

## **Workshop Meeting**

Monday, February 24, 2020 5:30 PM

Jordan Public Schools, 500 Sunset Drive; Suite 3, Jordan, MN 55352

1. Discussion on Soccer Cooperative with Belle Plaine Schools
2. Review Flexible Learning Year Application & Calendars
3. Recommended Budget Reductions
4. Capital, Safe Schools, and LTFM Project Ideas/Needs and Rough Budget Numbers
5. Public Hearing on Recommended Budget Reduction & Flexible Learning Year Application (30 Minutes) (with 3 minutes allotted to each speaker)



Jordan High School  
 600 Sunset Drive  
 Jordan, Minnesota 55352  
 952-492-4400 main | 952-492-4425 fax

**JOE PERKL**  
 Activities Director  
 jperkl@isd717.org

### Soccer Cooperative Sponsorship Information

**MSHSL “Host” School:** Jordan

**Conference Schedule:** Wright County Conference - East

**Team Name:** Jordan Boys-Hubmen Girls-Jaguars

**Uniforms** - Jordan uniforms for Varsity, B, C. Need to purchase middle school jerseys/shorts

**Finances-** Fair share % based on registered students

**Practice locations** - All @ Jordan

**Game Locations** - All @ Jordan in 2020. Could change if BP adds soccer lines to the stadium.

**Transportation** - BP provides transportation to Jordan for practice. Game bus determined by geography, similar to wrestling.

**Coaching** - Varsity and B coaches already renewed & established from Jordan. May need to hire C & MS coaches.

**Booster / Player expenses** - Each player needs a ball, shin guards, and cleats

**Expected participants from Belle Plaine:** Estimated 8 boys, 7 girls

#### Jordan Soccer Participation History:

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
<b>B Soccer</b>	n/a	n/a	n/a	n/a	30	47	50	46	43	H32/M23
<b>G Soccer</b>	n/a	n/a	n/a	n/a	23	46	54	43	47	H26/M15

#### OUR MISSION

Inspire a caring community to ignite learning, innovation, and success for all!



## Flexible Learning Year Application 2020-21

[Minnesota Statutes, section 124D.12 to 124D.127](#) authorizes districts to evaluate, plan and employ the use of flexible learning year programs. It is anticipated that the open selection of the type of flexible learning year operation from a variety of alternatives will allow each district seeking to utilize this concept to suitably fulfill the educational needs of its pupils. These alternatives must include, but not be limited to, various 45-15 plans, four-quarter plans, quinmester plans, extended learning year plans and flexible all-year plans.

Flexible learning year program means any district plan approved by the commissioner that utilizes buildings and facilities during the entire year or that provides forms of optional scheduling of pupils and personnel during the learning year in elementary and secondary schools or residential facilities for children with a disability.

### Instructions

Type directly into this document. The completed application can be submitted at any time. For a fall 2020 start date, please submit the application to [mde.FlexibleLearning@state.mn.us](mailto:mde.FlexibleLearning@state.mn.us) no later than **Friday, March 6, 2020**. Please number all pages, including attachments. Applications will be reviewed within 45 business days of receipt per [Minnesota Statutes, section 124D.122](#). Please contact Cindy Jackson at 651-582-8572 or [cindy.s.jackson@state.mn.us](mailto:cindy.s.jackson@state.mn.us) with questions or for technical assistance.

### Program Basics

Our district is applying for the following school years (check all that apply):

2020-21

2021-22

2022-23

### School District(s) Information

Please indicate which school district(s) this flexible learning year program application applies to. Please add districts (and rows) as needed.

School District Name	School District Number	School Site Name	Superintendent Name	School District Address	School District	Superintendent's Email Address

		(if applicable)			Phone Number	
Jordan Public Schools	0717		Matthew Helgerson	500 Sunset Drive, Suite #1	952-492-6200	mhelgerson@isd717.org

If a consortium of school districts, provide:

Name of Flexible Learning Year Program	Consortium Contact Name and Title	Mailing Address	Phone Number	Email Address

## Flexible Learning Year Program Information

**Type of Program.** Please identify the type of flexible learning year program you are applying for ([Minn. R. 3500.1000, subp. 3](#))

\_\_\_\_\_ 45-15

Flexible All-Year

\_\_\_\_\_ Extended Learning Year

\_\_\_\_\_ Four-Quarters

\_\_\_\_\_ Quinmester

\_\_\_\_\_ Other. Describe your district's "other" category:

**(Note: MDE will not approve new districts applying for Four-Day School Weeks at this time.)**

**Pre-Labor Day.** Does the calendar for any of the proposed implementation years involve a pre-Labor Day start?

\_\_\_\_\_ No

Yes

If yes, list start dates for each year.

- 2020-21: 8/31/2020

- 2021-22: 8/30/2021
- 2022-23: 8/29/2022

**If yes, what specific aspects of this proposal could not be implemented if school began after Labor Day?**

**Aspect #1: Jordan Public Schools would lose five learning and instruction days without the Flexible Learning Year Plan in place.**

The Flexible Learning Year plan allows for increased instructional time for students and teachers (five days) prior to state and national assessment dates. State and national assessments include state tests such as the MCA tests and national, high stakes tests like AP exams and ACT / SAT college entrance tests. Without the Flexible Learning Year in place, these instructional days are placed at the end of the school year where high quality instruction is less impactful and does not foster success on mandated assessments. Moreover, research shows that at the start of the academic year is when students are more susceptible to learning and progress gains are increased. These gains are partially due to summer learning loss, which teachers must continually overcome in these early months and is more prominent in low socioeconomic students, and increased student engagement overall (Cooper et al., 1996). Glatter, Deruy, and Wong (2016) echo these sentiments with a comparative analysis detailing what experts in education view as a "broken school calendar" and instead call for increased instructional time before high stakes assessments and less extended breaks overall. Jordan School District's parents concur with these fixes to the calendar by moving the school start date before Labor Day, which is evident in the district calendar survey where parents, students, and staff displayed overarching support for a pre-Labor Day start.

Specifically concerning increased instruction time, *The National Center on Time and Learning* suggests that expanded learning time is necessary for successful implementation of the Common Core State Standards, which are the foundation for national and state assessments. Consequently, there is a direct correlation between increased instructional time prior to these assessments and student achievement. For example, New Mexico schools extended instructional time in order to help close the achievement gap measured by national assessments, and longitudinal study results show that adding this instructional time has been effective in raising achievement (Baker et al., 2004). These findings are echoed by Farbman et al. (2015) with data showing a direct correlation between quantity of instructional time and student achievement due to increased engagement in academic classes allowing for deeper coverage of standards measured on assessments. Countless studies have reaffirmed the need for increased instructional time such as Kidron and Lindsay's (2014) meta analysis finding that increased learning time has a positive effect on academic achievement and social-emotional development; Jin Jez and Wassmer (2013) found a statistically significant and positive relationship between the number of instructional minutes in an academic year and standardized test scores; consequently, the Flexible Learning Year allowing the district to move instructional time to the beginning of the year will help foster student achievement measured on standardized tests.

Allowing Jordan Public Schools to front-load instructional time will help develop a strong start to the academic year, provide time to set up routines, align with athletic seasons and concurrent enrollment calendars, and especially provide increased instruction before testing season. District officials, administration, teachers, staff, parents, and even students have weighed in on this early start, and together these stakeholders are in support of this pre-Labor Day start.

**Aspect #2: Early school year programming and development.**

The Flexible Learning Year would better enable Jordan Public Schools to front-load routine and relationship building programming that aligns with the start of fall athletic seasons and concurrent enrollment offerings. Neuroscience explains that the brain feels safest and relaxed when connected to others who are trusted and respected (Hammond, 2015). In order to foster these connections, JPS takes pride in early year programming that solely focuses on relationship building.

Programming such as Freshman FOCUS, WEB / Jump Start to Middle School, Preschool and Elementary Conferences, and Kick Start to Kindergarten are just a few examples of offerings that help foster connections between the district, parents, and students. According to Hattie (2012), teachers who have created positive teacher student relationships are more likely to have high achieving students in both academic testing and social and emotional learning. By starting the school year pre-Labor Day, this community building work is well established and a week of core instruction is gained back before academic testing.

The mission of Jordan Public Schools is to “Inspire a caring community to ignite learning, innovation, and success for all.” Starting the academic year early allows the district to support this mission by allowing room for front-loaded programming to foster a “caring community” while not losing instruction time that “ignites learning, innovation, and success for all” (*Jordan Public Schools*).

**Aspect #3: Jordan Public Schools would have higher behavior incidents along with student and staff absenteeism without a Flexible Learning Year Plan in place.**

Rescheduling five days to the beginning of the academic calendar will reduce the overall number of behavior incidents and lessen student and teacher absences. By conducting an internal comparative study between fall and spring behavior and attendance data, a correlation between increased frequency in behavioral referrals and absences in the spring of the academic school year compared to the fall can be determined. In fact, Jordan School District behavioral data reveals up to a 37% increase in spring referrals comparing fall to spring incidents across the district. This behavior increase also coincides with student absence increase by as much as 75% in the spring. Moreover, teacher absenteeism increased from fall to spring by 86% overall in the past three academic calendars.

These behavior and absentee increases have greater impacts than purely behavior interventions and absences; students with increased behavior incidents also lose instructional time impacting overall achievement. A California longitudinal study analyzed missed instruction due to discipline; Losen and Whitaker (2017) found that students lost approximately 18 days of instruction for every 100 students. Consequently, that lost instructional time impedes

overall academic achievement. Tie increased behavior incidents to also increased student absences, and the combined loss of instructional time is tremendous. In fact, Miller's (2017) meta analysis of student absence found that these absences are a leading indicator of academic problems even impacting future graduation potential.

Moreover, looking at the dramatic teacher absentee increase, this 86% surge in spring absences cause an escalated loss of instruction time for all students; although the district employs fantastic substitute teachers, not having direct instruction from the regular classroom teachers impedes learning (Miller, 2017), and coupled with the current state-wide substitute teaching shortage, often classes are left without a substitute teacher making instruction even weaker. Beyond loss of instructional time, these increased teacher absences also cost the district approximately \$88,000 per year with approximately \$58,000 of that total cost occurring in the second half of the academic year due to paying substitute teachers salaries and benefits and employing sub calling services. The Flexible Learning lessens these financial costs and missed instruction due to front-loading instructional days when teachers absences are at their lowest potentially serving as a cost savings move for the district and reducing achievement impacts.

The Flexible Learning Year allows Jordan School District to front-load instruction when behavioral referrals and absences are at their lowest, which potentially creates a causal relationship mitigating the loss of instructional time due to behavior referrals and absences overall.

### Works Cited

- Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2), 167–180. doi: 10.1177/000312240707200202
- Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional time and national achievement: Cross-national evidence. *Prospects* 34(3), 311–334.
- Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*, 66(3), 227–268. doi: 10.3102/00346543066003227
- Farbman, D. A. (2015). The Case for Improving and Expanding Time in School: A Review of Key Research and Practice. *National Center on Time & Teaching*.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Jin Jez, S., & Wassmer, R. W. (2015). The Impact of Learning Time on Academic Achievement. *Education and Urban Society*, 47(3). doi: 10.1177/0013124513495275
- Kidron, Y., & Lindsay, J. (2014). *The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review*.
- Losen, D. J., & Whitaker, A. (2017). *Lost Instruction: The Disparate Impact of the School*

*Discipline Gap in California* (pp. 1–39). Los Angeles, CA: The Civil Rights Project.  
 Miller, R. (2017, March 3). Being There Matters: Tracking Student and Teacher Attendance. Retrieved February 14, 2020, from <https://www.future-ed.org/being-there-matters-student-and-teachers-attendance/>

## Purposes

Flexible learning year programs shall be designed to accomplish at least one of the following. Please identify the following initiative(s) your program will address.

- Improve instructional quality;
- Increase cost-effectiveness;
- Make better use of community resources or available technology; and/or
- Establish an alternative eligibility criteria intended to identify pupils in need of special education services.

## Instructional Hours

Schools must provide at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1-6, and 1,020 hours of instruction for a student in grades 7-12, not including summer school (Minn. Stat. § 120A.41). For consortiums of school districts, the table below will need to be filled out per district.

Student Grade Level	2020-21 Instructional Hours	2021-22 Instructional Hours	2022-23 Instructional Hours
Kindergarten without a disability	1,048	1,048	1,048
Grades 1-4	1,060	1,060	1,060
Grades 5-8	1,117	1,117	1,117
Grades 9-12	1,078	1,078	1,078

Does this plan reduce current instructional hours for any student?  No  Yes If yes, explain:

Attach academic year calendars for each year (please label as Attachment A). If unavailable for years two or three, indicate when they will be provided? Attached

## Exemptions

Does the proposed program request exemption from any specific state rules (Minn. R. 3500.1000, subp. 3)?

No

Yes

If yes, please identify the Minnesota Rules and the reason for exemption:

## Public Hearing

Per Minnesota Statutes, section 124D.124, before implementing a flexible learning year program in any facility of the district, the board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent required by the Public Employment Labor Relations Act, and must consult with the parents of pupils who would be affected by the change, and with the community at large. By submitting this application, the superintendent and school board chair certify that the district fully met this requirement and that stakeholder concerns raised in these meetings were appropriately addressed in this application.

Please complete the table below for at least three informational meetings for which the board has given published notice to the teachers and employees and to the parents of pupils affected and community members (add rows as needed). Provide evidence that district staff, pupils and parents who would be affected, participated in the development and will participate in the annual review of the proposal. (Minn. R. 3500.1000, subp. 4). For consortiums of school districts, the table below will need to be filled out per district.

Meeting Dates and Times	Number of Attendees who were parents and community members	Concerns Raised	How Concerns were Addressed
February 10 <sup>th</sup> at 5:00 PM	4 Parents, 6 Admin/Parents, 1 Teacher/Parent, and 1 School Board Member/Parent	None	
February 18 <sup>th</sup> at 3:15 PM			
February 24 <sup>th</sup> at 5:30 PM			

## Negotiations

Before implementing a flexible learning year program in any facility of the district, the school board must negotiate with the teachers, principals, assistant principals, supervisory personnel and employees to the extent

required by the Public Employment Labor Relations Act (Minn. Stat. § 124D.124). Have you completed negotiations?

\_\_\_\_\_ Yes, negotiations are complete. Attach signed Memoranda of Understanding related to Flexible Learning Year (label as Attachment B)

\_\_\_\_\_ No, the negotiations are in process. Explain:

Not applicable. Explain: **Student and staff calendars at Jordan Public Schools are managerial rights and do not require negotiation for the start date or end date of the school year.**

## Board Approval

Per Minnesota Statutes, section 124D.122, the board of any district or a consortium of districts, with the approval of the commissioner, may establish and operate a flexible learning year program in one or more of the day or residential facilities for children with a disability within the district. Consortiums may use a single application and evaluation process, though results, public hearings and board approval must be obtained for each district as required under appropriate sections.

Has your school board(s) approved this flexible learning year program plan and agree to implement it as described if approved by MDE?

\_\_\_\_\_ Yes. If yes, attach school board minutes (please label as Attachment C). If a consortium, attached school board minutes from each district.

\_\_\_\_\_ No. If no, do not submit the application until the school board(s) have approved this program.

## Goals

List the S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time Bound) goals and objectives of your program (Minn. R. 3500.1000, subp. 3).

### Jordan Public Schools Student Achievement Goals

All Children are Ready for School	
<b>Goal:</b>	At least 51% of all kindergarten students will score at or near proficiency for Kindergarten Readiness skills in math and reading based on DIBELS 8 Spring 2020 data.

<b>All Third-Graders can Read at Grade Level</b>
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<b>Goal:</b>	At least 65% of all third grade students will meet or exceed proficiency on the reading MCAs in the Spring of 2020.
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<b>All Racial and Economic Achievement Gaps Between Students are Closed.</b>	
<b>Goal:</b>	Reading: The district will decrease the average achievement gap between FRP and not FRP by 10% based on Spring MCA testing.  Math: The district will decrease the average achievement gap between FRP and not FRP by 10% based on Spring MCA testing.

<b>All Students are Ready for Career and College</b>	
<b>Goal:</b>	At least 40% of students in Grade 10 will score at or above proficiency (a score of 22) on the Pre Act assessment in the Fall of 2019.

<b>All Students Graduate from High School</b>	
<b>Goal:</b>	Jordan High School will remain above 90% in the four-year graduation rate cohort model for the 2019-2020 school year based on the state AYP report.

**Explain how these goals and objectives align to the World’s Best Workforce initiative (Minn. Stat. § 120B.11) and, if applicable, to any Achievement and Integration plans (Minn. Stat. § 124D.61).**

Jordan Public Schools has developed, in compliance with MN Statute Section 120B.11, a district wide, comprehensive strategic plan -- World's Best Workforce (WBWF). Details of the extended WBWF plan can be accessed from the Jordan Public School's Website under *Departments > Teaching and Learning > World's Best Workforce*.

The district's World's Best Workforce plan also coincides with the district's strategic plan and Achievement & Integration goals to combine and streamline the objectives of all district initiatives. WBWF goals are time bound and measured according to results of the spring MCA tests. The proposed Flexible Learning Year Plan provides students and teachers five instructional days of learning prior to state and national assessment dates. This additional time afforded by the Flexible Learning Year will help support the goals of WBWF, Achievement & Integration, and the District Strategic Plan by better supporting all aspects of student achievement.

**Describe the activities, strategies, and structures (extended day/year schedule, remedial initiatives, etc.) you will use to accomplish your goals and objectives (Minn. R. 3500.1000, subp. 3).**

The Jordan Public School's Flexible Learning Year Plan will provide more time for highly effective instruction and learning prior to measuring student achievement goals.

- **More Time:** The proposed Flexible Learning Year Plan provides students and teachers an additional five days of learning and instruction prior to state and national assessment dates. This additional time will help support the goals aligned to student achievement measured on spring assessments.
- **Highly Effective Instruction and Learning:** Additional time does not automatically equate to increased student achievement. However, this additional time does allow for more effective instruction and learning, which does equate to higher student achievement measured on assessments (Farbman et al., 2015). Jordan Public Schools uses numerous proven strategies across the district to support highly effective instruction and learning:
  - Multi-Tiered Systems of Supports
  - Professional Learning Communities
  - Culturally Responsive Teaching
  - Freshman Focus Programming
  - Ramp Up to Readiness
  - Standards Based Instruction tied to Inquiry and Project Based Learning
  - Staff Development focused on Data Informed Best Practices
  - Assessment Analysis and Data Based Decision Making

**Works Cited**

Farbman, D. A. (2015). The Case for Improving and Expanding Time in School: A Review of Key Research and Practice. *National Center on Time & Teaching*.

**Describe the evaluation procedures to be used to evaluate the program (Minn. R. 3500.1000, subp. 3).**

Jordan Public School's Flexible Learning Year Plan will be evaluated by:

- Monitoring student achievement measured on spring MCA assessments -- reading, math, and science.
- Monitor student achievement on national assessments -- AP exams, ACT and SAT assessments.
- Monitoring growth progress toward WBWF goals through FASTBridge Learning assessments and progress monitoring.
- Continuous surveys of students, staff, and community members related to the effectiveness and acceptance of the Flexible Learning Year Calendar.
- Monitoring behavior referral and teacher absenteeism data. Substitute teacher costs will also be monitored as these costs coincide with teacher absenteeism data.

**If this application is for a 45-15 plan or four-day week, explain how nutrition, child care needs and any special programming that ties to academic achievement will occur during intersessions or on the fifth day.**

Not Applicable.

## **Assurances**

- District(s) assures that MDE will receive a final evaluation report by **August 15** of the last approval year.
- District superintendent and school board chair assure that school calendars during the proposed school years will comply with Minn. Stat. § 120A.40, School Calendar and the number of instructional hours will comply with Minn. Stat. § 120A.41 .
- If the proposed program involves alternative eligibility for special education services, the superintendent and school board chair assure that parents whose children will be involved will be fully informed at the IEP meeting and shall have the opportunity to approve or disapprove of placement in the experimental program. If this does not apply, leave box unchecked.
- District superintendent and school board chair assure the proposed program complies with the Compulsory Instruction Statute (Minn. Stat. § 120A.22).
- District superintendent and school board chair assure the proposed program does not request or permit exception to statutes covering employment of unlicensed teachers and aid reduction (Minn. Stat. § 124D.127).
- District superintendent and school board chair assure the proposed program does not discriminate based on the basis of race, color, creed, religion, marital status, status with regard to public assistance, sex or national origin when assigning pupils to attendance groups pursuant to this section (Minn. Stat. § 124D.123).
- All facilities maintained by the district are covered in the district’s application so Minnesota Statutes, section 124D.125 does not apply.

**If this application covers fewer than all of the facilities maintained in the district, there are additional requirements (Minn. Stat. § 124D.125). District superintendent and school board chair assure that:**

- The board of the district has made every reasonable effort to assign qualified teachers who prefer a traditional schedule to facilities of the same level retaining a traditional schedule.
- A full-time teacher currently employed by the district that converts to a flexible learning year program may not, without the teacher’s written consent, be required to teach under this program (1) more or less than the number of scheduled days or their equivalent the facilities of the district were maintained during the year preceding implementation of the flexible learning year program; (2) in a period of a calendar year substantially different from the period in which the teacher taught during the year preceding implementation of the flexible learning year program.
- In no event may a teacher’s continuing contract rights to a position held the year preceding implementation of a flexible learning year program or teaching experience earned during a probationary period the year preceding implementation be lost or impaired upon adoption of a flexible learning year program. If the year of teaching preceding implementation was the end of a probationary period, the

continuing contract right to a full year's contract which normally would be acquired for the next succeeding learning year must be acquired in the year of adoption of the flexible program.

- The district has entered into one contract governing the entire learning year with each teacher employed in a flexible program. If individual teacher's contract to teach less than a period of 175 days during a learning year, each 175 days of employment accrued during any five-year period after the adoption of a flexible learning year program must be deemed consecutive and constitute a full year's employment for purposes of establishing and retaining continuing contract rights to a full learning year position pursuant to sections 122A.40, subdivisions 5 and 7 and 122A.41, subdivisions 2 and 4. A teacher who has not been discharged or advised of a refusal to renew the teacher's contract by the applicable date, as specified in section 122A.40 or 122A.41, in the year in which the teacher will complete the requisite number of days for securing a continuing contract must have a continuing full learning year contract with the district.
- Continuing contract rights established pursuant to this section must not be impaired or lost by the termination of a flexible learning year program.

## Attachments

Attachment A: Academic Calendars for each implementation year.

Attachment B: Signed Memoranda of Understanding (if applicable).

Attachment C: School Board minutes that approved this specific plan to be submitted to the Minnesota Department of Education and implemented if approved by the Commissioner of Education.

## Signatures

By signing below, we hereby agree to fully comply with the above assurances.

If this application is for a consortium of districts, signatures must be obtained from superintendents and board chairs of each district. Copy and paste the following fields to accommodate this expanded information.

### **Superintendent Signature:**

**Superintendent Name:** Matthew M. Helgerson

**Date:** 02/24/2020

### **Board Chair Signature:**

**Board Chair Name:** Deborah M. Pauly

**Date:** 02/24/2020



Adopted by Jordan School Board on: 2/24/2020  
FLY District Calendar 2020-2021

July 2020

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

0

August 2020

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

1

September 2020

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

21

October 2020

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

20

November 2020

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

17

December 2020

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

16

Student Contact Day Summary

Quarter Summary	
1st Quarter	46
2nd Quarter	42
3rd Quarter	43
4th Quarter	43
<b>Total Student Days</b>	<b>174</b>
Teacher Workshop Days	10
Days for PT Conf.	2
<b>Total Teacher Days</b>	<b>186</b>

July

3 4th of July Recognized

August

19 5th Grade WEB/ Jumpstart  
20 No School: New Staff Workshop  
20 No School: New Staff Workshop  
21 No School: Professional Development (Flex Day)  
24-27 No School: Professional Development  
26 Middle and High School Open House/Resource Night  
28 No School  
31 Gr. 1-4 Back to School Conf. and Curriculum Sharing  
31 First Day Gr. 5-12 (9 Freshman Focus) (10-12 online)  
31 Kick Start to Kindergarten

September

1 Gr. 1-4 Back to School Conf. and Curriculum Sharing  
1 Kick Start to Kindergarten  
1 First Day in building grades 10-12  
2 First Day Gr. 1-4 / Kindergarten Conferences  
4 Kindergarten Conferences  
7 No School: Labor Day  
8 First Day Kindergarten Preschool

October

9 2 Hour Early Release: Professional Development  
12 HS Conf. / MS Conf. (Digital Learning Day Gr. 5-8)  
15-16 No School: Education Minnesota Conference

November

5 End of 1st Quarter / ES Conferences  
6 No School: Professional Development / ES Conf.  
12 High School Conferences  
19 Middle School Conferences  
25-27 No School: Thanksgiving Break

December

11 2 Hour Early Release: Professional Development  
23-31 No School: Winter Break

January 2021

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18

February 2021

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

19

March 2021

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

19

April 2021

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

20

May 2021

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20

June 2021

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

3

January

1 No School: Winter Break  
18 No School: MLK Day/ Professional Development  
21 End of 2nd Quarter and 1st Semester  
22 No School: Professional Development

February

12 2 Hour Early Release: Professional Development  
15 No School: President's Day  
25 Middle School Conf. (Digital Learning Day Gr. 5-8)

March

11 High School Conferences  
18 Middle School Conferences  
25 End of 3rd Qtr / Midterm / ES Conf. PM / Full Day  
26 No School: Professional Development / ES Conf. AM  
29-31 No School: Spring Break

April

1-2 No School: Spring Break

May

29 Commencement  
31 No School: Memorial Day

June

3 Last Student Day / Early Out  
4 No School: Professional Development

	No School
	No School (Professional Development Day)
	2 Hour Early Release - Staff Development (4)
	1-4 No School (1-4 Pre-School Conferences)
	Kick Start to Kindergarten
	5th Grade WEB/Jumpstart
	Kindergarten Pre-School Conferences
	Parent-Teacher Conferences
	End of Quarter / Midterm

**District Office:** 952-492-6200  
**Jordan ES:** 952-492-2336  
**Jordan MS:** 952-492-2332  
**Jordan HS:** 952-492-4400

Make-Up Day due to 7 or more Emergency Closing Days Designated as: 2/15/21

Note that the 1st day of school closed by weather will not be made up, and the 2nd through 6th day will be Digital Learning Days per Minnesota State Statute



Inspire a caring community to ignite learning, innovation, and success for all.

**INDEPENDENT SCHOOL DISTRICT NO. 717**  
<http://www.jordan.k12.mn.us>  
 Adopted by Jordan School Board on: 1/6/20  
 District Calendar 2020-2021

- No School
- No School (Professional Development Day)
- 2 Hour Early Release - Staff Development (4)
- 1-4 No School (1-4 Pre-School Conferences)
- Kick Start to Kindergarten
- 5th Grade Jumpstart
- Kindergarten Pre-School Conferences
- Parent-Teacher Conferences
- End of Quarter / Midterm

**July 2020**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**January 2021**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**August 2020**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**February 2021**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

**September 2020**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**March 2021**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**October 2020**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**April 2021**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**November 2020**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**May 2021**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**December 2020**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**June 2021**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**Student Contact Day Summary**

Quarter Summary	
1st Quarter	
2nd Quarter	
3rd Quarter	
4th Quarter	
<b>Total Student Days</b>	<b>0</b>

Teacher Workshop Days	10
Days Allotted for P.-T. Conf.	2
<b>Total Teacher Days</b>	<b>12</b>

**District Office:** 952-492-6200  
**Jordan ES:** 952-492-2336  
**Jordan MS:** 952-492-2332  
**Jordan HS:** 952-492-4400

Make-Up Day due to 7 or more Emergency Closing Days Designated as: 2/17/19

Note that the 1st day of school closed by weather will not be made up, and the 2nd through 6th day will be Digital Learning Days per Minnesota State Statute



Adopted by Jordan School Board on: 2/24/21  
FLY District Calendar 2021-2022

July 2021

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

0

July

5 4th of July Recognized

August

18 5th Grade WEB/Jumpstart  
19 No School: New Staff Workshop  
20 No School: Professional Development (Flex Day)  
23-26 No School: Professional Development  
25 Middle and High School Open House/Resource Night  
27 No School  
30-31 Gr. 1-4 Back to School Conf. and Curriculum Sharing  
30-31 Kick Start to Kindergarten  
30 First Day Gr. 5-12 (9 Freshman Focus) (10-12 online)  
31 First Day in building grades 10-12

August 2021

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2

September 2021

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

21

September

1 First Day Gr. 1-4 / Kindergarten Conferences  
3 Kindergarten Conferences  
6 No School - Labor Day  
7 First Day Kindergarten and Preschool  
24 2 Hour Early Release: Professional Development

October 2021

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

October

18 HS Conf. / MS Conf. (Digital Learning Day Gr. 5-8)  
21-22 No School: Education Minnesota Conference

November 2021

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

19

November

4 End of 1st Quarter / ES Conferences  
5 No School: Professional Development / ES Conf.  
11 High School Conferences  
18 Middle School Conferences  
24 2 Hour Early Release: Professional Development  
25-26 No School: Thanksgiving Break

December 2021

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

16

December

23-31 No School: Winter Break

Student Contact Day Summary

Quarter Summary	
1st Quarter	46
2nd Quarter	40
3rd Quarter	47
4th Quarter	41
<b>Total Student Days</b>	<b>174</b>
Teacher Workshop Days	10
Days for PT Conf.	2
<b>Total Teacher Days</b>	<b>186</b>

January 2022

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

19

January

3 No School: Winter Break (New Year's Day Observed)  
14 End of 2nd Quarter and 1st Semester  
17 No School: MLK Day/Professional Development

February 2022

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

19

February

11 2 Hour Early Release: Professional Development  
18 Middle School Conf. (Digital Learning Day Gr. 5-8)  
21 No School: President's Day

March 2022

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

18

March

10 High School Conferences  
17 Middle School Conferences  
24 End of 3rd Qtr / Midterm / ES Conf. PM / Full Day  
25 No School: Professional Development/ES Conf. AM  
28-31 No School: Spring Break

April 2022

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

April

1 No School: No School: Spring Break  
15 No School: Holiday

May 2022

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

20

May

6 No School: Professional Development  
28 Commencement  
30 No School: Memorial Day

June 2022

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2

June

2 Last Student Day / Early Out  
3 No School: Professional Development

<span style="background-color: #ADD8E6;"> </span>	No School
<span style="background-color: #90EE90;"> </span>	No School (Professional Development Day)
<span style="background-color: #FFDAB9;"> </span>	2 Hour Early Release - Staff Development (4)
<span style="background-color: #FFB6C1;"> </span>	1-4 No School (1-4 Pre-School Conferences)
<span style="background-color: #FFA07A;"> </span>	Kick Start to Kindergarten
<span style="background-color: #DDA0DD;"> </span>	5th Grade WEB/Jumpstart
<span style="background-color: #DDA0DD;"> </span>	Kindergarten Pre-School Conferences
<span style="background-color: #FFFF00;"> </span>	Parent-Teacher Conferences
<span style="background-color: #FF0000;"> </span>	End of Quarter / Midterm

**District Office:** 952-492-6200  
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Make-Up Day due to 7 or more Emergency Closing Days Designated as: 2/21/22

Note that the 1st day of school closed by weather will not be made up, and the 2nd through 6th day will be Digital Learning Days per Minnesota State Statute



Adopted by Jordan School Board on: 2/24/2020  
FLY District Calendar 2022-2023

July 2022

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

0

August 2022

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3

September 2022

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

21

October 2022

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	24	24	24	24
31				

19

November 2022

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

18

December 2022

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

16

Student Contact Day Summary

Quarter Summary	
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3rd Quarter	47
4th Quarter	41
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Teacher Workshop Days	10
Days for PT Conf.	2
<b>Total Teacher Days</b>	<b>186</b>

**July**  
4 4th of July

**August**  
17 5th Grade WEB/ Jumpstart  
18 No School: New Staff Workshop  
19 No School: Professional Development (Flex Day)  
22-25 No School: Professional Development  
24 Middle and High School Open House/Resource Night  
26 No School  
29-30 Gr. 1-4 Back to School Conf. and Curriculum Sharing  
29-30 Kick Start to Kindergarten  
29 First Day Gr. 5-12 (9 Freshman Focus) (10-12 online)  
30 First Day in building grades 10-12  
31 First Day Gr. 1-4/Kindergarten Conferences

**September**  
2 Kindergarten Conferences  
5 No School - Labor Day  
6 First Day Kindergarten and Preschool  
23 2 Hour Early Release: Professional Development

**October**  
17 HS Conf. / MS Conf. (Digital Learning Day Gr. 5-8)  
20-21 No School: Education Minnesota Conference

**November**  
3 End of 1st Quarter / ES Conferences  
4 No School: Professional Development / ES Conf.  
10 High School Conferences  
17 Middle School Conferences  
23-25 No School: Thanksgiving Break

**December**  
9 2 Hour Early Release: Professional Development  
23-30 No School: Winter Break

January 2023

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

20

February 2023

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

19

March 2023

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

17

April 2023

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

19

May 2023

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

21

June 2023

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1

**January**  
2 No School: Winter Break (New Year's Day Observed)  
13 End of 2nd Quarter and 1st Semester  
16 No School: MLK Day/Professional Development

**February**  
10 2 Hour Early Release: Professional Development  
17 Middle School Conf. (Digital Learning Day Gr. 5-8)  
20 No School: President's Day

**March**  
9 High School Conferences  
16 Middle School Conferences  
23 End of 3rd Qtr / Midterm / ES Conf. PM / Full Day  
24 No School: Professional Development/ES Conf. AM  
27-31 No School: Spring Break

**April**  
7 No School: Holiday

**May**  
5 No School: Professional Development  
27 Commencement  
29 No School: Memorial Day

**June**  
1 Last Student Day / Early Out  
2 No School: Professional Development

- No School
- No School (Professional Development Day)
- 2 Hour Early Release - Staff Development (4)
- 1-4 No School (1-4 Pre-School Conferences)
- Kick Start to Kindergarten
- 5th Grade Jumpstart
- Kindergarten Pre-School Conferences
- Parent-Teacher Conferences
- End of Quarter / Midterm

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Make-Up Day due to 7 or more Emergency Closing Days Designated as: 2/20/23

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## Budget Reduction Ideas 1/29/2020

Ideas generated and shared by small groups consisting of community members, school board members and staff at the Budget Reduction Community Engagement Meeting held on Wednesday, January 29th, 2020.

See color code key below and link to corresponding estimated savings document below. Corresponding numbers next to green highlighted items from this document can be found on estimated savings document.

### Key:

**Green = Board to consider recommended reduction**

**Blue = Board to consider recommendation after a better idea of costs**

**Yellow = Not a recommended reduction/pause to consider ramifications**

**Magenta = Notes**

### Cost Savings Worksheet:

[Link to cost savings worksheet \(green items above costed out\)](#)

- 1. Cut vocational busing (look at liability waiver)
  - Would BP want to share costs?
    - BP doesn't current bus
- 2. Freeze athletic uniform cycles
- 3. Reduce honors programming at JES and JMS
- 4. Class size thresholds increase at all buildings to reduce teaching staff
  - 6-8 consider low 30s
    - Was a 5-8 recommendation, but changed to 6-8 to accommodate for 5th grade transition year
- 5. Elective thresholds at HS increase to reduce teaching staff (class size increase)
- 6. Hard enforcement of busing lines (no in-town pick-ups if no funding)
- 7. SRO (Review agreement with City)
  - City picking up more
- 8. TOSA/instructional coach position reduction (Teacher On Special Assignment) [see value, but need to reduce and consider bringing back when they can be afforded]
- 9. Reorganize the equity specialist position
- 10. Use existing staff for behavioral support
- 11. Reduce/streamline the number of electives at our secondary buildings
- 12. Use Jordan Boosters to assist with uniform cycle versus taking out of district funds
- 13. Look at using free versus paid programming (ie: Google Classroom in place of Schoology)
- 14. Eliminate 6th period pay (can reduce this, but not completely eliminate)

- 15. Reorganize teacher schedules and assignments to create efficiencies
- 16. Staff Development - can this go to General Fund? - yes with a recoding of certain positions
- 17. Reduction of non-special education paraprofessionals and/or reorganize paraprofessionals to create efficiencies
- 18. Reduce classroom supply budgets
- 19. Gifted and talented - can it be run more efficiently?
- 20. Cut honors programming for 6th through 10th grade
- 21. Reduce HS and MS paraprofessionals due to low student to paraprofessional ratios
- 22. Review K-2 class sizes (keep the same, but look at upper ES grades)
- 23. End use of subs for data days and other professional development days
- 24. Energy Savings
- 25. Reduction of Summer Counseling Hours
- 26. Reclassification of positions by reviewing fund coding
- 27. Voluntary reduction of .5 special education teacher at JES
- 28. Reduction of summer student technology interns (4 to 2)
- Increase activities/athletics fees
  - Concerns about this limiting participation and creating an "equity issue"
- Increase parking fees
- Increase gate fees for contests and games
- Early buyout options-retirement packages
  - Insurance Package - increase 20+ year retirement contribution as specified in contract
- Increasing parent supply fees
  - By law any fees paid by parents must be for "consumable items"
- Review and evaluation of need for special education director position
  - This is unrealistic - Every other district in the SW Metro Intermediate District has a full time director with the exception of Central Schools who has about 1,000 less students when compared with Jordan. Our director oversees special education, all paraprofessionals, the AIPAC, health services, targeted services, Special Education Parent Advisory Council, our SOAR 18-21 year old transition program, 504 programming, EL services, etc. This position is 100% federally funded and doesn't impact the unassigned fund balance.
- Review administrative assistant needs and/or duties (check coding of salary and benefits)
  - Coding to appropriate funds has been reviewed. New positions within the past four years generate revenue with MA billing from \$50,000 to \$120,000 per year +, and facilities use at \$49,000+ per year. From FY 18 to FY 19 after a new, dedicated activities/facilities administrative assistant was hired, our revenues increased by \$37,000. Beyond this, we are a more professional

district with little to no booking concerns today compared with weekly/daily concerns just 2-3 years ago.

- Review the Joint Powers Agreement with the City of Jordan (different fund)
  - The CE Director and City Administrator do a review of the agreement and the financials every year. The JPA is governed by both the Jordan City Council and Jordan School Board. It is reviewed annually by the Joint Powers Committee.
- Add more fundraising
  - The Board is focused on reducing fundraising and fundraising will not generate enough money to make a substantial difference when reducing expenditures
- Develop computer science or GT courses to attract more students and raise money
- Look at school athletics and shift to clubs
  - Creates an equity issue and may cause programming to go backwards
- Expand revenue opportunities to capitalize on enrollment trends
  - This is something we are always looking to do.
- Think about using Targeted Services to run some programming
- Enforce the 1 mile bus radius for K-6 and 2 mile bus radius for 7-12 and review crosswalk supervision/hazardous roadway designation
  - Charge a "ride for fee" if students live within these boundaries
    - Creates an equity issue and is difficult to enforce with the exception of area within 1.0 mile (see above #6)
- Cut MS activities
  - Where there are traveling organizations
    - Creates an equity issue
- Consider staggered starts for our schools to save on transportation costs
  - Significant disadvantages to this including making scheduling more difficult and contract negotiations
- Reduce the working hours for paraprofessionals
  - Hours are already streamlined for needs
- Reduce or stop irrigating the fields and grounds
- Eliminate the use of Kelly Services as sub finding service (concerned about losing subs if we do this)
  - Moving away from Kelly Services/Teachers on Call (TOC) doesn't save us money (see linked document) ([TOC vs. District Subs](#))
- Decrease the amount of RTI (response to intervention) programming in the ES and MS
  - We are focused on helping our struggling readers and math students achieve grade level and cutting this would create an even larger achievement gap
- Consider larger class sizes of 50-60 for lecture based classes such as social studies

- Scheduling makes this challenging. Would need to create an entire new system.
- Consider 4 day school week
  - While this has been attempted, it hasn't caught on as a viable strategy
- Review number of assistant coaches a program can have
  - Some assistants paid from Booster Account now
- Add more supplies to class lists for parents to purchase
  - Laws prohibit this

### **Other Notes:**

Restricted/Reserved Accounts - don't help with unassigned fund balance unless cross coding can occur

- Look at marketing and branding costs - restricted/reserved account
- Community Ed reductions were talked about, but doesn't help as it is a different fund

Amendment of Contracts

- Questions about admin benefits and teacher benefits - these are negotiated items and need to work through collective bargaining process
  - Questions about insurance contributions for certain employee groups

Another Referendum?

- Questions surrounding whether or not the district plans to run a referendum again in the near future
  - Community engagement survey will be conducted in late April/May to determine why this past fall's referendum failed and what, if any type of referendum and tax increase the public may support in the future
- Run another referendum with basic needs only
  - A survey and strong citizen group is important

Other Notes/Questions

- Cut non-essential positions
- Review equity issues prior to making cuts
- Follow through with cuts outlined in fall 2019 referendum discussions
- Retain great staff
- Choose cut items with the least impact on kids
- Need to make sure reductions are felt so voters understand the needs
- "Untouchables" need to include our SRO, ES class size levels and our Summit Academy

Activity/Program/Staff Reduction	Fund Affected	Community Recommendations/Estimated Savings
<p><b>3,19,20.</b> K-12 Honors / GT Programming</p> <p>(GT K-4 + 6th class Honors 6,7 and 8 + 3 - 9-12 Honors 6th class)            (embed honors programming into regular classrooms through "personalized learning approach/differentiation")</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$55,000</b></p>
<p><b>2,12.</b> K-12 Athletics and Activities - Supply budget reduction and freeze on uniform cycle</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$25,000</b></p>
<p><b>17,21.</b> Paraprofessional Reductions - Review IEPs and Compensatory needs to set assignments for 2020-21 and set staffing            No subs for Paras            Cut 5 paras</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$126,000</b></p> <p><b>Represents a cost savings from not getting subs for paraprofessionals and cutting 5 Para FTE</b></p>
<p><b>18.</b> Cut Supply Budgets by building FY 21</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$50,000</b></p>

<p><b>16.</b> Professional Dev. Budgets No subs for PD during days will save on sub costs</p>	<p><b>Staff Dev Fund - Restricted Fund</b></p>	<p><b>\$5,000</b></p>
<p><b>1,6.</b> Transportation/Busing - Consider cooperative busing and strictly adhering to state transportation guidelines. No in-town busing within walk boundary with no exceptions  Cut vo-tech busing</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$40,000</b>  <b>Cut in-town routes where we absolutely shouldn't be picking up due to the 1.0 mile walk boundary</b></p>
<p><b>13.</b> Educational Programming changes such as Schoology to Google Classroom, NWEA to FastBridge, etc.</p>	<p><b>Operating Capital - Restricted Fund (Schoology)-\$11,000</b>  <b>General Fund-Unassigned(NWEA)-\$4,000</b></p>	<p><b>\$15,000</b></p>
<p><b>4,5,11,14,15,22.</b> Class Size and Elective and Core thresholds increased, thus resulting in teaching reductions and less 6th class pay - cost unknown at this time (increase class size by 10%)</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$115,000-\$225,000 includes 1 ES Teacher and 5 full year 6th class pays or 5-12 FTE +/- 3 FTE MS and HS student grad class size</b>  <b>(\$210,000 figure used in total below)</b> <b>1 FTE ES</b> <b>3.0 FTE MS/HS shifting and efficiency reductions)</b></p>
<p><b>8,9,10.</b> TOSA reduction</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$55,000</b>  <b>1.0 FTE</b></p>

<p><b>25.</b> Counseling Department Extended Contract Days</p> <p>Cut to 5 days of counseling time for each of the counselors (15 total days)</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$9,287</b></p> <p><b>Represents a reduction of 15 extended contract days in total</b></p>
<p><b>7.</b> Non-Renewal of SRO Contract Bring to City to review Costs</p>	<p><b>Safe Schools - Restricted Fund/General Fund Unassigned due to reclassification of funds</b></p>	<p><b>\$60,000</b></p>
<p><b>24.</b> Energy Efficiency Savings</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$30,000</b></p>
<p><b>23.</b> Supply Budget Freeze in FY 20</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$25,000</b></p>
<p><b>26.</b> Reclassifications of funds at year end x2 years</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$70,000</b></p>
<p><b>27.</b> Voluntary reduction of .5 ES Sped</p>	<p><b>General Fund - Unassigned</b></p>	<p><b>\$41,000</b></p> <p><b>Represents a .5 FTE reduction</b></p>
<p><b>28.</b> Reduce 2 Summer Student Tech Interns</p>		<p><b>5,000</b></p> <p><b>Represents going from 4 to 2</b></p>
<p><b>Target \$ Amount:</b></p>		<p><b>\$675,000</b></p>
<p><b>Total \$ Amount of Recommendations (Green):</b></p>		<p><b>\$821,287</b></p>

<b>FACILITY RENTAL - \$S RECEIPTED</b>						
	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020 THRU JAN</b>
FACILITY RENTAL	\$ 15,561.75	\$ 21,774.37	\$ 13,457.59	\$ 11,560.78	\$ 39,999.58	\$ 11,138.87
CUSTODIAL FEES				\$ 550.00	\$ 9,950.00	\$ 1,627.50
<b>TOTAL</b>	<b>\$ 15,561.75</b>	<b>\$ 21,774.37</b>	<b>\$ 13,457.59</b>	<b>\$ 12,110.78</b>	<b>\$ 49,949.58</b>	<b>\$ 12,766.37</b>
**In 2018 - started invoicing for custodial time (if a custodian was used - those funds are receipted into Fund 01)						

## YTD 2019-2020 TEACHERS ON CALL COMPARISON

### Teacher Comparison Data

Data from 09/01/2019 thru 12/22/2019

#### Teachers On Call - daily rate \$174.15 (includes the cost of AESOP system)

• There were 53 ½ day subs - \$87.08/day	\$4,615.24
• There were 394 full day subs - \$174.15	\$68,615.10
• TOTAL	\$73,230.34

If the district would have paid the subs directly at \$130/day( + FICA & TRA ) total \$149.70/day

• 53 ½ days subs - \$74.85/day	\$3,967.05
• 394 full day subs - \$149.70/day	\$58,981.80
• TOTAL	\$62,948.85
• SAVINGS	\$10,281.49
• Less cost of ASEOP subscription (annually)	\$8,900.00
• Difference	+\$1,381.49

#### Other factors to consider:

- Subs would now become our employees (work comp insurance claims would likely increase)
- We would not be able to recruit the subs hired through TOC

#### Summary:

Using an “apples to apples” comparison, TOC costs us \$1,381.49 more than if we were utilizing AESOP and hiring subs “in-house.” If there were any workers’ compensation claims, this additional cost may be a moot point.

	<b>2019-2020 Projected Balance Forward</b>	\$ -	\$ -	-50000				
	<b>2020-2021 Projected Available Funds</b>	\$ 723,000.00 [1]	\$ 476,656.00 [2]	\$ 85,507.74 [3]				
	<b>2021-2022 Balance Forward Goal</b>	\$ 200,000.00	\$ 10,000.00	\$ -				
	<b>Available for 2020-2020</b>	<b>\$ 523,000.00</b>	<b>\$ 466,656.00</b>	<b>\$ 35,507.74</b>				
		<i>Bal Sheet 467</i>	<i>Bal Sheet 424</i>	<i>Bal Sheet 449</i>				
<b>2019-2020 Projects</b>	<b>Projected Cost</b>	<b>LTFM</b>	<b>Operating Capital</b>	<b>Safe Schools</b>	<b>Sped</b>	<b>Food Service</b>	<b>Community Ed</b>	<b>Completed</b>
<b>Non-negotiables</b>								
Land Payment	\$ 85,872.00		x					
Capital Facilities Bond Payment	\$ 55,650.00		x					
Data Warehouse (Illuminate) Edu Climber	\$ -		x					
Ties Lease Levy	\$ -		x					
Region V	\$ 7,000.00		x					
Scott County - Property tax (COP Land & Spec Assessment)	\$ 20,000.00		x					
Southwest Metro Intermediate District Lease Levy	\$ 11,610.45		x					
Southwest Metro Intermediate District LTFM Allocation-taken directly from Levy-not to be included	\$ 11,357.50	x						
Southwest Metro Intermediate District - Safe Schools Allocation	\$ 9,407.70			x				
Old Heath & Safety-non-negotiable every year items	\$ 112,000.00	x						
AIS (Copy Machine Lease)	\$ 15,900.00		x					
Technology capital budget	\$ 20,000.00		x					
Chemical Dependency Officer-shared w/ New Prague	\$ -			x				
(Stephen) Infinite Campus - SIS-schoology-software licenses	\$ -		x					
(Stephen) Infinite Campus - Food Service	\$ 4,274.00					x		
Chromebook Payment & Staff PC's	\$ 58,000.00		x					
Crossing Guard Stipend	\$ 2,500.00			x				
SRO	\$ 60,000.00			x				
<b>JHS - Proposed Projects</b>								
Lighting & sound board - Auditorium	\$ 25,000.00	x						
Auditorium Curtain Replacement	\$ 50,000.00	x						
Knock down the garbage collection wall in commons	\$ 5,000.00	x						
Cafeteria Seating & Stool for flex seating areas	\$ 3,000.00		x					
	\$ -							
Security Cameras - upgrade current cameras	\$ 44,000.00			x				
JHS-Secure Entry (\$671,000), parking entrance, drives and parking lots (\$750,000), Auditorium stage floor (\$75,000)								
<b>JMS - Proposed Projects</b>								
Power pull down in 5th/6th Einstien Lab	\$ 6,000.00	x						
recaulking of floor joints	\$ 1,500.00	x						
Stain commons area by garbage /kitchen	\$ 10,000.00	x						
Charging Stations (5th/6th POD, 7th/8th POD, Commons)	\$ 5,000.00	x						
Door Access - Tennis Court	\$ 4,000.00	x						
Tile walls in common spaces	\$ 20,000.00	x						
Fence in area - Summit Academy classes	\$ 5,000.00	x						
Security Cameras	\$ -			x				
Cafeteria & furniture needs/PLC Furniture	\$ 3,000.00		x					

<b>Technology - Proposed Projects</b>								
Chromebook-entire Cart Replacement at ES (at least 60 devices)	\$	-		x				
New Model Chromebooks for 5th and 9th Graders	\$	95,000.00		x				
New Cooling for HS Server	\$	15,000.00	x					
Projector for ES Gym	\$	-		x				
Projector for HS Gym	\$	-		x				
	\$	-						
<b>JES - Proposed Projects</b>								
Exterior Grading & drainage	\$	250,000.00	x					
Handicapped sidewalk accessibility	\$	7,500.00	x					
Original Bldg - interior doors	\$	20,000.00	x					
Original Bldg - exterior windows	\$	180,000.00	x					
Original Bldg - exterior doors	\$	100,000.00	x					
Original Bldg - casework (classroom cabinetry) replacement	\$	10,000.00	x					
Paint & repair student metal lockers	\$	25,000.00	x					
Water bottle stations	\$	7,500.00	x					
Bldg floor tile repair/replacements	\$	2,000.00	x					
Bathroom stalls replaced in girls' bathrooms (main hallway and near 3rd grade classrooms)	\$	20,000.00	x					
Carpet Classrooms	\$	15,000.00	x					
Fire Panel Replacement	\$	20,000.00	x					
Finalize rekeying of building	\$	48,000.00	X					
ceiling tile replacement	\$	10,000.00	x					
Gym Divider curtains	\$	13,000.00	x					
Cafeteria & furniture needs	\$	3,000.00		x				
<b>**Does not address roof, parks &amp; drives, HVAC updates, electrical, plumbing, ELS needs and other issues needing repairs(estimated costs of other needs - \$12M to \$20M)</b>								
<b>Special Ed - Proposed Projects</b>	\$	-						
	\$	-						
<b>Activities - Proposed Projects</b>								
	\$	-						
Field #1 seeding & dugouts	\$	15,000.00	x					
Track pole vault / high jump pits - it is the district's hope that other funding sources are available to help offset the entire cost	\$	25,000.00		x				
Nordic Ski wax & storage room (wax room needs to be heated) In MS garage?	\$	800.00		x				
	\$	-						
<b>Community - ed - Proposed Projects</b>								
ID Scanner - CERC	\$	3,800.00					x	
ID Scanner - Early Learner's Entrance	\$	3,800.00					x	
Additional Security cameras	\$	-					x	
Microphone for Back Entrance							x	
Update playground - boards for safety							x	
<b>Facilities department</b>								
Chiller contracted services	\$	30,000.00	x					

Dredge HS/ES collection pond (get pricing for 19-20)	\$	10,000.00	x						
Parking Lot Repairs	\$	30,000.00	x						
Gender Nuetral Spaces (bathroom/locker rooms)	\$	25,000.00	x						
Finish & heat bus garage	\$	30,000.00	x						
<b>Food Service</b>									
Floor Finish Worn away in Dishroom/ ELE MDH	\$	2,500.00						x	
Floor Replacement in Kitchen where Shelf was/ELE MDH	\$	1,000.00						x	
Self-Closing Bathroom Door HS/MDH	\$	1,000.00						x	
Sneeze Guard on Buffet/HS MDH	\$	1,000.00						x	
Light Shields in Walk-in Freezer (2)/HS MDH	\$	800.00						x	
Curriculum	\$	60,000.00		x					
<b>Communication/Marketing</b>									
Graphics, Signage, and Other Improvements		\$10,000		x					
Traveling staff signage at all buildings	\$	1,000.00		x					
	\$	-							x
	\$	1,746,771.65	\$ 1,137,857.50	\$ 474,832.45	\$ 115,907.70		\$ 6,300.00	\$ 7,600.00	
<b>JES - proposed projects total \$728,000. If we choose to not do the projects at JES - the remaining LTFM projects listed would be an est \$410,000, leaving the district with a postive LTFM fund balance of \$270,000 at FY2021 year end</b>									
		<b>2020-2021 Projected Available Funds</b>	\$ 723,000.00	\$ 476,656.00	\$ 85,507.74				
		<b>2020-2021 Balance Forward Goal</b>	\$ 200,000.00	\$ 10,000.00	\$ -				
		<b>Available for 2020-2021 Medium &amp; Low</b>	<b>\$ 523,000.00</b>	<b>\$ 466,656.00</b>	<b>\$ 85,507.74</b>				
		<b>Less High Priority Expenditures</b>	\$ 1,137,857.50	\$ 474,832.45	\$ (115,907.70)				
		<b>Available for 2018-2019 Medium &amp; Low</b>	<b>\$ (614,857.50)</b>	<b>\$ 1,823.55</b>	<b>\$(30,399.96)</b>				
		<b>LTFM future projects savings</b>	\$ (614,857.50)						