placement in an English Language Program, they will also be informed of:

- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will help the child learn English and meet academic achievement standards;
- The program entrance and exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that specifies the right to have their child immediately removed from a language instruction educational program upon request

See Appendix E for a sample Parent Notification Letter.

B. Translation

Every effort will be made to provide parents of English Learners with school information in a language they can understand. When possible, school information will be sent home in a bilingual format for parents who request bilingual information. For more information on translated resources, please see Appendix G: EL Program Resources in Spanish.

VII. Program Evaluation

EL Teacher(s) will complete a written evaluation of the English Language Program at Jordan Public Schools every two years. The evaluation will be conducted using the *Critical Elements for English Learner Programs Self-Assessment* offered by the Minnesota Department of Education. Based on the results of the program evaluation, a strategic plan of action will be developed that describes the action steps to be taken over the next two years in order to address any areas of improvement identified in the evaluation. The data findings and conclusions will be shared with the Special Services Director and School Principals. Records of evaluations and action plans will be maintained in the EL Office.

Appendix A: Key Terms and Acronyms with Definitions

ACCESS- Assessing Comprehension and Communication in English State-to State for English Language Learners: annual assessment used to measure progressing English in the four domains of speaking, listening, reading and writing for all English Learners

EFL- English as a Foreign Language: refers to a non-native speaker of English studying in a non-English-speaking country

EL-English Learner: a general term for a student with limited English proficiency who is in the process of acquiring English; can also be written *ELL- English Language Learner*

ELP- English Language Proficiency: used specifically as part of the title for WIDA's five Standards; accompanied by model performance indicators

ESOL- English for Speakers of Other Languages: a more inclusive term used to refer to ESL and EFL together

ESL-English as a Second Language: refers to a non-native speaker of English studying in an English-speaking country

FEP- Fully English Proficient: a descriptor of a non-native English speaker who has obtained English skills comparable to native English speaking peers in all four language domains

HLS-Home Language Survey: a form on which parents report the language that a student first acquired or the language used most frequently at home

L1: Language that is most commonly spoken in the home; also referred to as 'primary language'

L2: Language being learned

Language Domains: Reading, Writing, Listening and Speaking

LEP- Limited English Proficient: a descriptor of a non-native English speaker who has not obtained English skills comparable to native English speaking peers and has not reached proficiency in all four language domains.

W-APT- WIDA ACCESS Placement Test: test administered to all initially enrolled language minority students

WIDA- World Class Instructional Design and Assessment: a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners

Appendix B: WIDA ELP Standards and Performance Definitions

English Language Learners communicate for the Social and Instructional purposes in the school setting. English Language Learners communicate information ideas and concepts necessary for academic success in the content area of Language Arts, Math, Science, and Social Studies.

6- Reaching	<ul style="list-style-type: none"> ● specialized or technical language reflective of the content areas at grade level ● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level ● oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> ● specialized or technical language of the content areas ● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports ● oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4-Expanding	<ul style="list-style-type: none"> ● specific and some technical language of the content areas ● a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs ● oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3-Developing	<ul style="list-style-type: none"> ● general and some specific language of the content areas ● expanded sentences in oral interaction or written paragraphs ● oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2-Beginning	<ul style="list-style-type: none"> ● general language related to the content areas ● phrases or short sentences ● oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1-Entering	<ul style="list-style-type: none"> ● pictorial or graphic representation of the language of the content areas ● words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support ● oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

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Appendix C: Organizations and Agencies

National

<p>American English Bureau of Educational and Cultural Affairs U.S. Department of State http://americanenglish.state.gov/</p>	<p>American English is a resource center for teaching and learning about American English language and culture. The American English website provides a variety of engaging materials and resources for teachers' professional development and for students in the classroom.</p>
<p>American Speech-Language-Hearing Association (ASHA) ASHA National Office Office of Multicultural Affairs 2200 Research Boulevard Rockville, MD 20850-3289 Local: 301-296-5700</p>	<p>Making effective communication, a human right, accessible and achievable for all. The Office of Multicultural Affairs (OMA) addresses cultural and linguistic diversity issues related to professionals and persons with communication disorders and differences.</p>
<p>Center for Applied Linguistics (CAL) 4646 40th Street NW Washington DC 20016-1859 Main: 202-362-0700</p>	<p>The Center for Applied Linguistics promotes and improves the teaching and learning of languages, identifies and solves problems related to language and culture, serves as a resource for information about language and culture and conducts research on issues related to language and culture.</p>
<p>National Association for Bilingual Education (NABE) 8701 Georgia Avenue, Suite 611 Silver Spring, MD 20910 Phone: 240-450-3700</p>	<p>The National Association for Bilingual represents both English language learners and bilingual education professionals. NABE supports the education of ELLs through partnerships with other civil rights and education organizations, lobbying at federal and state levels to ensure adequate funding of all programs that serve ELLs and campaigns to educate the public about the effectiveness of bilingual education.</p>
<p>National Clearinghouse for English Language Acquisition (NCELA) 2011 Eye St. NW, Suite 300 Washington, DC 20006 Phone: (800) 321-6223</p>	<p>Authorized under Title III of the No Child Left Behind Act of 2001, NCELA supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English</p>

	language learners (ELLs).
<p>Teachers of English to Speakers of Other Languages (TESOL) 1925 Ballenger Avenue, Suite 550 Alexandria, Virginia 22314-6820 USA Local: 703-836-0774 Toll Free: (888) 547-3369</p>	<p>TESOL seeks to advance professional expertise in English language teaching and learning for speakers of other languages worldwide through professionalism in language education, accessible, high quality instruction, respect for diversity, multilingualism, multiculturalism, and individual language rights and collaboration in a global community.</p>
<p>U.S. Department of Education Office for Civil Rights (OCR) Lyndon Baines Johnson Department of Education Building 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481</p>	<p>The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.</p>
<p>World-Class Instructional Design and Assessment Consortium (WIDA) Wisconsin Center for Educational Research (WCER) University of Wisconsin-Madison 1025 W. Johnson Street, MD #23 Madison, WI 53706, U.S.A. Tel: 608-890-0410</p>	<p>WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.</p>

State

<p>MN Department of Education English Language Learners 1500 Highway 36 West Roseville, MN 55113</p>	<p>The Minnesota Department of Education’s English Learner (EL) program ensures equity and access to a high-quality education to ensure ELs are able to reach their highest potential. MDE supports local education agencies (LEAs) to develop, implement and evaluate research-based language instruction education programs for ELs to attain English proficiency and achieve state academic content standards.</p>
<p>Minnesota Teachers of English to Speakers of Other Languages (MinneTESOL) PO Box 141072 Minneapolis MN 55414</p>	<p>Member organization designed to promote professional development for ELL Teachers and advocate for issues relevant to the education of ELLs.</p>

Appendix D: Home Language Survey

JORDAN PUBLIC SCHOOLS HOME LANGUAGE QUESTIONNAIRE

Student's Name: _____

Dear Parents or Guardian: In order to assist school districts to provide equal opportunity for a meaningful education to all students, MN Statute 120.095 requires that schools count and report the primary languages of their students. "Primary language" is defined as the language the student learned when he or she first began to talk, the language that usually is spoken in the student's home or the language that the student usually speaks. Clearly you are the person most qualified to provide this important information about your family's usual language. Please take a few minutes to answer the following questions even if English is the only language usually spoken by members of your family. Your answers will remain confidential.

Directions: For each of the following six questions, please circle which is the most appropriate one. If the language usually spoken is not already printed, please circle "OTHER" and write the name of the usual language in the space provided. For example if your child whose name appears at the top of this form normally speaks Japanese at home you would circle the "OTHER" box in the answer to question 2 and would write "Japanese" in to the space provided.

- | | |
|---|------------------------|
| 1. What language did your child speak when he or she first began to talk? | English
Other _____ |
| 2. What language does your child speak most often at home? | English
Other _____ |
| 3. What language does your child speak most often with his or her friends? | English
Other _____ |
| 4. What language do YOU use most often when speaking to your child? | English
Other _____ |
| 5. What language do YOU use most often when speaking to YOUR friends? | English
Other _____ |
| What language do other family members in your home usually use when speaking to each other? | English
Other _____ |

PLEASE SIGN THE COMPLETED HOME LANGUAGE QUESTIONNAIRE. THANK YOU!

Signature

Date

Appendix E: Parental Notification Letters

Notification of English Language Services

Date _____

To the Parents of _____

Your child has been enrolled in or will be continuing in the English Language (EL) Program for 2013-2014. They will receive services through:

Co-Teaching Support

Additional support services will be provided within the classroom setting during core instructional times to assist with developing English skills.

Small Group Instruction

Focused instruction in speaking, listening, reading, and writing skills will be provided in a small group setting during part of the school day.

The goal of both instructional methods is to help develop your child's English language skills so that they may be able to fully participate in all of the classes and academic subjects that are taught here at Jordan Elementary School. It is important for you to be aware of the following information regarding your child's enrollment in the English Language Program:

- You have the right to visit the class at any time.
- You have the right to request and receive a conference at any time to discuss the nature and the purpose of the EL Program and to discuss the progress of your child.
- You have the right to withdraw your child at any time by sending a letter to the school indicating your desire to withdraw your child from the EL Program.

Details regarding entrance and exit criteria, as well additional program information can be found on the following page. We invite you to visit the school and meet with our staff to learn more about the benefits of English Language instruction and other services available at the school. If you have questions, please call the EL Program at the numbers listed below.

Sincerely,

Mrs. Ashley Karlsson
English Language Teacher
Jordan Elementary School
Phone: (952) 492-4351

Ms. Fran Bohlke
English Language Teacher
Jordan Middle and High Schools
Phone: (952) 492-4323

Appendix F: Monitoring Form for Exited Students

English Language (EL) Monitoring Form

Student Name: _____ **LI:** _____
Classroom Teacher: _____ **Grade:** _____
Program Exit Date: _____
Monitoring Year: One Two **Semester :** One Two

Student Performance Please rate the student’s performance in each of the following areas:
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- | | | | | | |
|---|---|---|---|---|---|
| 1. The student completes assignments on-time..... | 1 | 2 | 3 | 4 | 5 |
| 2. The student communicates effectively with teacher. | 1 | 2 | 3 | 4 | 5 |
| 3. The student participates effectively in class projects..... | 1 | 2 | 3 | 4 | 5 |
| 4. The student participates effectively in class discussions..... | 1 | 2 | 3 | 4 | 5 |
| 5. The student is able to work independently..... | 1 | 2 | 3 | 4 | 5 |
| 6. The student attends class regularly..... | 1 | 2 | 3 | 4 | 5 |
| 7. The student displays effort and enthusiasm in class. | 1 | 2 | 3 | 4 | 5 |
| 8. The student requires additional assistance with assignments. | 1 | 2 | 3 | 4 | 5 |
| 9. The student shows evidence of difficulty with language... . . . | 1 | 2 | 3 | 4 | 5 |
| 10. The student has discipline problems that interfere with his/her academic progress | 1 | 2 | 3 | 4 | 5 |

Is the student receiving any special services in addition to the standard academic program?
YES/NO If Yes, please describe the services received:

Do you recommend that this student be considered for reclassification as an English Learner (EL)? **YES/NO**

Please include any comments about student language use and participation in the classroom.

Teacher Signature: _____ **Date:** _____

Appendix G: EL Program Resources in Spanish

The following forms are available in Spanish in the Jordan Elementary Office:

Registration Documents:

- Registration Form
- Home Language Survey

Student Information Documents:

- Annual Health Form (Nurse's Office)
- Blue Student Information Form
- FERPA Information Sheet
- No Child Left Behind Compact

Family Communication Documents:

- Parental Notification Letter
- Snack Cart Information Sheet
- Food for Friends Information
- Attendance Advisory Letters
- Summer School Information

Translation of other documents, permission forms and letters to parents is also available upon request. For more information on translation, please contact Ashley Karlsson or Maria Quiroz.

Ashley Karlsson
English Language Teacher, Jordan Elementary
karlsash@jordan.k12.mn.us

Maria Quiroz
Cultural Liaison, Jordan Public Schools
quiromar@jordan.k12.mn.us

Paraprofessionals		1.0225			Final Agreement
Jordan School District		BASE DATA	BASE DATA		
06/30/2013		2012-13	2013-14	2014-15	Two Yr Total
FTE's		26.2	26.2	26.2	
SALARIES					
	Salaries	\$ 759,595	\$ 776,686	\$ 794,161.31	\$ 1,570,847
	Total Salaries	\$ 759,595	\$ 776,686	\$ 794,161	\$ 1,570,847
	Percent Increase		2.25%	2.25%	4.50%
	Total Increase for Group		\$ 29,644	\$ 30,312	\$ 59,956
FRINGE BENEFITS					
	Health/Dental	\$ 98,499	\$ 98,499	\$ 98,499	\$ 196,998
	403b	\$ 11,170	\$ 20,750	\$ 23,500	\$ 44,250
	Life Insurance	\$ 739	\$ 739	\$ 739	\$ 1,478
	LTD (.425%)	\$ 3,228	\$ 3,301	\$ 3,390	\$ 6,691
	Work Comp	\$ 1,897	\$ 2,671	\$ 2,671	\$ 5,342
	Wellness	\$ 12,114	\$ 12,720	\$ 12,720	\$ 25,440
	Activity Pass	\$ 3,920	\$ 7,840	\$ 7,840	\$ 15,680
	Education Allowance	\$ 9,800	\$ 9,800	\$ 9,800	\$ 19,600
					\$ -
					\$ -
	Total Fringe Benefit	\$ 141,367	\$ 156,320	\$ 159,159	\$ 315,479
~~~~~					
	<b>Sub Total Salary &amp; Fringe</b>	<b>\$ 900,962</b>	<b>\$ 933,006</b>	<b>\$ 953,320</b>	<b>\$ 1,886,326</b>
	<b>Percent Increase</b>	\$ -	3.557%	2.177%	5.73%
	<b>Increase per FTE</b>	\$ -	\$ 1,223.05	\$ 775	\$ 1,998
<b>DISTRICT RETIREMENT PAYMENTS</b>					
	PERA @ 7.25%	\$55,070.64	\$ 56,310	\$ 57,577	\$ 113,886
	FICA, 7.65%	\$58,109.02	\$ 59,416	60,753	\$ 120,170
	<b>Total Retirement</b>	<b>\$ 113,180</b>	<b>\$ 115,726</b>	<b>\$ 118,330</b>	<b>\$ 234,056</b>
~~~~~					
	Total Salary, Fringe & Retirement	\$ 1,014,141	\$ 1,048,732	\$ 1,071,650	\$ 2,120,382
	Percent Increase	\$ -	3.411%	2.185%	5.60%
	Increase Per FTE	\$ -	\$ 1,320	\$ 875	\$ 2,195
	Total Cost per Paraprofessional	\$ 38,708.24	\$ 40,027.94	\$ 40,902.69	\$ 80,931



CONTRACT

between

Independent School District No. 717
Jordan, Minnesota

And
Instructional Assistants
2013-2015

AGREEMENT

This agreement is entered into between the Jordan School District and the employees serving as Instructional Assistants.

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 employees 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 all employees shall be on an hourly rate. The Board of Directors of the school district shall set the hourly rate for the two-year period of this agreement. Should the district not set the salary prior to an employee commencing work for the particular school year, the employee shall work at the previous year's hourly rate until an agreement is reached on the present year's hourly rate. The employee would receive retro pay once the rate is set. Beginning with the 2014-2015 school year, a new hiring grid will take effect. The hiring grid will be as follows:

Base Hire (no related educational experience) = \$12.50

Highly Qualified (2 year degree in child development or passage of Para Pro test) = \$12.65

Teaching Certificate = \$12.80

Subd. 2. Overtime: Overtime rate shall be paid when an employee works more than 40 hours per week. The overtime calculation shall be based on the employee's hourly rate. Overtime must be approved in advance, in writing, by the employee's immediate supervisor.

Subd. 3. Overtime shall be at 1.5 times the employee's regular pay.

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.

Section 2. Longevity:

Upon completion of 15 years of experience (at start of 16th year) within the district employees will receive a 25 cents per hour longevity recognition. At the start of their 21st year employees will receive an additional 10 cents per hour (a total of 35 cents). At the start of their 26th year employees will receive an additional 5 cents per hour (a total of 40 cents).

Section 3. Education Allowance:

All employees are eligible for a \$200 yearly education allowance, to be used for class fees. Each course registration must receive prior approval from the building principal and/or the special services director Payment will be paid upon presentation of expense receipts to the district's Finance Director.

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 \$3,918 yearly, prorated from 2080 hours, to eligible employees 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. Employees may elect to take the \$3,918, or pro-ration, in cash-in-lieu, rather than insurance.

Section 5. Long Term Disability Insurance:

The district shall provide LTD insurance for eligible employees as long as the district employs them. The LTD plan will be the one used by Education Minnesota-Jordan.

Section 6. Term life Insurance:

The district shall provide term life insurance, using the same plan the district used with the EMJ. The amount of insurance shall be according to the following formula based off 2080 hours yearly:

76-100% of 2080 hours equals \$20,000 insurance.
50-74% of 2080 hours equals \$10,000 insurance.
33-49% of 2080 hours equals \$5,000 insurance.

Section 7. Affordable Care Act Provision:

This agreement may be subject to the re-opening of negotiations during the 2013-2015 contract cycle due to the regulations regarding the Affordable Care Act.

ARTICLE IV
LEAVES OF ABSENCE

Section 1. Sick Leave Benefits; Care of Relatives:

Subd. 1. Employees 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 1000 hours, prorated.

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. An employee may use personal sick leave benefits provided by the employer for absences due to an illness or or injury to the employee's child, as defined in Minnesota State Statute 181.940, subdivision 4, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury. This subdivision applies only to personal sick leave benefits payable to the employee from the employer's general assets.

Subd. 5. The district may limit the use of personal sick leave benefits provided by the district for absences due to an illness or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12 month period. This paragraph does not apply to absences due to the illness or injury of a child, as defined in Minnesota State Statute 181.940, subdivision 4.

Subd. 6. For purposes of this section, "personal sick leave benefits" means time accrued and available to an employee to be used as a result of absence from work due to personal illness or injury, but does not include short-term or long-term disability or other salary continuation benefits.

Subd. 7. For the purpose of this section, "child" includes a stepchild and a biological, adopted, and foster child.

Subd. 8. Sick leave shall be deducted from the accrued sick leave hours earned by the employee.

An employee, who has exhausted their sick leave days, will have any additional days missed deducted from their pay at their hourly rate. Days used for sick leave, above that eligible for, must be approved in advance by the supt. The decision of the superintendent to grant additional days is final.

Subd. 9. Wellness Payment: Employees using 5 days or less of sick leave may, at the end of the school year for school year employees and at the end of the fiscal year for 12 month employees, request to sell back those days at their daily rate of pay not to exceed \$110.00 daily. 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. Each employee shall be granted two days of paid personal leave yearly and one day of unpaid leave. Personal days may only be taken in half-day or full day increments. If employees working during the student day elect to use their leave in half-day increments, one must be in the A.M. and one in the P.M.

Subd. 2. Limitations:

No more than one instructional assistant in each building may use a personal day on the same day. Personal days may not be taken on the first or last day of school. The superintendent or superintendent's 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 each 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.

Subd. 2. An 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 any employee claiming sick leave.

ARTICLE V
HOLIDAYS & VACATIONS

Section 1. Holidays:

Subd. 1. 12 month employees: There will be 11 paid holidays for 5 day, 52 week employees. Employees working less than 52 weeks, but a minimum of 175 days will receive 5 paid holidays.

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 supt.

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.

ARTICLE VI
HOURS OF SERVICE

Section 1. Building Hours:

The assignment of hours may vary from building to building. The superintendent or his/her designee will set hours.

Section 2. Break Time:

For every hour worked an employee will earn 4 minutes of break time, to be taken in minimums of 15 minutes each. A maximum of two breaks will be allowed in a work day. An employee must work a minimum of three hours to qualify for break time. A non-paid 30 minute lunch break will be provided for employees working five or more hours.

Section 3. Emergency School Closing:

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, using a personal 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 VII
DEFERRED COMPENSATION & SEVERANCE

Section 1. Deferred Compensation:

Subd. 1. Matched deferred compensation is available to all beginning their sixth (6th) year of employment in the District.

Subd. 2. Employees must use the deferred compensation election during the election period or wait until the next eligible enrollment period. 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 settlement package in the subsequent agreement between the parties.

Subd. 5. After ten years of service with the district, the employee will be eligible for up to \$1,500 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 \$1,750 in payment at the rate of \$2.25 per hour. After 20 years of service the employee will be eligible for up to \$2,000 in payment at the rate of \$2.50 per hour. These payments will be made upon the employee's resignation or retirement from the district.

ARTICLE VIII
Activity Passes

Section 1. Activity Pass Benefit:

All employees and one adult guest will receive an activities pass to be used for home events excluding MSHSL tournament events.

ARTICLE IX

SENIORITY/LAYOFF/RECALL

Section 1. Seniority:

The district will recognize seniority rights as to order of layoff and recall.

Section 2. Layoff:

An employee whose position is being abolished may displace the employee with the least continuous service within the same category. The employee must have the necessary skills and abilities to meet the conditions of employment for the new position, as determined by the district.

Section 3. Recall:

Employees on layoff shall retain their recall for a period of one year. Call back by categories will be based on seniority. A laid off employee will have ten working days after being recalled to work to elect to do so, failing to do so within the ten-day will forfeit their rights of recall.

ARTICLE X
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, 2015.

Attachment A:

2013-2015 Salary Agreement Addendum

The agreement calls for 2.25% increases to salaries during the 2013-2014 school year and a 2.25% increase during the 2014-2015 school year. These increases will be in effect for existing employees who were hired prior to or during the 2013-2014 school year. New hires in the 2014-2015 school year will receive a wage based on the hiring grid referenced in Article II under "Compensation."



Instructional Coach Consultant Contract

This Agreement between Jordan School District and CC Linstroth is effective on this 12th day of November, 2013-June 30th, 2014. For completion of duties or contracted hours, whichever is first, not to exceed budgeted amount.

BACKGROUND

- A. Jordan Public School District is of the opinion that the consultant has the necessary qualifications, experience and abilities to assist and benefit the School District in its business.
- B. The School District desires to hire CC Linstroth as a consultant. CC has accepted the position along with the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and obligations set forth in this Agreement, the parties to this Agreement agree as follows:

EARLY TERMINATION

1. At any time during the contract term, the School District will have the right to terminate the contract without any notice or compensation to the Consultant other than wages owed for hours of work already completed.
2. The Consultant may terminate this Agreement at any time by giving 14 days written notice to the Superintendent.

JOB TITLE AND DESCRIPTION

1. The School District agrees to employ CC Linstroth as an Instructional Coach.
2. The Consultant agrees to the terms and conditions set out in this Agreement. The Consultant agrees to be subject to the general supervision of and act pursuant to the orders, advice and direction of the Jordan Public School District.
3. The Consultant will perform any and all duties that are reasonable and that are customarily performed by a person holding a similar position in the industry or business.
4. The School District may make changes to the job title or duties of the Consultant where the changes would be considered reasonable for a similar position in the industry or business. The job title or duties may be changed by agreement and with the approval of both the Consultant and the School District.

5. The Consultant agrees to abide by the School District's rules, regulations, policies and practices as they may from time to time be adopted or modified.
6. Along with services provided, Jordan Public School District will receive full non-exclusive rights to all training methods, materials and information developed on its behalf. The District will retain full rights to use and reuse specific development plans, information and/or training that has been developed by the Consultant.

COMPENSATION

1. In consideration for the services to be performed by the Consultant, Jordan Public School District agrees to pay a maximum budgeted amount up to \$10,000 based on an hourly rate of \$67.00 per hour. Weekly hours will be determined by the Superintendent. Hours will be recorded and turned in for approval by the Superintendent. Payment will be made after receipt of invoice, semi-monthly on the 15th and end of each month.

2. The consultant receives no other benefits other than salary.

I understand and agree to the services I will provide, signed this ____ day of November, 2013.

CC Linstroth, Instructional Coach Consultant

On behalf of the Jordan Public School District, I agree to the contract with CC Linstroth, signed this 12th day of November, 2013.

Deb Pauly, School Board Chair



Purchases of Services Agreement

Belle Plaine Public School District # 716, agrees to pay for the services of CC Linstroth, Instructional Coach, at a rate of \$67.00 per hour plus benefits (FICA) for the FY 14 school year.

Jordan Public School District #717 will bill for services on a monthly basis based on time sheets submitted by CC Linstroth to the Jordan School District Office. A copy of the time sheets will be provided to Belle Plaine Public School District #716.

Matt Helgerson, Superintendent
Jordan Public Schools #717

Date

Dr. Kelly Smith, Superintendent
Belle Plaine Public Schools #716

Date

District Office
500 Sunset Drive
Jordan, MN 55352
952-492-6200
952-492-4445 fax

Adaptive Sports Information

Student Participation – Jordan Public Schools has up to 7 student-athletes qualified to participate in the Adaptive Hockey and Softball Program with New Prague, Belle Plaine, Tri-City United, and Le Sueur-Henderson School Districts.

Transportation Costs – Benjamin Bus Company shared that the cost for transportation will be \$53 an hour. Tentative hours per day would be 2 – 2.5 hours depending on how many students Benjamin will be transporting. Cost could range from \$106 - \$132.50 a day. Total cost could be \$8,374 - \$10,467.50 for 79 days of transportation.

Recommendation – It would be in the best interest of Jordan Public Schools Athletic Department to team up with Belle Plaine Public Schools and work with Stier Bussing Company due to Stier coming through Jordan to transport Belle Plaine students to and from practice and games.

Stier Bus Company Transportation Costs:

- Cost is \$96.55 per day
- Total Days needed for Transportation = 79 Days (practices and games)
- Total Cost = \$7627.45
- Split between Districts = \$3813.73

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

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

1. It is hereby found, determined and declared that the general election of the voters of the district held November 5, 2013, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, a total of 674 voters of the district voted at said election on the election of the school board members for four four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the general election as follows:

Candidate A	Tom Vogel II	539
Candidate B	Deborah M. Pauly	509
Candidate C	Connie Hennen	488
Candidate D	Sandy Burke	414
Candidate E	Joe Benko	220
Candidate F	Jeanna Orris	103
Candidate G	Kerrie Troseth	77

Plus 8 write-in's

3. Candidate A, Candidate B, Candidate C, and Candidate D, having received the highest number of votes, are elected to 4-year terms beginning the first Monday in January, 2014.

4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

(Attach Abstract and Return of Votes Cast)

New York Fashions Trip

Tentative Dates – June 9-13, 2014

Approximate Trip Costs:

Hotel	\$375-450
Air	\$325-400
Transportation	\$ 50-75
Chicago	\$ 80-100
Tenement	\$ 20
Statue	\$ 15
Empire	\$ 25
Double Decker	\$ 75-125
Metropolitan	\$ 15
Total Cost	\$980-\$1,225

**Does not include food, plan on about \$20-30 per day

Payment will be made in 3 installments November 15, 2013 - \$350,
February 1, 2014 - \$350, May 15, 2014 – remainder of balance.

Hotel, I will find the best hotel for the lowest cost in the nicest area, in the most central of locations possible! *Typically in the times square, theater districts if possible

Broadway Shows – we will see one show while we are there, an appropriate performance for students

Fashion Components: FIT, Parsons School of Design, Fashion Walk of Fame, the fashion district, MOOD fabrics, the wholesale district, the High School of Fashion Industries, possible meeting with a designer, Tenement Museum

Tour Components: Statue of Liberty, Ellis Island, Empire State Building, Double Decker Bus Tour, ?Metropolitan Museum of Art

Fundraising – we are looking at selling hanging flower baskets, maroon & gold/silver & black tutus, an end of the year dance, and possibly a 5th & 6th grade lock-in

Sample of 2011 New York trip itinerary (tentative itinerary for 2014 trip)

Schedule:

Wednesday, October 19, 2011

- Meet at the airport at 4:20 am
- Flight leaves at 6:30am, arrive in NYC at 10:04am
- Airlink NYC will bring us to the Milford Plaza Hotel
- We will try to check into the hotel or at least get one room, they also have luggage storage if we cannot
- We will grab a bite to eat and then make our way to the Times Square area to board the Double Decker Bus tour
- We will be on the Downtown Loop tour for (approximately 2.5 hours)
- If possible we will hop off the bus and go to ground zero
- Supper somewhere in Times Square
- City Lights tour (Double Decker Bus) 6-6:30 depart from Times Square (approximately 2.5 hours)

Thursday, October 20

- Leave the hotel around 8:00 am
- 8:45 Tour at the High School of Fashion Industries
- 12:00 tour at Parson's New School of Design
- When we are done with the tour at Parson's we will take the Uptown Double Decker bus tour (2.5 hours)
- 7:00 John's Pizza meet with Nick McHenry who works for Jean Paul Gaultier
- Empire State Bldg at Night

Friday, October 21

- Morning those who wish can go to the live broadcast of the Today show & Rockefeller Center
- Fashion Walk of Fame and 7th avenue (morning)
- 1:00 Battery park to leave for the Statue of Liberty/Ellis Island
- FIT Museum after Statue/Ellis Island
- Ready in the lobby by 7:15 for Chicago
- 8:00 showing of Chicago at the Ambassador Theatre

Saturday, October 22

- Morning we will leave at 8:00 (walk through fashion district)
- ? 11:00 Lombardi's pizza
- 1:45 Tenement Museum (Piecing it Together)
- Afternoon – ? 5:00 Tour at Metropolitan Museum of Art (Fashion in Art from 6th Century BC to Modern Day)
- Supper in Times Square (possibly with Ashley Delamarter)

Sunday, October 23

- Shopping!
- Macy's
- Central Park
- ? Hats: An Anthology by Stephen Jones (student cost \$5.00)
- Van to take us back to the airport leaves hotel at 3:45

2011 Trip Costs:

Hotel	\$375
Air	\$305
Transportation	\$ 39
Chicago	\$ 77
Tenement	\$ 19
Statue	\$ 13
Empire	\$ 25
Double Decker	\$ 50
Metropolitan	\$ 16
Bus	\$ 15
School Fee	\$ 7

Total Cost \$941



High School Board Notes: November 11, 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 are analyzing the power standards from the middle school to ensure all standards have been appropriately addressed.
- Teachers will meet in K-12 content areas to review their findings regarding placement of power standards during the early release inservice day, Tuesday, November 12.
- Teachers have met in Grade Level Teams. When given a list of students struggling in multiple classes, they determine specific classroom interventions. Teachers measured the success they have had with specific students toward the end of the first quarter.
- The principals met with Chad Williams to consider formal implementation of Student Support Teams in each building. Because of the intervention data high school teachers are collecting through Grade Level Team meetings, we are well on our way. We will be looking at specifically identifying current interventions as Tier 1, Tier 2, or Tier 3 and then developing a more formal process for special education referrals.
- Teachers invited parents of students who were struggling to attend conferences on October 14. At those conferences, teachers, parents, and students collaboratively completed a contract designed to improve student performance. If parents did not attend, teachers created a plan, which was sent home to parents. Conferences were well-received by parents.

November School Board Meeting

JMS Notes--By: Lance W. Chambers

Curriculum & Instruction

- **PBIS** – Recently, the Middle School Staff had a refresher on their PBIS model. The goal through this process is to develop a school-wide plan for implementation, and a consistency that has been missing for a couple of years. We are looking to achieve 100% buy-in from our staff. Their mission is to be consistent on handing out *Caught being Good* tickets, and to act as role models to our students through the year. Our PBIS Leadership Team will provide skits that show the students what our expectations are in the classrooms, in the hallways, on the bus, on the playground, and every other place on school grounds. We currently have a very good system in place, but we want to get better with more consistency.
 - Our goal is:
 - to promote a better over-all school climate
 - to increase more opportunities for student engagement
 - improve academic achievement
 - unify staff response to behavior violations

- **I-Team** – We are currently starting up a team called the I-Team. This team is made up of our: Social Worker, School Psychologist, RTI members, SAIL teacher, Regular Educ. Staff, and myself. The purpose of this committee is to help students by developing different interventions that the classroom teacher will use before referring these students for Special Education testing. This group will also check to see that these interventions are working in the classroom, and make adjustments with the grade level team where necessary. If a student has been given different interventions, and the interventions have not worked, then a student may be referred to the Special Education team. This is a step in the process that has been missing for some time.

- I am attending this year's National Middle Level Conference in MPLS. My main purpose is to get some ideas for scheduling in different electives into the schedule. This is an area we have been talking about in the past, and my hope is that we can maybe add a couple of electives in the coming years.

Coming activities:

- Nov. 7th & 8th National Middle Level Conference
- Nov. 7th Band Concert Gr. 8-12
- Dec. 2nd 5th & 6th Grade Choir Concert
- Dec. 5th 7th & 8th Grade Choir Concert
- Dec. 10th Grades 5-7 Band Concert

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

Jordan Elementary School
Principal Update, November 12, 2013

Below is a summary of our JES accomplishments for the month of November related to building and District goals.

Executive Summary

JES staff continues to work diligently on our building and professional goals with our main focus this month being PBIS and RtI (Response to Intervention) and how to best meet the social and academics needs of students. Our RtI leadership team has spent time supporting staff by providing Monday Mini sessions relating to reading and math interventions and providing a list of resources to staff as a reference for instructional support. JES staff spent the Nov. 4th workday reviewing and evaluating our current PBIS program and systems in place. The work session focused on the following essential questions:

- How can we better incorporate PBIS into the building to ensure a positive climate for students and staff?
- What is our vision for PBIS at Jordan Elementary School?
- What actions and outcomes do we hope to see by establishing a more solid PBIS program at JES?

Information from the workday will be compiled and reviewed by the PBIS leadership team and a timeline and list of priorities will be created to move us forward through this year and beyond.

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**
 - PBIS Team revised and created kid-friendly behavior expectations for all areas of the building and will be establishing rewards and/or acknowledgements for students and staff at Nov. 4th building workday
- **Being student-centered and data driven to address all levels of learning and increase student achievement**
 - Response to Intervention Committee established guidelines for staff to follow in providing interventions to students and how often to progress monitor students to ensure academic growth and increased levels of proficiency

- **Utilizing standards to drive instruction and guide curriculum**
 - All grade levels and specialists have reviewed Power Standards and analyzed standards from grade level below by recording notes and asking clarifying questions to be addressed at Nov. 12th Staff Development Workshop

- **Supporting one another and cultivating a trusting working environment between administration and staff and among colleagues**
 - Acknowledgement of staff efforts in acquiring grants and contributions to school projects such as “Let’s Move” and Math Literacy grants
 - Lunch appreciation for staff and “A Drop for Your Bucket” slips given to fellow colleagues for their efforts in helping JES staff members

- **Mini-session Mondays to support professional development**
 - Support staff by providing training sessions related to Reading and Math interventions presented by RtI and Title teachers
 - Shared information from NWEA website on how to create Reading and Math RIT growth targets for students to achieve by spring 2014

- **Communicating and following through on commitments and procedures**
 - 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 Board Report for October 8, 2013

Summary of Fall sports season:

1. The falls sports season concluded on Saturday 11/2/2013 with Julia Orlow running at the State Cross Country meet in Northfield.
 - All of our teams finished in the top 4 in the MRC
 - Boys Cross Country team was MRC champions for the first time in program history.
 - Rachel Menke and Victoria Read qualified for the State Tournament in doubles tennis.
 - Julia Orlow qualified for the state meet for the 2nd year in cross country.
 - The volleyball and tennis teams reached the final four in their section playoffs.
 - The football team had the most successful regular season in a number of years and also received accolades from opposing teams for their sportsmanship and class throughout the year.
2. In the athletic office we are currently 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.

Upcoming Dates:

Winter Sports Meeting and registration: Monday, November 4, 2013

Boys Basketball practice begins: Monday, November 11, 2013

Girls Basketball and wrestling practice begins: Monday, November 18, 2013

500 Sunset Drive
Jordan, MN 55352
952-492-6211
952-492-4494 fax

Community Education Information Items/News:

Preschool Update

Mike Looby, our MCEA consultant, will be assessing our preschool programs on Thursday, November 21st. He will be conducting interviews with all preschool stakeholders including preschool parents, preschool teachers and staff, preschool advisory council, kindergarten teachers and district leaders. When finished with his assessment he will be making recommendations on the direction of our Discovery Days and Rainbow preschool

On Thursday, November 6th, all of the preschool teachers in the Jordan Community, including Wee Angels preschool, Alphabet Junction, Praise the Children, and ISD 717 preschool teachers will be meeting to share best practices and to raise the awareness of the importance of preschool. Eventually kindergarten teachers and our curriculum coordinator will be invited to share what preschoolers will need to know before heading into Kindergarten.

Think Small is a state run organization that makes connections between families and child care centers. They provide parents updated information regarding preschools, child care centers and in-home day cares. In addition, they provide support, training opportunities and financial assistance for early childhood facilities. Rainbow Preschool has been awarded a grant of \$1750.00! We received \$900 to purchase learning environment related materials, \$400 towards health and safety equipment and \$450 towards professional development. Our biggest purchases will be 8 "wiggly cushions" and additional fencing for the playground. We will also be registering all our staff for the National Association for the Education of the Young Child conference held in Minneapolis in January 2014. We are thankful to receive this award and look forward to using these funds to make our program better for the children and families we serve.

Minnesota Community Education Association (MCEA) State Conference

The last week of August was the annual MCEA fall conference. Keynoting the conference was Katy Smith, the 2011 MN teacher of the year. She had great information regarding how early childhood helps eliminate the achievement gap. I also brought back key information on how to market the school district and community education – especially during a referendum.

Joint Powers Board

We had our first meeting of the year in October. We shared the background information on the history of the joint powers board and the role community education shares with

the city and the school district. There is a joint powers agreement that was drafted in 1984 and was last updated in 1994. Some of the policies are not followed anymore. The board will work together to update the joint powers agreement.

The joint powers board has given the task of creating a community ed. strategic plan and updating the facility use policy to the community education advisory council. Once the advisory council has finished the strategic plan and facility use policy, it will make recommendations to the joint powers board. The joint powers board will then report to the city council and the school board for their approval.

Basketball season “Tips Off”

5th and 6th grade had their first day of practice November 4th. 28 boys and 30 girls. Our Kindergarten through 2nd grade basketball is also underway. 3rd and 4th grade basketball starts their season in January.

Inauguration of Intramurals

Community Education will be offering 3-on-3 intramural basketball for Jordan high school students. The first session from late November to early January will be boys 3-on-3 basketball. The second session held from Mid-January to the end of February will be co-ed 3-on-3 basketball. Intramurals will take place Sunday nights in the high school gym. Greg Summers will be our intramurals supervisor.



Executive Summary
Highlights from the Curriculum Director
November 2013

Curriculum Committee

On October 21, the Curriculum Committee met for the first time in the 2013-2014 school year. We reviewed the EL Handbook and made some grammatical changes to make the document more consistent. We covered the legal responsibilities of the district for EL students, the procedures for students to enter and exit the program, and an overview of the components of the program in the three different buildings. In addition, we started a discussion on 21st century learning. This will be our focus for the academic year. The definition of 21st century learning we will focus on is: "Twenty-first century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students demonstrate the three Rs, but also the three Cs: creativity, communication and collaboration. They demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime, and anywhere."

Eclipse Curriculum Mapping

Staff members completed curriculum maps using Eclipse as their online template during the early release days in the 2012-2013 school year. All staff had an opportunity to review and update that information this fall. Their maps included learning objectives, alignment to state standards, and a timeline for instruction. Eclipse has now been made available to parents and community members through our district website. It is found on the Jordan Schools home page under Departments - Curriculum.

Unpacking the Standards

C.C. Linstroth, our consultant on standards-based instruction, has now been working with the K-12 staff on two separate occasions. The first opportunity was during workshop week when staff started the process of choosing power standards (those standards that are so important and powerful that *all* students must be taught them to mastery.) Staff took PLC meeting times on Thursday mornings and time before and after school to choose their power standards in all content areas. C.C. came back for two hours on October 2nd to review the standard alignment in K-2, 3-5, 6-8, and 9-12 discussion groups. She is returning on November 12th to work with K-12 content areas to look at the scope and

sequence of the power standards. The next step in the process is “unpacking the standards.” This involves focusing on essential questions and vocabulary, key understandings and assessment options. The staff and administrators have done an amazing job giving time and energy to support this process!