



Jordan School District #717
Policy Committee Minutes

Monday, November 27, 2017 at 5:30 PM

Policy Committee

Jordan Public Schools

500 Sunset Drive; Suite 3

Jordan, MN 55352

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1. Social Media Policy Discussion
 2. Student School Board Member
 3. 623: Mandatory Summer School
 4. 620: Credit for Learning
 5. 714: Fund Balances
 6. 626: Early Entrance into Kindergarten
 7. 540: Student Clubs
 8. 203.2: Order of the Regular School Board Meeting
 9. 203.6: Consent Agendas
 10. 215: Citizens' Committee
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 12. 305: Policy Implementation
 13. 403: Discipline, Suspension, and Dismissal of School District Employees
 14. 411: Health Insurance Carrier Policy
 15. 424: License Status
 16. 503.7: Behavior Intervention
 17. 507: Corporal Punishment
 18. 510: School Activities
 19. 511: Student Fundraising
 20. 517: Student Recruiting
 21. 517.1: Open Enrollment Guidelines
 22. 519: Interviews of Students by Outside Agencies
 23. 521.1: Section 504 - Student Disability
 24. 528: Student Parental, Family, and Marital Status Non Discrimination

25. 612.2: Provision of Special Ed and Related Services at Private Schools
26. 625: Curriculum Committee
27. 901: Community Education
28. 907: Rewards
29. 101.1 Name of the School District
30. 103: Complaints - Students, Employees, Parents, other Persons
31. 201: Legal Status of the School Board
32. 203: Operation of the School Board - Governing Rules
33. 203.1: School Board Procedures; Rules of Order
34. 205: Open Meetings and Closed Meetings
35. 707.1: Student Transportation
36. 825: Animals on School Property
37. 880: Record Retention
38. 902.1: Facility Use

School Board Clerk

Date



Adopted: 5/03/17

Revised: _____

524.1 SOCIAL MEDIA POLICY

I. PURPOSE

Northeast Metropolitan 916 Intermediate School District recognizes the value of staff inquiry, investigation, and innovation using new technology tools to enhance the learning experience and interpersonal communication. The District also recognizes its obligation to teach and ensure responsible and safe use of these technologies.

This policy addresses employees' use of private and district-connected internet content including: websites, blogs, wikis, social networks (Facebook, Twitter, Instagram, Snapchat, Reddit, etc), online forums, and any other social media.

II. GENERAL STATEMENT OF POLICY

The District recognizes the importance of online social media networks as a communication and learning tool. Toward that end, the District provides district-approved social media tools and technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent (or designee) and parental consent for student participation on social networks.

III. DEFINITIONS

A. *Public social media networks* are defined to include: websites, blogs, wikis, social networks, online forums, and any other social media generally available to the public or consumers that do not fall within the District's electronic technologies network. Examples of public social media networks are Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, Instagram, SnapChat, Reddit, etc.

This would not include internal only networks like Slack or Schoology.

B. *District approved social media tools* are those that fall within the District's electronic technologies network (outlined in the social media guidelines) or which the District has approved for educational use.

IV. REQUIREMENTS

Individual sites and departments or even teachers may choose to establish an official presence on public online social media sites with prior administrative approval (see social media guidelines for details). Once approved, this presence will be included in the definition of “district approved social media tools” as noted above. For any district-approved social media account, a district employee shall be designated as the site manager. Any security, login credentials, or passwords for such accounts must be shared with the site manager’s supervisor and the communications coordinator.

Because readers of social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules on any district approved social media tools:

1. An employee’s use of these district approved networks and an employee’s postings, displays, or communications must comply with all state and federal laws and any applicable District policies, including responsibilities for mandated reporting.
2. On district-approved social media accounts, employees and the public must be respectful and professional in all communications (by word, image or other means). Obscene, profane or vulgar language; communications or conduct that is harassing, threatening, bullying, libelous, or defamatory; personal attacks of any kind; offensive terms that target any specific race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status; terms that incite violence; election campaigning for a political office or ballot proposition; communication that discusses or encourages any illegal activity or the inappropriate use of alcohol; or sexual harassment; will be removed from district social media pages and, for employees, may result in further disciplinary actions. Comments or posts will also be removed if they violate the Terms of Use of the social media platform, are spam, are clearly 'off topic,' divulge personal student or staff information or promote services or products.
3. Employees should not use their District email address for communications or registration on public social media networks that have not been approved by the District. Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent’s designee.
4. Employees may not disclose information on any social media network that is confidential or proprietary to the District, its students, or employees or that is protected by data privacy laws.
5. Employees may not post images of coworkers without the coworker’s consent.
6. Images of students may be posted on official district social media accounts if the student has a consent to release educational data form on file that has been signed

by a parent or guardian. Images of students taken in the public arena, such as at sporting events or fine arts public performances, are exceptions to this rule. However it is never appropriate to post images of students on any non-district approved or personal social media account for any reason.

7. Employees may not post any private or confidential images of the District premises and property, including floor plans.
8. When a social media account is used to communicate with students or colleagues, even when said communications are private, those personal social media pages, often in their entirety, could become subject to investigation in the event of a legal inquiry, requested under FERPA or the Minnesota Data Practices Act, or requested as part of a Freedom of Information 5 U.S.C. § 552 request.

V. PERSONAL SOCIAL MEDIA

An employee's use of social media for personal reasons during the workday that are not related to one's job duties should be kept to a minimum and must not interfere with one's work responsibilities.

While the District does not actively monitor or restrict an employee's personal use of public online social media, it may take appropriate responsive action when it becomes aware of, or reasonably suspects, conduct or communication on a public online media site that creates an unlawful disruption or violates applicable district policies, professional codes of ethics or other laws. An employee who is responsible for a social media network posting that fails to comply with the rules set forth in district policy may be subject to discipline as outlined in respective policies. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information on any public forum or website.

Legal References: 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. American Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
Layshock v. Hermitage Sch. Dist., 412 F.Supp. 2d 502 (W.D. Pa. 2006)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 506 (Student Discipline)
Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Student Sex Nondiscrimination)
Policy 606 (Textbooks and Instructional Materials)
Policy 806 (Crisis Management Policy)
Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Separate notes from 916 Schools (not in policy)

Edit: I'll be more specific... we went back and forth on how the issue you describe, and our general counsel advised us that we can't really do anything to control what staff members do on their personal social media accounts, as long as it isn't "causing an unlawful disruption." Even if we could do something, it would be impossible to monitor. So we made a district policy that describes how staff and the public may interact with district social media accounts (linked above) and separately sent our guidelines for staff that include recommendations for personal social media use. In this case I might include something in an all-staff newsletter reminding staff that the public, including parents and students, can see what they do on social media and offer instructions for how to make their accounts private.

Here are some excerpts from our guidelines (They are on our intranet so can't link them:

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"While the district does not actively monitor or restrict an employee's personal use of social media, it may take appropriate responsive action when it becomes aware of conduct or communication that creates an unlawful disruption or violates applicable district policies, professional codes of ethics or other laws."

*

"The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with District students, families or fellow employees in a social media context that exists outside those approved by the District, they are advised to maintain their professionalism as district employees and have responsibility for addressing inappropriate behavior or activity on these networks, including legal requirements for mandated reporting."

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"When connecting to your colleagues and leaders via social media, the things you say are as public as if you were saying them in a large room in front of those people. The comments you make are not immune from consequence when they are visible by the people with whom you work."

<http://www.bishoplynch.org/SocialMediaPolicy>

BLHS Social Media Policy

Expanding Our World and Protecting Our Values

As an organization with a commitment to quality of education and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at Bishop Lynch High School are necessarily high. While we respect the right of students, employees, alumni, and other members of our community to utilize the variety of social media options available, we must insist that the following standards be met by our students and faculty at all times, as well as by alumni and all other users who participate in BLHS-sponsored sites.

BLHS Social Media Comments and Participation Policy

Comments to BLHS-sponsored sites, such as its Website via blogs, online forms, etc., or social media sites, are welcome and encouraged, and we look forward to hearing from you. To promote respectful discussion within this forum, we request that you be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Blogs often foster debate of an issue; users are to engage in such exchanges with mutual respect for others' opinions.

For the privacy of users and their families, please assume that all postings to BLHS-sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the Internet.

By posting a comment or other material to BLHS-sponsored sites as outlined above, users give BLHS the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing your submission. BLHS reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users.

BLHS further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy, to determine in its sole discretion which submissions meet its qualifications for posting, and to remove comments for any reason, including but not limited to our belief that the comments violate this Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed.

We also reserve the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

In posting material on BLHS-sponsored sites, you agree not to:

Post material that BLHS determines is threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.

Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.

Post material that infringes on the rights of BLHS or any individual or entity, including privacy, intellectual property or publication rights.

Post material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except those which are officially sponsored by BLHS, except in designated areas specifically marked for this purpose.

Post chain letters, post the same comment multiple times, or otherwise distribute “spam” via the BLHS-sponsored site.

Allow any other individual or entity to use your identification for posting or viewing comments.

Post comments under multiple names or using another person’s name.

BLHS reserves the right to do any or all of the following:

Ban future posts from people who repeatedly violate this Policy. We may affect such bans by refusing posts from specific email addresses or IP addresses, or through other means as necessary.

Remove or edit comments at any time, whether or not they violate this Policy.

User agrees to indemnify and hold harmless Bishop Lynch High School, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorneys’ fees and costs) arising out of any claim by a third party relating to any material user has posted on BLHS-sponsored sites.

By posting a comment or material of any kind on a BLHS-sponsored site, the user hereby agrees to the Policy set forth above.

Faculty Use of Social Networking Sites

BLHS respects the right of employees to use social media and networking sites, as well as personal websites and blogs, but it is important that employees’ personal use of these sites does not damage the School’s reputation, its employees, or its students or their families. Employees should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent. The School strongly encourages all employees to carefully review the privacy settings on any social media and networking sites they use and exercise care and good judgment when posting content and information on such sites.

When using a social media site, an employee may not include current students as “friends,” “followers,” or any other similar terminology used by various sites. If an employee maintains or participates in a BL-sponsored online community that extends to persons who are parents, alums, or other constituents, s/he must exercise good judgment about any content that is shared on the site. Additionally, employees should adhere to the following guidelines, which are consistent with the School’s workplace standards on harassment, student relationships, conduct, professional communication, and confidentiality:

An employee should not make statements that would violate any of the School’s policies, including its policies concerning discrimination or harassment;

The employee must uphold the School’s value of respect for the individual and avoid making defamatory statements about the School, its employees, its students, or their families;

An employee may not disclose any confidential information of the School or confidential information obtained during the course of his/her employment, about any individuals or organizations, including students and/or their families.

If the School believes that an employee's activity on a social networking site, blog, or personal website may violate the School's policies, the School may request that the employee cease such activity. Depending on the severity of the incident, the employee may be subject to disciplinary action.

Creating and Maintaining Official Bishop Lynch Social Networking Sites

All "official" Bishop Lynch social networking sites must be approved by the Webmaster and Director of Communications and should adhere to the following standards:

Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the School;

Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed fits within BL guidelines and is appropriate to the subject matter of the page;

Students should not be expected to utilize the site as the only source of important information since student access to social networking sites is restricted on the BL network.

Unauthorized pages that have not been approved by the Webmaster and Director of Communications will be treated as personal pages, and are therefore limited to the standards provided above.

Student Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the BLHS community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire Bishop Lynch High School community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition to the regulations found in the Student Handbook, students are expected to abide by the following:

To protect the privacy of BL students and faculty, students may not, under any circumstances, create digital video recordings of BLHS community members either on campus or at off-campus BLHS events for online publication or distribution.

Students may not use social media sites to publish disparaging or harassing remarks about BLHS community members, athletic or academic contest rivals, etc.

Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this Policy, as with other policies at BLHS, may result in disciplinary action as described in the Student Handbook, or as determined by the Office of the Dean of Students.



Eudora Schools USD 491

Social Media Guidelines for District Employees

*Updated and approved by the Eudora Board of Education
January 8, 2015*

Eudora School District recognizes that many of our staff, students, parents and community members are active social media users. As a school district, we are also incorporating social media as part of our communications strategy.

The purpose of these guidelines is to help you to participate online in a respectful, relevant way that protects your reputation,– and the reputation of Eudora School District, and that respects the relationship between teachers and students.

For the purposes of this document, social media includes, but is not necessarily limited to, social networking and media sharing sites such as Facebook, Twitter, LinkedIn, Google+, Flickr, Tumblr, and YouTube. It also includes blogs, comments on web sites, discussion forums, and any other activity online involving connecting or communicating with other users.

These guidelines complement, but do not replace, any existing policies regarding the use of technology, computers, e-mail and the Internet that are in place at Eudora School District.

Your Personal Responsibility:

We encourage responsible participation in social networking sites, subject to existing policies concerning the use of social media during work hours and other applicable policies, including, but not limited to those concerning non-discrimination, anti-harassment, anti-bullying, and copyright/fair use. We ask that you carefully consider the very public forum you are participating in and act in a way that properly represents both your professional reputation and the Eudora School District. Express your ideas and opinions in a respectful manner. Seek to build trust and responsibility in your relationships. Avoid insulting others, including students, staff, parents, our extended school community, or other school districts. Do not use racial slurs, innuendos, obscenity or other inappropriate content. Avoid posting, sharing, commenting, or otherwise engaging in rumors or unsupported information. Represent the District and the students and parents you serve in the best light. Your posts and comments should help build and support the school community. You are responsible for what you post and communications that would be deemed inappropriate or actionable if they occurred inside, or outside of the classroom do not become acceptable merely because they are made online. Always bear in mind that once posted, you cannot take it back. Some specific guidelines we ask you to consider:

- Use common sense when posting online. While these guidelines are in no way intended to limit or infringe upon your rights to comment upon the workplace, it remains good practice to never post anything that would embarrass you or Eudora School District, or would call your professional reputation into question.
- You are personally responsible for the content you publish online. “Content” includes personal comments, links, photographs, audio or video, and content created by other users that you choose to share or re-post.
- Be mindful that any content you publish will be public for a long time. Not only can your content show up in Google and other search engines, but the FTC allows private corporations to store publicly accessible Facebook posts for a period of some seven years to be used in employee background checks made by current or potential employers. Moreover, even posts that are “private” may be subject to discovery in legal actions.
- You should also be mindful that once something is posted, you cannot take it back. In most instances deleting content will not make it disappear. Deleted content can still show up in online searches. Or, with the click of a button, other users can take a screen shot, re-post, or share your content with others. Even if you share your content with a very limited number of people, nothing prohibits your contacts from sharing the information you post.

- Before you post or share content, ask yourself if you would want to see that content in the newspaper or on the evening news. Would you feel comfortable if your content was read by colleagues, your students, parents, or the School Board? If the answer is “no,” then the content is best not shared.
- Special care should be taken when posting personal photographs. Remember, your social networking site is an extension of your personality and professional reputation. All photographs should be posted with the assumption that they could end up in the public realm.
- As an employee of this district, content you post should not include provocative photographs, sexually explicit messages, content showing or promoting the excessive or irresponsible consumption of alcohol or use of drugs, or any activity students are legally prohibited from doing. Remember, even with privacy settings in place, your content could be seen by students or parents or find its way into the public realm.
- The lines between public and private, personal and professional are blurred in the online world. When you are online, you may be connected to colleagues, students, parents and the school community. Sometimes those connections may be direct and obvious. Other times the connections may be indirect or via mutual connections. You should ensure that content associated with you is consistent with your work at Eudora School District.
- Your online behavior should reflect the same standards of honesty, respect, and consideration you apply offline.
- Protect your privacy. You are responsible for understanding and controlling privacy settings on each social network you use. Always assume default settings will make your profile and any content you share publicly accessible. You should also understand that even with maximum privacy settings in place, content can still find its way in to the public domain.
- Use your personal email addresses on social networking sites and while engaging in other off-duty social media activities. At no time, except with prior consent from the appropriate supervisor, should you claim to be speaking or issuing opinions on behalf of Eudora School District. In instances where there could be confusion, you must add a disclaimer stating that views and content are exclusively your own and not representative of Eudora School District.
- While the Eudora School District respects the rights of its employees to exercise their rights, employees should not make any derogatory statements about colleagues or students or other comments that would reflect badly on your professional reputation or the reputation of Eudora School District. You are ultimately responsible for your comments and Eudora School District recommends that you thoughtfully consider your rights and responsibilities prior to posting.
- Do not post photos or videos that contain identifying information concerning any students without prior parental consent.
- Respect the privacy and rights of both colleagues and students. Confidential student or personnel information should not be posted online. Be sure not to violate any provision of the Family Educational Rights and Privacy Act.
- Do not use any school logo or image without permission.
- Do not create any social media account, blog or website intended to represent the Eudora School District without express prior consent from the superintendent. It is important for us to protect the district’s brand, ensure certain brand standards and content guidelines are maintained, and

ensure any new accounts fit overall communications and education standards established by the district.

Employee-Student Relations

The district recognizes the role that communication and collaboration between employees and students plays in the educational process and experience. The district further recognizes that the advancement of electronic communication and social media technologies creates greater opportunity for interactions between employees and students, and provides these additional guidelines for your own and our students' protection.

- Employees are never under any obligation to accept friend or follower requests from any student, or to use personal social media accounts to engage with students or participate in district projects. In addition, you should bear in mind that unless your account has privacy settings correctly configured, everything you post may be publicly accessible to your students whether you are connected to them or not.
- Employees must exercise great care in connecting with students on any social media channels. Do not send permission-based friend or follower requests to students, for example Facebook friend requests. Use discretion and carefully consider the guidelines provided by the district before accepting any permission-based friend or follower requests received from students. It is Eudora School District's recommendation that if an employee decides to accept friend or follower requests received from students that they should accept all such requests, and not selectively limit their interactions to what could be perceived as a few preferred individuals.
- Any employee-student communications or relationships via social media should be of an appropriate professional nature, have content that is appropriate for both the communications medium and the audience addressed, and must not violate any provisions of the Family Educational Rights and Privacy Act. With each communication, ask yourself if it's something you would feel comfortable being printed in the newspaper, read by parents, colleagues, or the School Board. As with content, always assume any communication can easily end up in the public realm.
- Employees who are connected to or communicate with students via social media must understand they may be granting those students access to all content in their personal social media profiles and should consider the guidelines the district has provided to ensure students are protected from exposure to inappropriate content or content that might compromise the employee's professional reputation.
- Employees are also responsible for ensuring any relationship and all dialogue with the student is kept professional in its nature and for immediately reporting to the district any inappropriate communication received from a student. This is as much for your protection as the student's. Any content or communication generated either by you, or by a student, which would be inappropriate in the classroom should also be considered inappropriate when shared via social media
- The district recognizes there may be certain limited exceptions to these guidelines, such as a student being a family member or relative, or in those instances where an employee's interaction with a student is as a result of certain extra-curricular activities such as Boy Scouts, Girl Scouts, religious organizations or other similar relationships.



4038 A

Processes and Rules

Regulation 4038 A

Original Adoption: 08/12/2014

Effective Date: 08/13/2014

Revision Dates:

Review Dates:

I. PURPOSE

The District recognizes the value and increasing role of online social media both in employee's personal and work lives. The purpose of this regulation is to address the use of social media by employees for district, school or program interests; the use of social media for professional interests, and the use of social media for personal interests, especially where those personal interests may intersect with their employee status. Additionally this regulation promotes concepts that address the maintenance of professional ethics and boundaries when using social media outlets in their professional and personal lives.

II. GENERAL STATEMENT OF REGULATION

- A.** The Office of Communications is designated as the Superintendent's designee to make decisions regarding:
1. Use of district related logos
 2. Applications for official social network accounts
 3. Communication of district messages.
- B.** *Use of District Brands.* The mere mention of the Minneapolis Public School District, its schools, departments, programs, mascots, teams or personnel shall not be prohibited. When the use of such items may lead a reasonable reader to assume that the post, blog, entry, photograph, video or other communication is the official site or statement of the school, district, department, program or team, or the authorized spokesperson for the district, school department, program or team, such use is prohibited. Use of any district entity logo is prohibited without the permission of the Office of Communications.
- C.** *Application Process for District-approved social media account.* The Office of Communications shall establish an application process for district-approved media accounts. The department may limit the number of applications approved in any time frame, but in so limiting the number shall do so observing the following standards. Each cohort of applications shall consider approval of applications to assure:
1. An equitable distribution of the active and approved accounts across the district;
 2. An equitable distribution of the active and approved accounts between central office functions and school functions;
 3. An equitable distribution of the active and approved accounts between school configurations.
 4. The capacity of the applicant school, program or department to adequately meet account monitoring standards.
- D.** *Non-exempt Employee Actions*
1. Non-exempt employees are advised that all social media account actions or review occurring at the employee's volition outside of their regularly scheduled hours shall not



be considered work for the purposes of payment of wages, accrual of vacation or sick leave, change in the number of hours assigned, accrual or effect on seniority, qualification for benefit participation or any other employee or compensation rights.

2. Non-exempt employees assigned by their supervisor to take any actions regarding social media accounts for which the employee is an administrator shall be considered work for the purposes of payment of wages, overtime, accrual of vacation or sick leave (if allowed under the appropriate collective bargaining agreement or contract) but for no other employee or compensation rights.
- E. Reporting Maltreatment. All district employees are required to appropriately report perceived or suspected maltreatment of district students or vulnerable adults on any social media site, following district policies for reporting maltreatment. This requirement extends to all employees whether or not they are an authorized administrator of a district approved social media site or not. This requirement extends to all social media sites viewed by the employee.

III. STANDARDS FOR SOCIAL MEDIA USE

- A. Authorized account administrators of district approved accounts and other employee contributors to district approved social media sites shall:
1. Avoid inappropriate speech which does or may offend or embarrass students, other staff members, district officials or members of the public.
 2. Avoid defamatory statements regarding district supervisors, employees, students, participants, clients, partners, affiliates and competitors.
 3. Make no fraudulent, abusive, profane, harassing or obscene messages.
 4. Make no derogatory or inflammatory remarks considering another person's or group's race, religion, national origin, physical attributes, gender or gender identity, or sexual orientation.
 5. Act to remove third-party postings that are fraudulent, abusive, profane, harassing, discriminatory or obscene.
- B. Images and videos of students, staff and attendees at any public event, such as a regularly scheduled athletic contest or fine arts performance which are open to the general public without invitation, may be posted to a social media site. Names of individuals should not be included in the post, unless the individual portrayed is a member of the team competing or the performing group.
- C. Images and videos of staff members may not be posted without their consent.
- D. Images of non-public representations of district facilities or premises, including floor plans, may not be posted on any social media site.
- E. Curriculum under the claim of copyright of the district may not be posted on any public social media site without written permission of the Superintendent, or Superintendent's designee.



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- F. Employees are expected to maintain professional standards in online contacts with students and their families. Invitations to a personal social media site generally should not be extended to students or their families. Messages of a romantic, flirtatious or sexual nature between employees and students are specifically prohibited.
 - G. References to the district made by the employee in the employee's personal social media sites should include a disclaimer that the opinion or view expressed is personal and does not necessarily reflect the opinion or view of the district.
 - H. If employees are authorized to post to social media sites on behalf of the district, its programs, activities, schools or departments, the employee must disclose their employment relationship with the district.
 - I. Employees may not forge or otherwise manipulate identifiers in a post to a social media site in an attempt to impersonate or otherwise misrepresent the employee's identity or affiliation with any other person or entity.

IV. RESPONSIBILITY

- A. Employees are solely responsible for any legal liability arising from or relating to the content on the employee's personal social media use. Employees will be required to indemnify the district for any actions taken against the district based upon an employee's personal social media use.
- B. All employees are responsible for reporting breaches of this policy and its regulations to their supervisor, or, if the breach concerns their supervisor, to the Office of Communications. Supervisors shall confer with the Employee Relations department regarding appropriate disciplinary actions, if any.
- C. Failure to comply with district policies and regulations and rules may subject the employee to disciplinary and other consequences, up to and including termination of employment.

Legal References:

15 USC §6501 *et seq.* (Children's Online Privacy Protection Act)
17 USC §101 *et seq.* (Copyrights)
20 USC §6751 *et seq.* (Enhancing Education Through Technology Act of 2001)
47 USC §254 (Children's Internet Protection Act of 2990 [CIPA])
47 CFR §54.520 (FCC Rules Implementing CIPA)
Minn. Stat. § 181.938 (Nonwork Activities; Prohibited Employer Conduct)
Minn. Stat. §125B.15 (Internet Access for Students)
Minn. Stat. §125B.25 (Telecommunications/ Internet Access Equity Act)

Cross References:

MPS Policy 1040 (Student and Staff Data Protection)
MPS Policy 1010 (Publications and Broadcasts)



MPS Policy 1050 (Media Relations)
MPS Policy 3000 (Conflicts of Interest and Fiduciary Duty)
MPS Policy 3002 (Outside Employment, Copyright and Royalties)
MPS Policy 4002 (Harassment and Violence Prohibition)
MPS Policy 5200 (Behavior Standards)
MPS Policy 5291 (Bullying and Hazing Prohibition)
MPS Policy 5635 (Reporting Maltreatment of Minors and Vulnerable Adults)

DISTRICT USE OF SOCIAL MEDIA

The official District website serves as the primary authorized Internet-based presence of the School Board and District for the electronic posting and provision of public information about the Board and the District.

As a secondary resource for electronically providing routine public information about the District, the District Administrator may approve the establishment of one or more District accounts through third-party electronic social media applications. Any such account(s) shall be maintained in a manner consistent with the following requirements, as well as any other standards or rules that the District Administrator or his/her designee may establish:

1. The primary purpose of any District social media account established pursuant to this policy shall be the communication of information from and about the District to school families and the larger community, including communications issued for public relations purposes.
2. At the discretion of the District Administrator, the District may choose to use its social media account(s) to include District announcements of the activities and accomplishments of any groups that have been organized primarily to support a school-related purpose, such as parent-teacher organizations and booster clubs, provided that the same standards apply to all such groups when similarly situated. The non-school events, activities, or accomplishments of third-party groups or organizations that are not organized primarily to support a school-related purpose shall not be advertised or promoted through any District social media account(s).
3. The District's social media account(s) for public communications shall include the display of the District's name; and, where technologically feasible, the main account page or specific communications sent through the account shall include the URL of the official District website and the telephone number of the main administrative office of the District.
4. When providing information through any District-sponsored social media account held on a third-party electronic social media application, the individual responsible for managing the account is encouraged to consider whether it is practical to use the social media account to redirect users who are seeking information to the official District website (e.g., using an electronic link) in order to obtain that information.
5. To the extent consistent with the District's policies and notices regarding student directory data and other student records, pictures of individually-identifiable students engaged in school-related activities may be posted or displayed through a District-sponsored social media account provided that the student(s) in the pictures are not also identified by name in the posting or display. Any time the District wishes to post or use any student directory data that identifies students by name through a District-sponsored social media account, the District shall first obtain the advance written consent of the student's parent or guardian (or the adult student, if at least 18 years old).

6. The District's social media account(s) for public communications shall not make use of any private or closed networks or groups. Any member of the public interested in accessing the information the District provides through its public information social media account(s) shall be permitted to have such access.
7. To the extent any social media application allows the account holder to offer a public posting option to users other than the account holder (i.e., a feature in which information can be posted by non-District users and displayed through the account for access by other public users), such a feature shall not be enabled in connection with the District account.
8. A District-sponsored social media account established through this policy shall not be relied upon to establish compliance with the requirements for giving public notice of Board meetings or the meetings of other governmental bodies that fall under the purview of the Board or District. Any notice of such meetings that may be provided through a District-sponsored social media account shall be considered exclusively supplemental in nature.
9. Prior to approving the establishment and use of any District-sponsored electronic social media account under this policy, the District Administrator shall ensure that there is a plan in place for managing the records created or maintained through the account.

In the event that the District Administrator approves the establishment of a District social media account(s) for public communications pursuant to this policy, the District Administrator shall inform the Board of that decision.

Except for District-sponsored social media accounts that have been approved pursuant to this policy, no District employee, member of the Board, or other person acting as an agent of the District shall establish any account, site, page, blog or other similar presence on a third-party website or on any other third-party electronic social media application that purports to represent, or that a member of the public would be likely to reasonably believe represents (e.g., due to the manner in which information is presented), an official or authorized account, site, page, blog or other similar presence of the full Board, the District, any District school, or any District-sponsored program or activity (e.g., athletic teams).

This policy is not intended to address the use of the District's internal technology networks and email system, the District's password-based electronic student information system, the instructional use of the Internet, or the use of specific websites or applications for direct instructional or other internal purposes (e.g., staff development). Those issues are governed by separate policies, rules and/or administrative directives.

LEGAL REFERENCE: Sections 19.31 to 19.37

CROSS REFERENCE: Section 118.125
Policy 363 Acceptable Use of Technology, Social Media Posting
Guidelines

APPROVED: January 2016



**WAYZATA
PUBLIC
SCHOOLS
SOCIAL MEDIA
GUIDELINES**



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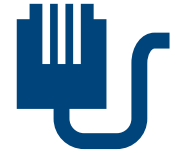
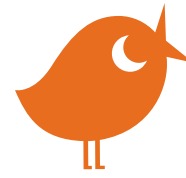
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PURPOSE

The purpose of this document is to provide clear guidelines governing the use of social media for district and school communications purposes.

WAYZATA PUBLIC SCHOOLS SOCIAL MEDIA CHANNELS

Social media outreach in Wayzata Public Schools (WPS) will actively engage stakeholders on social media networks determined to be an appropriate fit for district and school projects, departments and/or classrooms. Social media content will drive viewers to our website (www.wayzata.k12.mn.us), individual school websites, classroom websites and blogs, or another web site where the audience can learn more about the school and/or project.

All Wayzata Public Schools' social media channels must be approved by the Communications Department. Social media sites managed by any staff of Wayzata Public Schools will follow all applicable local, state, and federal laws in addition to School Board policy. All staff are expected to use social media channels as a representative of the district for educational purposes only. Failure to comply with appropriate conduct outlined in District policy may result in disciplinary action.

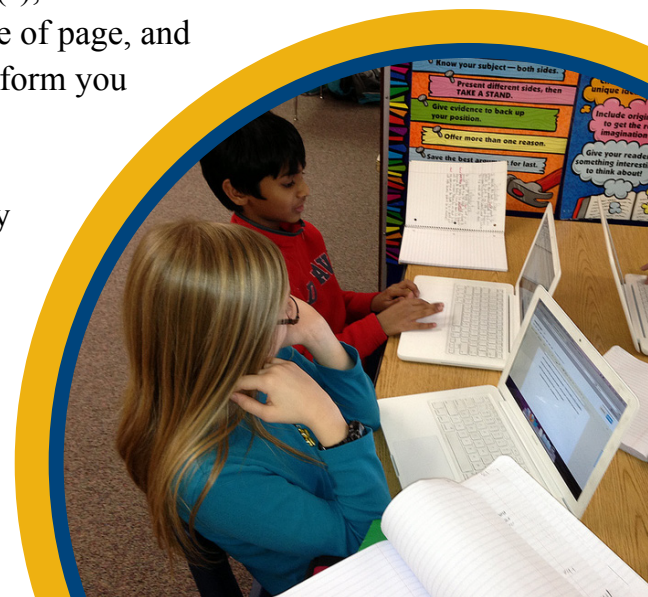
HOW TO GET APPROVAL FOR NEW WAYZATA PUBLIC SCHOOLS SOCIAL MEDIA CHANNELS

We encourage our staff to be innovative with the use of social media in their classrooms and programs and welcome new social media channels to be setup when appropriate. However, you must gain approval to start a new channel. Please note that all channels must be made available for public viewing. This means you may set-up a Facebook Page, but not a group as groups are private.

Gaining approval is easy, just follow these guidelines:

1. Fill out the social media channel approval form, which is found at www.wayzata.k12.mn.us/socialmediaguidelines
2. Prepare a brief summary of the social media channel(s) you would like to setup. Please include: Name of project/department, Name of social media channel(s), intended audience(s), type of content you plan to post, proposed name of page, and who will be responsible for the channel. See appendix for a form you can use to create this summary.
3. We will review and respond within 72 hours.
4. Once approved, you are considered a page manager and may set up your channel and send the link to your new page to communications@wayzata.k12.mn.us.

Please contact webmaster@wayzata.k12.mn.us with questions, or if you need assistance with setup.



SOCIAL MEDIA CHANNEL SET-UP GUIDELINES

There are many social media channels to choose from and more popping up each day. We encourage our staff to try out new channels on a personal level to become more comfortable using them. If you find you want to add a channel to your WPS social media plan for classrooms or departments, please follow the approval process outlined on page 2. Below are general guidelines for the set-up and use of your social media channels. Social Media Channels should be set-up using your Google ISD284.com account or wayzata.k12.mn.us account, not your personal account. If you do not know your Google ISD284.com account login information, please contact helpdesk@wayzata.k12.mn.us or 763-745-5100.

PARTICIPATION GUIDELINES

All channels need to have a link to the official WPS Social Media Community Participation Guidelines, see page 8 and 9 for guidelines or visit www.wayzata.k12.mn.us/communications/socialmedia to view the guidelines. This set of guidelines outlines expectations of all participants of any WPS social media channel. The link (link to guidelines) can be placed in the about section or profile

description. For channels such as Facebook that allow more space to write out guidelines, please cut and paste the guidelines from the link and place them directly in the about section of the channel. It is imperative that your channels are setup with a copy of these guidelines in the about section. For channels such as Twitter where space is limited you may link to the guidelines page on our website www.wayzata.k12.mn.us/communications/socialmedia.

IF YOU HAVE QUESTIONS OR NEED ASSISTANCE SETTING-UP OR USING YOUR SOCIAL MEDIA CHANNEL, PLEASE CONTACT THE DISTRICT WEBMASTER AT WEBMASTER@WAYZATA.K12.MN.US OR 763-745-5112. ADDITIONAL RESOURCES CAN BE FOUND ON WWW.WAYZATA.K12.MN.US/WEBMASTER.

PROFILES AND ABOUT SECTIONS

- + Set the page default according to district requirements listed below. Do not change the district default settings unless you get prior approval from the Communications Department.
 - Profanity blocker must be in place and set to “strong” (on Facebook and any channel that offers a profanity blocker)
 - Posting photos on page and tagging should be set so only channel manager has this ability.
- + All channels should be identified as part of Wayzata Public Schools. A user should understand when coming to a page that they are viewing a page that is run by a Wayzata Public School Staff member and that the page represents the school and district. Please include this in your profile section of your channel. Remember, your personal social media channel(s) must be kept completely separate from your building, department or classroom channel(s).
- + Include link to your school website, classroom blog or district website – every channel needs a link to a website included so people can find out more information about your classroom, school, or Wayzata Public Schools.

COVER PHOTOS AND AVATARS (PROFILE PICTURES)

Pick cover photos that will help users visualize what your page is about and that are also reflective of the WPS community. Make sure your photos only include students who have given consent.

Avatars (profile pictures) are in the small box that appears in a tweet or Facebook post that allow people to see who you are. Consider picking a photo that will transfer well to this small 70 pixels by 70 pixels box . The WPS logo or building logo is one option; a picture of the page manager or image or icon that represents the page is another option.



GUIDELINES FOR SOCIAL MEDIA MANAGERS

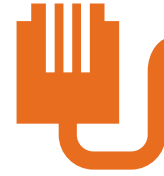
Warning: Everything you put into writing on digital channels has a chance of being shared. This includes text messages and emails. Stop and think before responding to someone on social media. Decide what the best approach is if someone criticizes you or is negative. If someone criticizes you but is not an emergency take 24 hours to think before you respond. If it is an emergency, call the Communications Department at 763-745-5068. Follow the guidelines below when responding to comments.

- + Social media managers should be familiar with the site and its settings, and have the ability to visit the site several times a day for brief check-ins **outside of student contact time**. It is imperative that you check the social media channels that you manage daily to ensure that you are interacting with your community and guidelines are being followed. A check-in can be brief (30 seconds to review channels).
- + Remove content that doesn't comply with District Social Media Guidelines as outlined in this document. (See page 9 for guidelines.)
- + Remember you are always representing the district with your responses. Use restraint when responding to negative or inaccurate comments. Try pointing to existing information found online in your answers when correcting people. Contact the Communications Department for help if you have an extremely upset or negative person posting on your page.
- + Respond as appropriate. Success is building a social media presence that builds community. To build community you will need to interact with your followers. If you are not responding to people, talking to them and showing that your channel is a part of the community, people will simply ignore you. Social media is meant to be a two-way conversation, not simply a way to broadcast your message. We encourage you to talk to your followers and be interactive.
 - It is important to remember that not every comment needs either a response or acknowledgement. Some reasons you may choose not respond:
 - The comment is a statement and doesn't call for you to interact.
 - Other community members have already responded and your interaction will not add to the conversation.
 - Comment is negative or criticizes you or your work and you are upset. Step back. Breathe. Talk to a colleague and/or Communications Department before responding. **It's ok to let a negative comment sit with out a response as long as it is not something that is inappropriate for the audience to see. Do not immediately delete a negative comment as this can cause your community to get upset.**





TAKE COMPLAINTS OFFLINE



+ Tolerate negativity as necessary. An open forum does come with risk of negativity from your community. With that risk comes an opportunity to ensure that Wayzata Public Schools maintains the highest level of satisfaction and pride by staff, parents and community. If the negativity on your Facebook page or another page explicitly breaks the community guidelines we have established for all Wayzata Public Schools' pages you can delete the comment.

+ Let comments stand. Only delete comments or block users if malicious and derogatory behavior becomes a trend and/or they are in violation of Facebook terms or Wayzata Public Schools guidelines for participation. If content is deleted or users are blocked, keep a log of this including date, time, user name and screenshot of what was deleted or reason for block.

+ If you are unsure of whether a comment or posting breaks district guidelines, but feel it is bad for your community, you may "hide" the comment on your Facebook page so that only the person who posted and their friends can see it. Once hidden, you can seek assistance from our Communications Department to ensure whether it breaks our rules and you can decide whether you should delete it or just leave it hidden.

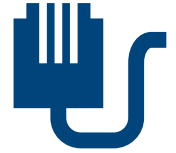
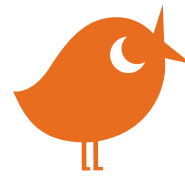


+ You are always free to "hide" any comment on Facebook that you do not feel fits your page and the intention of the community even if it does not break rules. You are the page manager and must ensure the page stays true to your community. Hiding a comment means only the person who wrote the comment and their friends can see it.



+ Take complaints offline. If someone is complaining, the best thing you can do is to get the person talking offline. You can request the person contact you and give an email address or look them up and call them.

- To take a comment offline you can respond to the person with a simple statement such as, "We would be happy to discuss this with you, please message us your phone number or email address to continue the discussion". Contact the Communications Department at communications@wayzata.k12.mn.us to help with any difficult situations.



- If a person continues to complain online, please contact the Communications Department to help you deal with the issue. You do not want to have an ongoing discussion online addressing a complaint. Remember emails can be shared so if they are really upset, it is best to get the person on the phone. Don't feel like you have to deal with an upset person on your own. Contact the Communications Department immediately if you fear a situation is turning negative and could hurt the school, district and/or your own reputation.

- + Correct error with facts and back it up with links to your sources. In the world of social networking, talk is cheap, but it carries a lot of weight. 70% of people have trust in consumer opinions posted online. (Nielsen Global Online Consumer Survey April 2009.) Social media provides you an outlet to correct misinformation, but do so gently. An example of gently correcting an error:

- A community member states on a post on your page "the graduation rate in Wayzata Public Schools is 50%" This is not true, to correct this you can reply "Hi Steve, Where did you get your number? According to this article the rate is 88%"

- + No endorsements. Ethically, Wayzata Public Schools' representatives cannot promote products or stores through official channels.

- + Refrain from following or liking other political or potentially controversial social media users (i.e. political parties or corporations) as this could be seen as an endorsement of that organization and their ideology.

com·mu·ni·ty - n.
 people with common background:
 a group of people with a common background or with shared interests within society





CONTENT POSTING GUIDELINES FOR SOCIAL MEDIA MANAGERS

District staff should use their best judgment when posting content regardless of whether it is automatically published to social media sites or not, or when responding to topics on social media channels. Please consider the following when posting content on your district-approved social media channels.

SELECTING CONTENT TO POST

Post quality content that is appropriate for your audience. Follow the **L.A.S.T.**[®] posting process to ensure all content is thoroughly reviewed before being posted. The **L.A.S.T.**[®] process is as follows:

L**LEGAL** – Make sure content does not violate student privacy laws, outlined in School Board Regulation 511 or any other applicable laws. Also check copyright on photos being used and credit photographers as necessary. Visit www.wayzata.k12.mn.us/staff/copyright to learn how to identify copyright on photos you find online.

A**UDIENCE** – Select quality content that fits your audience. It is important that you identify your target audience and ensure you are selecting content that suits them. But also remember you have secondary audiences as well. An example would be a classroom Facebook page that is set-up for the students of your classes. Your primary audience is your students, but a secondary audience is parents, other staff and the public. Please make sure the content you post is suitable for all audiences and represents Wayzata Public Schools properly.

S**OURCE** – Review your sources and make sure they are appropriate for your audience and are reputable sources.

T**EST** – Before posting ask yourself: “Does the post pass the **L.A.S.T.**[®] posting method?” If you are unsure ask a colleague for their opinion. After posting, reload the page and review the post and test all links etc. to ensure it is working properly. Also review your grammar and punctuation. It is imperative that you review all posts after posting.

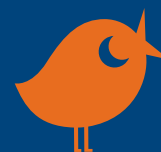
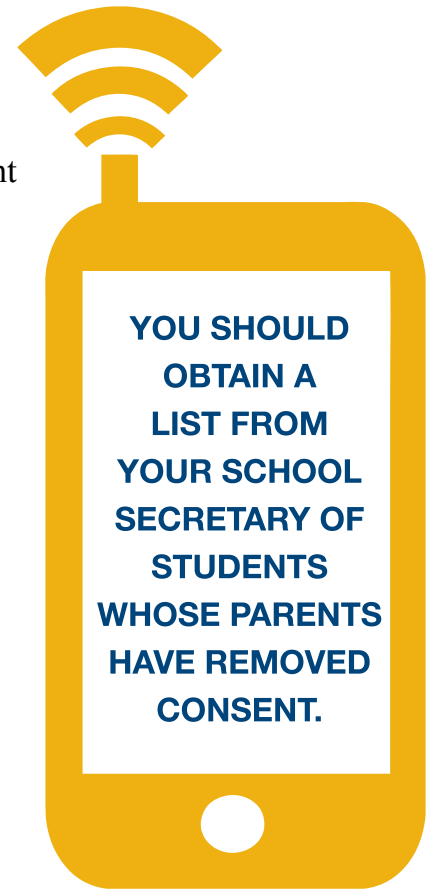
EXAMPLES OF ACCEPTABLE CONTENT

- News published from homepage and announcements pages
- Announcements and Reminders
- Recycling media links to stories/videos
- Relevant information about lessons being taught (for classroom pages)
- Events happening in classrooms, school and community
- Student writing with permission
- Blog posts
- Pictures that you own, have permission to post or that are not protected under copyright laws
- Stories and articles of interest



PHOTOS AND VIDEOS

- + You may only post photos of students who have parent permission. Parents give permission through our “implied consent policy”. You should obtain a list from your school secretary of all students whose parents have removed consent. Parent permission must always be obtained from students who have an Individual Education Plan (IEP). In addition, keeping student educational designation confidential is important. For example, a student should never be identified in a photo as a special needs or English Learner (EL) student.
- + When referring to students, use first names only.
- + Photos of students should be appropriate in nature and used for school-related purposes only.
- + Only Wayzata Public School staff members approved to be page managers may post photos and videos on school social media channels.
- + Followers should not have the ability to “tag” photos posted by the school.
- + Please submit photos that you would like archived long term to your school webmaster.



The following social media guidelines must appear on every social media channel or linked using the www.wayzata.k12.mn.us/communications/socialmedia link

WAYZATA PUBLIC SCHOOLS SOCIAL MEDIA COMMUNITY GUIDELINES

- + For many years our students, parents, and staff members have been using social media to connect with friends, network with colleagues, and stay in touch with long-lost friends. Wayzata Public Schools is proud of our robust social media presence with many channels to meet the needs of our diverse communities.
- + Whether you are a student, Wayzata alumni, a local businessperson, parent, grandparent, or a fan of the Wayzata Public Schools, we welcome you! We use our channels to share with you the many exciting things happening in our schools. You can expect to see news, upcoming events, school activities and more published on our social media channels. Each channel will have a unique focus.
- + We're excited to have you join us. And be sure to tell all your friends that we're here, so they can join us, too. Like our stories and share them with your friends.

SIMPLE GUIDELINES FOR PARTICIPATING ON THIS PAGE.

- + Be respectful. Personal attacks will not be tolerated. Inappropriate remarks and profanity will be deleted and you risk being blocked from participating on the social media channel in the future.
- + Our social media channels are not about any one individual. It's about the community. Please, no relentless grandstanding on favorite topics or ranting on personal issues. No one wants to see a social media channel hijacked by someone using it as a personal forum or posting too frequently.
- + Looking to increase your income? Want to boost your product's sales? Running for public office? Publish a personal Facebook page, and leave ours for sharing information that is relevant to the community.
- + Stay on topic. Our channels are dedicated to Wayzata Public Schools. Let's keep the conversation related to the community as a whole. Comments of all kinds are welcome as long as they directly relate to the social media channel and its audience.
- + Have a question for a specific employee? Contact them privately. Followers should not expect responses to every question or comment posted.
- + Employees of Wayzata Public Schools may have personal social media channels. Don't be surprised (or offended) if your request to "friend" them is ignored. Many of us wish to keep our personal lives personal.
- + Abuse of the above guidelines can lead to blocking or removal from our fan page. For more information, contact the District Communication Department at communications@wayzata.k12.mn.us



FINAL RULE: Series of informational webinars scheduled

(Continued from Page 4)

School districts should start preparing for the arrival of the Final Rule's effective date now. Such preparation may include conducting an employee classification and salary audit. This audit allows school districts to identify which employees may need to be reclassified from exempt to nonexempt, and, as a reminder, simply raising salaries does not guarantee employees will be exempt from overtime pay. When determining classification, districts must also take into consideration the standard job duties test, which was not changed in the Final Rule.

Visit https://www.dol.gov/whd/overtime/fs17a_overview.pdf for information on the standard job duties test.

The DOL will be hosting some informational webinars on the Final Rule on the following dates:

- May 26, 2016, noon to 1:30 p.m.
- June 2, 2016, noon to 1:30 p.m.
- June 9, 2016, noon to 1:30 p.m.

Visit <https://www.dol.gov/whd/overtime/final2016/webinars.htm> to register for one of the webinars. (Note: The DOL website lists webinar times in Eastern time.)

See <https://www.dol.gov/WHD/overtime/final2016> for additional information regarding the Final Rule. MSBA will continue to review the Final Rule and provide school districts with updates and resources.

Thinking of adding a student school board representative?

By Cathy Miller, MSBA Director of Legal and Policy Services
and Sandy Gundlach, MSBA Director of School Board Services

School boards can decide to have student representatives on their boards. If they do, MSBA has the following recommendations.

- Compensation — Student representatives should not receive compensation for their school board service.
- Expense reimbursement — If student representatives are allowed expense reimbursement, they should seek written preapproval from a designated person or persons.
- Voting authority — Student representatives may not be given the right to vote.
- Closed meetings — The board decides who attends its closed meetings, but closed meetings are allowed or required for reasons that involve sensitive information and/or private data. Attendance by student representatives at closed sessions is almost never be appropriate.
- Board training — Student representatives can be involved in board training, including the components offered by MSBA, subject to board approval. The budget impact would likely be minimal. Often the travel costs would be shared with other attending board members.
- Agenda items — Student representatives can have the ability to submit an agenda item for consideration, but students should not be given the authority to demand that items be included on the agenda. The student representatives should follow the board's process/procedures on developing the agenda. The board should offer the student representatives the opportunity to speak to agenda items on which they have knowledge to provide input.
- Selection of student representatives — Whether the student representatives are selected by the school board or the high school student body is a local decision. Whether the student representatives are required to be officers on the student council is also a local decision.



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STUDENT REP: Student's position on the board is a valuable civic lesson

(Continued from Page 5)

- Number of students — The number of student representatives is a local decision. Some school districts have a student representative on the school board for each grade at the high school.
- Orientation — Some type of orientation should be provided for the student representatives and school board.
- Length of term — The term of the student representatives is a local decision.
- Adult mentor/coach — Whether the student representatives are provided with mentors or coaches (experienced school board members) is a local decision.
- Attendance expectations — Student representatives should be expected to attend all school board meetings and working group sessions (i.e., any sessions that are deemed public). Appointing an alternate so student representation is more likely to be present at each meeting is a good idea.
- Committee membership — Whether student representatives will be expected to be members of the board committees is a local decision. A reasonable decision is that student representatives only participate in those committees that pertain to student issues (not employee issues). Most students also would have a time commitment problem.
- Improved board functioning — School boards have anecdotally reported better functioning boards due to the fact that student representatives are providing input and board members are sensitive to the need to inform the students. The result is that more informed decisions are made by the elected board members. Adult board members may have an additional incentive to be more civil in meetings where students are present.

Suggested policy guidelines — making student representation on the school board a success

- Support from school administrative staff and school board members, especially the board chairperson, is essential. Make the student representatives feel welcome at each board meeting to demonstrate that the board values their attendance and perspectives.
- Seek input from the student representatives.
- Being a student is the priority over being a board member. The student representative may have extracurricular activities to consider. The student's position on the board is a valuable civic lesson.
- The student representatives will be seated at the board table at all regular meetings.
- The role of the students selected will be advisory to the board. The student representatives will not have a vote.
- The students will serve at least a one-year term. The board reserves the right to assign a new representative if the original representative cannot serve the entire one-year term.
- The student representatives will follow the laws, rules, and regulations which bind the board.
- The board reserves the right to discipline/control/correct the student representatives if their actions or comments are out of order or not in keeping with the school board's rules and processes.
- The student representatives will not be furnished with sensitive materials or information pertaining to personnel matters, legal action, negotiation strategy, land acquisition, individual student discipline or family matters or other confidential data.
- Student representatives will not receive per diem payments. Expense reimbursements to the student representatives will be made only for preapproved expenditures.
- Student representatives can be aligned with mentors, or experienced board members, to help with process and content of board meetings.
- The chairperson will retain the right to establish the board agenda and control the board meeting within the board's established rules and processes.

Student Representative(s) on a School Board:

In 1993, the Minnesota State legislature enacted a law that required school districts to have a student representative on their respective school boards. Three years later, the legislature repealed this mandate. Many districts made a decision to maintain the student representation on the school board. In 2000, Representative Greiling made an effort to restore the 1993 legislation. However, her bill would have softened the language by making it permissive for districts to have a student representative(s) on the board. In 2007, approximately 83 public school boards, or 24 percent, have at least one student representative on the school board.

Issues to Consider:

Compensation – MSBA thinks student representatives should not receive compensation for their school board service.

Expense reimbursement – MSBA believes this is a local decision, but, if student representatives are allowed expense reimbursement, they should seek preapproval from a designated person or group.

Voting authority – We think student representatives may not be given the right to vote.

Closed Meetings – The board decides who attends its closed meetings. MSBA believes attendance by student representatives at closed sessions would almost never be appropriate.

Board Training – Students can be involved in the board training components offered by MSBA subject to board approval. The budget impact would likely be minimal. Often the travel costs would be shared with other attending board members.

Agenda items – Student representatives can have the ability to submit an agenda item, but students should not be given the authority to demand that items be included on the agenda. The student representatives can submit items for consideration according to the board's process/procedures on developing the agenda. The board should offer the student representative(s) the opportunity to speak to agenda items on which they have knowledge to provide input, but this is not likely to include all agenda items.

Student representative selection process – Whether the student representative(s) are selected by the school board or the high school student body is a local decision. Whether the student representative is required to be an officer in the student council is also a local decision.

Number of Students – MSBA believes the number of student representative(s) is a local decision. Some school districts have a student representative for each grade at the high school on the school board.

Orientation - Some type of orientation should be provided for the student representative(s) and school board.

Length of term - The term of the student representative(s) is a local decision.

Adult Mentor/Coach – Whether the student representative is provided with a mentor/coach (an experienced school board member) is a local decision.

Attendance expectations - Student representative(s) should be expected to attend all school board meetings and working group sessions (i.e., any sessions that are deemed public). Appointing an alternate so student representation is more likely to be present at each meeting is a really good idea.

Committee membership - Whether student representative(s) will be expected to be a member of the board committees is a local decision, but it makes sense that student representative(s) only participate in those committees that pertain to student issues (not employee issues). Most students also would have a time commitment problem.

Improved board functioning - School boards have anecdotally reported better functioning boards due to the fact that student representatives are providing input and board members are sensitive to the need to inform the students. The result is that more informed decisions are made by the elected board members. Adult board members may have an additional incentive to be more civil in meetings where students are present.

Suggested Policy Guidelines - Making Student Representation a Success

- * Support from school administrative staff and school board members, especially the board chairperson, is essential. Make the student representatives feel welcome at each board meeting to demonstrate that the board values their attendance and perspectives.
- * Seek input from the student representative(s).
- * Being a student is the priority over being a board member. The student may have extracurricular activities to consider. The student's position on the board is a valuable civic lesson.
- * The student representative will be seated at the board table at all regular meetings.
- * The role of the student selected will be advisory to the Board. The student representative(s) will not have a vote.
- * The student will serve at least a one-year term. The board reserves the right to assign a new representative if the original representative cannot serve the entire one-year term.

- * The student representative(s) will be bound by all rules and regulations within law which bind the board.
- * The board reserves the right to discipline/control/correct the student representative if his/her actions or comments are out of order or not in keeping with the board's rules and processes.
- * The student representative will not be furnished with sensitive materials/information pertaining to personnel matters, legal action, negotiation strategy, land acquisition, individual student discipline/family matters or other confidential data.
- * Student representatives will not receive per diem payments. Expense reimbursements to the student representatives will be made only for preapproved expenditures.
- * Student representatives can be aligned with mentors, or experienced board members, to help with process and content of board meetings.
- * The chairperson will retain the right to establish the board agenda and control the board meeting within the board's established rules and processes.

White Bear Lake Area Schools Student Representatives to the School Board

1. The purpose of the student representatives to the White Bear Lake School Board is to serve as liaison between the board and high school students.
2. One senior student will serve as the representative, while a junior will serve as the alternate representative to the board. The student representatives will provide insight and support to the board's understanding of student issues and perspectives.
3. The student representatives shall represent White Bear Lake Area High School in accordance with the following qualifications, selection procedures, and responsibilities.

Term of Office

1. The representatives shall be selected in the spring of the year for the following year.
2. The term of office will be for one school year, beginning in September and concluding in June.
3. The junior representative will advance the following year to be the senior representative with the approval of the superintendent and school board chair.

Qualifications for Application

1. The students must be in grade 11 (junior rep) and 12 (senior rep) during their term as student representative, and attend White Bear Lake Area High School at least four (4) periods per day.
2. The students must be in proper academic standing equivalent for participation in athletics or other student activities, and maintain proper academic standing throughout his or her term.
3. The students will be expected to maintain personal standards of behavior appropriate to participation in student activities.
4. The students must be willing to convey student opinion to the board and where appropriate, report board deliberations and actions to the student council.
5. The junior and senior representatives will be members of the South Campus Student Council.

Application Process

1. Students will submit a complete Student Representative Application to the Principal.
2. Selected applicants will be interviewed by the White Bear Lake Area High School principals, the outgoing student representative, and may include one or more board members.

Removal

1. The student representatives serve at the discretion of the board.
2. The board or superintendent may remove the student representatives for failure to fulfill his or her duties, for failure to maintain academic standards, or for behaviors that the board deems unacceptable as a member of the board or embarrassing to the school district.

Responsibilities of the Student Representative

The student representatives will:

1. Adhere to all the rules and regulations pertaining to board members.
2. Attend all regular board meetings, which occur while school is in session. Since regular board meetings occur during the evening hours of a school night, the board may grant permission for the student representative to leave a meeting before the conclusion if the student report has been given. Regular board meetings are held on the first Monday of every month at 7:00 PM and the work study meetings are the third Monday of each month beginning at 5:30 PM. Both meetings are held in the Community Room at the District Office and are videotaped (regular board meeting) or audio taped (work study meetings).
3. Dress appropriately for board meetings.
4. Attend special meetings or study sessions if requested.
5. Participate in discussion at regular, open meetings of the board when applicable. However, the student representative may not make any motions or vote.
7. Provide reports to the board during the agenda item titled "Student Representative Report." The reports will include student activities, topics and insights to share with the board.
8. The Student representative may be asked to do unique research and prepare and present information to the board.

Responsibilities of the Superintendent and the Board

The superintendent and the board will:

1. Establish the White Bear Lake Area High School, South Campus Principal as the advisor for the student representatives.
2. Meet with the student representatives at the beginning of the school year to review expectations, responsibilities, and participation.
3. Communicate regularly to help the student representatives gain understanding of topics the board is considering.

August 22, 2017



Revised: 7/13/15 (MSBA Policy Review); 1/10/08; 12/8/05; 12/9/93; 6/11/92

Adopted: 1/10/91

299 STUDENT REPRESENTATION ON SCHOOL BOARD

I. PURPOSE

The school board recognizes its responsibility to develop educational policies that reflect the concerns of its constituency and the interests of students. A student representative on the school board provides a mechanism whereby the views, needs, and recommendations of students can be carefully considered in the development of policies and programs. Student representation on the school board is authorized in accordance with this policy.

II. NOMINATION AND SELECTION

One high school representative is selected to represent Mahtomedi students on the school board in accordance with a written procedure under supervision of the high school principal. Regular attendance, preparation, active participation, and sincere interest are priority considerations for the representative selected for this position.

III. TERM

The student representative's term begins in September and continues through the end of the school year. The student is not limited to a single term.

IV. BOARD PARTICIPATION

- A. The student representative participates in all regularly scheduled business meetings and may attend all study sessions, special meetings, and committee meetings that he or she feels are of relevance to his or her position, unless otherwise requested by the superintendent. The student representative does not participate in closed sessions of the school board.
- B. The student representative receives an agenda and appropriate informational materials similar to what the school board receives for regularly scheduled meetings, to the extent such materials would be available to the public under Minnesota law. During his or her term, the representative is automatically filed as a recipient of notices of special meetings (in accordance with Mahtomedi School Board Policy 205, Section IV.2.). The superintendent shall withhold materials that constitute private or confidential data or are sensitive in nature.

- C. The student representative on the school board is advisory. The representative does not have the right to vote, make, or second a motion, but does have all other rights in accordance with school board policy, law, and parliamentary procedure.
- D. The student representative provides a monthly report on issues of importance.

Legal References: Minn. Stat. § 123B.09 (School Board Powers)

INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Students **SERIES NO.** 200

POLICY TITLE Student Council Representative
to Board of Education **CODE NO.** 202.1

I. PURPOSE

A primary task of the school is to create a stimulating learning climate which develops active involvement of students in their education and develops a spirit of inquiry. The District 877 Board of Education hopes to foster a spirit of inquiry whereby students may freely express their views and listen to and evaluate the opinions of others. A student representative to the School Board is authorized in order to facilitate more effective communication and to help promote sound education.

Students from Buffalo Senior High School may bring different types of information and opinions to the School Board that may not be heard regularly. In some instances, the Board of Education may want information regarding student reactions to developments at the high school or may want the student to be better able to explain Board of Education actions to the high school student council and student body.

II. GUIDELINES:

- A. A senior high student/s may serve in an advisory capacity to the School Board.
- B. The student/s must be a current student council representative.
- C. The student representative/s will serve a one-year term, from July 1 through June 30.
- D. The student representative/s will have a spot designated at the Board table for regular meetings, but will not be permitted to attend executive sessions of the Board, should one be called.
- E. The elected student representative/s will be allowed to miss no more than four regular meetings during a school year period. If he/she does so, an alternate selected by the student council will take the student representative's place.

III. RIGHTS AND RESPONSIBILITIES OF STUDENT REPRESENTATIVE

- A. The student representative/s will be bound by all rules and regulations which bind the School Board within law.
- B. The student representative/s will report back to the student council on all matters discussed at Board meetings which pertain to the welfare of the high school. These reports must be submitted to the student council within two weeks after a School Board meeting.

- C. The student representative/s will regularly attend School Board meetings.
- D. The student representative/s will not have the right to vote or to make or second motions.
- E. The student representative/s will not be furnished with material pertaining to:
 - 1. Sensitive personnel matters
 - 2. Legal action strategy
 - 3. Negotiations strategy
 - 4. Land acquisitions
 - 5. Individual student discipline
 - 6. Other confidential matters

**Administrative Offices
Buffalo, Minnesota 55313**

DATE OF ADOPTION April 5, 1982

DATE OF REVIEW September 23, 2013

DATE OF APPROVAL October 28, 2013₄₂

Adopted: 7/1985

Burnsville-Eagan-Savage School District Policy 299

Reviewed: 9/15/2016

Revised: 9/29/2016

Rescinds: ABC/ABC-R/JFB

299 STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

I. PURPOSE

The purpose of this policy is to provide for student input on the school board through the establishment of a student representative who shall be an ex officio member of the school board.

II. GENERAL STATEMENT OF POLICY

A. Selection

A student representative shall be selected from the student body of the Burnsville High School to serve on the school board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs and will serve as an advisor to the school board.

B. Eligibility

The person selected from the student body shall be a member of the junior class during the selection period.

C. Term

The student representative shall serve for one student school year.

D. Election

The high school administration and Student Council shall establish the date and method for selection within the guidelines of this regulation and submit the name of the appointee to the school board.

E. Duties

1. The student representative shall attend all school board meetings and provide perspective, from the student point of view, to school board deliberations.

2. If the selected student representative is unable to attend a meeting, the Senior High School Student Council President shall serve as a temporary substitute.
3. The student representative will prepare for school board meetings by becoming familiar with agenda items and attached materials received prior to each school board meeting.
4. The student representative shall participate in the regular school board orientation and any other in-servicing activities deemed appropriate by the Superintendent.
5. The student representative shall abide by the school board's policies, rules of parliamentary procedure, and processes.

F. Limitations

1. The student representative shall not vote on issues before the school board.
2. The student representative shall not be furnished or exposed to material and will not participate in discussions pertaining to the following:
 - a. personnel matters or private personnel data;
 - b. negotiation materials;
 - c. land acquisition or sale information;
 - d. items covered by the attorney-client privilege;
 - e. private student data, including student discipline information.

Legal References:

Cross References:

Adopted: December 12, 2016

Revised:

299 STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

I. PURPOSE

The purpose of this policy is to provide for student input on the school board through the establishment of a student representative who shall be an ex officio member of the school board.

II. GENERAL STATEMENT OF POLICY

A. Selection

A student shall be selected from the student body of the Brooklyn Center Secondary and/or Brooklyn Center Academy to serve on the school board. This student shall provide student views and suggestions in regard to the development of educational policies and programs and will serve as an advisor to the school board.

B. Eligibility

The person selected from the student body shall be a member of the junior class during the selection period.

C. Term

The student representative shall serve for one calendar year beginning in January. The term will span parts of the student's junior and senior years.

D. Appointment

Applications will be reviewed by the Superintendent and School Board. The student representative will be appointed in mid-December of each year for the term beginning in January.

E. Rights and Responsibilities

1. The student representative shall attend all school board meetings and some work sessions as needed; and provide perspective, from the student point of view, to school board deliberations.
2. If the selected representative is unable to attend a meeting, the Secondary Centaur Council President shall serve as a temporary substitute.
3. The student representative will prepare for school board meetings by becoming familiar with agenda items and attached materials received prior to each school board meeting.
4. The student representative will participate in the regular school board orientation and any other in-service activities deemed appropriate by the Superintendent.
5. The student representative shall abide by the school board's policies, rules, of parliamentary procedure, and processes.

6. The student representative should report to the Centaur Council on all matters discussed at board meetings which pertain to the student body.
7. The Board may provide a scholarship or other financial benefit to the student from district funds. Additionally, the student representative would be able to apply for the MSBA student board member scholarship during their senior year.

F. Limitations

1. The student representative shall not be a voting member of the board, but may be recognized in board discussions in the same manner as board members.
2. The student representative shall not be present at executive sessions.
3. The student representative shall not be included for the purposes of determining quorum.
4. Student representative will not be provided with materials pertaining to confidential issues such as sensitive personnel matters, legal action strategy, land acquisition or sale information, negotiations strategy, individual discipline, items covered by attorney-client privilege, private student data, or other confidential matters.

Legal References:

Cross References:



Brooklyn Center School Board 2017-2018 Student Representative Application Form

Last Name _____

First Name _____

The Brooklyn Center School Board welcomes its first ever student representative in 2017. A student representative provides student views and suggestion for the development of educational policies and programs. The primary goal of the student representative is to give input on issues that affect all students and work together with the school board to improve the quality of Brooklyn Center Schools.

In this role, the student will serve as an “ex officio member,” meaning he or she is encouraged to influence decisions, but may not vote on them. The student will be recognized in board discussion in the same manner as School Board members.

About the 2017-2018 Student Representative

Eligibility. Any student, who is enrolled in the Brooklyn Center Secondary or Brooklyn Center Academy, is a junior, and is dedicated and committed to being an advocate for Brooklyn Center youth. Applications are filled out by the student, and given to Ms. White at Brooklyn Center Secondary and Ms. Breen at Brooklyn Center Academy.

Benefits. The student representative will gain a wide array of leadership skills through this unique opportunity. This may strengthen future college applications and/or resumes. A \$1000-dollar scholarship will be awarded

Term of office. The student representative will serve a one-year term from January 9, 2017 to December 11, 2017. They will be sworn in at the first school board meeting of the 2017 calendar year, January 9, 2017.

Time requirements. The student representative will be required to attend school board business meetings from 6:30pm to approximately 8:30pm on the second Monday of every month. In addition, the student representative can participate in school board work sessions that are applicable which occur on the fourth Monday of every month. The exact schedule is available at brooklyncenterschools.org. The student will also make time between meetings to study the agenda materials and consult with the Superintendent and school board members if questions arise.

The Selection Process for the 2017-2018 Student Representative


The Selection committee is composed of the Superintendent, one member of the School Board and one principal. This committee will select the student representative the week of December 19, 2016. The committee will review each application carefully, selecting the student whose application materials best demonstrate their leadership skills, ability to set and follow through on goals, public speaking experience, dedication to public education, and other relevant experience. The decision of the Selection Committee is final. Applicants will not receive evaluation on their applications, nor will their application materials be returned.

Announcement of student representative. The student selected to serve on the Brooklyn Center School Board will be announced publicly the week of December 19, 2016.

Statement of Understanding: I have read the information about the 2017-2018 student representatives and the description of the selection process, both of which appear above. I understand and agree to participate in the selection process. If I am selected to the position of student representative, I will perform the responsibilities of the student representative to the best of my ability.

Signature of applicant	Date
Signature of parent or guardian	Date

Brooklyn Center School District Board of Education
2017-2018 STUDENT REPRESENTATIVE APPLICATION

	Brooklyn Center School Board 2017-2018 Student Representative Application Form	
Student Name	Email Address	Cell Phone Number ()
Student Address		BC Student ID
High School	Principal Name	Telephone Number ()
Parent or Guardian Name	Parent or Guardian Telephone Number ()	
Name of School Adult Sponsor (someone at your school that supports you and/or has helped you with this process)	Signature of School Counselor	
Do you have any family member's employee at Brooklyn Center Schools? If so, what is their relationship to you?	Are you multilingual? If so, what other language do you speak fluently?	
Recommendation: Brooklyn Center highly recommends that all student applying ask for support from a trusted adult to complete the application. Please complete the entire application, including the portion below.		
Please give the completed application form to: Ms. White – Brooklyn Center Secondary Ms. Breen-Brooklyn Center Academy	Application must be received by 3pm on <div style="border: 2px solid orange; border-radius: 50%; padding: 5px; display: inline-block;"> Wednesday, December 7, 2016 </div> No late or incomplete applications will be accepted or reviewed	

About the Brooklyn Center School Board

The Brooklyn Center School Board is a policy-making body responsible for selecting the superintendent and overseeing the district's budget, curriculum, personnel and facilities. The school board is granted authority to carry out these duties by the State of Minnesota and the Minnesota Legislature. The Brooklyn Center Board of Education is responsible for policies that govern education for Brooklyn Center students. The Superintendent serves as the Board's Chief Executive Officer and administers its policies. Brooklyn Center Board of Education consists of six school board members.

Brooklyn Center School District Board of Education
2017-2018 STUDENT REPRESENTATIVE APPLICATION

About the Application Questions: Respond in the format that works best for you!

In the section below there are three short answer questions and two short essay questions. Observe the limits of your responses as indicated in each question. You may attach an additional page for your responses.

1. Why are you interested in serving as the student representative on the Brooklyn Center School Board? Please limit your response to 100 words.

2. What strengths do you bring to the School Board? Please limit your answer to 100 words.

Brooklyn Center School Board
2017-2018 STUDENT REPRESENTATIVE APPLICATION

3. If selected as student representative, what are the skills you would like to develop? Please limit your response to 100 words.

2 Short Essay Questions

1. In what way have your previous experiences equipped you for this position of student representative? Include your experiences with both peers and adults. Please limit your response to 250 words.

Brooklyn Center School Board
2017-2018 STUDENT REPRESENTATIVE APPLICATION

2. Describe a time in which you encountered a challenge. How did you identify it as a challenge? What was your response? Please limit your response to 250 words.

Please return this completed application and a letter of recommendation from an adult that is not related to you. (teacher, counselor, principal, dean, other school staff, boss etc.)

Thank you for applying and we look forward to reviewing your application!

123B.09 BOARDS OF INDEPENDENT SCHOOL DISTRICTS.

Subdivision 1. **School board membership.** The care, management, and control of independent districts is vested in a board of directors, to be known as the school board. The term of office of a member shall be four years commencing on the first Monday in January and until a successor qualifies. The membership of the board shall consist of six elected directors together with such ex officio member as may be provided by law. The board may submit to the electors at any school election the question whether the board shall consist of seven members. If a majority of those voting on the proposition favor a seven-member board, a seventh member shall be elected at the next election of directors for a four-year term and thereafter the board shall consist of seven members.

Those districts with a seven-member board may submit to the electors at any school election at least 150 days before the next election of three members of the board the question whether the board shall consist of six members. If a majority of those voting on the proposition favor a six-member board instead of a seven-member board, three members instead of four members shall be elected at the next election of the board of directors and thereafter the board shall consist of six members.

Subd. 1a. **Sex offender school board ineligibility.** A sex offender who has been convicted of an offense for which registration under section 243.166 is required is ineligible to become a candidate for the office of school board member, as defined in subdivision 1. Ineligibility is determined by the registration requirements in effect at the time the offender files for office, not by the registration requirements, if any, that were in effect at the time the offender was convicted.

Subd. 2. **School board member training.** A member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association and consistent with section 127A.19. The School Boards Association must make available to each newly elected school board member training in school finance and management consistent with section 127A.19 within 180 days of that member taking office. The program shall be developed in consultation with the department and appropriate representatives of higher education.

Subd. 3. **Causes for school board member vacancy.** A vacancy in any board occurs when a member (a) dies, (b) resigns, (c) ceases to be a resident of the district, or (d) is unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.

Subd. 4. **Ill or absent member.** A vacancy caused by a member being unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district, may, after the board has by resolution declared such vacancy to exist, be filled by the board at any regular or special meeting thereof for the remainder of the unexpired term, or until such ill or absent member is again able to resume duties as a member of such board, whichever date is earliest. When the ill or absent member is able to resume duties as a member of the board, the board must by resolution so determine and declare such person to be again a member of the board, and the member appointed by the board to be no longer a member thereof.

Subd. 5. [Repealed, 2015 c 70 art 1 s 63]

Subd. 5a. [Repealed, 2016 c 161 art 2 s 2]

Subd. 5b. **Appointments to fill vacancies; special elections.** (a) Any vacancy on the board, other than a vacancy described in subdivision 4, must be filled by board appointment at a regular or special meeting. The appointment shall be evidenced by a resolution entered in the minutes and shall be effective 30 days following adoption of the resolution, subject to paragraph (b). If the appointment becomes effective, it shall

continue until an election is held under this subdivision. All elections to fill vacancies shall be for the unexpired term. A special election to fill the vacancy must be held no later than the first Tuesday after the first Monday in November following the vacancy. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs, the special election must be held no later than the first Tuesday after the first Monday in November of the following calendar year. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the third year of the term, no special election is required. If the vacancy is filled by a special election, the person elected at that election for the ensuing term shall take office immediately after receiving the certificate of election, filing the bond, and taking the oath of office.

(b) An appointment made under paragraph (a) shall not be effective if a petition to reject the appointee is filed with the school district clerk. To be valid, a petition to reject an appointee must be signed by a number of eligible voters residing in the district equal to at least five percent of the total number of voters voting in the district at the most recent state general election, and must be filed within 30 days of the board's adoption of the resolution making the appointment. If a valid petition is filed according to the requirements of this paragraph, the appointment by the school board is ineffective and the board must name a new appointee as provided in paragraph (a).

Subd. 6. **Meetings.** A majority of the voting members of the board shall constitute a quorum. No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice. Special meetings may be called by the chair or clerk or any three members upon notice mailed to each member at least three days prior thereto.

Subd. 7. **Policy making.** The board shall make, and when deemed advisable, change or repeal rules relating to the organization and management of the board and the duties of its officers.

Subd. 8. **Duties.** The board must superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; keep registers; and prescribe textbooks and courses of study. The board may enter into an agreement with a postsecondary institution for secondary or postsecondary nonsectarian courses to be taught at a secondary school, nonsectarian postsecondary institution, or another location.

Subd. 9. **Removing board members.** The board may remove, for proper cause, any member or officer of the board and fill the vacancy; but such removal must be by a concurrent vote of at least four members, at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal and after an opportunity to be heard in defense against the removal.

Subd. 10. **Publishing proceedings.** The board must cause its official proceedings to be published once in the official newspaper of the district. Such publication shall be made within 30 days of the meeting at which such proceedings occurred. If the board determines that publication of a summary of the proceedings would adequately inform the public of the substance of the proceedings, the board may direct that only a summary be published, conforming to the requirements of section 331A.01, subdivision 10.

Subd. 11. **Mailing summary of proceedings.** If a board of a district that has no newspaper with its known office of issue or a secondary office located within the boundaries of the district and no newspaper that is distributed to more than one-third of the residences in the district determines that mailing a summary of its proceedings would be more economical than publication of the proceedings and that it would adequately inform the public, it may mail a summary of its proceedings to each residence in the district that can be identified as a homestead from the property tax records and to each other residence in the district that the board can identify. The county must make the property tax records available to the board for this purpose.

The board must keep a copy of the summary of the proceedings as part of its records. The decision of a board to mail summaries, rather than publish the proceedings under this subdivision shall be presumed valid, subject to challenge by a court action.

Subd. 12. **Board to fix compensation.** The clerk, treasurer, and superintendent of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in section 471.665. No board member or school district employee shall receive any compensation or benefits based on incentives or other money provided to the school district by or from a source of group insurance coverage referenced in section 471.6161, subdivision 1, except for a refund provided under section 123B.75, subdivision 10, or a wellness plan that is mutually agreed upon by the district and the exclusive representatives of employees.

History: *Ex1959 c 71 art 4 s 15; 1965 c 434 s 1; 1967 c 176 s 2; 1967 c 713 s 1; 1973 c 263 s 1,2; 1973 c 690 s 1; 1974 c 82 s 1,2; 1975 c 162 s 24; 1983 c 314 art 7 s 16,17; 1984 c 543 s 6; 1985 c 122 s 1; 1986 c 444; 1987 c 42 s 1; 1987 c 266 art 2 s 9; 1989 c 329 art 9 s 7; 1990 c 562 art 7 s 3; art 8 s 20; 1992 c 499 art 9 s 2; 1993 c 224 art 7 s 6; 1993 c 374 s 17; 1994 c 646 s 2; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 45-53,124; art 11 s 3; 1999 c 101 s 1; 2000 c 467 s 4; 2014 c 279 s 3; 2015 c 70 art 1 s 1,2; 2016 c 161 art 2 s 1; 2017 c 92 art 1 s 8*

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: April 2016

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district. The School Board will determine summer school programs on a year-to-year basis.

III. PROCEDURES

The administration shall recommend appropriate summer school programs each year based upon student need, and available state and federal funding.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Intervention)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Part 3501

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

Adopted: _____

MSBA/MASA Model Policy 623

Orig. 1999

Revised: _____

Rev. 2002

623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]

- 1. Remedial instruction at the _____ level(s);*
- 2. Make-up and review courses at the _____ level(s);*
- 3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;*
- 4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and*
- 5. Other mandatory summer school programs as determined by the school district.*

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

- C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

[Note: The Compulsory Instruction Law at Minn. Stat. § 120A.22, Subd. 5, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]

[Also, pursuant to Minn. Stat. § 120B.12, as of the 2011-2012 school year, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]

[Alternative]

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an

annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.

V. TRANSPORTATION SERVICES

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(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.
- B. The school board shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading ~~Intervention~~ Proficiently no Later than the End of Grade 3)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Part 3501 (Graduation Standards)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: December 12th, 2016

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-

year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least 9 credits from the school district.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 9 credits from the school district.
 - c. In the event the content of a course taken at an accredited

nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options

course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in

writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section VIII.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
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 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 624 (Online Learning Options)

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. ~~2015~~ 2017

620 CREDIT FOR LEARNING

[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V.; online learning courses, as set forth in Section VI.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a

certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to

elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]

- A. The school district does not offer weighted grades.

[or]

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of _____ (i.e., 1.07).
2. A grade awarded in an Honors course will be multiplied by a factor of _____.
3. A grade awarded in a College In the Schools course will be multiplied by a factor of _____.
4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of _____.
5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of _____.

- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

VIII IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in

writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section ~~VIII~~ IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
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 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 624 (Online Learning Options)

Adopted: _____

MSBA/MASA Model Policy 714
Orig. 2011

Revised: _____

714 FUND BALANCES

[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of [____ percent of the annual budget.] [____ months of operating expenses.]

[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: _____. *[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]* Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

X. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[Note: The school board should determine the review period adequate for their school district and change “an annual” to “a quarterly” or “a monthly” or some other time frame if appropriate.]

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding

JORDAN DISTRICT SCHOOLS POLICY

Adopted April 10, 2006

Revised September 12, 2007

714 FUND BALANCE POLICY

1. Purpose

The purpose of this policy is to establish what is an acceptable and responsible fund balance for the district's general fund.

2. General Statement of Policy

It is the policy of the district to establish its revenue and expenditure budgets in accordance with the provisions of law. A fund balance reserve is important to sound financial management of the district.

3. Requirement

When the operating general fund balance, in any year, is projected by the administration to be less than 45 days of operating expenses at any time within the year, the administration will alert the board in a timely manner to this and propose the following alternatives:

- a. Limit or eliminate appropriated funds for new programs.
- b. Reduce expenditures by reducing programs or program services.
- c. Reduce building level budget allotments.
- d. Reduce or maintain district level budget allotments.
- e. Maintain or reduce staffing levels in all areas of certified and support programs. Exceptions approved by board.
- f. Board discussion on presenting of operating referendum to public.

4. Procedures

When it becomes necessary to spend reserves below the 45 day level, the Board must have a companion plan to increase revenues or reduce expenditures to accommodate the excess spending.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: October 8, 2013

Revised: February 13, 2017

626 EARLY ENTRANCE TO KINDERGARTEN PROCESS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUEST FOR EARLY ENTRANCE TO KINDERGARTEN

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

IV. EARLY ENTRANCE PROCESS

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

A. Observation

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

B. Review

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

kindergarten the following fall.

C. Evaluation

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

- a. The organization providing the assessment typically uses a sliding fee scale to adjust the cost of the assessment in relation to the parent/legal guardian's income. The school district does not have any influence on the cost of the assessment or the sliding fee scale.
- b. After completion of the evaluation process the District will notify the parent/legal guardian if the child may enter kindergarten early on a conditional admission or if the child will not be admitted for early entrance but may enroll in kindergarten the following fall.

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

EARLY ENTRANCE to KINDERGARTEN

Pros and Cons



BACKGROUND

When student should begin formal schooling has been a difficult question for centuries:

According to the apple-or-coin test used in the Middle Ages, children should start school when they are mature enough for the delayed gratification and abstract reasoning involved in choosing money over fruit. In 15th- and 16th-century Germany, parents were told to send their children to school when the children started to act “rational.” In contemporary America, children are deemed eligible to enter kindergarten according to an arbitrary date on the calendar known as the birthday cutoff — that is, when the state, or in some instances the school district, determines they are old enough. The birthday cutoffs span six months, from Indiana, where a child must turn 5 by July 1 of the year he enters kindergarten, to Connecticut, where he must turn 5 by Jan. 1 of his kindergarten year. Children can start school a year late, but in general they cannot start a year early.

~Elizabeth Weil, “When Should a Kid Start Kindergarten?”

The answer to the question “When is best time to send a child off to school?” depends largely on whom is asked. Proponents of starting kindergarten early believe it gives a child a valuable head start in life. Opponents argue that holding a child back until s/he is more mature provides an academic and social edge. Nowadays readiness rather than chronological age is often the deciding factor of when a child should start school.

According to Dockett & Perry (2002), there are eight important areas that affect a child’s transition to kindergarten:

- **Knowledge**—The ability to identify numbers and letters or ideas
- **Social Adjustment**—The ability to interact with a large group of children and to respond appropriately to the teacher
- **Skills**—For example, tying shoelaces and holding a pencil properly
- **Disposition**—Attitude toward school
- **Rules**—Expectations of behavior and action
- **Physical Attributes**—For example, age and physical health
- **Family Issues**—Family interactions with school
- **Educational Environment**—What happens at school

So, as parents seek to make this important decision, reviewing the commonly made arguments for and against early admission to kindergarten is imperative.

PRO: Common Arguments **FOR** Early Entrance to Kindergarten

1. Academic Readiness

- Providing a challenging environment and enriching curriculum when a child is ready for the next stage of learning is very important.
- Hitting the “window” of excitement and readiness by enrolling a child when s/he is excited and ready to go to “big school” is a positive.

2. Social and Emotional Maturity

- Some children (especially the gifted) are socially and emotionally mature enough to start school early.
 - They often prefer the company of older children
 - They frequently have fewer behavior problems when their classmates are older than they are.

3. Physical Maturity

- At times a child’s physical development may lag behind his/her emotional and intellectual development.
 - Waiting for his/her physical development to catch up can cause problems for them academically and socially.

EXAMPLE: Gifted children are notorious for their poor handwriting. They can think faster than they write, which causes them to scribble things down as quickly as they can. That does not lead to neat handwriting. Waiting another year will not solve this problem.

- There is no guarantee that waiting an extra year will make a child grow any faster.
 - Holding a child back an extra year might allow him to start out the same size as the older children, but they may outgrow him in a couple of years.

NOTE: We don't grade advance a child who is big for his/her age even though his/her size can lead to teasing. In that case, the importance of academic needs is understood.

4. Impact on Adolescence

- Children mature at different rates.
 - A child who is the same age as his classmates may not be socially or emotionally mature enough to date. There is no way to know for sure if a child who starts early is any more or less ready than children who are a year older.
 - Not all 16-year-olds drive, regardless of when they started school.
 - Not all children are interested in sports, so making a decision for grade placement based on a possible future desire is not necessarily valid. Additionally, some sports are not affected by physical size, track, for example.

5. Other Influencing Factors

- Reduces costs for day care and/or preschool
-

CON: Common Arguments AGAINST Early Entrance to Kindergarten

1. Academic Research

- The largest and most extensive study of the impact of age of entrance into school and its long-term effects on students argues against early entrance. After crunching the math and science test scores for nearly a quarter-million students across 19 countries, Bedard and Dhuey state,

"We provide substantial evidence that these initial maturity differences have long-lasting effects on student performance across OECD (Organization for Economic Cooperation & Development) countries). In particular, the youngest members of each cohort score 4-12 percentiles lower than the oldest members in grade four and 2-9 percentiles lower in grade eight. In fact, data from Canada and the United States show that the youngest members of each cohort are even less likely to attend university."

~Kelly Bedard & Elizabeth Dhuey, "The Persistence of Early Childhood Maturity: International Evidence of Long-Run Age Effects" in *Quarterly Journal of Economics*, Vol. 121, Issue 4, p. 1437, November 2006

2. Academic Readiness

- When children enter school and are not ready, they may...
 - Develop negative self-esteem that stays with them throughout their entire school careers and possibly beyond.
 - Not receive the extra help they need to survive the kindergarten experience
 - Tax the system by requiring remediation in kindergarten and future grades
 - Experience negative relationships with peers
 - Take valuable time away from students who are ready

3. Social and Emotional Maturity

- A four-year-old is not mature enough to start school.

Typical Kindergarten Expectations: be able to pay attention to the teacher, follow directions, obey rules, sit and listen to stories, stay focused on a task, and understand the difference between work and play. Moreover, know when each is appropriate.

- If the child is immature emotionally, socially or behaviorally, placing them in kindergarten early may be setting him/her child up for failure or frustration.

- If your child has demonstrated in preschool or day care an inability to sit and attend to a lesson, get along well with peers, or transition easily from one activity to another, s/he may be put in a situation for which he is not ready, and it may set his entire educational experience off to a negative start.
- Social immaturity can make it difficult for a child to interact appropriately with other children.
- If for whatever reason, your child is not developmentally ready for kindergarten, other behavioral or emotional problems may pop up.

4. Physical Maturity

- A child may not be physically ready for school.
 - Note: Physical readiness includes gross and fine motor skill development as well as physical size.*
 - Children who start school early are typically smaller than the other children and may encounter social problems, including teasing by the other children.
 - Some younger children have not yet fully developed the ability to control their bladder for the periods necessary at school. Accidents can lead to social and emotional stress.
 - If a child starts school early, he or she may not have the fine motor skills to be able hold a pencil properly and write well.

5. Impact on Adolescence

- A child who starts school early may be unable to participate in sports due to small physical size.
- When other teens are going to camp or participating in other summer programs, a child who started school early may not meet age requirements and will not be able to attend or participate.
- Early admission has negative effects on a child's life in high school that can lead to them feeling like an outcast and a misfit.
 - S/he will be the last to be eligible to drive.
 - S/he will not be mature enough when his or her classmates begin dating.

REGARDING GIFTED STUDENTS

- Even if a highly gifted child is socially, emotionally, and academically ready to start school early, the pace and depth of instruction still may be too slow and shallow.
- Parents need to consider their child's emotional and social maturity, but they need to consider it in terms of the child's chronological age. A gifted four-year-old may think like a six or seven-year-old, but have the emotions and social skills of a five year old. This can make them look too immature for school, when in fact they would fit in with the other five-year-olds, at least emotionally. Intellectually, they might still be ahead.
- How far ahead of his/her peers a gifted child is should be considered. The more gifted a child is, the better off the child will be starting school early. In fact, the child might have to be advanced again at some point. Each year the child's progress should be monitored and placement reassessed.
- One of the most important things for parents to understand is that the evidence for early entry and other types of acceleration of gifted children is overwhelmingly positive. (See [A Nation Deceived](#).) Virtually no evidence supports holding a highly gifted child back -- if he or she is socially and emotionally ready. Determining whether a child is socially and emotionally ready is not always easy. Parents can talk with their child's preschool teacher and with their child's pediatrician for help with this evaluation.

CONCLUSION

The decision to put a child in school early is difficult. Parents worry about which option will allow their child to fit in best with the other children and best set them up for the future. Like most things in life, there is no simple answer. Ultimately, parents are best served when they have a clear understanding of the advantages and disadvantages of early entrance, have access to clear and useful data about their child's academic abilities, and can accurately recognize the physical, social, and emotional levels of maturity in their child.

A parting thought:

Bedard and other economists cite Heckman's theories of how people acquire skills to help explain the persistence of relative age on school performance. Heckman writes: "Skill begets skill; motivation begets motivation. Early failure begets later failure." Reading experts know that it's easier for a child to learn the meaning of a new word if he knows the meaning of a related word and that a good vocabulary at age 3 predicts a child's reading well in third grade. Skills like persistence snowball, too. One can easily see how the skill-begets-skill, motivation-begets-motivation dynamic plays out in a kindergarten setting: a child who comes in with a good vocabulary listens to a story, learns more words, feels great about himself and has an even better vocabulary at the end of the day. Another child arrives with a poor vocabulary, listens to the story, has a hard time following, picks up fewer words, retreats into insecurity and leaves the classroom even further behind.

~Elizabeth Weil, "When Should a Kid Start Kindergarten?"

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JORDAN DISTRICT SCHOOLS

POLICY

Adopted: February 9, 2015

Revised:

540 STUDENT CLUBS

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for the establishment of student clubs.

II. GENERAL STATEMENT OF POLICY

Students are encouraged to establish clubs which comply with state and federal law and are consistent with the school district philosophy and goals.

III. DEFINITIONS

A. Cocurricular Activities

Cocurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school education. Although these activities may be student-led, they are typically initiated by school faculty or parents.

B. Clubs

A club is an association of people united by a common interest or goal which exists for voluntary or charitable activities. Clubs are typically student-initiated and student-led.

IV. STUDENT CLUBS IN GENERAL

Student clubs are differentiated into two groups.

A. Not District-Recognized

Groups utilizing district facilities, but not affiliated with the school district shall have access (under equal access policy) to district facilities for meeting. These clubs must schedule time and space through the District Community Education Office. Such groups will not have access to announcements and/or advertisement within individual buildings.

B. District-Recognized

The school board will review proposals for clubs wishing to be district-recognized. These

clubs will be expected to adhere to Minnesota State High School League guidelines for good sportsmanship and ethical behavior, along with district policies regarding eligibility. Membership in district-recognized clubs will be open to all students who meet the criteria set forth within each club's constitution. Rights granted to these clubs are:

1. access to building announcements and other means of advertisement within facilities;
2. access to facilities for meetings and activities;
3. ability to sponsor public activities with approval from the building principal and/or Activities Director; and
4. supervision by district-approved advisor.

Responsibilities of these organizations are:

1. maintain an updated, accurate and School Board approved constitution; and
2. every two years, documentation of membership, finances and sponsored activities will be submitted to the Building Principal and/or Activities Director.

V. ORGANIZATIONAL STRUCTURE

Jordan School District students have the opportunity to establish clubs which meet the goals and objectives of the school district. Groups receiving district-recognized status will meet established criteria as follows:

- A. Minimum membership of ten students;
- B. Supervision by district-approved advisor; and
- C. Organizational constitution that includes membership requirements submitted to and approved by the School Board.

VI. PROCEDURE FOR OBTAINING DISTRICT-RECOGNITION STATUS

The Jordan School Board reserves the right to grant conditional and/or final approval for district-recognition of clubs. The school board may choose to limit the number of recognized groups according to resource limitations.

- A. Students interested in seeking district-recognition for a club will present a preliminary proposal, including Statement of Purpose, to the Building Principal and/or Activities Director for consideration. This recognition request will then be forwarded to the School board for preliminary consideration.
- B. Once preliminary consideration is granted, the students must write and submit to the school board an organizational constitution which includes the following:
 1. a statement of purpose;
 2. a description of club goals;
 3. a description of the leadership structure;
 4. a description of the decision-making process;
 5. a description of anticipated activities to be sponsored by the club; and
 6. a description of any anticipated need for funds or fundraising.

C. Conditional and/or final approval will be granted by the school board based on the clarity of the club's constitution, and the alignment of the club's purpose and goals with those of the Jordan Public Schools.

V. REMOVAL OF DISTRICT-RECOGNITION STATUS

Clubs no longer meeting the organizational structure requirements (as indicated in III. above) will be designated as having Not District-Recognized status.

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

JORDAN DISTRICT SCHOOLS POLICY

Adopted: February 2016

Revised:

730 DATA REQUEST POLICY FOR PUBLIC DATA

I. PURPOSE

The purpose of this policy is to set forth the procedure regarding a public request to inspect or obtain public data and to comply with the Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13.

II. DEFINITIONS AND CONSTRUCTION

This policy must be construed as consistent with the MGDPA and Minnesota Rules Chapter 1205. All terms used herein that are defined by the MGDPA must be given the same definition as listed in the MGDPA and Rules Chapter 1205. Nothing in this policy shall be interpreted to contradict any other school district policy.

III. RIGHT TO ACCESS PUBLIC DATA

All data collected, created, received, maintained or disseminated by the school district, which is classified by state statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district in this policy.

IV. MAKING A DATA REQUEST

To inspect data or request copies of public data in the school district's possession, a person should make a written request using the form found in Attachment B and submit this request to the appropriate data practices official or designee described in Attachment C. The school district reserves the right to accept verbal requests for data or reduce verbal requests to writing, at its sole discretion.

V. PROCESSING A REQUEST

Upon receipt of a written request, the school district will process it within a reasonable time, depending upon the nature and volume of the request. If the response to a request will take longer than fifteen (15) business days and the requester has provided contact information, the school district may notify the person of the approximate amount of time it will take to process the request.

- If it is unclear what data the individual is requesting, the school district will seek clarification.

- If the school district does not have the data, it will notify the person in writing as soon as reasonably possible.
- If the school district has the data, and the data may lawfully be disclosed to the person, the school district will respond to the request by doing one of the following:
 - o Arrange a date, time, and place for the person to inspect the data without cost to the person, or
 - o Provide the person with copies of the data. The person may choose to pick up the copies, or the school district will mail or fax copies of the data to the person. The school district will provide electronic copies (such as e-mail), only if the school district keeps the data in electronic format. Prepayment of copies is required unless other arrangements are approved by the responsible authority. Further information about copy charges is included on Attachment B.
 - o Upon request, the school district will inform the requester as to the meaning of any data disclosed pursuant to this policy.
- If the school district determines that the requested data is classified so as to deny the requesting person access, the school district shall inform the requesting person of the determination either orally at the time of the request, or in writing as soon after that time as possible.
 - o Upon the request of any person denied access to data, the responsible authority or designee shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of law upon which the denial was based.

Nothing in this policy or the MGDPA requires the school district to create data; collect new data; or to provide data in a specific form or arrangement if the school district does not keep the data in that form or arrangement, in response to a data request.

Nothing in this policy or the MGDPA requires the school district to respond to questions that are not requests for data.

Attachment A

Copy Costs -Public Requests

The school district charges members of the public for copies of government data as authorized under Minnesota Statutes, section 13.03, subdivision 3(c). A member of the public must pay for the copies before the school district will provide the copies.

For 100 or Fewer Paper Black and White Copies \$.25 per Page

The charge for 100 or fewer pages of black and white, letter or legal size paper copies, is \$.25 for a one-sided copy and \$.50 for a two-sided copy.

More than 100 Paper Black and White Copies or Other Types of Copies- Actual Cost

The charge for more than 100 pages of black and white paper copies, or any other types of copies, is the actual cost of searching for and retrieving the data, and making the copies or electronically transmitting the data.

The school district charges the actual cost of preparing summary data. Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals.

In determining the actual cost, the school district includes the cost of the employee time, the cost of the materials (paper, DVD, etc.), and mailing costs (if any). If the request is for copies of data that the school district cannot reproduce itself, such as photographs, it will charge the actual cost it must pay an outside vendor for the copies.

The cost of employee time to search for data, retrieve data and make copies is based upon the lowest hourly rate of the appropriate staff member. There is no charge for time spent separating public from not public data.

If the request involves copies of public data that has commercial value and is a substantial and discrete portion of or an entire formula, pattern, compilation, program, device, method, technique, process, database, or system developed with a significant expenditure of public funds by the school district, the responsible authority may charge a reasonable fee for the information in addition to the costs of making and certifying the copies. Any fee charged must relate to the actual development costs of the information. The responsible authority, upon the request, shall provide sufficient documentation to explain and justify the fee being charged.

Attachment B

Data Request Form -Requests for Public DATA

Date of request: _____

Method of Access to Data:

(Note: inspection is free but there is a charge for copies)

Inspection Copies Both (inspection and copies)

Description of Requested Information:

Note: Describe the data you are requesting as specifically as possible. If you need more space, please use the back of this form or additional pages.

Contact Information:

Name: _____

Address: _____

Phone Number: _____

Email Address: _____

You do not have to provide any of the above contact information. However, if you want the school district to mail or e-mail you copies of data, the school district will need some contact information. In addition, failure to provide contact information could delay the processing of your request. If the school district does not understand your request and needs to get clarification from you, without contact information, the school district may not be able to process all, or a portion of, your request until you contact the school district again.

Attachment C

Responsible Authorities

Type of Data Requested	Name	Position	Address	Fax Number
General Public Data	Matthew Helgerson	Superintendent	500 Sunset Dr. Jordan, MN 55352	952-492-4445
Public Financial Data	Beth Kulas-Volk	Finance Director	500 Sunset Dr. Jordan, MN 55352	952-492-4445
Public Personnel Data	Katie Pekarna-Damlo	Payroll and Benefits Specialist	500 Sunset Dr. Jordan, MN 55352	952-492-4445
Public Data		Building Principal	ES: 815 Sunset Dr. MS: 500 Sunset Dr. HS: 600 Sunset Dr.	952-492-4446 952-492-4450 952-492-4425

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised:

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors.
4. Approval of prior meeting minutes.
5. Consent agenda.
6. Presentation of additional bills for payment.
7. Reports.
8. Written communications.
9. Superintendent's announcements.
10. Other old or unfinished business.
11. New business.
12. Adjournment.

- B. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)

MSBA/MASA Model Policy 203.6 (Consent Agendas)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised:

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)

MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)

MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: December 10, 2007

Revised:

215 CITIZEN COMMITTEES

I. PURPOSE

From time to time, either because of statutory requirements or to meet local needs, the Board of Directors will have a need to have the assistance of committees of citizens.

II. GENERAL STATEMENTS:

- A. It is the policy of the school board to designate committees when it is determined by the board that a committee process will facilitate the mission of the school board.
- B. The school board will outline the duties and purpose of any committee, designated by the board.
- C. Such committees shall be advisory in nature and only have such authority as specified by the board. If at any time the authority of the committee is disputed, the school board will be the final authority in resolving the particular issue.
- D. The school board will receive reports or recommendations from such committees; however, the board retains the right and has the duty to make all final decisions related to such reports or recommendations.
- E. The school board retains the right to limit, create, or abolish any committee as it sees appropriate.
- F. Internal committees of employees are not a part of this policy.
- G. The school board may establish any committees it desires. This will usually be done at the January organization meeting, but the board reserves the right to establish a committee at any time, if it deems such a committee appropriate.
- H. Any appointed committee shall only function under the guidelines established by the board. Such guidelines may be adjusted at any time, if the board deems this necessary.
- I. District personnel on these committees shall be appointed by the Superintendent.
- J. Board members on these committees shall be appointed by the board.

III. APPOINTMENT OF CITIZENS TO COMMITTEES:

- A. Citizens interested in serving on a particular committee will notify the superintendent of their interest in serving on such committee. The superintendent will relay this information to the board.
- B. Citizen members will be appointed by the board.
- C. At any time the board may remove a member from a committee, if it deems the removal is in the best interest of the district.
- D. The board reserves the right to appoint the Chair of any committee, or at the board's discretion may allow the committee to designate its own Chair.
- E. The Chair will be responsible for establishing committee agendas. The Chair will ask the members if they have items they wish to have on the agenda.
- F. Committees will appoint a secretary who will be responsible for taking minutes of meetings.
- G. The board may limit the size of any committee.

IV. PROCEDURES FOR COMMITTEES:

- A. All meetings of committees will be open to the public.
- B. Members of the public may not participate in committee meeting discussions, unless recognized by the Chair.
- C. Committees will only act within the guidelines established by the board.
- D. Actions of any committee will be by majority vote and consistent with the governing rules of the board.
- E. The power of any committee is advisory in nature.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school board policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school board policies. These guidelines and directives shall not be inconsistent with said policies. At least annually, these written procedures shall be presented to the school board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard

performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:

1. oral warning;
 2. written warning or reprimand;
 3. probation;
 4. disciplinary suspension, demotion or leave of absence with pay;
 5. disciplinary suspension, demotion or leave of absence without pay; and
 6. dismissal/termination or discharge from employment.
- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. In an instance where any form of discipline is imposed, the employee's supervisor will:
1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
 2. Provide directives to the employee to correct the conduct or performance.
 3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
 4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
 5. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: June 28, 1999

Revised: September 12, 2007

411 HEALTH INSURANCE CARRIER

The selection of the district's health insurance carrier shall be made by the School District pursuant to state law.

Prior to the selection or change in a carrier, or changes in the insurance coverage provided, the district will consult with the JEA. If, as part of this consultation, the JEA desires to vote on changes to the contract the following procedures will be followed.

1. General discussion of the issues will be held with all employee groups together.
2. Once this general discussion is completed the groups will adjourn to separate rooms to discuss the issue or issues as component groups.
3. Voting, by paper ballot, will take place in component groups.
4. Paper ballots will be returned to the JEA president. The JEA officers will tally the ballots and report the results to the other groups. The paper ballot will take place within 2 days of the general meeting.
5. The results of this voting will be forwarded to the board to assist them in their determination of the appropriate coverage.

Component Groups:

JEA
Custodial Staff/Bus Drivers
Hot Lunch Staff
Paras
Office Personnel
Administrators

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

424 LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Department of Education website that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and

will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Highly Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

JORDAN DISTRICT SCHOOLS POLICY

Adopted: September 12, 2007

Revised:

503.07 USE OF BEHAVIORAL INTERVENTIONS WITH PUPILS

The Independent School Districts of Belle Plaine, Jordan, Montgomery, New Prague, Prior Lake, Shakopee and the programs of the Minnesota River Valley Special Education Cooperatives are committed to the use of positive approaches in the use of behavioral intervention with pupils placed in special education programs. This policy is designed to enable a pupil to benefit from an appropriate individualized educational program plan to develop skills that will enable her/him to function as independently as possible in her/his school and community.

A continuum of interventions will be implemented to promote skill acquisition. At one end of the continuum are positive interventions, at the other end are aversive and deprivation procedures to only be used after positive interventions are determined not effective. Aversive and deprivation procedures are the use of manual restraint, the use of mechanical or locked restraints, the planned use of suspension or dismissal from school, time-out procedures. Aversive and/or deprivation procedures, called regulated interventions, will be paired with positive interventions. They will be studied through the Individual Educational Program Plan process to determine that they are necessary to enhance the learner's ability to attain his or her educational goals and to maintain an appropriate educational environment for others.

When required interventions are employed, the Districts and the Cooperative will adhere to Minnesota Board of Education Rules 3525.2925, "Use of Behavioral Interventions with Pupils."

The following procedures are guidelines designed to assure that the practices are used in the best interest of the learner; that the regulated procedures are implemented in a considerate, effective and humane manner; and that they are the least restrictive procedures possible.

Staff development activities will be offered, based upon local district and cooperative-wide needs assessments, to promote the use of positive approaches, provide an awareness of how to limit the use of aversive and/or deprivation procedures, how to avoid abuse of such procedures and specific cautions for use with certain populations. Other knowledge and skills necessary will be the design and use of behavioral interventions.

We share a belief that parental involvement is key to children's success in school; therefore, attempts to resolve conflict will be sought quickly through informal meetings, additional assessment, and/or an independent review committee.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

507 CORPORAL PUNISHMENT

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

A teacher or school principal 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. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. RESPONSIBILITY

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. It shall be the responsibility of the superintendent to disseminate information needed to inform students, parents, staff and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents with all applicable rules, penalties, and opportunities.
- E. The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to

the school board.

Legal References: Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Cross References: MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 5, Various Educational Programs

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

- A. It shall be the responsibility of the building administrators to develop recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. It shall be the responsibility of the superintendent to provide coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and

scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

- A. The terms “undue influence” or “competing for enrollment” shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity

of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minnesota State High School League Bylaws

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

517.1 OPEN ENROLLMENT GUIDELINES

The Jordan School District will follow the guidelines of the Minnesota law in regard to the time lines and eligibility of students for open enrollment. In the event students make application for open enrollment after the deadlines for open enrolling, it will be the policy of the Jordan District to deny such requests. Exceptions to this will be made if, in the judgment of the appropriate principal and/or guidance counselor, it would be in the best interests of the student to grant the late request.

It will also be the policy of the district to deny open enrollment admittance into the Jordan district to any student who isn't attending school in their resident district at the time of the open enrollment request due to actions taken by the resident district to disqualify the student from attendance in the home district.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, Minn. Stat. § 626.556, Subd. 10, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minn. Stat. § 626.556, Subd. 10 (c) may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school

district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 626.556, Subd. 10(c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees,

Parents, Other Persons)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect
or Physical or Sexual Abuse)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

521.1 SECTION 504 GRIEVANCE PROCEDURES

It is the policy of the Jordan School District to provide a free and appropriate public education to all handicapped students within its jurisdiction, regardless of the type of handicap or its severity.

Students who are handicapped consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated and provided with appropriate instruction and educational services. Persons who are thought to be handicapped shall have the following rights in accordance with Section 504:

1. Right to file a grievance with the district concerning allegations of violations of Section 504 regulations.
2. Right to an evaluation drawing upon different sources.
3. Right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. Right to review any personal information in an understandable mode.
5. Right to periodic evaluations.
6. Right to evaluation prior to any significant change in services.
7. Right to contest the district's proposed actions through an impartial hearing.
8. Right to be represented by counsel in the impartial hearing.
9. Right to appeal the decision from any hearing.

The Section 504 Coordinator for the district is the Superintendent. This person may be contacted at (612)492-6200.

Legal References: 29 U.S.C. § 794 et seq. (§ 504 of Rehabilitation Act of 1973) and regulations at CFR 104.3(j)

Cross References: MSBA Model Policy 402 (Disability Nondiscrimination)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

**528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS
NONDISCRIMINATION**

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated the Middle School Principal as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title

IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

612.2 PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES AT PRIVATE SCHOOLS

1. Elementary and Secondary School Special Education Programs

Independent School District 717 provides access to a free appropriate public education to all children residing within the District who qualify for special education and related services. It is the policy of the School District to provide direct, on-site special education and related services at public school sites to all children eligible for such services who have been privately enrolled in Kindergarten through twelfth grade programs at non-public schools, including home schools and private schools, regardless of the private school's religious or secular orientation.

The School District adopts this policy to maximize the educational benefits that can be provided to students with special needs given the limited resources available to the District. This policy permits the District to maintain control over the quality of personnel and programs providing special education and related services to students with disabilities. Additionally, by providing such services at public school sites, the District trained special and regular education professionals can integrate diverse services into a coordinated program bringing together curriculum, services, adaptations, accommodations, assistive technologies, and scheduling to best provide educational benefit to each student served. By providing such services in an integrated environment at public school sites, using staff that are trained and coordinated by the District, the District can best assure that a free appropriate public education is available to all students.

2. Early Childhood Special Education Programs

It is the policy of Independent School District 717 to provide early childhood special education and related services at public and non-public sites to children who are eligible to receive such services when such services are necessary to meet the special education needs and goals as established by the child's Individualized Family Service Plan Team. This policy applies to all early childhood students eligible for such services residing within the School District regardless of the public or private and secular or religious nature of the site where such services are provided.

The School District adopts this policy because it recognizes the special character of early childhood special education students and the importance of providing appropriate programs to early childhood special education students in their homes, public classrooms, and community based sites as required by Minnesota Rule 3525.2335 including public and private daycare facilities and preschools. The School District recognizes that early childhood students, both with and without disabilities, unlike K-12 students, participate in a wide variety of placements, and natural settings, that are appropriate to their developmental level ranging from daycare settings to hospitals. Because of the diverse nature of early childhood programs, early childhood special

education programs must necessarily operate with considerable autonomy. Additionally, those programs frequently focus on developmental skills rather than specific-curriculum instruction allowing discrete services to be easily integrated into the natural setting of each student's program of early childhood education.

The School District reserves the discretion to not provide early childhood special education and related services at non-public sites when to do so would impose additional costs greater than the costs of providing such services at a public school site.

JORDAN DISTRICT SCHOOLS POLICY

Adopted: September 12, 2007

Revised:

625 CURRICULUM COMMITTEE

I. Purpose

The purpose of the district curriculum committee is to be a sounding board for the administration and staff regarding the district's curriculum

II. Goals

1. To provide citizens a venue for addressing issues regarding the district's curriculum.
2. To allow parents, community members, and students to have a voice, and to make suggestions regarding the district's curriculum.
3. To discuss ways to create a curriculum which is conducive to learning in the 21st century.
4. To encourage the administration and staff to take into account input from the committee when making curriculum decisions.

III. Make up of Committee

1. Open to all citizens of the school district.
2. Size of committee - unlimited, unless size becomes an issue, then the committee would make a recommendation to the school board as to the size and make up of the committee.
3. It would be recommended that the committee be made up of the superintendent and/or curriculum director, the principals, at least one staff member from each building, two parents from each building, one citizen at large, two students from the highschool, and two board members.
4. The Superintendent/Curriculum Director will chair the meetings. A secretary will be appointed by the committee.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised:

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district, and any other groups participating in the community education program in the school district.
- C. Bylaws of the community education advisory council shall provide the

framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

- D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: (Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
(Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
(Minn. Stat. § 124D.20, Subd. 1 (Community education Revenue)

Cross References: MsBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: _____

907 REWARDS

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (Reward)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised: August 9, 2010

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. 717. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

- A. The name of the school district shall be Jordan Public Schools.
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 717 (Jordan Public Schools), but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)