



Jordan School District #717
Policy Committee Minutes

Monday, January 8, 2018 at 5:30 PM
Policy Committee
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

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School Board Clerk

Date

Jordan District Schools Policy

Adopted:

Revised:

524.1 SOCIAL MEDIA POLICY

I. PURPOSE

The school board 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 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)

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)

Guideline Samples to be considered for our guidelines:

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."

*

"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."

- 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.

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.

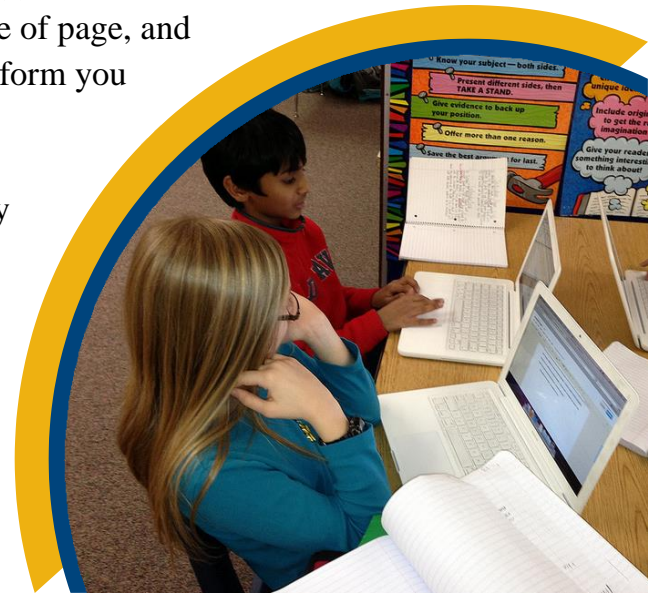
Gaining approval is easy, just follow these guidelines:

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.

3



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.**





+ 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.



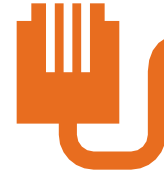
+ You are always free to "hide" any comment on Facebook that you do not feel fits your page and the intention of the community even if it does not break rules. You are the page manager and must ensure the page stays true to your community. Hiding a comment means only the person who wrote the comment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

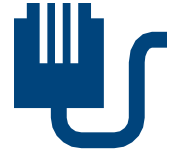
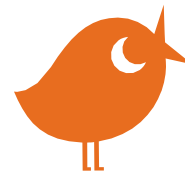


+ Take complaints offline. If someone is complaining, the best thing you can do is to get the person talking offline. You can request the person contact you and give an email address or look them up and call them.

— 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.

TAKE COMPLAINTS OFFLINE





- 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.

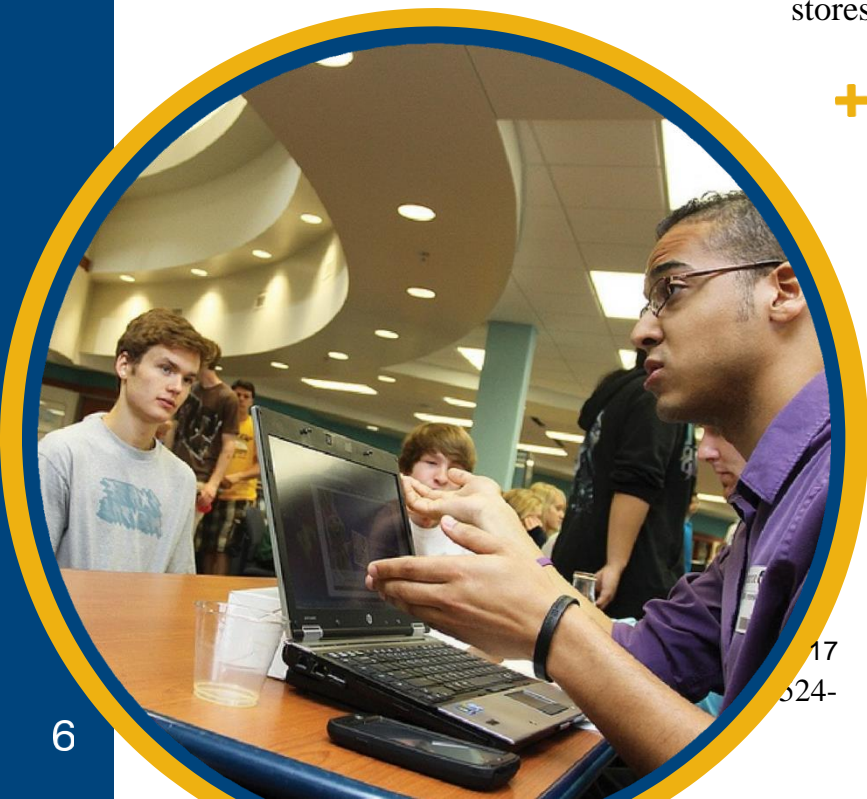
- + Correct error with facts and back it up with links to your sources. In the world of social networking, talk is cheap, but it carries a lot of weight. 70% of people have trust in consumer opinions posted online. (Nielsen Global Online Consumer Survey April 2009.) Social media provides you an outlet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



17
524-





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.

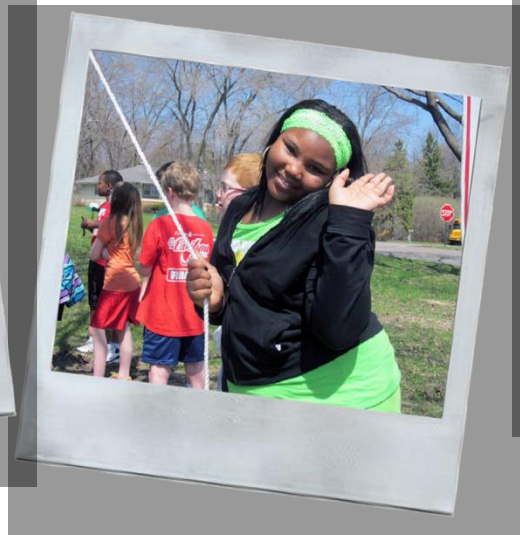
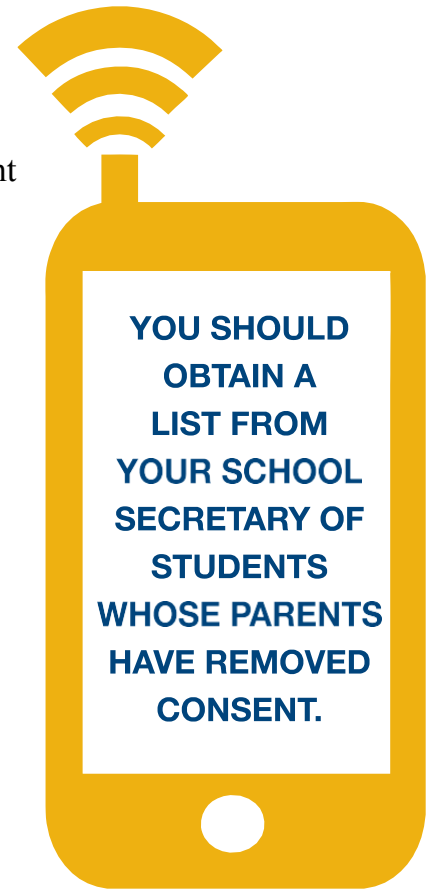
EXAMPLES OF ACCEPTABLE CONTENT

- 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 copy right 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

SOCIAL MEDIA GUIDELINES FOR STAFF

Northeast Metro 916 Intermediate School District recognizes the importance of social media as a communications and teaching and learning tool that supports the mission, instructional practices and professional development efforts of the district. For the purposes of these guidelines, social media refers to external websites and applications that enable users to create, share content and interact with others in a public-facing domain.

These guidelines are intended to help staff use social media safely, responsibly and successfully. They align with Northeast Metro 916 board policy [#524, Technology Responsible Use and Safety Policy](#). It is an employee’s individual decision to choose if they wish to participate in social media activities.

Social Media Account Use

The first step to establishing a social media presence is to determine which kind of account fits your needs and desired purpose. Consider your role in education and how social media can support and enhance your daily work and professional goals. Before you set up your account, please also keep in mind that social media accounts require time and maintenance in order to be successful.

	Personal Professional Account	Program/District Level Account
Account Owner	Owned by an individual	Owned by a district staff member as a representative of the district.
Account Purpose	Used for purposes such as professional development and establishing a professional learning network (PLN)	Used for purposes such as family engagement, community outreach, and establishing a PLN
Naming Requirement	No naming guidelines	Follows 916 naming conventions (e.g. @916CareerTech)
Email Requirement	Must be created with a <u>personal</u> email account.	Must be created with a district email account
Notes	Account holder is still responsible for adhering to all applicable district policies even on personal accounts.	Account must be approved by the appropriate administrators with account credentials recorded.

If you are unsure of which kind of account best suits your needs, please contact Syreeta Wilkins, Communications Coordinator (x5607, swilkins@916schools.org)

Maintenance and monitoring

It is important that staff who create their own professional, and/or school social media accounts monitor them with regularity. Individual staff members are responsible for the accounts they maintain. Just like school websites, some accounts may be more extensive and more frequently updated than others based on school and individual priorities. Best practice, however, would be that an official school account be updated regularly.

Maintenance and monitoring guidelines:

- At the discretion of the principal/manager, official program/school social media accounts may be maintained by one or more staff members. When multiple staff members are responsible, please work together to ensure a consistent voice.
- At a minimum, keep your accounts fresh by posting once per week. However, multiple posts per school week is recommended.
- Think before you post and consider what types of content are most beneficial and meaningful for your purposes. This may take some practice, but look around at other accounts you are following to get ideas for what makes a successful post.
- Regular monitoring is required so that you can address or remove inappropriate posts in a timely manner. Set up email notifications or smartphone notifications so that you automatically receive notifications when there is activity on your account.

Professionalism

District approved social media accounts are seen as extensions of the district and must reflect the mission, vision and values of Northeast Metro 916. Every time you communicate, whether it's in-person or on social media, you shape public opinion about you, your profession, your school, your district and public education as a whole.

Guidelines for professionalism:

- Maintain professional boundaries. All online dialogue and interactions with students on social media pages should be for educational purposes only.
- Post only what you want the world to see. Imagine your students, their parents, and your administrator visiting your site.
- Keep your posts positive and do not engage in negative or critical conversations online. The district recommends that you do not discuss students, coworkers, or district policies and procedures in a social media forum.
- Never share information with students online that would not be appropriate to share in a classroom, or school/community setting. What is inappropriate in the classroom is also inappropriate on social media.
- Retweets, likes and favorites are perceived as endorsements. These interactions should be done with care.
- Student groups or members of the public may create social media representing students or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they do so as an employee of the District. Employees have responsibility for maintaining appropriate employee-student relationships at all times and have responsibility for addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, and mandated reporting requirements.

Personal Social Media

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.

It is important to note that it is very easy to overlook how public your personal social media accounts can be. There are a few items you should keep in mind when posting publicly to the web using social media.

- Staff are discouraged from connecting with students or their families using personal social media accounts. If employees choose to join or engage with students, families or colleagues using personal social media accounts, they are advised to maintain their professionalism as district employees.
- 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.
- Even on personal, secured social media pages, employees must avoid posting any information or engaging in communications that violate state or federal laws or district policies.
- Employees should not use their district email address for communications on public social media networks that have not been approved by the District.

Transparency and honesty are paramount. If you are posting about your work, use your real name and identify your employment relationship with the District. Be clear about your role; if you have a vested interest in something you are discussing, be the first to point it out. If you post comments publicly, please use a disclaimer to state in clear terms that the views expressed are the employee's alone and that they do not necessarily reflect the views of the Northeast Metro 916.

Safety and confidentiality

Safety is the overriding concern with regard to information posted online. Always respect the privacy and confidentiality of student information.

Guidelines for safety and confidentiality:

- Staff must never disclose private data or confidential information about the school, students and colleagues.
- Personal information, including student names, photos, location, etc., should not be posted on social media or transmitted to non-district employees.
- Events such as school excursions (where students are leaving school or board premises on a school-sponsored activity) should not be posted publicly prior to the event for safety, security and privacy reasons. However, vague posts that do not include the time and location of the excursion are permitted; e.g., Grade 9 Science Trip on April 7.
- Information about events that are open to families and the public can be posted prior to the event taking place.
- Just like in the classroom, you have the responsibility for addressing inappropriate student behavior or activity on these networks, including legal requirements for mandated reporting.

Personal Social Media

Peel District School Board (Mississauga, Ontario) – Social Media Staff Guidelines

Minnetonka Public Schools (Minnetonka, MN) - Policy #470: Employee Use of Social Media

Kimmel Farm Elementary School (Winston-Salem, NC) – Social Media Guidelines and Best Practices

Bloomington Public Schools - Social Media Guidelines for Staff

Training and Contact Information:

Training opportunities will be made available throughout the year. At any time, please feel free to reach out to Scott Schwister (x5406, SSchwister@916schools.org) Andrew Hamilton (x5603, AHamilton@916schools.org) with questions regarding professional and classroom accounts or Syreeta Wilkins (x5607, SWilkins@916schools.org) regarding program/district level accounts.

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: 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)

----- Forwarded message -----

From: **Cathy Miller** <cmiller@mnmsba.org>
Date: Tue, Jan 2, 2018 at 11:10 AM
Subject: RE: Policy Question
To: Matt Helgerson <mhelgerson@isd717.org>

Matt,

The decision is up to your local school district. The language is included because some school districts felt that the students who had been with the school district their whole career or at least their whole high school career had taken more difficult classes than students who transferred in. The difficulty of the classes may have affected their GPA, and students who transferred in could have an advantage to advance in class rank, for example.

Best regards,

Cathy

Cathy Miller
Director, Legal & Policy Services
Minnesota School Boards Association
1900 West Jefferson Avenue
St. Peter, MN 56082
[507-934-8132](tel:507-934-8132); [800-324-4459](tel:800-324-4459) ext. 132
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**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: 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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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: 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)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: November 8, 2010

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13

(Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised: July 11, 2011

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of seven elected directors. The term of office is four years.
- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
 - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 - 2. conduct the business of the schools and pay indebtedness and proper expenses;
 - 3. make and authorize contracts;
 - 4. employ and contract with necessary qualified teachers and discharge the same for cause;
 - 5. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;
 - 6. provide services to promote the health of its pupils;
 - 7. provide school buildings and erect needed buildings;
 - 8. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 - 9. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 - 10. employ and discharge necessary employees and contract for other services;

11. provide for transportation of pupils to and from school, as governed by statute; and
12. procure insurance against liability of the school district, its officers, and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minn. Stat. § 123A.22 (Cooperative Centers)
 Minn. Stat. § 123B.02 (General Powers)
 Minn. Stat. § 123B.09 (School Board Powers)
 Minn. Stat. § 123B.14 (School District Officers)
 Minn. Stat. § 123B.23 (Liability Insurance)
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
 Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
 Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References:

MSBA/MASA Model Policy 101 (Legal Status of the School District)
 MSBA/MASA Model Policy 202 (School Board Officers)
 MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)
 MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised: January 9, 2012

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised: January 9, 2012

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.
- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.
- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: October 8, 2012

Revised: October 14, 2014

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

- A. The school board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

“Meeting” means a gathering of at least a quorum or more members of the school board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering.

IV. PROCEDURES

- A. Meetings
 - 1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at its primary offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its

schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.
- c. This notice shall be posted and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news

medium's telephone number.

- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with Minn. Stat. § 13D.021.

B. Votes

The votes of school board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items prepared or distributed by the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed are not public data.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.
- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings. These meetings may be closed only by the Commissioner of the

Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on the dismissal of a licensed teacher shall be public or

private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach the reasons in writing within 10 days of receiving the request.
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

- a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
- b. active investigative data collected or created by a law enforcement agency;

- c. educational data, health data, medical data, welfare data, or mental health data that are not public data; or
- d. an individual's personal medical records.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The school board may close a meeting:
 - (1) to determine the asking price for real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.
- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information

discussed would pose a danger to public safety or compromise security procedures or responses.

- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn.

1983)

Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.*
(Minn. 1993)

Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)

Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)

Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)

Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)

Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)

Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)

Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References:

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

MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

MSBA/MASA Model Policy 207 (Public Hearings)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

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

MSBA Service Manual, Chapter 13, School Law Bulletin “C”
(Minnesota’s Open Meeting Law)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: January 13, 2014

707.1 STUDENT TRANSPORTATION

POLICY: As required by conditions affecting the safety and well being of all students, it shall be the policy of Independent School District #717, Jordan, Minnesota, to transport all eligible students residing within the District to and from school on an equitable basis.

ELIGIBILITY: Pupils eligible for bus transportation to be furnished by the School District include the following:

1. All elementary pupils who live one (1) mile or more from the school as measured by the shortest route to the school building or live within a traffic hazard zone.
2. All secondary pupils who live two (2) or more miles from the high school as measured by the shortest route to the school building or live within a traffic hazard zone.
3. Students who are eligible for transportation because of the location of their residence may be transported from and/or to a babysitter, but in no instance will the bus routes or bus stops be changed to accommodate these arrangements.

The transportation system will try to accommodate students being dropped off at the babysitters on a regular basis, but reserves the right to restrict alternate drop offs because of overloaded bus conditions, unreasonable scheduling requests or any other factor affecting the safety or efficient operations of the transportation system.

The District reserves the right not to accommodate parental requests for multiple location pick ups and/or deliveries in a short time span (i.e., 2 days here, 2 days drop off there).

Students who are not eligible for transportation because of the location of their residence will not be transported to and/or from a babysitter's residence.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted August 11, 2014

Revised

825 ANIMALS ON SCHOOL PROPERTY

I. PURPOSE

The purpose of this policy is to define what animals are allowed on District #717 school property.

II. GENERAL STATEMENT OF POLICY

Due to health and air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish, birds or exotic animals are not allowed in indoor spaces and at all outdoor events on school property, unless pre-arranged with the principal. The animal must be confined or on a leash and under adult supervision. Certified therapy and service animals will be permitted.

III. PROCEDURES

- A. For purposes of instruction, the teaching staff is encouraged to use alternative methods and avoid the use of live animals when possible.
- B. Request in writing permission from the building administrator by using form labeled Appendix A.
- C. Habitats must be cleaned regularly (including vacations and holidays) according to the guidelines associated with the particular animal. Waste must be disposed of properly (double bagged and immediately removed to outside dumpster).
- D. Locate animals and their habitats as far away from ventilation systems as possible to avoid circulating allergens.
- E. When approval has been given for an animal to be brought into a school, notification will be given to parents of the students who will be present. Upon notification of sensitivity by students or teacher, a classroom will be kept animal free, or the student/students with a sensitivity will be given an alternate activity to participate in outside of the classroom.
- F. If an administrator feels that the animals in the classroom are not in the best interest of the district, the animal must be removed from the classroom.
- G. Students and staff are not allowed to bring or keep animals in school without the permission of the building administrator.

- H. Animals are not allowed on buses. The one exception to this is that service animals are allowed on buses.
- I. Animals used for the purposes of assisting individuals must be registered in the building office upon arrival.
- J. Animal use for administrative purposes is allowed.
- K. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., Raptor Center, and Humane Society. Students with a sensitivity will be given an alternate activity to participate in outside of the classroom.
- L. Animals brought in for “show and tell” should be scheduled for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

**Appendix A to Policy 825
Jordan District Schools
Request for Animals on School Property**

School _____ Date _____

Staff Person _____ Room # _____

Type of animal(s) to be used in classroom _____

Number of animals _____

Date animal is to be brought into classroom _____

Date animal is to be removed from classroom _____

Are animal's vaccinations up to date? Yes _____ No _____ N/A _____ *If no, animal will not be allowed into the building. Please attach proof of vaccinations.*

Who will be responsible for cleaning cages? _____

What is the educational purpose of having the animal in your classroom?

Request Approved _____ Denied _____

Site Administrator Signature _____ Date _____

AS DISTRICT POLICY STATE

Use alternatives to animals if possible for purpose of instruction. Request in writing per mission from the building administrator using form labeled Appendix A. Cages must be cleaned regularly (including vacations and holidays) and according to the guidelines associated with the particular animal. Dispose of waste properly (double bagged and removed immediately to outside dumpster). Locate animal habitats away from ventilation systems to avoid circulating allergens. Students sensitive to animals will be located away from animals and habitats. If an administrator feels that the animals in the classroom are not in the best interest of the district, the animal must be removed from the classroom. Students are not allowed to bring animals to school without the permission of the building administrator. Animals are not allowed on buses with the exception of service animals. Animals used for the purpose of assisting individuals must be registered in the building office upon arrival. Animals may be used for administrative purposes.

Staff Person Signature _____ Date _____

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted September 8, 2014

Revised

880 RECORD RETENTION

I. PURPOSE OF THE GENERAL RECORDS RETENTION SCHEDULE

Records are vitally important to the operation of any organization. They serve as the organization's memory and are evidence of past events and the basis for future actions.

The purpose of a records retention schedule is to provide a plan for managing records by giving continuing authority to dispose of records under Minnesota Statutes 138.17. A retention schedule is a plan for the management of records.

The school district's retention schedule establishes minimum retention periods for school district records based on their administrative, fiscal, legal and historical value. It lists record series common to school districts and identifies how long to retain them.

II. ADOPTING AND USING THE RETENTION SCHEDULE

To begin disposing of records according to the schedule, the State Archives Department of the Minnesota Historical Society must be notified that the school district has officially adopted the schedule. The attached form, "Notification of Adoption of School District General Records Retention Schedule", is used for this purpose.

The Minnesota Historical Society will sign and return the Notification form. You will then have the authority to dispose of records as indicated on the schedule.

School district records should be compared with the records listed on the schedule. Retention periods listed on the schedule represent the minimum length of time that records must be retained. Once that retention period has been reached, the records may be destroyed, transferred to the State Archive or retained permanently in the school district. If you need to retain some record series longer than the listed retention, you should establish an agency policy for those policies.

Records identified on the schedule as historical may be transferred to a local historical society, museum, public library, or interested individual with the specific, written permission of the State Archives at the Minnesota Historical Society.

The retention stated on the schedule applies to any form of the record (paper, computer disk, microfilm, optical disk, electronic media, etc.). Especially in the case of electronic records, it is the responsibility of the school district to identify the official record copy in whatever form it is. An official record is a record received or created in the transaction of

public business as determined by the school district. However, if the form of a record is changed (for instance, placing a paper record on an electronic media) you may not be authorized to dispose of the original record.

III. DESTRUCTION REPORTING

After the records are destroyed according to the retention schedule, send a report to the Minnesota Historical Society. Use a copy of the attached “Records Destruction Report” for this purpose.

IV. RECORDS NOT ON THE RETENTION SCHEDULE

Records not listed on this schedule cannot be destroyed without submitting either an “Application for Authority to dispose of Records” or a “Minnesota Records Retention Schedule”.

The “Application for Authority to dispose of Records” form is used to request one-time authority to dispose of records. A reproducible copy of the form is attached. Since an approved form gives the authority to dispose of only those records listed on the form, it is recommended that you use that form only for obsolete records (records no longer being created).

For ongoing authority to dispose of records not listed on the schedule, complete a “Minnesota Records Retention Schedule”.

V. DUPLICATE RECORDS

The retention schedule concerns itself only with the school district’s official record copy and the retention periods assigned reflect that. It is each school district’s responsibility to identify the official record copy and to identify when to destroy any other copies of identical records, after they have lost their legal, fiscal, historical and administrative value. Duplicate copies need not be retained.

VI. CATEGORY DEFINITIONS

1. Record Series Description: A record series is a group of records clustered together because they all relate to the same topic and have the same retention period.
2. Retention Period: The retention cited is the minimum amount of time a record must be kept. A number printed alone, e.g. 10, means ten years. The stated retention does not include the year the record originates. For example, if Record A is filed by calendar year and it has a retention of 3 years, the disposal date for 1985 records is January, 1989.

3. Archival: If a Y, meaning yes, appears in this column, these records must be retained permanently by the school district because they have historical value. Records of closed school districts may be transferred to the State Archives for selection and disposition.

VII. ARCHIVAL

If a Y, meaning yes, appears in this column, these records must be retained permanently by the school district because they have historic value.

Minnesota Historical Society
 State Archives Department
 Minnesota History Center
 345 Kellogg Blvd, West
 St. Paul, MN 55102-1906
 (651) 297-4502 Fax: (651) 296-9961

**NOTIFICATION OF ADOPTION OF
 SCHOOL DISTRICT GENERAL
 RECORDS RETENTION SCHEDULE**

1. Complete this form and send the original and 2 copies to the State Archives Department at the above address.
2. Destruction of records according to the general schedule is NOT permitted until this form is signed by the Minnesota Historical Society.

School District (Name & Number)	County	Telephone (Include Area Code)
Street Address		City, Zip Code

This is to notify the Minnesota Historical Society that the school district named above has officially adopted the Minnesota School District General Records Retention Schedule. School districts are advised to adopt the entire schedule. If this is not possible, individual sections may be adopted. ('X' the appropriate items.)

- The School District Adopts the Entire Schedule.
- The School District Adopts Only the Following Sections:

- | | | |
|--|--|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Food Service | <input type="checkbox"/> Personnel |
| <input type="checkbox"/> Buildings | <input type="checkbox"/> Finance | <input type="checkbox"/> Student |
| <input type="checkbox"/> Community Education | <input type="checkbox"/> Health and Safety | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Curriculum | | |

Name/Title of School District Official (print)	Signature of School District Official	Date
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The Minnesota Historical Society acknowledges your Notification of Adoption of the School District General Records Retention Schedule. You are authorized to retain and dispose of records as indicated on the Schedule.

Director or Designee, Minnesota Historical Society
Date

**DEPARTMENT OF ADMINISTRATION
REPORT**

RECORDS DESTRUCTION

Information Policy Analysis Division
305A Centennial Office Building
658 Cedar Street
St. Paul, MN 55155
(651) 296-6733 or (800) 657-3721
FAX: (651) 205-4219

INSTRUCTIONS

- | | |
|---|---|
| <p>1. Print or type all information.
Records</p> <p>2. Use this form to report records destroyed under authority of a General Records Retention schedule or an approved Archivist, MN agency retention schedule.</p> <p>3. Report only records that are physically destroyed, not records transferred to the Minnesota Historical Society.</p> <p>4. Reports can be submitted annually or as records are destroyed.</p> | <p>5. Send the original of this report to the Management Program at the above address.</p> <p>6. Send a copy of this report to State Historical Society, MN History Center, Kellogg Blvd. W, St. Paul, MN 55102-1906.</p> <p>7. For additional space, use reverse side.</p> |
|---|---|

Agency		Person Reporting Destruction			Date Report Submitted	
Address		City, Zip			Telephone ()	
General Schedule Name or Agency Schedule Number (e.g. 'City Gen. Sch.' Q'87-123')	Section of Schedule where Record is Listed	Item No. As Listed on Schedule	Record Title (use same title listed on schedule)	Ind usive Dates	Date Destroyed	Quantity* (Cubic Feet)

*** VOLUME CHART TO DETERMINE CUBIC FEET**

Letter Size Drawer = 1.5 Feet	Record Center Box = 1.0	3x5 Card = 0.1	Total Cubic
Legal Size Drawer (inside) = 2.0	12' x 15' x 10'	4x6 Card = 0.2	Destroyed
Shelving 4 Letter = 2.3	Transfer Case = 2.5	5x8 Card = 0.3	records listed
Shelving 4 Legal = 3.0	24' x 16' x 11'	Printouts 1 = 1.25	on back)

**MINNESOTA HISTORICAL SOCIETY
PANEL**

FOR USE BY RECORDS

STATE ARCHIVES DEPARTMENT

Application No

Date

**APPLICATION FOR AUTHORITY
TO DISPOSSE OF RECORDS**

Instructions:

1. This form does not provide continuous authority to dispose of similar records and cannot be used to approve a records retention schedule.
2. Complete original and three copies. Photocopies are acceptable.
3. Complete items 1 through 6 and item 8. Use reverse side to continue records description. If more space is needed, use plain paper.
4. Send original and two copies to the **State Archives Department, 345 Kellogg Boulevard West, St. Paul, MN 55102-1906.**
5. Retain one copy until your approved copy is returned. The approved copy will be your authority to dispose of records. It should be retained permanently.
6. Additional copies of this form are available from the address above or by telephoning (651) 297-4502. (FAX: (651) 296-9961).

NOTE: Laws of 1971, Chapter 529, Section 3 reads as follows: "It is the policy of the legislature that the disposal and preservation of public records be controlled exclusively by Minnesota Statutes, Chapter 138 and by this act, thus, no prior, special or general statute shall be construed to authorize or prevent the disposal of public records at a time or in a manner different than prescribed by such chapter or by this act and no general or special statute enacted subsequent to this act shall be construed to authorize or prevent the disposal of public records at a time or in a manner different than prescribed in chapter 138 or in this act unless it expressly exempts such records from the provision of such chapter and this act by specific reference to this section."

1. Agency or Office	2. Division or Section	3. Quantity of Records _____ Cubic Feet
4. Location of Records		5. Laws other than MS 138.17 that relate to the destruction or safekeeping of the records:
6. I certify that the records listed on this application are accurately described, and that they have no further administrative, legal, or fiscal value for this agency. _____ Authorized Signature (Type name below) _____ Name Date _____ Title Phone		AUTHORIZATION Under the authority of MS 138.17, it is hereby ordered that the records listed on this application be destroyed, except as shown in item 7. _____ Director, Minnesota Historical Society Date _____ Legislative or State Auditor Date _____ Attorney General Date

7. Exceptions to Destruction. (For use by Records Disposition Panel).

8. Description of Records. Describe each record series or type of record separately. Number each series,

beginning with '1'.

A. Item No.	B. Name of record, form numbers, content, usage, arrangement, original duplicate, or microfilm.	C. Inclusive Dates

**MINNESOTA HISTORICAL SOCIETY
ONLY**

MHS USE

STATE ARCHIVES DEPARTMENT

Received By

Date **No.**

Boxes
TRANSFER OF RECORDS TO STATE ARCHIVES

Comments

Instructions:

1. Pack all records in standard records storage boxes, unless otherwise authorized by Archives staff.
2. Sequentially number boxes.
3. Records must be labeled folders or otherwise clearly identified.
4. Retain one copy of this form for your records. Send original with your records to State Archives at the address below.
5. Transferred records cannot be withdrawn from the Archives except in special circumstances. Records are available for use in the Society's Research Center at **345 Kellogg Boulevard West, St. Paul, Minnesota 55102-1906 - (651) 297-4502, (FAX: 651-296-9961).**
6. For additional space, use reverse side.

Agency	Division/Section	Telephone ()
Address	City, State, Zip Code	
Name / Title of Person Transferring Records (Print or Type)	Signature	Date

RECORDS TRANSFERRED

Box Number	Description of Records in Each Box (including files, titles, and subtitles)	Indisive Dates of Records

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JORDAN DISTRICT SCHOOLS POLICY

Adopted: September 12, 2007

Revised: September 8, 2014

902.1 FACILITY USE POLICY

***Any Association or Group using the district's facilities should provide a certificate of Liability Insurance with the following: 1) General Liability policy with limits of \$1,000,000. Each occurrence/\$2,000,000 Aggregate, 2) Jordan ISD 717 listed as Additional Insured on the General Liability policy.**

I. Philosophy for Community Use of Facilities

- A. The board of Education of Independent School District 717 will seek to cooperate with the residents of the district with respect to use of school buildings, facilities and equipment.
- B. In order that the community use of school buildings and facilities be consistent, the following guidelines have been adopted.

II. Priority for Use of Facilities

- A. In all cases the regular school activities or organizations for students in the K-12 program shall have first preference when requesting the use of any part of the buildings or grounds. These groups may be charged staff fees when applicable.
- B. Second priority for use will go to the education and recreation programs conducted by Community Education.
- C. Third priority for use will go to City of Jordan, community, and school district groups with volunteer coaches/leaders (Jordan school district based groups).
 - 1. Youth leadership and development groups (i.e., Scouts, 4-H, church groups)
 - 2. Youth recreational groups (Metro basketball)
 - 3. Other non-profit/civic organizations (i.e., Sand Creek Township, churches)
- D. Fourth priority for use will go to community and school districts groups with paid coaches/leaders (Jordan School District based groups).

- E. Fifth priority for use will go to all Jordan School District based commercial, business organizations, money raising events, and events when admissions are charged or collections are taken for those groups not identified above – (i.e., MVE annual meeting).
- F. Sixth priority for use will go to all outside groups or organizations (non-Jordan School District groups) interested in presenting issues relating to the Jordan residents (i.e., town meeting format). Any requests for non-Jordan School District groups will be evaluated by the Superintendent and Community Education Director.

III. Facility Fees

Groups using school district facilities may be assessed a facility use charge, staff charges and/or equipment use charges. An invoice for all charges will be sent after the scheduled activity. Charges are assessed from the time a group enters the building to when they depart. A down payment may be required. Potential user groups not falling into one of the categories listed below will be assessed fees as determined by the Director of Community Education and the Superintendent.

<u>Category</u>	<u>User Group</u>
1	<p>School district sponsored and/or affiliated groups and/or activities will not be charged fees.</p> <p>City of Jordan sponsored groups and/or activities will not be charged facility rental fees.</p> <p>City of Jordan sponsored groups doing a fundraising activity, charging admission, or collecting money will be charged staff fees when district staff is normally not in the building or for special needs.</p>
2	<p>Local organizations that are quasi-public, youth serving organizations, civic and service organizations, fraternal organizations and social agencies, non-profit educational organizations, governmental entities in Scott County, religious organizations for non-worship activities, local political organizations (caucuses) will not be charged rental fees. Staff fees will be charged when facilities are not normally staffed.</p> <p>These groups who use district facilities for fund raising events or for activities that require admission fees, or collection of money are subject to the category 2 rental rates (unless proceeds are contributed to the local community). Religious organizations using facilities for worship or instruction are subject to category 2 rental rates. Staff and equipment fees will be assessed per schedule.</p>

Cat. 3 Individuals, private agencies, businesses, companies or vendors who reside within the Jordan School District and who use district facilities for commercial purposes (sales, marketing, training) or personal profit, will be assessed category 3 rental rates and will be assessed staff and equipment fees.

Cat. 4 Individuals, religious organizations, private agencies, businesses, organizations, companies or vendors located outside of the Jordan School District boundaries will be assessed category 4 rental rates and staff, and equipment fees.

Facility Rental/Utility Fees (per hour)	<u>Cat. 2</u>	<u>Cat. 3</u>	<u>Cat. 4</u>
Permit	10.00	20.00	30.00
Classrooms	5.00	10.00	15.00
Library/Media Center	12.50	25.00	38.00
Computer Lab	50.00	100.00	150.00
Gym (Per Court):	20.00	40.00	60.00
Auditorium	50.00	100.00	150.00
Playing Fields: Basic (fields 6, 7, 4, 3,)	12.50	25.00	38.00
Competition (field 1, 2)	25.00	50.00	75.00
Football field (varsity)	100.00	200.00	300.00
Track	25.00	50.00	75.00
Field Lights	37.50	75.00	113.00
Fitness Center	12.50	25.00	38.00
Lecture Room (High School)	25.00	50.00	75.00
Lecture Room (Middle School)	25.00	50.00	75.00
Multi-purpose/wrestling room	12.50	25.00	38.00
Concession stand (no use of equipment)	5.00	10.00	15.00
Cafeteria	12.50	25.00	38.00
Home Ec. Kitchen	25.00	50.00	75.00
High School Commons	25.00	50.00	75.00

Equipment (Daily Charge – school equipment cannot leave school property)

Television/DVD	10.00	20.00	30.00
LCD Projectors	10.00	20.00	30.00
Microphones	5.00	10.00	15.00
Coffee Maker	5.00	10.00	15.00
Ice Machine	12.50	25.00	38.00
Piano	12.50	25.00	38.00
Grand Piano	50.00	100.00	150.00
Keyboard	25.00	50.00	75.00
Sound System	50.00	100.00	150.00
Lighting boards	75.00	150.00	225.00

Other.... Determined by the CE director

*We will ask for a \$50 damage deposit for all equipment used.

Staffing Charges

Custodian Fees: A charge will be assessed to categories 2, 3, and 4 for special set-up and or clean up. Category 2 and 3 groups will be charged a custodial fee for activities requiring custodial services which are scheduled when facilities are not normally staffed. Category 4 groups will be charged a custodial fee for all activities. This charge for all categories will be \$30.00 per hour with a two hour minimum charge.

Food Service Supervisor: A charge will be assessed to categories 2, 3, and 4 using the kitchen area of any building. This charge for all categories will be \$30.00 per hour.

Building Supervisor: A charge will be assessed to categories 2, 3, and 4 per agreement. This charge for all categories will be \$15.00 per hour.

Security and Police Officers: Groups in categories 2, 3, and 4 may be asked to provide security and/or police officers for certain activities. Events in which high attendance is expected, when an unusual amount of money is to be exchanged, or if valuable property will be used or featured are examples of such activities. The Jordan Police Department will invoice the District and the charge will be assessed to the user based on the Police Department's invoice.

Auditorium Technician: Groups in categories 2, 3, and 4 will be charged for staff time, including preparation and restoration. This charge for all categories will be \$35.00 per hour.

1. The Jordan School District reserves the right to refuse the use of the districts facilities and/or equipment to any group. It also reserves the right to limit the number of rooms available any group.
2. A \$75 fee will be held in escrow for all groups C-G to insure clean-up of buildings and grounds unless waived in the rental agreement.
3. All fees are subject to change depending on the size of the group
4. A \$50 deposit is required for each set of River Valley keys. Deposit will be returned when keys are returned.

Additional Facility Use Information

- I. Practice Time Restrictions
 - A. No practice for elementary students after 8:00 PM
 - B. No activities for youth on Wednesdays after 6:15 p.m. September – April.
 - C. No practices for youth before noon on Sundays