



Jordan School District #717
Health & Safety Meeting Agenda

Monday, February 8, 2021 at 6:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order	
2. Pledge of Allegiance	
3. Roll Call	
4. Consideration of Agenda	
5. Public Comments	3
6. Consent Agenda	
1. Minutes	5
2. Monthly Finance Reports	9
3. Donations	32
4. Policies	
1. 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure, and Process - 3rd and Final Reading	33
5. Revised 21-22 District Calendar	51
6. Teacher Seniority List	52
7. Field Trip Request - Washington, DC	58
8. New Hire - Wrestling Coach - Christopher Herrmann	59
9. New Hire - Wrestling Coach - Justin Reinsma	61
10. New Hire - Long Term Substitute English Teacher - Julia Abfalter	63
11. New Hire - Long Term Substitute English Teacher - Amy Vizenor	65
12. FMLA Request - Gina Goehring Anderson	
13. FMLA Request - Kimberly Pettinelli	
14. Resignation - Early Learning Services Teacher - Mary Hanek	
15. Resignation - MS Food Service - Christy Wessel	
7. Action / Discussion Items	
1. School Board Recognition Week	
2. Review and Act on 21-22 JMS Registration Guide	67
3. Review and Act on 21-22 JHS Registration Guide	128
4. CERC Update	201

5. Review and Act on FY21 Revised Budget	211
8. Board and Administrative Reports	
1. Superintendent's Report	222
9. Adjourn Regular Meeting	

your address, and invite you to the podium during the scheduled time for open forum/public comments.



School Board Meeting Minutes

Monday, January 4, 2021 at 6:30 PM
Regular / Organizational Meeting
CERC Multi-purpose Room / Google Meet
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order

- Deb Pauly called the meeting to order at 6:34 pm.

2. Pledge of Allegiance

3. Seating of New Board Members - Ceremonial Oath of Office

- Deb Pauly introduced and thanked Senator Eric Pratt for attending the meeting. He then gave the Ceremonial Oath of Office to the new school board members Sara Lehnen & Molly Monyok. Senator Pratt addressed the board stating the importance of teamwork, respect, and professionalism.

4. Legislative Update by Senator Eric Pratt

- Senator Pratt discussed the upcoming legislative session, the budget deficit, and a special education reform he is supporting.

5. Roll Call

- Present: Deb Pauly, Sandy Burke (Remote), Connie Hennen, Lauren Pedersen, Ryan Dahnert, Sara Lehnen, and Molly Monyok
- Absent: Olivia Rausch (Student Rep.)

6. Consideration of Agenda

7. Public Comments

- Deb Pauly called for a moment of silence in memory of Mary Bright, a long time Jordan Schools employee and coach who recently passed away.

8. Organizational Meeting

8.1. 2021 Organization of the Board

- The board read the code of ethics aloud.
- 1. Elections Nominated and Elected by Acclamation

1.1. Chairperson	Deb Pauly
1.2. Vice Chair	Ryan Dahnert
1.3. Clerk	Sandy Burke
1.4. Treasurer	Connie Hennen
- 2. Establishments

2.1. Treasurer's Bond	\$100,000
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- 2.2. Depositories Frandsen Bank, Riverland Bank, MSDLAF, Hometown Bank, MN Trust
- 2.3. Newspaper Jordan Independent
- 2.4. Investment Authority Superintendent & Finance Director
- 2.5. Meeting Day & Time 2nd & 4th Monday at 6:30pm
- 2.6. Legal Counsel Ratwik, Rozak, and Maloney, P.A.
- 2.7. Legal Counsel Authorized Contacts Superintendent and Chairperson
 - Motion to approve the Establishments made by R. Dahnert, Seconded C. Hennen
 - Roll Call: D. Pauly – Aye, S. Burke – Aye, C. Hennen – Aye, L. Pedersen – Aye, R. Dahnert – Aye, S. Lehnen – Aye, M. Monyok – Aye Passed 7-0

3. Board Member Compensation

- 3.1. Member \$2,500
- 3.2. Chairperson \$ 500
- 3.3. Vice-Chairperson \$ 300
- 3.4. Clerk \$ 300
- 3.5. Treasurer \$ 300
- 3.6. Meetings \$125 for half day / \$225 for full day
 - Motion to approve the compensation made by L. Pedersen, Seconded R. Dahnert
 - Roll Call: D. Pauly – Aye, S. Burke – Aye, C. Hennen – Aye, L. Pedersen – Aye, R. Dahnert – Aye, S. Lehnen – Aye, M. Monyok – Aye Passed 7-0

6. The District delegates authority to make electronic funds transfers to the District's Finance Director.

- Motion to approve made by L. Pedersen, Seconded C. Hennen
- Roll Call: D. Pauly – Aye, S. Burke – Aye, C. Hennen – Aye, L. Pedersen – Aye, R. Dahnert – Aye, S. Lehnen – Aye, M. Monyok – Aye Passed 7-0

8.2. 2021 Committee Assignments

- Budget/Finance: Whole Board
- Calendar: L. Pedersen
- City/School: D. Pauly, R. Dahnert, L. Pedersen
- Communications: S. Burke, L. Pedersen
- CE/Rec/Joint Powers: L. Pedersen, S. Lehnen
- Curriculum & Tech.: D. Pauly, C. Hennen, S. Burke
- Facilities: D. Pauly, R. Dahnert, M. Monyok
- Meet & Confer/Cont. Ed./Staff Dev./Personnel: D. Pauly, R. Dahnert, Alt. C. Hennen
- Negotiations: D. Pauly, R. Dahnert, Alt. L. Pedersen
- Policy: D. Pauly, S. Burke, S. Lehnen
- AIPAC: S. Burke, Alt. D. Pauly
- Booster Club: S. Lehnen, Alt. L. Pedersen
- Education Foundation: C. Hennen, M. Monyok
- Legislative: D. Pauly
- MSHSL: D. Pauly
- SCALE: R. Dahnert, Alt. D. Pauly
- SCSC/Metro ECSU: L. Pedersen, Alt. S. Burke
- SEAC: C. Hennen
- SW Metro: D. Pauly, Alt. M. Monyok

8.3. 2021 Board Calendar

- The board reviewed the 2021 calendar.
- 8.4.** 2021 Confidentiality and Conflict of Interest Policy and Disclosure Form
- This is an annual requirement for school board members.
- 9.** Consent Agenda
- 9.1.** Minutes
- 12/14/20 - Regular
- 9.2.** Monthly Finance Reports
- Amy Hafemann provided reports for the board to review.
- 9.3.** Donations
- | | | |
|----------------------------|-----------------|------------|
| • MN Valley Electric Trust | Food Shelf | \$1,000.00 |
| • Jeffrey Mohler | HS Band Dept. | \$ 20.00 |
| • Steven Ceyress | HS Band Dept. | \$ 100.00 |
| • Scott County | CE Fishing Club | \$ 800.00 |
| • Mighty Cause | Food Shelf | \$ 65.00 |
- 9.4.** Policies
- 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure, and Process - 2nd Reading
- 9.5.** Leave of Absence Request - Kimberly Pettinelli
- 9.6.** 20-21 Enrollment Update
- Motion to approve the consent agenda made by L. Pedersen, Seconded R. Dahnert
 - Roll Call: D. Pauly – Aye, S. Burke – Aye, C. Hennen – Aye, L. Pedersen – Aye, R. Dahnert – Aye, S. Lehnen – Aye, M. Monyok – Aye Passed 7-0
- 10.** Action / Discussion Items
- 10.1.** Learning Model Overview
- Superintendent Ranae Case Evenson reviewed the district's most recent Safe Learning Plan. Based on local COVID data, the newest Executive Order, and approval from Regional Support, Jordan Schools will be shifting their Learning Model to In-Person for grades K-6 and Hybrid for grades 7-12 throughout late January and early February.
- 11.** Board Reports
- 11.1.** School Board Member Reports / Committee Reports
- SW Metro's purchase of the Dean Lakes building is finalized.
- 12.** Adjourn Regular Meeting
- Motion to adjourn the meeting at 8:14 pm made by R. Dahnert, Seconded L. Pedersen
 - Roll Call: D. Pauly – Aye, S. Burke – Aye, C. Hennen – Aye, L. Pedersen – Aye, R. Dahnert – Aye, S. Lehnen – Aye, M. Monyok – Aye Passed 7-0

School Board Clerk

Date



School Board Meeting Minutes

Monday, January 25, 2021 at 6:30 PM
Workshop Meeting
CERC Multi-purpose Room / Google Meet
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. 21-22 Kindergarten Planning

- Elementary school principal Melissa Barnett explained the process the district uses to generate a list of prospective students and the communication plan that has been developed. Families are asked to register by February 15th to allow administration to begin making planning and budgeting decisions as soon as possible.

2. 21-22 Middle School Transition Planning

- Middle school principal Ben Bakeberg discussed the 'New Families' event which will be for all incoming 5th graders and any new families to the district. There will also be 5th Grade Jumpstart and Resource Night / Open House events. The date and format of these events is to be determined.

3. 2021 MSBA Leadership Conference Take-Aways Discussion

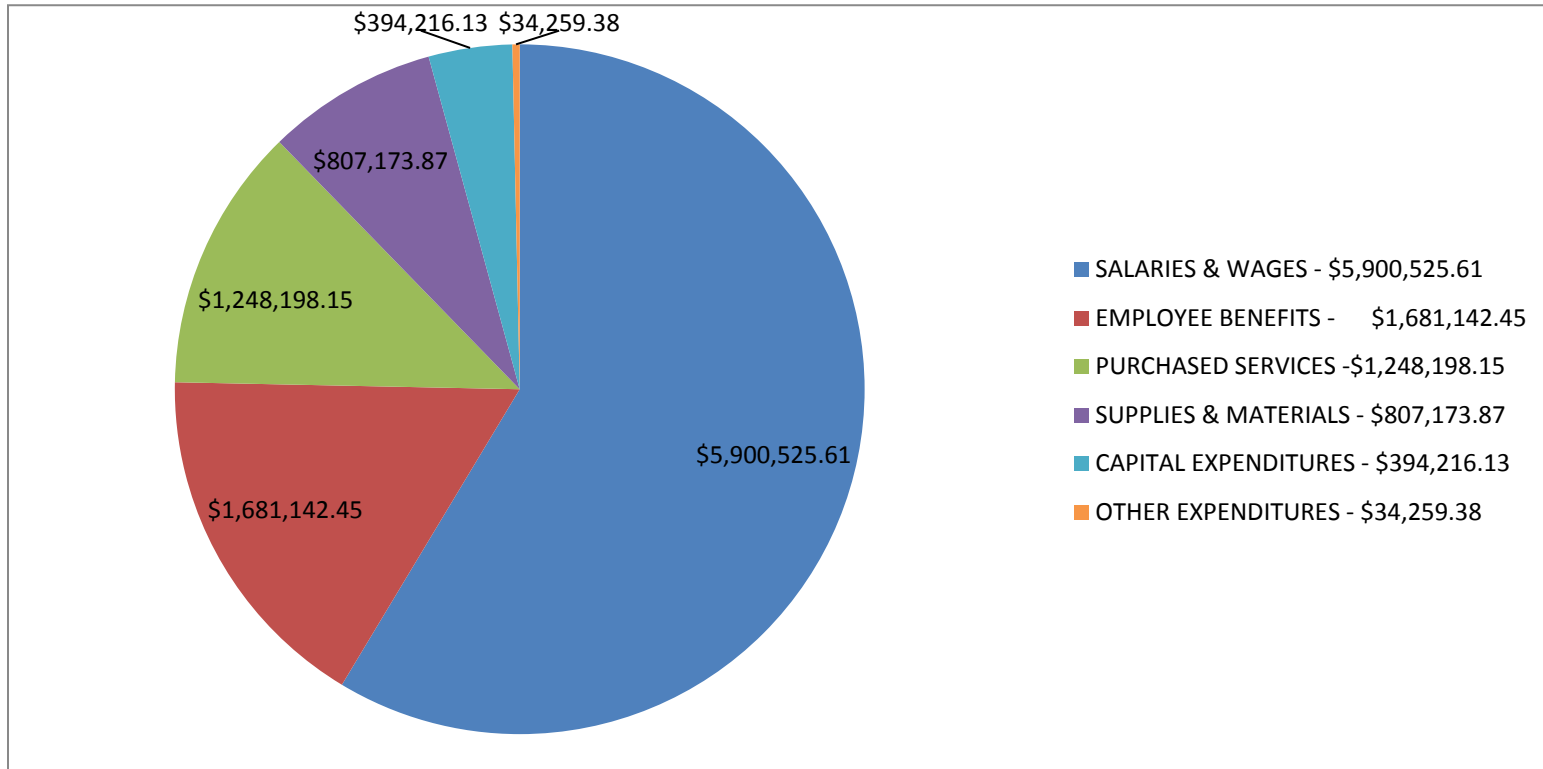
- The board members who were able to attend the conference shared summaries of the sessions they participated in. As always, the sessions were extremely informative and interesting.

School Board Clerk

Date



FUND 01 - EXP GUIDELINE BY OBJECT
FEBRUARY 2021





District Office
500 Sunset Drive, Suite #1
Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax

AMY HAFEMANN
Director of Finance
ahafemann@isd717.org

February 4, 2021

Board of Education Meeting

Finance Report

February financial reports show activity that has been completed thru January, 2021.

The Vendor Payment Register gives the detailed activity of all vendors that have been paid in the month of January. For the month of January, there were not any checks written out of the Student Activity Account.

The pie chart shows the expenses by object codes in the General Fund that were paid thru January, 2021. This chart is as current as can be at this time.

Now that the Revised Budget is finished, I will begin looking into all the variables that will play into the budget for FY2021-2022.

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Invoice No:	Pmt/Void Date	Pmt Type	Check Amount:
24385	AFLAC	0717	001				Wire	
			B 01	215 060	American Family/Flex Cancer			
PO#:	Voucher #:		114172	Invoice	1/29/2021		Paid Amt:	\$61.90
PO#:	Voucher #:		B 01	215 060	American Family/Flex Cancer			
			114286	Invoice	1/29/2021		Paid Amt:	\$61.90
								Vendor Total:
								\$123.80
28892	AVIBEN	0717	001				Wire	
			B 01	215 056	American Express			
PO#:	Voucher #:		114171	Invoice	1/15/2021		Paid Amt:	\$2,236.41
PO#:	Voucher #:		B 01	215 055	Equitable Life			
PO#:	Voucher #:		114175	Invoice	1/15/2021		Paid Amt:	\$2,530.94
			B 01	215 050	ECONOMIC SERVICES			
PO#:	Voucher #:		114176	Invoice	1/15/2021		Paid Amt:	\$537.52
			B 01	215 053	Fidelity Investment			
			B 01	215 068	ING/Aetna			
PO#:	Voucher #:		114178	Invoice	1/15/2021		Paid Amt:	\$598.47
			B 01	215 068	ING/Aetna			
			B 01	215 080	First Investors Corporation			
PO#:	Voucher #:		114179	Invoice	1/15/2021		Paid Amt:	\$450.99
			B 01	215 064	Franklin Templeton			
PO#:	Voucher #:		114180	Invoice	1/15/2021		Paid Amt:	\$531.86
			B 01	215 069	Orchard Trust/Great West			
PO#:	Voucher #:		114181	Invoice	1/15/2021		Paid Amt:	\$130.00
			B 01	215 078	Horace Mann			
PO#:	Voucher #:		114182	Invoice	1/15/2021		Paid Amt:	\$4,957.61
			B 01	215 068	ING/Aetna			
PO#:	Voucher #:		114183	Invoice	1/15/2021		Paid Amt:	\$5,902.15
			B 01	215 077	Modern Woodmen			
PO#:	Voucher #:		114189	Invoice	1/15/2021		Paid Amt:	\$334.02
			B 01	215 061	New York Life			
PO#:	Voucher #:		114191	Invoice	1/15/2021		Paid Amt:	\$291.67
			B 01	215 057	Thrivent Financial			
PO#:	Voucher #:		114195	Invoice	1/15/2021		Paid Amt:	\$1,255.13
			B 01	215 067	Valic			
PO#:	Voucher #:		114197	Invoice	1/15/2021		Paid Amt:	\$1,050.15
								Check Amount:
								\$20,806.92

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
28892		AVIBEN	0717	001			
	PO#:	Voucher #:		B 01 215 056	American Express	1/29/2021	Wire
				114285 Invoice	Invoice No: S2021140		Paid Amt: \$2,180.89
	PO#:	Voucher #:		B 01 215 055	Equitable Life	1/29/2021	Paid Amt: \$2,530.94
				114289 Invoice	Invoice No: S2021140		Paid Amt: \$537.52
	PO#:	Voucher #:		B 01 215 050	ECONOMIC SERVICES	1/29/2021	Paid Amt: \$317.51
				114290 Invoice	Invoice No: S2021140		Paid Amt: \$280.96
	PO#:	Voucher #:		B 01 215 053	Fidelity Investment	1/29/2021	Paid Amt: \$134.31
				114292 Invoice	Invoice No: S2021140		Paid Amt: \$598.47
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	1/29/2021	Paid Amt: \$450.99
				114293 Invoice	Invoice No: S2021140		Paid Amt: \$531.86
	PO#:	Voucher #:		B 01 215 080	First Investors Corporation	1/29/2021	Paid Amt: \$130.00
				114294 Invoice	Invoice No: S2021140		Paid Amt: \$531.86
	PO#:	Voucher #:		B 01 215 064	Franklin Templeton	1/29/2021	Paid Amt: \$130.00
				114295 Invoice	Invoice No: S2021140		Paid Amt: \$4,957.61
	PO#:	Voucher #:		B 01 215 069	Orchard Trust/Great West	1/29/2021	Paid Amt: \$5,902.15
				114296 Invoice	Invoice No: S2021140		Paid Amt: \$334.02
	PO#:	Voucher #:		B 01 215 078	Horace Mann	1/29/2021	Paid Amt: \$291.67
				114297 Invoice	Invoice No: S2021140		Paid Amt: \$1,255.13
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	1/29/2021	Paid Amt: \$1,050.15
				114297 Invoice	Invoice No: S2021140		Paid Amt: \$334.02
	PO#:	Voucher #:		B 01 215 077	Modern Woodmen	1/29/2021	Paid Amt: \$291.67
				114301 Invoice	Invoice No: S2021140		Paid Amt: \$291.67
	PO#:	Voucher #:		B 01 215 061	New York Life	1/29/2021	Paid Amt: \$291.67
				114303 Invoice	Invoice No: S2021140		Paid Amt: \$1,255.13
	PO#:	Voucher #:		B 01 215 057	Thrivent Financial	1/29/2021	Paid Amt: \$1,050.15
				114308 Invoice	Invoice No: S2021140		Paid Amt: \$1,050.15
	PO#:	Voucher #:		B 01 215 067	Valic	1/29/2021	Paid Amt: \$1,050.15
				114310 Invoice	Invoice No: S2021140		Paid Amt: \$1,050.15
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Wire
				114173 Invoice	Invoice No: S2021130		Paid Amt: \$84,392.83
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Paid Amt: \$416.83
				114252 Credit	Invoice No: Z2021120		Paid Amt: (\$416.83)
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Paid Amt: \$84,919.11
				114310 Invoice	Invoice No: S2021140		Paid Amt: \$7,336.10
				B 01 215 024	Retiree - Health Ins		
11747		BLUE CROSS & BLUE SHIELD	0717	001			
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Wire
				114173 Invoice	Invoice No: S2021130		Paid Amt: \$84,392.83
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Paid Amt: \$416.83
				114252 Credit	Invoice No: Z2021120		Paid Amt: (\$416.83)
	PO#:	Voucher #:		B 01 215 020	Health Ins	1/29/2021	Paid Amt: \$84,919.11
				114310 Invoice	Invoice No: S2021140		Paid Amt: \$7,336.10
				B 01 215 024	Retiree - Health Ins		
							Check Amount: \$20,751.40
							Vendor Total: \$41,558.32

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
11747	BLUE CROSS & BLUE SHIELD	0717 001			
		B 01 215 020			Wire
	Voucher #: 114287	Invoice No: S2021140		1/29/2021	
					Paid Amt: \$89,900.61
					Check Amount: \$173,876.61
					Vendor Total: \$173,876.61
<hr/>					
24229	EDUCATION MINNESOTA - JORDAN	0717 001	105267		
		B 01 215 039			Check
	Voucher #: 114184	Invoice No: S2021130		1/15/2021	
					Paid Amt: \$12,619.34
					Check Amount: \$12,619.34
					Vendor Total: \$12,619.34
<hr/>					
22350	FRANSDEN BANK AND TRUST	0717 001			
		B 01 215 003			Wire
	Voucher #: 114177	Invoice No: S2021130		1/15/2021	
					Paid Amt: \$43,180.80
	Voucher #: 114186	Invoice No: S2021130		1/15/2021	
					Paid Amt: \$15,874.68
	Voucher #: 114192	Invoice No: S2021130		1/15/2021	
					Paid Amt: \$67,877.88
					Check Amount: \$126,933.36
					Vendor Total: \$126,933.36
<hr/>					
		0717 001			
		B 01 215 002			Wire
	Voucher #: 114188	Invoice No: S2021130		1/15/2021	
					Paid Amt: \$21,121.19
					Check Amount: \$21,121.19
					Vendor Total: \$21,121.19
<hr/>					
		0717 001			
		B 01 215 003			Wire
	Voucher #: 114291	Invoice No: S2021140		1/29/2021	
					Paid Amt: \$43,044.65
	Voucher #: 114298	Invoice No: S2021140		1/29/2021	
					Paid Amt: \$16,153.96
	Voucher #: 114304	Invoice No: S2021140		1/29/2021	
					Paid Amt: \$69,071.96
					Check Amount: \$128,270.57
					Vendor Total: \$128,270.57
<hr/>					
		0717 001			
		B 01 215 002			Wire
	Voucher #: 114300	Invoice No: S2021140		1/29/2021	
					Paid Amt: \$21,547.68
					Check Amount: \$21,547.68
					Vendor Total: \$21,547.68

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type	
26288	LOCAL 284	0717	001	105268			
			B 01	215 071		Check	
					\$1,125.37		
PO#:	Voucher #:		114185	Invoice	1/15/2021	Paid Amt: \$1,125.37	
						Check Amount: \$1,125.37	
						Vendor Total:	\$1,125.37
24948	MN CHILD SUPPORT PYMT CENTER	0717	001				
			B 01	215 029		Wire	
					\$778.90		
PO#:	Voucher #:		114187	Invoice	1/15/2021	Paid Amt: \$778.90	
						Check Amount: \$778.90	
						Vendor Total:	\$778.90
23795	NATIONAL INSURANCE SERVICES	0717	001	105310			
			B 01	215 036		Check	
					\$1.60		
PO#:	Voucher #:		114170	Invoice	1/29/2021	Paid Amt: \$1.60	
			B 01	215 027			
			B 01	215 035		\$25.21	
			B 01	215 065		\$1,045.48	
			B 01	215 065		\$1,849.89	
PO#:	Voucher #:		114190	Invoice	1/29/2021	Paid Amt: \$2,920.58	
			B 01	215 035		\$66.00	
			B 01	215 065		\$6.74	
PO#:	Voucher #:		114258	Credit	1/29/2021	Paid Amt: (\$72.74)	
			B 01	215 036			
PO#:	Voucher #:		114284	Invoice	1/29/2021	Paid Amt: \$1.60	
			B 01	215 027		\$25.21	
			B 01	215 027		(\$8.82)	
			B 01	215 035		\$1,040.79	
			B 01	215 035		(\$363.07)	
			B 01	215 026		\$48.00	
			B 01	215 065		\$1,856.85	
			B 01	215 065		\$606.75	
PO#:	Voucher #:		114302	Invoice	1/29/2021	Paid Amt: \$3,205.71	
						Check Amount: \$6,056.75	
						Vendor Total:	\$6,056.75

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
24384	NCPERS MINNESOTA				
	0717 001		105311		
	B 01 215 032				Check
				1/29/2021	\$32.00
PO#:	Voucher #:	114306 Invoice	PERA Life	1/29/2021	Paid Amt: \$32.00
		Invoice No: S2021140			Check Amount: \$32.00
					Vendor Total: \$32.00
21993	PUBLIC EMPLOYEES RETIREMENT ASSN				
	0717 001				
	B 01 215 014		PERA		Wire
	B 01 215 014		Credit Fricke, Vicki		\$18,843.74
					(\$8.99)
PO#:	Voucher #:	114193 Invoice	PERA	1/15/2021	Paid Amt: \$18,834.75
		Invoice No: S2021130			Check Amount: \$18,834.75
					Vendor Total: \$18,834.75
26971	Select/Mill Life				
	0717 001				
	B 01 215 092		PERA		Wire
	B 01 215 093				\$21,310.42
PO#:	Voucher #:	114305 Invoice	PERA	1/29/2021	Paid Amt: \$21,310.42
		Invoice No: S2021140			Check Amount: \$21,310.42
					Vendor Total: \$40,145.17
	0717 001				
	B 01 215 092		Flex Dep Care		Wire
	B 01 215 093		Flex Med Care		\$2,311.31
PO#:	Voucher #:	114328 Invoice	Flex Dep Care	1/29/2021	Paid Amt: \$3,058.54
		Invoice No: S2021130	Flex Dep Care-adj to actual w/d		\$747.23
			Flex Med Care		\$2,310.67
			Flex Med Care-adj to actual w/d		(\$2,111.76)
			Flex Med Care		\$747.23
			Flex Med Care-adj to actual w/d		(\$1,075.49)
PO#:	Voucher #:	114330 Invoice	Flex Med Care-adj to actual w/d	1/29/2021	Paid Amt: (\$129.35)
		Invoice No: S2021140			Check Amount: \$2,929.19
					Vendor Total: \$2,929.19
	0717 001				
	B 01 215 028		Flex - Employee Contributions		Wire
PO#:	Voucher #:	114327 Invoice	Flex - Employee Contributions	1/29/2021	Paid Amt: \$2,815.84
		Invoice No: S2021130			Check Amount: \$2,815.84
					Vendor Total: \$2,815.84
	0717 001				
	B 01 215 028		Flex - Employee Contributions		Wire
PO#:	Voucher #:	114329 Invoice	Flex - Employee Contributions	1/29/2021	Paid Amt: \$2,865.84
		Invoice No: S2021140			Check Amount: \$2,865.84
					Vendor Total: \$8,610.87

**Jordan Public Schools
Detail Payment Register By Vendor**

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
21994		TEACHERS RETIREMENT ASSN					
		0717		001			
		B	01	215	018		Wire
		B	01	215	018	\$67,103.24	
						\$12.06	
PO#:		Voucher #:		114196	Invoice	1/15/2021	
					Invoice No: S2021130		
							Paid Amt: \$67,115.30
							Check Amount: \$67,115.30
		0717		001			Wire
		B	01	215	018	\$68,425.62	
		B	01	215	018		
PO#:		Voucher #:		114309	Invoice	1/29/2021	
					Invoice No: S2021140		
							Paid Amt: \$68,425.62
							Check Amount: \$68,425.62
							Vendor Total: \$135,540.92
							Report Total: \$719,119.75

Jordan Public Schools
Detail Payment Register By Vendor
Fund Summary

Fund Description	Total
01 General Fund	\$169,472.32
02 Food Service Fund	\$5,740.77
04 Community Education	\$3,164.85
18 Custodial Fund	\$107.50
Report Total	\$178,485.44

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type	
26733		ACT						
			0717	001	105269		Check	
				E 01	300 211 000 461 000	20-21 ACT for Seniors	\$5,664.00	
	PO#: 50585	Voucher #:		114214	Invoice	Invoice No: 10697	Paid Amt: \$5,664.00	
				E 01	300 211 000 461 000	Credit	(\$140.00)	
	PO#:	Voucher #:		114215	Invoice	Invoice No: 136837	Paid Amt: (\$140.00)	
							Check Amount:	\$5,524.00
							Vendor Total:	\$5,524.00

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
4220		ADVANCED IMAGING SOLUTIONS					Check
			0717	001	105244		Check
				E 01	100 203 302 370 000	ES Lease	\$137.63
				E 01	100 203 000 335 000	ES Maintenance	\$242.83
				E 04	005 505 321 370 000	CE Lease	\$137.63
				E 04	005 505 321 335 000	CE Maintenance	\$242.81
				E 01	128 211 302 370 000	MS Lease	\$137.63
				E 01	128 211 000 335 000	MS Maintenance	\$242.81
				E 04	005 582 344 370 000	ELS Lease	\$137.62
				E 04	005 582 344 335 000	ELS Maintenance	\$242.81
				E 04	005 582 344 335 000	DO Lease	\$137.63
				E 01	005 170 000 335 000	DO Maintenance	\$242.81
				E 01	300 211 302 370 000	HS Lease	\$137.63
				E 01	300 211 000 335 000	HS Maintenance	\$242.81
				E 01	100 203 302 370 000	ES Staff Lease	\$137.62
				E 01	100 203 000 335 000	ES Staff Maintenance	\$242.81
				E 01	128 211 302 370 000	MS Staff Lease	\$137.62
				E 01	128 211 000 335 000	MS Staff Maintenance	\$242.81
				E 01	300 211 302 370 000	HS Staff Lease	\$137.62
				E 01	300 211 000 335 000	HS Staff Maintenance	\$242.80
				E 01	100 203 302 370 000	ES Front Desk Lease	\$137.62
				E 01	100 203 000 335 000	ES Front Desk Maintenance	\$242.80
				E 01	005 110 302 370 000	DO Nicky Lease	\$137.62
				E 01	005 170 000 335 000	DO Nicky Maintenance	\$242.80
				E 01	100 203 000 335 000	ES Overage	\$61.05
				E 04	005 505 321 335 000	CE Overage	\$4.82
				E 01	128 211 000 335 000	MS Overage	\$53.02
				E 04	005 582 344 335 000	ECFE Overage	\$3.21
				E 01	005 170 000 335 000	DO Overage	\$19.28

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
4220							
ADVANCED IMAGING SOLUTIONS							
		0717	001		105244		
		E 01	300	211	000 335 000	HS Coverage	Check
							\$19.28
PO#:	50551	Voucher #:	114048	Invoice	No: 432187458	1/15/2021	
							Paid Amt: \$4,345.43
							Check Amount: \$4,345.43
<hr/>							
		0717	001		105270		
		E 01	005	420	419 405 000	Software Global Capture	Check
							\$407.16
PO#:	50540	Voucher #:	114216	Invoice	No: 432759355	1/22/2021	
							Paid Amt: \$407.16
							Check Amount: \$407.16
							Vendor Total: \$4,752.59
<hr/>							
2732							
ALPHA WIRELESS							
		0717	001		105289		
		E 01	005	790	342 530 000	Main Gate Entrance	Check
							\$600.00
		E 01	005	790	342 530 000	FB/BB Field	
							\$2,500.00
		E 01	005	790	342 530 000	Wall Mount	
							\$4,191.66
		E 01	005	790	342 530 000	Junction Box	
							\$225.00
		E 01	005	790	342 530 000	Camera License	
							\$687.50
		E 01	005	790	342 530 000	Avigilon Trade In Promotion	
							(\$125.00)
		E 01	005	790	342 530 000	Avigilon Trade in Promotion	
							(\$1,000.00)
PO#:	50066	Voucher #:	114261	Invoice	No: 10274	1/29/2021	
							Paid Amt: \$7,079.16
							Check Amount: \$7,079.16
							Vendor Total: \$7,079.16
<hr/>							
28892							
AVIBEN							
		0717	001		105290		
		E 01	005	110	000 311 000	403b Admin Fee Jan 2021	Check
							\$236.81
PO#:		Voucher #:	114265	Invoice	No: 17143	1/29/2021	
							Paid Amt: \$236.81
							Check Amount: \$236.81
							Vendor Total: \$236.81
<hr/>							
25534							
BELLE PLAINE HERALD							
		0717	001		105271		
		E 01	300	211	000 401 000	One year renewal Membership	Check
							\$30.00
PO#:	50395	Voucher #:	114219	Invoice	No: Subscription Renewal	1/22/2021	
							Paid Amt: \$30.00
							Check Amount: \$30.00
							Vendor Total: \$30.00

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
11220		BENJAMIN BUS					
		0717		001	105245		
			E 01	005 760 720 360 000	Dec 2020 Contract		Check
						\$68,031.84	
	PO#:	Voucher #:		114049 Invoice	Invoice No: Dec 2020 Contract	1/15/2021	
							Paid Amt: \$68,031.84
							Check Amount: \$68,031.84
							Vendor Total: \$68,031.84
5093		BINGHAM, MARK					
		0717		001	105272		
			E 01	300 294 000 305 306	BBB Official 1/21/21		Check
						\$123.00	
	PO#:	Voucher #:		114220 Invoice	Invoice No: BBB Official	1/22/2021	
							Paid Amt: \$123.00
							Check Amount: \$123.00
							Vendor Total: \$123.00
11747		BLUE CROSS & BLUE SHIELD					
		0717		001	105246		
			B 01	215 024	Jan 2021 D. Swenson		Check
						\$246.50	
	PO#:	Voucher #:		114050 Invoice	Invoice No: 201202115433	1/15/2021	
							Paid Amt: \$246.50
							Check Amount: \$246.50
							Vendor Total: \$246.50
4424		BROADWAY AWARDS					
		0717		001	105274		
			E 01	005 010 000 401 000	D. Swenson Feb 2021		Check
					Sara Lehnen & Molly Monyok		
						\$46.50	
	PO#:	Voucher #:		114217 Invoice	Invoice No: 201231376251	1/22/2021	
							Paid Amt: \$246.50
							Check Amount: \$246.50
							Vendor Total: \$493.00
10254		CITY OF JORDAN					
		0717		001	105291		
			E 01	100 810 000 330 204	ES	\$1,246.19	Check
			E 01	128 810 000 330 204	MS	\$1,859.76	
			E 01	300 810 000 330 204	HS	\$1,609.01	
			E 01	005 810 000 330 204	Athletic Complex	\$528.41	
			E 04	005 505 321 330 000	ES CE	\$28.32	
			E 04	005 505 321 330 000	MS CE	\$79.70	
			E 04	005 582 344 330 000	ECFE	\$84.97	
			E 02	100 770 701 330 000	ES Food Service	\$56.65	
			E 02	128 770 701 330 000	MS Food Service	\$106.27	

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
10254 CITY OF JORDAN					
	0717	001	105291		Check
	E 02	300 770 701 330 000			\$102.70
	E 04	005 505 321 330 550			\$611.07
PO#:	Voucher #:	114262 Invoice	Invoice No: 1/11/21	1/29/2021	
					Paid Amt: \$6,313.05
					Check Amount: \$6,313.05
					Vendor Total: \$6,313.05
2629 COMCAST					
	0717	001	105247		Check
	E 04	005 505 321 320 550			\$2.25
PO#:	Voucher #:	114051 Invoice	Invoice No: 12/25/20	1/15/2021	
					Paid Amt: \$2.25
					Check Amount: \$2.25
					Vendor Total: \$4.50
5462 CPTBA					
	0717	001	105275		Check
	R 04	000 505 321 050 515			\$350.00
PO#:	Voucher #:	114221 Invoice	Invoice No: Refund	1/22/2021	
					Paid Amt: \$350.00
					Check Amount: \$350.00
					Vendor Total: \$350.00
27705 DELANO HIGH SCHOOL					
	0717	001	105293		Check
	E 01	300 296 000 369 294			\$75.00
PO#:	Voucher #:	114264 Invoice	Invoice No: 1/23/21	1/29/2021	
					Paid Amt: \$75.00
					Check Amount: \$75.00
					Vendor Total: \$75.00
1866 DOORWORKS					
	0717	001	105276		Check
	E 01	128 810 000 350 272			\$220.00
	E 01	128 810 000 350 272			\$190.00
PO#:	Voucher #:	114222 Invoice	Invoice No: 4447	1/22/2021	
					Paid Amt: \$410.00
					Check Amount: \$410.00
					Vendor Total: \$410.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
2630					
EDMENTUM					
	0717	001	105277		
	E 01	300 211 000	394 000	EdOptions Academy-Post Pay-Dec 2020	Check
		114223 Invoice	Invoice No: INV153285	1/22/2021	\$3,545.00
	PO#: 50562	Voucher #:			
					Paid Amt: \$3,545.00
					Check Amount: \$3,545.00
					Vendor Total: \$3,545.00
3962					
EIDE BAILLY, LLP					
	0717	001	105248		
	E 01	005 110 000	317 000	Final Billing	Check
	E 01	005 110 000	317 000	Discount for Teleconference	\$4,700.00
	E 01	005 110 000	317 000	Scholorship Fund Restatement	(\$300.00)
		114052 Invoice	Invoice No: EI01072911	1/15/2021	\$500.00
	PO#: 50547	Voucher #:			
					Paid Amt: \$4,900.00
					Check Amount: \$4,900.00
					Vendor Total: \$4,900.00
5461					
FARIS, DUNCAN					
	0717	001	105278		
	E 01	300 296 000	305 306	GBB Official 1/19/21	Check
		114224 Invoice	Invoice No: GBB Official	1/22/2021	\$123.00
	PO#: 50547	Voucher #:			
					Paid Amt: \$123.00
					Check Amount: \$123.00
					Vendor Total: \$123.00
4692					
GARRETT, SCOTT					
	0717	001	105294		
	E 01	300 296 000	305 306	GBB Official 1/26/21	Check
		114268 Invoice	Invoice No: GBB Official	1/29/2021	\$123.00
	PO#: 50579	Voucher #:			
					Paid Amt: \$123.00
					Check Amount: \$123.00
					Vendor Total: \$123.00
4830					
GLAZIER, SHERRI					
	0717	001	105279		
	E 02	128 770 701	366 000	SNA FN Manager FY21	Check
		114225 Invoice	Invoice No: Reimbursement	1/22/2021	\$55.50
	PO#: 50579	Voucher #:			
					Paid Amt: \$55.50
					Check Amount: \$55.50
					Vendor Total: \$55.50
27120					
GOPHER STATE ONE-CALL					
	0717	001	105295		
	E 01	005 810 000	305 000	Emailed Tickets Dec 2020	Check
		114266 Invoice	Invoice No: 0121070	1/29/2021	\$1.35
	PO#: 50579	Voucher #:			
					Paid Amt: \$1.35

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	Paid Amt:	Check Amount:	Vendor Total:
27120	GOPHER STATE ONE-CALL							
	0717	001	105295		Check			
	E 01	005 810 000 305 000		2021 Annual Facility Operator Fee		\$50.00		
PO#:	Voucher #:	114267 Invoice	Invoice No: 1001070	1/29/2021			\$50.00	\$51.35
							Check Amount:	\$51.35
							Vendor Total:	\$51.35
28106	HARRIS, DENNIS							
	0717	001	105296		Check			
	E 01	300 296 000 305 306		GBB Official 1/29/21		\$123.00		
PO#:	Voucher #:	114271 Invoice	Invoice No: GBB Official	1/29/2021			\$123.00	\$123.00
							Check Amount:	\$123.00
							Vendor Total:	\$123.00
4186	HARRIS, PAUL							
	0717	001	105297		Check			
	E 01	300 296 000 305 306		GBB Official 1/26/21		\$123.00		
PO#:	Voucher #:	114270 Invoice	Invoice No: GBB Official	1/29/2021			\$123.00	\$123.00
							Check Amount:	\$123.00
							Vendor Total:	\$123.00
27494	HEIN, EUGENE E.							
	0717	001	105298		Check			
	E 01	300 810 000 401 000		Broken Glasses Reimbursement-Pearle Vision 1		\$454.45		
PO#:	Voucher #:	114269 Invoice	Invoice No: Reimbursement	1/29/2021			\$454.45	\$454.45
							Check Amount:	\$454.45
							Vendor Total:	\$454.45
4829	HENTGES, JEREMY							
	0717	001	105249		Check			
	E 01	100 810 000 305 299		ES Snow Plow		\$1,000.00		
	E 01	128 810 000 305 299		MS Snow Plow		\$1,200.00		
	E 01	300 810 000 305 299		HS Snow Plow		\$1,700.00		
	E 04	005 505 321 305 550		CERC Snow Plow		\$405.00		
	E 01	998 810 000 305 299		RVEC Snow Plow		\$550.00		
	E 01	998 810 000 305 299		RVEC Salt		\$240.00		
	E 04	005 505 321 305 550		CERC Salt		\$240.00		
	E 01	100 810 000 305 299		ES Salt		\$420.00		
	E 01	128 810 000 305 299		MS Salt		\$600.00		
	E 01	300 810 000 305 299		HS Salt		\$600.00		
PO#:	Voucher #:	114053 Invoice	Invoice No: 0000194-0000199	1/15/2021			\$6,955.00	\$6,955.00
							Check Amount:	\$6,955.00
							Vendor Total:	\$6,955.00

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type	
5353		INCUBATE TO INOVATE, LLC						
		0717	001		105241			
		E 01	005	640	316	305	000	
		Science Standards Work Down Payment					\$750.00	Check
	PO#: 50528	Voucher #:	114021	Invoice	Invoice No:	INCTI-Jan21	1/6/2021	
								Paid Amt: \$750.00
								Check Amount: \$750.00
								Vendor Total: \$750.00
27822		JENSEN, RANDY						
		0717	001		105299			
		E 01	300	294	000	305	306	
		BBB Official 1/21/21					\$123.00	Check
	PO#: 50528	Voucher #:	114272	Invoice	Invoice No:	BBB Official	1/29/2021	
								Paid Amt: \$123.00
								Check Amount: \$123.00
								Vendor Total: \$123.00
29171		JORDAN AREA FOOD SHELF						
		0717	001		105280			
		E 18	128	298	301	899	000	
		Mighty Cause Donation Dec 2020					\$45.00	Check
	PO#: 50623	Voucher #:	114234	Invoice	Invoice No:	Donation	1/22/2021	
								Paid Amt: \$45.00
								Check Amount: \$45.00
								Vendor Total: \$45.00
3137		KOHOOT, HERB						
		0717	001		105250			
		E 01	005	865	352	305	000	
		H & S - DOT Medical Card					\$113.50	Check
	PO#: 50574	Voucher #:	114054	Invoice	Invoice No:	Reimbursement	1/15/2021	
								Paid Amt: \$113.50
								Check Amount: \$113.50
								Vendor Total: \$113.50
27469		KRAUTKREMER, KIMBERLY						
		0717	001		105281			
		E 02	128	770	701	366	000	
		SNA Level 1 Certificate FY21					\$18.00	Check
	PO#: 50580	Voucher #:	114226	Invoice	Invoice No:	Reimbursement	1/22/2021	
								Paid Amt: \$18.00
								Check Amount: \$18.00
								Vendor Total: \$18.00
5464		LYNDLSEY, KEVIN						
		0717	001		105282			
		E 01	300	294	000	305	306	
		BBB Official 1/21/21					\$123.00	Check
	PO#: 50528	Voucher #:	114227	Invoice	Invoice No:	BBB Official	1/22/2021	
								Paid Amt: \$123.00
								Check Amount: \$123.00
								Vendor Total: \$123.00
25631		MASSP						
		0717	001		105251			
		E 01	300	050	000	820	000	
		Membership for Principals MASSP Dues					\$595.00	Check

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
26865 MID COUNTY FABRICATING INC.					
	0717	001	105284		
	E 01	005 810 000	350 274	Cap for 3" Tube-DW	Check
					\$25.00
PO#: 50617	Voucher #:	114229	Invoice No: 37407	1/22/2021	
					Paid Amt: \$25.00
					Check Amount: \$25.00
					Vendor Total: \$25.00
3967 MINNESOTA VALLEY ELECTRIC COOPERATIVE					
	0717	001	105303		
	E 01	005 810 000	330 201	Ballfield Lights	Check
					\$10.74
PO#: 50617	Voucher #:	114273	Invoice No: 1/7/21	1/29/2021	
					Paid Amt: \$10.74
					Check Amount: \$10.74
					Vendor Total: \$10.74
27090 MN HARVEST, LLC					
	0717	001	105253		
	E 02	300 770 709	490 000	HS	Check
					\$35.00
	E 02	128 770 709	490 000	MS	
					\$35.00
	E 02	100 770 709	490 000	ES	
					\$35.00
PO#: 50499	Voucher #:	114056	Invoice No: 1746	1/15/2021	
					Paid Amt: \$105.00
					Check Amount: \$105.00
					Vendor Total: \$105.00
10854 MN SCHOOL BOARDS ASSN					
	0717	001	105254		
	E 01	005 010 000	366 000	S. Lehnen	Check
					\$115.00
	E 01	005 010 000	366 000	M. Monyok	
					\$115.00
	E 01	005 010 000	366 000	R. Evenson	
					\$70.00
PO#: 50499	Voucher #:	114057	Invoice No: 25953H0S5M4	1/15/2021	
					Paid Amt: \$300.00
					Check Amount: \$300.00
					Vendor Total: \$300.00
50582 MN SCHOOL BOARDS ASSN					
	0717	001	105304		
	E 01	005 010 000	366 000	Sara Lehnen	Check
					\$195.00
	E 01	005 010 000	366 000	Molly Monyok	
					\$195.00
	E 01	005 010 000	366 000	Ranae Case Evenson	
					\$95.00
PO#: 50582	Voucher #:	114274	Invoice No: 26243L7P3J2	1/29/2021	
					Paid Amt: \$485.00
					Check Amount: \$485.00
					Vendor Total: \$785.00

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt Type	Pmt/Void Date
16835		MN SOUTH CENTRAL SERVICE COOP.				Check	
		0717 001	E	01	300 211 000 394 000		1/29/2021
		Voucher #:			114281 Invoice		1/29/2021
		PO#: 50572			Invoice No: 20114		
						Paid Amt:	\$996.00
						Check Amount:	\$996.00
						Vendor Total:	\$996.00
4543		MOUNDS PARK ACADEMY				Check	
		0717 001	E	01	300 291 000 369 372		1/16/21
		Voucher #:			114058 Invoice		1/15/2021
		PO#:			Invoice No: 1/16/21		
						Paid Amt:	\$73.00
						Check Amount:	\$73.00
						Vendor Total:	\$73.00
5340		OFFICE OF MNIT SERVICES				Check	
		0717 001	E	01	005 211 000 358 000		1/15/2021
		Voucher #:			114059 Invoice		1/15/2021
		PO#:			Invoice No: W20110703		
						Paid Amt:	\$475.38
						Check Amount:	\$475.38
						Vendor Total:	\$475.38
27447		PLAINVIEW MILK PRODUCTS COOP				Check	
		0717 001	E	02	300 770 709 495 000		1/15/2021
		Voucher #:			114060 Invoice		1/15/2021
		PO#:			Invoice No: Dec 2020		
						Paid Amt:	\$1,915.05
						Check Amount:	\$1,915.05
						Vendor Total:	\$1,915.05
						Check	
		0717 001	E	02	300 770 709 495 000		1/15/2021
		Voucher #:			114278 Invoice		1/29/2021
		PO#:			Invoice No: Nov 2020		
						Paid Amt:	\$3,381.60
						Check Amount:	\$3,381.60
						Vendor Total:	\$5,296.65

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
5457 QUIROZ, MARIA					
	0717	001	105258		
	R 04	005 505 321 050 507	Fall 2020		
PO#: 50561	Voucher #:	114061	Invoice	Invoice No: Refund	1/15/2021
					\$342.00
					Paid Amt: \$342.00
					Check Amount: \$342.00
					Vendor Total: \$342.00
11072 RADERMACHER FOODS INC.					
	0717	001	105259		
	E 01	005 010 000 401 000	Board Meeting		
	E 01	300 212 000 430 000	HS Art		
	E 01	300 331 830 433 000	HS Foods		
PO#:	Voucher #:	114062	Invoice	Invoice No: Acct#26200	1/15/2021
					\$23.35
					\$51.00
					\$9.70
					\$17.94
					\$62.50
					\$42.38
					\$28.79
					\$27.54
					\$23.72
					\$28.20
					\$21.51
PO#:	Voucher #:	114063	Invoice	Invoice No: Acct#26200	1/15/2021
					\$21.51
PO#:	Voucher #:	114064	Invoice	Invoice No: Acct#23233	1/15/2021
					\$21.51
					Paid Amt: \$231.07
					Paid Amt: \$21.51
					Check Amount: \$336.63
4630 RAKERS, KIIRSTEN					
	0717	001	105307		
	E 01	300 331 830 433 000	HS FACS		
PO#:	Voucher #:	114279	Invoice	Invoice No: Acct#26200	1/29/2021
					\$15.60
					\$31.25
PO#:	Voucher #:	114280	Invoice	Invoice No: Acct#23233	1/29/2021
					\$31.25
					Paid Amt: \$31.25
					Check Amount: \$46.85
					Vendor Total: \$383.48
50550 RAKERS, KIIRSTEN					
	0717	001	105260		
	E 01	005 420 740 366 000	Dec 2020 Mileage-BP Invoiced for 1/2		
PO#:	Voucher #:	114065	Invoice	Invoice No: Reimbursement	1/15/2021
					\$66.18
					Paid Amt: \$66.18
					Check Amount: \$66.18
					Vendor Total: \$66.18

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
20698					
RATWIK, ROSZAK & MALONEY, PA					
	0717	001	105261		
	E 01	005 400 000	306 000	SPED Consult	Check
					\$92.00
PO#:	50548	Voucher #:	114066	Invoice No: Nov 2020	1/15/2021
					Paid Amt: \$92.00
					Check Amount: \$92.00
					Vendor Total: \$92.00
5458					
SCHULTZ, JEFFREY					
	0717	001	105262		
	E 01	300 294 000	305 310	Wrestling Official 1/14/21	Check
					\$155.00
PO#:		Voucher #:	114067	Invoice No: Wrestling Official	1/15/2021
					Paid Amt: \$155.00
					Check Amount: \$155.00
					Vendor Total: \$155.00
10214					
SOUTHWEST METRO INTERMEDIATE DISTRICT					
	0717	001	105263		
	E 01	305 365 830	390 000	Auto-FY21 Oct 2020 Voc Billing	Check
					\$2,522.97
	E 01	305 365 830	390 000	Crim Justice-FY21 Oct 2020 Voc Billing	
					\$2,803.30
	E 01	305 365 830	390 000	Computer-FY21 Oct 2020 Voc Billing	
					\$280.33
	E 01	305 365 830	390 000	Cosmo-FY21 Oct 2020 Voc Billing	
					\$1,121.32
	E 01	305 321 830	390 000	Med Careers-FY21 Oct 2020 Voc Billing	
					\$3,363.96
	E 01	305 361 830	390 000	Photo-FY21 Oct 2020 Voc Billing	
					\$280.33
	E 01	305 301 830	390 000	Ag-FY21 Oct 2020 Voc Billing	
					\$2,803.30
PO#:	50552	Voucher #:	114068	Invoice No: 2737	1/15/2021
					Paid Amt: \$13,175.51
	E 01	300 211 303	390 277	Credit Recovery	
					\$1,487.50
	E 01	300 211 303	390 277	HS Credit Recovery	
					\$1,221.00
	E 01	100 203 303	390 277	JES Targeted Services	
					\$632.80
PO#:	50549	Voucher #:	114069	Invoice No: 2729	1/15/2021
					Paid Amt: \$3,341.30
					Check Amount: \$16,516.81
	0717	001	105285		
	E 01	998 405 740	396 000	DHH-FY21 Quarter 1 Itinerant Billing	Check
					\$4,684.27
	E 01	998 405 740	397 000	DHH-FY21 Quarter 1 Itinerant Billing	
					\$1,574.37
	E 01	998 405 740	820 000	DHH-FY21 Quarter 1 Itinerant Billing	
					\$312.93
	E 01	998 406 740	396 000	BVI-FY21 Quarter 1 Itinerant Billing	
					\$2,437.26
	E 01	998 406 740	397 000	BVI-FY21 Quarter 1 Itinerant Billing	
					\$557.33
	E 01	998 406 740	820 000	BVI-FY21 Quarter 1 Itinerant Billing	
					\$149.73
	E 01	998 420 740	396 000	SPED Aggregate-FY21 Quarter 1 Itinerant Billing	
					\$2,703.42
	E 01	998 420 740	397 000	SPED Aggregate-FY21 Quarter 1 Itinerant Billing	
					\$711.72
	E 01	998 420 740	820 000	SPED Aggregate--FY21 Quarter 1 Itinerant Billing	
					\$132.26
PO#:	50573	Voucher #:	114230	Invoice No: 2750	1/22/2021
					Paid Amt: \$13,263.29
					Check Amount: \$13,263.29

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	Paid Amt:	Check Amount:	Vendor Total:
5402 WAGONIA PUBLIC SCHOOLS								
	0717	001	105309					
	E 01	998 401 740 366 000		Speech/Language Travel	Check	\$100.00		
PO#:	50563	Voucher #:	114283	Invoice No:	SAJPS-010521	1/29/2021	\$12,961.07	\$12,961.07
							Vendor Total:	\$12,961.07
4624 WAYNE DAUWALTER PLUMBING								
	0717	001	105287					
	E 01	100 810 000 350 272		ES Urinal & Toilet -12/17/20 Service	Check	\$150.00		
	E 01	100 810 000 350 272		ES Urinal & Toilet -Spud Coupling Kit		\$16.00		
	E 01	100 810 000 350 272		ES Urinal & Toilet -Urinal		\$152.28		
	E 01	100 810 000 350 272		ES Urinal & Toilet -Toilet		\$78.28		
	E 01	100 810 000 350 272		Toilet Seat		\$22.43		
	E 01	100 810 000 350 272		Urinal Gasket		\$25.00		
	E 01	100 810 000 350 272		Wax Ring		\$11.00		
	E 01	100 810 000 350 272		Flush Valve		\$115.87		
PO#:	50613	Voucher #:	114233	Invoice No:	6409/6358	1/22/2021	\$570.86	\$570.86
							Vendor Total:	\$570.86
5465 WESTONKA SPEECH TEAM								
	0717	001	105288					
	E 01	300 291 000 369 372		Speech meet 1/23/21	Check	\$169.00		
PO#:		Voucher #:	114232	Invoice No:	Speech Meet	1/22/2021	\$169.00	\$169.00
							Vendor Total:	\$169.00
18746 XCEL ENERGY								
	0717	001	105266					
	E 01	005 810 000 330 201		Service 12/9/20-12/14/20	Check	\$11.66		
PO#:	50497	Voucher #:	114073	Invoice No:	712797860	1/15/2021	\$11.66	\$11.66
							Vendor Total:	\$11.66
							Report Total:	\$178,485.44

The following resolution was moved by _____ and seconded by _____:

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: “The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Jordan Public Schools ISD 717 gratefully accepts the following donations as identified below:

Donor	Designated Purpose	Amount / Item(s)
Zahler Photography of Annandale	JMS	\$534.57
Zahler Photography of Annandale	JHS	\$534.57
Mighty Cause	Food Shelf	\$45.00
MN Middle School Association	ASD Program	\$250.00
John or Jeanette Radick	Trap Team	\$600.00
Thomas or Jean Raduenz	Trap Team	\$300.00

The vote on adoption of the Resolution was as follows:

Aye: _____

Nay: _____

Absent: _____

Whereupon, said Resolution was declared duly adopted.

School Board Clerk

Date

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: October 8th, 2012

Reviewed: December 14th, 2020

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Primary:

Joe Perkl
Activities Director
952-492-4399
jperkl@isd717.org

Jordan Public Schools
600 Sunset Drive
Jordan, MN 55352

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- A. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- B. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- C. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate

in, an education program or activity of the school district with which the formal complaint is filed.

- D. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- E. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- F. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- G. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- H. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
 - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to

ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

- J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
 5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal

resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family

Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for

language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years,

records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
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)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and
Campus Crime Statistics Act (“Clery Act”))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital
Status Nondiscrimination)



Adopted by Jordan School Board on: 2/8/21
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
 - 27 Professional Development (Flex Day)

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

- August**
- 4 Professional Development (Flex Day)
 - 18 5th Grade WEB/Jumpstart
 - 19 New Staff Workshop
 - 20 Professional Development (Flex Day)
 - 23-26 Professional Development
 - 25 Middle and High School Open House/Resource Night
 - 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

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
 - 1-3 Kindergarten Conferences / Planning
 - 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 PM Conferences
 - 5 No School: Professional Development / ES AM 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	43
3rd Quarter	43
4th Quarter	42
Total Student Days	174
Teacher Workshop Days	10
Days for PT Conf.	2
Total Teacher Days	186

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				

18

- January**
- 3 No School: Winter Break (New Year's Day Observed)
 - 17 No School: MLK Day / Professional Development
 - 20 End of 2nd Quarter and 1st Semester
 - 21 No School: 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
 - 21 No School: President's Day
 - 22 Middle School Conf. (Digital Learning Day Gr. 5-8)

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 PM Conf. / Full Day
 - 25 No School: Professional Development / ES AM Conf.
 - 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: 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			

21

- May**
- 6 Early Release: Staff 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

- No School
- No School (Professional Development)
- 2 Hour Early Release - Staff Development (5)
- 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

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2020-2021

The Minnesota Department of Education website was referenced when creathing this list and only active licensures will be listed.

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/27/1986	Stemig	Cherie	MA+40	291213	Elementary Education	K-6
8/27/1986	Stemig	Cherie	MA+40	291213	Pre-Kindergarten	Pre-K
7/18/1990	Gustafson	Brian	MA+20	324688	Social Studies -ALL-	7-12
7/15/1991	Ruehling	Lisa	MA+40	328483	Coaching	7-12
7/15/1991	Ruehling	Lisa	MA+40	328483	Mathematics	7-12
7/6/1993	Miller	Sarah	MA+40	346332	Life Sciences	Middle S
7/6/1993	Miller	Sarah	MA+40	346332	Social Studies -ALL-	Middle S
7/6/1993	Miller	Sarah	MA+40	346332	Elementary Education	1-6
7/22/1993	Koch	Randy	MA+40	331709	Coaching	7-12
7/22/1993	Koch	Randy	MA+40	331709	Mathematics	7-12
6/15/1994	Martin	Bryan	MA+40	353638	Physical Education	K-12
6/15/1994	Martin	Bryan	MA+40	353638	Coaching	7-12
7/1/1994	Hesse	Diane	MA+40	311537	Speech & Theatre Arts	7-12
7/1/1994	Hesse	Diane	MA+40	311537	Library Media Specialist	K-12
7/26/1994	Johnson	Kyle	MA+40	331554	Coaching	7-12
7/26/1994	Johnson	Kyle	MA+40	331554	Elementary Education	1-6
8/28/1995	Buthe	Barbara	MA+40	358074	Speech-Language Pathologist	Pre K-12
6/12/1997	McClellan	Lanae	MA+30	357633	Elementary Education	K-6
6/12/1997	Olstad	Stephanie	MA+10	357888	Elementary Education	K-6
6/9/1998	Ripley	Darren	BA+20	307916	Physical Education	K-12
6/9/1998	Ripley	Darren	BA+20	307916	Coaching	7-12
6/9/1998	Ripley	Darren	BA+20	307916	Social Studies -ALL-	7-12
6/11/1998	Weber	Leah	MA+40	379813	Learning Disabilities	K-12
6/11/1998	Weber	Leah	MA+40	379813	Mild to Moderate Mentally HDCP	K-12
6/22/1998	Gutzmer	Kevin	MA+20	374119	Mathematics	7-12
4/7/1999	Nefstead	Molly	MA+20	379909	School Social Worker	Pre K-12
8/25/1999	McDonald	Jennifer	MA+40	380943	Speech-Language Pathologist	K-12
8/28/2000	Albers	Craig	MA+40	387184	Business Education -ALL-	7-12
8/28/2000	Dietel	Greg	BA+10	332126	Coaching	7-12
8/28/2000	Dietel	Greg	BA+10	332126	Elementary Education	1-6
8/28/2000	Klatt	Joseph	MA	367389	Elementary Education	1-6
8/28/2000	Randolph	Tammy	MA+20	368566	Communication Arts/Literature	5-8
8/28/2000	Randolph	Tammy	MA+20	368566	Elementary Education	1-6
8/8/2001	Nowicki-Whiteside	Robin	MA+30	395647	School Counselor	K-12
8/27/2001	Jans	Anne	MA	393758	Home Economics	7-12
8/27/2001	Jans	Anne	MA	393758	Family and Consumer Sciences	5-12
8/27/2001	Johnson	Rose	MA+10	344019	Elementary Education	1-6
8/27/2001	Johnson	Rose	MA+10	344019	Learning Disabilities	K-12
8/27/2001	Johnson	Rose	MA+10	344019	Mild to Moderate Mentally HDCP	K-12
8/23/2002	Aukes	Shannon	MA+10	366402	Elementary Education	K-6
8/23/2002	Borowicz	Bruce	MA+40	366181	Coaching	7-12
8/23/2002	Borowicz	Bruce	MA+40	366181	Mathematics	7-12
8/23/2002	Chambers	Colleen	MA+40	289466	Physical Education	K-12
8/23/2002	Fritzke	Sarah	MA+30	397164	Elementary Education	K-6
8/23/2002	Gulbranson	Rose	MA+40	404223	Social Studies -ALL-	5-8
8/23/2002	Gulbranson	Rose	MA+40	404223	Elementary Education	K-6
8/23/2002	Sinke	Drew	MA	403515	Elementary Education	K-6
8/23/2002	Sinke	Drew	MA	403515	Pre-Primary	Pre K

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2020-2021

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/24/2002	Chambers	Colleen	MA+40	289467	Coaching	7-12
8/22/2003	Aldrich	Bryan	BA+30	300648	Physical Sciences (Physics & Chem)	7-12
8/22/2003	Devine	Jessica	BA	413317	Spanish	K-12
8/22/2003	Devine	Jessica	BA	413317	Emotional Behavior Disorders	K-12
8/22/2003	Devine	Jessica	BA	413317	Learning Disabilities	K-12
8/22/2003	Devine	Jessica	BA	413317	Developmental Disabilities	K-12
8/22/2003	Geisel	Jason	MA	411002	Physical Education	K-12
8/22/2003	King	Anthony	MA	399004	Elementary Education	1-6
8/23/2004	McMahon	Amanda	MA+30	408022	Communication Arts/Literature	5-8
8/23/2004	McMahon	Amanda	MA+30	408022	Elementary Education	K-6
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Milawski	Renae	MA+30	419507	Communication Arts/Literature	5-8
8/23/2004	Milawski	Renae	MA+30	419507	Reading	K-12
8/23/2004	Milawski	Renae	MA+30	419507	Elementary Education	1-6
8/23/2004	Peters	Amy	MA+40	371968	English as a Second Language	K-12
8/23/2004	Peters	Amy	MA+40	371968	Spanish	7-12
8/23/2004	Rydborg	Anthony	MA+20	418604	Communication Arts/Literature	5-12
8/24/2005	Schultz	Gwen	MA	396808	Elementary Education	K-6
8/24/2005	Schultz	Gwen	MA	396808	Learning Disabilities	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Elementary Education	K-6
9/19/2005	Schmidt	Laurie	MA+30	379489	Emotional Behavior Disorders	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Learning Disabilities	K-12
9/19/2005	Schmidt	Laurie	MA+30	379489	Autism Spectrum Disorders	K-12
8/25/2006	Casterton	Nick	MA	410680	Mathematics	5-12
8/25/2006	Holzwarth	Julie	MA	409861	Emotional Behavior Disorders	K-12
8/25/2006	Holzwarth	Julie	MA	409861	Learning Disabilities	K-12
8/25/2006	Houdek	Sarah	MA+10	377869	Elementary Education	1-6
8/25/2006	Leary	Lisa	MA+20	388546	English/Language Arts	7-12
8/25/2006	Leary	Lisa	MA+20	388546	Spanish	7-12
8/25/2006	Paulsen	Travis	MA+10	430543	Business	5-12
8/25/2006	Paulsen	Travis	MA	430543	Business	5-12
8/25/2006	Peters	Ansley	MA	422295	Social Studies -ALL-	5-12
8/25/2006	Schuettpelz	Meredith	MA+10	426556	Science 5-8	5-8
8/25/2006	Schuettpelz	Meredith	MA+10	426556	Elementary Education	K-6
8/24/2007	Axtell	Lauralie	BA+20	282645	Early Childhood Special Education	B-Age 6
8/24/2007	Axtell	Lauralie	BA+20	282645	Mild to Moderate Mentally HDCP	K-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/24/2007	Nylander	Benjamin	MA+40	422385	Life Sciences	9-12
8/24/2007	Nylander	Benjamin	MA+40	422385	Science 5-8	5-8
8/22/2008	Barnd	Jessica	MA+10	414308	Visual Arts	K-12
8/22/2008	Johnson	Holly	MA+40	401009	Elementary Education	K-6
8/22/2008	Johnson	Holly	MA+40	401009	Pre-Primary	Pre K
8/28/2009	Cederstrom	Tracy	MA	395159	Vocal and Classroom Music	K-12
8/28/2009	Cederstrom	Tracy	MA	395159	Instr (Band/Orch) and Classroom Music	K-12
8/28/2009	Sievers	Sara	MA	450013	Learning Disabilities	K-12
8/27/2010	Doherty	Kaylee	MA	452141	Communication Arts/Literature	5-8
8/27/2010	Doherty	Kaylee	MA	452141	Elementary Education	K-6

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2020-2021

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/27/2010	Pettinelli	Kimberly	MA	434874	Mathematics	5-8
8/27/2010	Pettinelli	Kimberly	MA	434874	Elementary Education	K-6
8/27/2010	Pettinelli	Kimberly	MA	434874	Reading	K-12
8/27/2010	Rance	Jessica	MA	447180	Elementary Education	K-6
8/26/2011	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/26/2011	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/26/2011	Davis	Heather	MA+10	435427	Mathematics	5-8
8/26/2011	Davis	Heather	MA+10	435427	Elementary Education	K-6
8/26/2011	Jensen	Ariane	MA	435404	Elementary Education	K-6
8/26/2011	Jensen	Ariane	MA	435404	Pre-Primary	Age 3-K
8/26/2011	Jensen	Ariane	MA	435404	Early Childhood Special Education	B-Grade 3
8/26/2011	Kucera	Nathan	BA	462092	Social Studies -ALL-	5-8
8/26/2011	Kucera	Nathan	BA	462092	Elementary Education	K-6
8/26/2011	Olson	Christopher	MA+30	417713	Life Sciences	9-12
8/26/2011	Olson	Christopher	MA+30	417713	Science 5-8	5-8
8/24/2012	Armstrong	Michelle	MA+30	464650	Elementary Education	K-6
8/24/2012	Armstrong	Michelle	MA+30	464650	Communication Arts/Literature	5-8
8/24/2012	Burnside	Logan	MA	462309	Instr(Band/Orch) and Classroom Music	K-12
8/24/2012	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/24/2012	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/24/2012	Geib	Janet	BA+40	316199	Teacher/Coord Work Exp Hanicapped	High School
8/24/2012	Geib	Janet	BA+40	316199	Elementary Education	1-6
8/24/2012	Geib	Janet	BA+40	316199	Emotional Behavior Disorders	K-12
8/24/2012	Geib	Janet	BA+40	316199	Learning Disabilities	K-12
8/24/2012	Geib	Janet	BA+40	316199	Mild to Moderate Mentally HDPC	K-12
8/24/2012	Graf	Heidi	MA+40	427264	Learning Disabilities	K-12
8/24/2012	Ohme	Kylee	MA	447892	Mathematics	5-8
8/24/2012	Ohme	Kylee	MA	447892	Elementary Education	K-6
8/24/2012	Pongratz	Kelly	MA+30	397824	Elementary Education	1-6
8/24/2012	Urbanek	Matthew	MA	367913	Coaching	7-12
8/24/2012	Urbanek	Matthew	MA	367913	Social Studies -ALL-	7-12
8/23/2013	Coddington	Michael	MA+40	433517	Physical Education	K-12
8/23/2013	Coddington	Michael	MA+40	433517	Developmental/Adapted Physical Ed.	Pre K-12
8/23/2013	Dyrhaug	Kristin	MA	448352	Emotional Behavior Disorders	K-12
8/23/2013	Kilgren	Kristin	MA	417661	Elementary Education	K-6
8/23/2013	Kilgren	Kristin	MA	417661	Visual Arts	K-12
8/23/2013	Rasmussen	Ryan	MA	469146	Social Studies -ALL-	7-12
8/23/2013	Spies	Michelle	MA+30	368560	English/Language Arts	7-12
8/15/2014	Bahn	Jennifer	MA	417579	Elementary Education	K-6
8/15/2014	Bahn	Jennifer	MA	417579	Social Studies -ALL-	5-8
8/15/2014	Dietz	Nicole	MA	476445	Elementary Education	K-6
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Mangone	Michael	BA	480607	Communication Arts/Literature	5-12
8/15/2014	Mangone	Michael	BA	480607	Social Studies -ALL-	5-12
8/15/2014	Mangone	Michael	BA	480607	Business	5-12
8/15/2014	McClellan	Stephen	MA+20	364222	Industrial Arts	5-12
8/15/2014	Reinholt	Meghan	MA	471081	Elementary Education	K-6
8/15/2014	Sand	Ozzie	MA	463278	Physical Education	K-12

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2020-2021

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/15/2014	Sand	Ozzie	MA	463278	Learning Disabilities	K-12
8/15/2014	Sand	Ozzie	MA	463278	Health Education	5-12
8/15/2014	Stensland	Tamra	MA+10	372089	Elementary Education	1-6
8/15/2014	Stensland	Tamra	MA+10	372089	Learning Disabilities	K-12
8/15/2014	Stensland	Tamra	MA+10	372089	Autism Spectrum Disorders	K-12
8/15/2014	Weiers	Laura	MA+20	372613	Life Sciences	7-12
8/15/2014	Weiers	Laura	MA+20	372613	Science 5-9	5-9
8/15/2014	Weiers	Laura	MA+20	372613	Chemistry	9-12
8/15/2015	Warden	Haley	BA	481965	Elementary Education	K-6
8/15/2015	Warden	Haley	BA	481965	Learning Disabilities	K-12
8/15/2015	Warden	Haley	BA	481965	Early Childhood Education	B-Grade 3
8/27/2015	Elliott	Nicole	MA	482456	Science 5-8	5-8
8/27/2015	Heller	Brian	MA	408618	Health Education	5-12
8/27/2015	Heller	Brian	MA	408618	Physical Education	K-12
8/27/2015	Heller	Brian	MA	408618	Developmental/Adapted Physical Ed.	Pre K-12
8/27/2015	Holbeck	Maggie	BA	489544	English as a Second Language	K-12
8/27/2015	Meyer	Chelsey	MA	484641	School Counselor	K-12
8/27/2015	Wyckoff	Lisa	MA+30	419118	Emotional Behavior Disorders	K-12
8/27/2015	Wyckoff	Lisa	MA+30	419118	Learning Disabilities	K-12
8/26/2016	Beckman	Steven	BA	466892	Social Studies -ALL-	5-12
8/26/2016	Flicek	Brittany	MA	471392	Autism Spectrum Disorders	B-12
8/26/2016	Flicek	Brittany	MA	471392	Development Disabilities	K-12
8/26/2016	Hamer	Tatiana	MA+40	417597	School Counselor	K-12
8/26/2016	Hamer	Tatiana	MA+40	417597	English as a Second Language	K-12
8/26/2016	Hyatt	Ashley	MA	488515	Science 5-8	5-8
8/26/2016	Hyatt	Ashley	MA	488515	Life Sciences	9-12
8/26/2016	Hyer	Kelly	MA	418138	Science 5-8	5-8
8/26/2016	Hyer	Kelly	MA	418138	Elementary Education	K-6
8/26/2016	McKnight	Kathryn	MA	492888	Vocal and Classroom Music	K-12
8/26/2016	Vollbrecht	Rachel	BA+20	459768	Development Disabilities	K-12
8/26/2016	Vollbrecht	Rachel	BA+20	459768	Early Childhood Special Education	B-Age 6
3/7/2017	Arnold	Brandon	BA	498673	Elementary Education	K-6
8/25/2017	Aamlid	Leah	MA	486001	Elementary Education	K-6
8/25/2017	Aamlid	Leah	MA	486001	Early Childhood Education	B-Grade 3
8/25/2017	Kusske	Anthony	MA+10	454172	Physical Education	K-12
8/25/2017	Kusske	Anthony	MA+10	454172	Health Education	5-12
8/25/2017	Peters	Shane	MA	390404	Mathematics	7-12
8/25/2017	Peters	Shane	MA	390404	Mathematics	Middle S
8/25/2017	Peters	Shane	MA	390404	Social Studies -ALL-	Middle S
8/25/2017	Pivec	Megan	MA	488494	Communication Arts/Literature	5-12
8/25/2017	Theis	Laura	MA	69787	Elementary Education	K-6
8/25/2017	Theis	Laura	MA	69787	Pre-Primary	Age 3-PreK
8/25/2017	Walerius	Kelley	BA	493237	Physical Education	K-12
8/25/2017	Walerius	Kelley	BA	493237	Health Education	5-12
8/23/2018	Curren	Sarah	MA	510014	Speech-Language Pathologist	PreK-12
8/23/2018	Hoffman	Jessica	BA	483410	Elementary Education	K-6
8/23/2018	Houle	Rachel	BA+20	486339	Elementary Education	K-6
8/23/2018	Houle	Rachel	BA+20	486339	Emotional Behavior Disorders	K-12

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER FULL TIME SENIORITY LIST
2020-2021

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
8/23/2018	Houle	Rachel	BA+20	486339	Learning Disabilities	K-12
8/23/2018	Houle	Rachel	BA+20	486339	Autism Spectrum Disorders	B-12
8/23/2018	Munson	Kelsey	BA	505634	Visual Arts	K-12
8/23/2018	Olson	Kendra	MA+20	480068	Spanish	K-12
8/23/2018	Pederson	Anna	BA	492210	Academic and Behavioral Strategist	K-12
8/23/2018	Reger	Eric	BA	496421	Academic and Behavioral Strategist	K-12
8/23/2018	Schipper	Margaret	BA+40	418832	Elementary Education	K-6
8/23/2018	Schipper	Margaret	BA+40	418832	Science 5-8	5-8
8/23/2018	Schipper	Margaret	BA+40	418832	Life Sciences	9-12
8/23/2018	Willaert	Leo	BA+10	478501	Technology	5-12
10/8/2018	Kusske	Jennifer	MA+10	438829	School Counselor	K-12
10/8/2018	Kusske	Jennifer	MA+10	438829	Mathematics	5-12
8/23/2019	Beckman	Elizabeth	MA	465631	Communication Arts/Literature	5-12
8/23/2019	Burr	Jamie	MA+40	1002034	School Psychologist	PreK-12
8/23/2019	Buthe	Chase	MA+10	485288	Emotional Behavior Disorders	K-12
8/23/2019	Buthe	Chase	MA+10	485288	Learning Disabilities	K-12
8/23/2019	Buthe	Chase	MA+10	485288	Developmental Disabilities	K-12
8/23/2019	Buthe	Chase	MA+10	485288	Academic and Behavioral Strategist	K-12
8/23/2019	Eddington	Tracy	MA+40	373389	School Psychologist	PreK-12
8/23/2019	Goehring Anderson	Gina	MA	463048	Elementary Education	K-6
8/23/2019	Goehring Anderson	Gina	MA	463048	Communication Arts/Literature	5-8
8/23/2019	Hess-Norskog	Stacey	MA		Occupational Therapist	
8/23/2019	Johnson	Lindsay	MA	461130	Elementary Education	K-6
8/23/2019	Larson	Adam	MA+10	408257	Physical Education	K-12
8/23/2019	Larson	Adam	MA+10	408257	Elementary Education	1-6
8/23/2019	Larson	Adam	MA+10	408257	Developmental/Adapted Physical Ed.	K-12
8/23/2019	Lhotka	Alicia	BA	1000690	Elementary Education	K-6
8/23/2019	Lhotka	Alicia	BA	1000690	Mathematics	5-8
8/23/2019	O'Brien	Sean	BA	502540	Social Studies -ALL-	5-12
8/23/2019	Altermatt	Kacie	BA	1000513	Family and Consumer Sciences	5-12
8/23/2019	Rydberg	Rachel	MA+40	474561	School Social Worker	PreK-12
8/23/2019	Schulz	Britney	BA	1000311	Elementary Education	K-6
8/23/2019	Soine	Taylor	BA	1001311	Elementary Education	K-6
8/23/2019	Steele	Nathan	BA	1000305	Elementary Education	K-6
8/23/2019	Thietje	Tobias	BA+30	447158	Vocal and Classroom Music	K-12
8/20/2020	Fisher	Katie	BA	517008	Elementary Education	K-6
8/20/2020	Haakonson	Max	BA	512521	Academic and Behavioral Strategist	K-12
8/20/2020	Pauly	Rebecca	BA	510866	Academic and Behavioral Strategist	K-12
10/26/2020	Jenc	Sheila	BA	1006958	Licensed School Nurse	K-12

JORDAN PUBLIC SCHOOLS, ISD 717
TEACHER PART TIME SENIORITY LIST
2020-2021

The Minnesota Department of Education website was referenced when creathing this list and only active licensures will be listed.

SENIORITY DATE	LAST NAME	FIRST NAME	LANE	FILE #	LICENSURE AREA	STUDENT LEVEL
7/6/1993	Miller	Sarah	MA+20	346332	Social Studies -ALL-	Middle S
7/6/1993	Miller	Sarah	MA+20	346332	Elementary Education	1-6
4/7/1999	Nefstead	Molly	MA	379909	School Social Worker	Pre K-12
8/27/2001	Jans	Anne	MA	393758	Home Economics	7-12
8/27/2001	Jans	Anne	MA	393758	Family and Consumer Sciences	5-12
8/23/2004	Meyer	Lauren	BA	356549	Elementary Education	1-6
8/23/2004	Milawski	Renae	MA+20	419507	Communication Arts/Literature	5-8
8/23/2004	Milawski	Renae	MA+20	419507	Reading	K-12
8/23/2004	Milawski	Renae	MA+20	419507	Elementary Education	1-6
8/25/2006	Paulsen	Travis	MA	430543	Business	5-12
8/24/2007	Gorath	Aaron	BA+20	437611	Social Studies -ALL-	5-12
8/28/2009	Cederstrom	Tracy	MA	395159	Vocal and Classroom Music	K-12
8/28/2009	Cederstrom	Tracy	MA	395159	Instr (Band/Orch) and Classroom Music	K-12
8/26/2011	Carlson	Nicole	BA+40	456336	Mathematics	5-8
8/26/2011	Carlson	Nicole	BA+40	456336	Elementary Education	K-6
8/23/2013	Kilgren	Kristin	BA+20	417661	Elementary Education	K-6
8/23/2013	Kilgren	Kristin	BA+20	417661	Visual Arts	K-12
8/15/2014	Foyer	Mindy	MA	479688	Instr(Band/Orch) and Classroom Music	K-12
8/15/2014	Rance	Jessica	MA	447180	Elementary Education	K-6
8/27/2015	Rakers	Kiirsten	MA+40			
8/26/2017	Ohme	Kylee	MA	447892	Mathematics	5-8
8/26/2017	Ohme	Kylee	MA	447892	Elementary Education	K-6
8/26/2019	Aldrich	Bryan	BA+30	300648	Physical Sciences (Physics & Chem)	7-12

Washington D.C. Trip Postponement

Background

Historically, the JHS Washington D.C. trip for 9th and 10th grade students occurred every-other spring at the end of March. The trip has always coincided with spring break being the Thursday-Sunday before the week of spring break as this worked well with end-of-winter activities and the start of spring activities.

Postponement

The student travel company that we work with, WorldStrides, determined that they would not have groups travel this spring through the month of March and possibly longer. The trip will be postponed, pending approval of the school board, until March of 2022- with similar dates of travel (Thursday-Sunday before spring break). Dates can be officially set after the 2021-22 Academic calendar is approved and released. This information was shared with families on January 14th.

Benefits of Postponement

Due to current restrictions as a result of the Covid-19 pandemic, many historic and popular sites are closed or have limited access. Optimistically speaking, waiting a year will allow students to have a more rich and authentic experience. WorldStrides will maintain all costs and though we may start to see an uptick in travel costs, families will not see an increase in their cost to travel. This also allows us to open registration back up for students who could not travel in March of 2021.



EMPLOYEE DATA SHEET

Employee:	Christopher Hermann	Date Offer Accepted:	12/3/2020
Job Title:	Coach, B Wrestling	Indicate: Full-time/Part-time/ Seasonal/Temporary	Seasonal
Hiring Supervisor:	Joe Perkl	Location:	District Wide

PERSONNEL ACTION

New Hire	X	Replacement For		Change		Additional Assignment	
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EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Community and Technical College	Rochester, MN	General Education	N/A	8/2006-1/2009

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

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

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

Name of Employer	Title	Nature of Duties	Dates Employed
Belle Plaine Public Schools	Youth Wrestling Coach	Teach basic and advanced technique, run drills and team building activities	11/2014-present

Beginning Contract Date:	1/4/2021	Ending Contract Date:	3/26/2021
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Note: Instead of a head coach for 20-21 we will be hiring 2 B Squad level coaches

Brief Description of Previous Experience: Youth coach and former college wrestler



**Extra-Curricular Assignment
2020-2021**

To: Herrmann, Chris

You have been assigned the following extra-curricular assignment:

Assignment: B-Squad Wrestling

Group: 3

Year Started: 2020

Longevity: 0 years

Location: JHS

Stipend Paid: \$3,196.00

Longevity: \$0.00

Total Stipend to be paid: \$3,196.00

In consideration thereof, the School Board agrees to pay said employee a fixed stipend based on the information above. Payments will begin with the 11/13/2020 payroll and will end with the 1/15/2021 payroll. If the season is canceled due to COVID payroll payments will be stopped immediately.

Employee Signature: _____ Date: _____

Activities Director Signature: _____ Date: _____



EMPLOYEE DATA SHEET

Employee:	Justin Reinsma	Date Offer Accepted:	12/3/2020
Job Title:	Coach, B Wrestling	Indicate: Full-time/Part-time/ Seasonal/Temporary	Seasonal
Hiring Supervisor:	Joe Perkl	Location:	District Wide

PERSONNEL ACTION

New Hire	X	Replacement For		Change		Additional Assignment	
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EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

<u>Name of Institution</u>	<u>Location</u>	<u>Major</u>	<u>Degree and Date Received</u>	<u>Dates Attended</u>
Southwest Minnesota State University	Marshall, MN	EducationDisciplinary Studies	Bachelors	9/2009-5/2014
Southwest Minnesota State University	Marshall, MN	Physical Education and Coaching of Sport	Masters	9/2014-5/2016

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

<u>Name of Certificate/License</u>	<u>Name of Provider</u>	<u>Date Received</u>	<u>Expiration Date</u>

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

<u>Name of Employer</u>	<u>Title</u>	<u>Nature of Duties</u>	<u>Dates Employed</u>
Belle Plaine Public Schools	Youth Wrestling Coach	Responsible for teaching new wrestlers the basics of the sport and developing skills	9/2019-present

<u>Beginning Contract Date:</u>	1/4/2021	<u>Ending Contract Date:</u>	3/26/2021
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Note: Instead of a head coach for 20-21 we will be hiring 2 B Squad level coaches.

Brief Description of Previous Experience: Former college wrestler and youth coach



**Extra-Curricular Assignment
2020-2021**

To: Reinsma, Justin

You have been assigned the following extra-curricular assignment:

Assignment: B-Squad Wrestling

Group: 3

Year Started: 2020

Longevity: 0 years

Location: JHS

Stipend Paid: \$3,196.00

Longevity: \$0.00

Total Stipend to be paid: \$3,196.00

In consideration thereof, the School Board agrees to pay said employee a fixed stipend based on the information above. Payments will begin with the 1/15/2021 payroll and will end with the 3/15/2021 payroll. If the season is canceled due to COVID payroll payments will be stopped immediately.

Employee Signature: _____ Date: _____

Activities Director Signature: _____ Date: _____



EMPLOYEE DATA SHEET

Employee:	Julia Abfalter	Date Offer Accepted:	12/21/2020
Job Title:	LTS - Teacher, English	Indicate: Full-time/Part-time/ Seasonal/Temporary	Temporary
Hiring Supervisor:	Jeff Vizenor	Location:	High School

PERSONNEL ACTION

New Hire	X	Replacement For	Elizabeth Beckman	Change		Additional Assignment	
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EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

<u>Name of Institution</u>	<u>Location</u>	<u>Major</u>	<u>Degree and Date Received</u>	<u>Dates Attended</u>
St. Cloud State University	St. Cloud, MN	English Education	BS December 2020	2016-2020

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

<u>Name of Certificate/License</u>	<u>Name of Provider</u>	<u>Date Received</u>	<u>Expiration Date</u>
Communications Arts/Literature	PELSB		6/30/2022

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

<u>Name of Employer</u>	<u>Title</u>	<u>Nature of Duties</u>	<u>Dates Employed</u>

<u>Beginning Contract Date:</u>	1/4/2021	<u>Ending Contract Date:</u>	3/12/2021
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Note: Leave of Absence for Elizabeth Beckman

Brief Description of Previous Experience: Julia has been student teaching in Zimmerman with a great teacher. She comes highly recommended.



**INDEPENDENT SCHOOL DISTRICT #717
TEACHER CONTRACT**

The School Board of Independent School District No. 717 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **Julia Abfalter**, a legally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as for the 2020-2021 school year.

1. **Basic Services:** Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.

2. **Duration:** This contract covers the time period of **1/4/2021** through **3/5/2021**. Dates of assignment are approximate and may change due to licensure requirements and potential changes.

3. **Duty Year:** Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.

4. **Additional Assignments:** The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.

5. **Salary:** In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE: 1.0

Lane: BA

Step: 01

Days/Year: 186

Base Salary: \$244.43

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____



EMPLOYEE DATA SHEET

Employee:	Amy Vizenor	Date Offer Accepted:	1/14/2021
Job Title:	LTS - Teacher, English	Indicate: Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	Jeff Vizenor	Location:	High School

PERSONNEL ACTION

New Hire	X	Replacement For	Trevon Sladek	Change		Additional Assignment	
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EDUCATION INFORMATION

List below all post secondary education, beginning with the most recent.

<u>Name of Institution</u>	<u>Location</u>	<u>Major</u>	<u>Degree and Date Received</u>	<u>Dates Attended</u>
Moorhead State University	Moorhead, MN	English Education	May 1992	1987-1982

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

<u>Name of Certificate/License</u>	<u>Name of Provider</u>	<u>Date Received</u>	<u>Expiration Date</u>
English/Language Arts	PELSB	June 1992	January 2022

RELEVANT EXPERIENCE

List below all relevant experience, beginning with the most recent.

<u>Name of Employer</u>	<u>Title</u>	<u>Nature of Duties</u>	<u>Dates Employed</u>
Gustavus Adolphus College	Education Professor	College professor	August 2009 - present

<u>Beginning Contract Date:</u>	1/25/2021	<u>Ending Contract Date:</u>	6/3/2021
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Note: To fill a need for a part time JVA English teacher

Brief Description of Previous Experience: Amy has been a college professor for over 10 years in education and has also taught multiple years of English at the MS level.



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

**INDEPENDENT SCHOOL DISTRICT #717
TEACHER CONTRACT**

The School Board of Independent School District No. 717 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **Amy Vizenor**, a leagally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as for the 2020-2021 school year.

1. **Basic Services:** Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.

2. **Duration:** This contract covers the time period of **1/25/2021** through **6/4/2021**. Dates of assignment are approximate and may change due to licensure requirements and potential changes.

3. **Duty Year:** Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.

4. **Additional Assignments:** The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.

5. **Salary:** In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE: .1875

Lane: BA

Step: 01

Days/Year: 186

Base Salary: \$244.43

Employee Signature: 

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____

Executive Summary:

- Jordan Middle School updates and edits for 2021-2022 course catalogs and 2021-2022 course registration details.

Ben Bakeberg, Principal, Jordan Middle School
Chelsey Meyer, School Counselor, Jordan Middle School

This summary provides an overview of the changes to the grad level course catalogs for the 2021-2022 school year. Overall, all changes were related to spring of 2020 budget reductions and are outlined below.

Updates and Changes:

- Removed honors math and language arts for all grades as this was a budget reduction in the spring of 2020.
- Merged Reading Power and RtI Reading into Reading Intervention as this was a budget reduction in the spring of 2020.
- Merged Extra Math and RtI Math into Math Intervention as this was a budget reduction in the spring of 2020.
- Replaced NWEA with Fast in all criteria for entrance and exit criteria for classes. NWEA was a budget reduction in the spring of 2020.

Registration Details:

- Middle School Course Registration Overview
 - March 18th- Open House Conferences
 - Virtual and In-Person Option for families
- Advisory Virtual Course Overview
 - March 16th- 7th B Group
 - March 17th-7th A Group
 - March 18th-6th Grade
 - March 19th-5th Grade
- Student Course Requests-In Science Class
 - March 22nd-7th A Group
 - March 23rd-7th B Group
 - March 24th-6th Grade
 - March 25th-5th Grade
- This plan is based on the current learning model and health and safety factors.

Recommendation:

- It is our recommendation that each grade level course catalog and registration timeline for the 2021-2022 school year be approved.



Grade 5 Course Handbook 2021-2022

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

- Jordan Public Schools Mission Statement

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding, and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop with the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

Middle School Mission:

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

Transition to Jordan Middle School

- **Core Curriculum**
 - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
 - The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
 - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
 - Students not meeting grade level standards will be scheduled into an intervention course(s) to address the identified need. These students will have the option of choosing an exploratory/elective once this need has been addressed.
- **Advisory**
 - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
 - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.
 - Fifth grade students will begin the year by completing a Middle School Transition curriculum during Advisory.
 - Goal is to support students in the transition to Jordan Middle School.
 - Basics of JMS, essential study skills and technology skills, and conclude with digital citizenship.

What is the scheduling process for 5th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 5th grade, students will automatically be scheduled into grade level core and exploratory classes.
 - Students will be placed into support classes following spring testing to ensure proper placement.
 - Criteria outlined in the course catalogue will be followed.
 - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

What should I do to register my 5th grader?

- If your student was enrolled in Jordan Public Schools for the 2020-2021 school year, their enrollment is automatically rolled forward for the upcoming academic year.
- 5th grade students are required to choose *at least one* of the performance electives for their elective hour.
 - Choir (Every Other Day)
 - Band (Every Other Day)
 - Band and Choir
- Students choosing band **and** choir will not be scheduled into the elective wheel courses.
- Students who meet the district approved criteria for reading and/or math support will be scheduled into intervention courses in place of their elective wheel and/or music choice.

Sample Student Schedule

<h1>Grade 5</h1>			
1	Advisory		
2	Language		
3	Reading		
4	Science		
5	Social Studies		
6	Lunch and WIN (What I Need)		
7	Math		
8	Exploratory Hour		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Physical Education</td> <td>Art Creative Connections</td> </tr> </table>	Physical Education	Art Creative Connections
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9	Elective Hour Options		
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*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Reading 5/Language 5	<i>Full Year, Every Day</i>
<p>The goal of Reading 5/Language Arts 5 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments, and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, mythology and legend, and drama. This course is offered as a two hour block of study.</p>	

Honors Reading 5/Honors Language 5	<i>Full Year, Every Day</i>
<p>The goal of Honors Reading and Language Arts is to challenge students' higher order thinking skills through the use and analysis of literature, discussions, and advanced writing processes. Texts will be more complex, and students will be expected to analyze what is read with more depth and independence using the vocabulary of literary analysis in their discussions and writings. This course is offered as a two hour block of study.</p>	

Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Placement determined based on historical student data. <ul style="list-style-type: none"> ○ <u>MCA</u>: 3 standard deviations above exceeds ○ <u>FAST</u>: 92% or above ○ Teacher Recommendation ○ Writing sample 	<ul style="list-style-type: none"> ● Maintain a B- average based on classroom standards and/or maintaining honors level work. ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Math 5	<i>Full Year, Every Day</i>
<p>Math 5 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis. Skills in multiplication and division are reinforced. The addition and subtraction of fractions and decimals is covered in depth with like and unlike denominators. A more thorough understanding of variables in equations is required. Surface area and volume is introduced. Finally, students learn to interpret data through mean, median, and range.</p>	

Science 5	<i>Full Year, Every Day</i>
<p>Science 5 is based on the Minnesota Standards for Science in the areas of physical science, earth and space science, life science, and the history of science and engineering. Science skills from the earlier years are reinforced. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in experiments, activities, projects, and class discussions.</p>	

Social 5	<i>Full Year, Every Day</i>
<p>In Social 5, students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between indigenous peoples, Europeans and Africans during the period of colonization and settlement. Students will examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. In addition, they analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.</p>	

EXPLORATORY COURSES

The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle school learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

Physical Education 5	<i>Full Year, Every Other Day</i>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	

Art 5	Semester, Every Other Day
<p>In Art 5, students complete a variety of projects using many different media. Drawing, painting, printmaking, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about the elements of art. Students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.</p>	

Creative Connections	Semester, Every Other Day
<p>This engaging class will begin by teaching students technology foundations to prepare students for middle school and beyond. Students will then explore their individual creativity using technology applications and presentations skills with the goal of highlighting a student's individual passion project.</p>	

Music Application 5	Quarter, Every Other Day
<p>Music 5 gives students an opportunity to explore a variety of music genres. Students will learn about a variety of topics including but not limited to: American Music, World Music, Drumming, Guitar, and Composition. No evening performance requirements; however, students will conclude the class by creating a self-directed project which will apply their knowledge from the course.</p>	

Make It or Break It	Quarter, Every Other Day
<p>This hands-on class will allow students' imaginations to run wild! Students will be provided a problem and will gather information to solve that problem through creation, collaboration, invention, and learning. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Jordan and the World Around Us	Quarter, Every Other Day
<p>In this class, students will research the rich history of the community of Jordan, the state of Minnesota, and the world around them. The students will be challenged to research, understand, and apply how interconnected the rich culture of the world around them is. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Fitness and Recreation	Quarter, Every Other Day
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The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, managing stress, personal fitness plans, and goal setting. Final grades will be posted on a pass/fail basis on student report cards.

ELECTIVE COURSES

Elective classes at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

Band 5	<i>Full Year, Every Other Day</i>
<p>Band 5 students learn and develop instrumental music skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. In addition to participating in the class as part of the full band, students will receive small-group lessons on a regular basis. Students will be expected to practice on their own outside of school.</p>	

Choir 5	<i>Full Year, Every Other Day</i>
<p>Choir 5 is an introduction to singing and musical literacy in a group setting. Singers will learn about music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. There will be a focus on group cooperation. There are three evening performances per year.</p>	

ACADEMIC SUPPORT COURSES

Students will be scheduled into academic support courses based on student need with the ultimate goal of supporting academic, social, and emotional growth. Depending on the students' individual schedule, these courses will take the place of a core, exploratory, or elective option for students.

EL	Full Year
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes, as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Math Intervention 5	Based on Student Need
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. <ul style="list-style-type: none"> ○ MCA: Partially Meet Standard ○ FAST: Some/High Risk ○ Teacher Recommendation ○ Universal Screening Data 	<ul style="list-style-type: none"> ● MCA: Meets or Exceeds ● FAST:Grade Level ● Teacher Recommendation ● Universal Screening Data

Reading Intervention 5	Based on Student Need
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. 	<ul style="list-style-type: none"> ● MCA: Meets or Exceeds

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SPECIAL EDUCATION SERVICES

Applied Skills	<i>Based on IEP Minutes</i>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Positive Learning Understanding Self (PLUS)	<i>Based on IEP Minutes</i>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Communication Strategies	<i>Based on IEP Minutes</i>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Life Skills	<i>Based on IEP Minutes</i>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

Speech and Language	<i>Based on IEP Minutes</i>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

Developmental Adapted Physical Education (DAPE)	<i>Based on IEP Minutes</i>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills so they can have more inclusion in their General Physical Education class.</p>	

Scheduling Appeals Process

Math Appeals

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria.

Appeals in ALL Other Disciplines

- If not initially invited into the course by initial identification, the student and parent(s) must:
 - Complete the written Appeal Request Form.
 - Available from the building administration or counselors
 - Building Administrator(s) and school staff review the student's file including:
 - Core Data (as described above in Identification)
 - Other Supplementary Data, such as:
 - Subject-specific scores on standardized tests
 - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
 - Work samples
 - Building Administrator(s) reviews the student's file and supplementary data with parents.
 - The Building Administrator will be the final authority on ALL appeals.

Schedule Change Process

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make the final approval of the schedule change request.
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the first week of the semester.



Grade 6 Course Handbook 2021-2022

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 - Students not meeting grade level standards will be scheduled into an intervention course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
 - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
 - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum, during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

What is the scheduling process for 6th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 6th grade, students will automatically be scheduled into grade level core and exploratory classes.
 - Students will be placed into honors and support classes following spring testing to ensure proper placement.
 - Criteria outlined in the course catalogue will be followed.
 - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.

What should I do to register my 6th grader?

- If your student was enrolled in Jordan Public Schools for the 2020-2021 school year, their enrollment is automatically rolled forward for the upcoming academic year.
- 6th grade students are required to choose *at least one* of the performance electives for their elective hour.
 - Choir (Every Other Day)
 - Band (Every Other Day)
 - Band and Choir
- Students choosing band **and** choir will not be scheduled into the elective wheel courses.
- Students who meet the district approved criteria for reading and/or math support will be scheduled into intervention courses in place of their elective wheel and/or music choice.

Sample Student Schedule

Grade 6

1	Advisory	
2	Language	
3	Reading	
4	Science	
5	Social Studies	
6	Lunch and WIN (What I Need)	
7	Math	
8	Exploratory Hour	
	Physical Education	Art Technology Formatting & Application
9	Elective Hour Options	
	Band	Game Based Problem Solving Building and Design Fitness and Recreation Skills for Success
	Game Based Problem Solving Building and Design Fitness and Recreation Skills for Success	Choir

*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Reading 6/Language Arts 6	Full Year, Every Day
<p>The goal of Reading 6/Language Arts 6 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments, and study grammar as well as usage. Literature genres include poetry, short story, non-fiction, novels, mythology and legend, and drama. This course is offered as a two hour block of study.</p>	

Math 6	Full Year, Every Day
<p>Math 6 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement and data analysis. Topics include solving equations, factoring - including greatest common factor and least common multiple, positive rational numbers, volume and surface area, calculating perimeter and area, ratios, fractions, decimals, percentages, and probability.</p>	

Science 6	Full Year, Every Day
<p>Physical Science covers matter and its interactions, motion and stability (forces and interactions), energy, and waves and their application in technologies for information transfer. Students will focus on developing an understanding of the scientific practices to demonstrate an understanding of the core ideas. These practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students will be actively involved in lab experiments, activities, projects, and class discussions.</p>	

Social 6	Full Year, Every Day
<p>Social Studies 6 is a multi-content course that covers a variety of topics. In Civics, students focus on citizenship through a personal, local, and national lens. Lessons incorporate modern issues to keep students up-to-date on real life applications of government and economic issues. In economics, concepts include basic supply and demand, monetary responsibility, and the US stock market. In addition, students are introduced to Minnesota history and government, geography, cultures, current events, and global issues.</p>	

EXPLORATORY COURSES

The goal of exploratory classes at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These classes capitalize on the curiosity of middle school learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

Physical Education 6	<i>Full Year, Every Other Day</i>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	

Art 6	<i>Semester, Every Other Day</i>
<p>Building upon knowledge learned in fifth grade art, sixth grade students receive reinforcement in the elements of art and are introduced to the principles of design while completing a variety of projects using many different media. Drawing, painting, sculpture, and ceramics are all explored at various times throughout the course. Along with art production, students will learn about art history through the study of different artists and cultures, as well as aesthetics and critical analysis of works of art.</p>	

Technology Formatting & Application	<i>Semester, Every Other Day</i>
<p>Technology Formatting & Application provides an opportunity for students to master the programs they'll encounter during their middle school years. Emphasis is on keyboarding technique, digital collaboration, web-based research, conditional programming, business expectations, and creative productions. Applications used to meet these ends include: web-based keyboarding programs, Google's full array of business productivity applications, Microsoft's Office suite, and a rotation of web-based business applications.</p>	

Building and Design	<i>Quarter, Every Other Day</i>
<p>Students will begin by constructing difficult Lego sets reinforcing direction following skills. Students will then design and build an original design and create building instructions, similar to what is found in a Lego set. Students will conclude the course by constructing each other's designs. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Skills for Success	<i>Quarter, Every Other Day</i>
<p>In this class, students will learn about and research essential skills for success in middle school and beyond. Students will learn about and apply healthy decision making skills in real and the virtual world. Skills will be taught for successful use of technology and how to be a positive member of the Jordan Middle School community. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Fitness and Recreation	<i>Quarter, Every Other Day</i>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this course will be the areas of nutrition, stress management, personal fitness plans, and goal setting. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Game Based Problem Solving	<i>Quarter, Every Other Day</i>
<p>In a technology-rich world, Game Based Problem Solving is an interactive class allowing students to apply problem solving skills while interacting face-to-face with peers and adults. Students will unplug from their devices and learn to play different engaging hands-on games. Final grades will be posted on a pass/fail basis on student report cards.</p>	

ELECTIVE COURSES

Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standards.

Band 6	<i>Full Year, Every Other Day</i>
Band 6 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 6 band members include playing in JMS pep fests and performing in small ensembles for the Parent/Grandparent Breakfast.	

Choir 6	<i>Full Year, Every Other Day</i>
Choir 6 students continue the exploration of singing and musical literacy in a group setting. Singers will learn about more music elements (form, rhythm, melody, harmony, etc.) in a rehearsal setting. We will focus on skills of cooperative learning and self-discipline. There are multiple evening performances per year.	

ACADEMIC SUPPORT COURSES

EL	Full Year
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Math Intervention 6	Based on Student Need
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
Entrance Criteria	Exit Criteria
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Reading Intervention 6	Based on Student Need
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
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REACH	<i>Full Year, Every Day</i>
<p>REACH is an in-school program designed to help students academically, socially, and/or emotionally. The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.</p> <p>Relationships: A safe place for students to belong, connect, and cool off if needed.</p> <p>Education: Individualized academic assistance and assignment modifications as needed.</p> <p>Accountability: A support network with staff committed to helping students succeed while nurturing student responsibility.</p> <p>Character: Skill-building activities that encourage positive academic and personal growth.</p> <p>Hard work: Students rise to the level of expectations.</p>	
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Applied Skills	<i>Based on IEP Minutes</i>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

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Math Appeals

- Students must test out of the pre-requisite course using an end of course assessment in order to advance.
- Follow District acceleration criteria

Appeals in ALL Other Disciplines

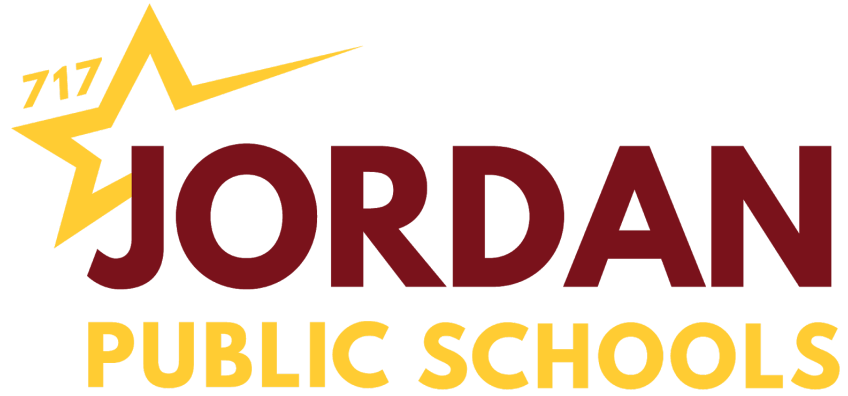
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 - The Building Administrator will be the final authority on ALL appeals.

Schedule Change Process

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make the final approval of the schedule change request.
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the first week of the semester.



Grade 7 Course Handbook 2021-2022

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

-Jordan Public Schools Mission Statement

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding, and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop at the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

Middle School Mission:

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
 - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
 - The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
 - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These classes include choices such as band and choir.
- **Academic Support Courses**
 - Students not meeting grade level standards will be scheduled into an intervention course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
 - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
 - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum, during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

What is the scheduling process for 7th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 7th grade, students will automatically be scheduled into grade level core and exploratory classes.
 - Students will be placed into honors and support classes following spring testing to ensure proper placement.
 - Criteria outlined in the course catalogue will be followed.
 - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course. Please be thoughtful while helping your student choose their electives.
 - If a student does not get scheduled into their requested elective course, they will be placed into their alternate course selection at that time.

What should I do to register my 7th grader?

- If your student was enrolled in Jordan Public Schools for the 2020-2021 school year, their enrollment is automatically rolled forward for the upcoming academic year.
- Decide whether your child will continue their performance music elective.
 - Choir (Every Other Day)
 - Band (Every Other Day)
 - Band and Choir
- Once finalized, register your 7th graders for other elective courses, if needed.

Sample Student Schedule

Grade 7

1	Advisory	
2	Science	
3	Language	
4	Social Studies	
5	Math	
6	Lunch and WIN (What I Need)	
7	Exploratory Hour 1	
	Physical Education	Media Production & Application
8	Exploratory Hour 2	
	Exploratory Spanish	FACS
9	Elective Hour Options	
	Band	Choir
	Elective Option #1 (See Below)	Elective Option #2 (See Below)

*Actual placement of elective and exploratory courses will be finalized with development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Language Arts 7	<i>Full Year, Every Day</i>
<p>The goal of Language Arts 7 is to improve critical thinking, reading, writing, speaking, and listening skills. Students complete journals and essays, read a variety of literature, perform a wide range of writing assignments and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, legend, and drama.</p>	

Math 7 (Pre-Algebra)	<i>Full Year, Every Day</i>
<p>Math 7 is a pre-algebra level course that is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis, with a strong emphasis on algebra. Topics include solving equations; integers and exponents; rational and real numbers; plane geometry; graphing lines; calculating perimeter; area; and volume; ratios; similarity; percentages; and probability. Relevant visuals and engaging features spark interest in math by emphasizing its importance in students' everyday lives while sharpening critical thinking skills vital for state testing. When students complete this course with mastery, they will be ready for algebra.</p>	

Science 7	<i>Full Year, Every Day</i>
<p>Life Science is an introduction to cell biology, genetics, evolution, microbiology, ecology, and the human body. There is a strong emphasis on experimental design as students create and conduct their own experiments. Students will be involved in problem solving, research, projects, labs, dissections, and model making.</p>	

Social 7	<i>Full Year, Every Day</i>
<p>The objective of this course is to introduce young students to the important people, places, and events that have had a significant impact on American History. Furthermore, this course seeks to help the students gain an insight to, an appreciation of, and a pride in the history of this great country that we call the United States of America.</p>	

EXPLORATORY COURSES

The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

Physical Education 7	<i>Full Year, Every Other Day</i>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	

Media Production & Application	<i>Full Year, Every Other Day</i>
<p>In Media Production & Application, students will apply the foundational health topics studied to create multimedia presentations and productions for personal and schoolwide wellbeing. This course will include an overview of social and emotional learning, a health seminar (an investigation of a personal health interest), and American Heart Association Infant/Child First Aid/CPR. An investigation of a personal health interest will allow each student to further explore a topic of their own interest. Upon completion of this course, students will be able to perform infant/child First Aid/CPR and earn American Heart Association certification.</p>	

Family and Consumer Science (FACS)	<i>Full Semester, Every Day</i>
<p>In this course, students will study many aspects of the Family and Consumer Sciences content areas to prepare for the life skills necessary for independent living, including: nutrition, an introduction to foods and cooking, and sewing. Students will start the course with an introduction to foods & nutrition to gain a basic understanding of cooking skills - cooking and food preparation terms, reading a recipe, measuring and equivalents, equipment and utensils, food preparation, and nutrition of foods. They finish the course with a sewing unit - types of fabric, patterns, sewing equipment - and connect this together through a sewing project. Wee end with clothing care including laundering clothing and hand sewing a button.</p>	

Exploratory Spanish 7***Full Semester, Every Day***

Exploratory Spanish is designed to give students a positive Spanish Language experience. This exploratory Spanish class will focus on culture and beginning level Spanish expressions through listening, speaking, reading, and writing. Concepts such as the alphabet, calendar, cognates, classroom objects and school subjects, commands, numbers, colors, greetings, and a basic understanding of Spanish-speaking cultures will be investigated. This class will be an excellent foundation for those choosing to enroll in the high school credit Spanish course as an elective in either eighth grade or high school.

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Band 7	<i>Full Year, Every Other Day</i>
<p>Band 7 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at three concerts throughout the year. Additional performance opportunities for Grade 7 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.</p>	

Choir 7	<i>Full Year, Every Other Day</i>
<p>Choir 7 students continue to learn about singing and music literacy in a group setting. There will be an additional focus on the mechanics of the singing voice, including the changing male voice. Students will prepare literature for three-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are three evening performances per year.</p>	

Drama	<i>Semester, Every Other Day</i>
<p>Drama 7 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students learn movement and characterization skills. Students will participate in various activities that may include reader's theater, improvisation, and short scenes. Through these activities, Drama 7 students will learn physical and vocal presentation skills and develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.</p>	

Intro to Foods and Nutrition	<i>Semester, Every Other Day</i>
<p>Do you like to cook, eat, and be healthy? This class is for you! This course will focus on nutritional eating and healthy snacks to make for a healthy lifestyle and a healthy you. In this class, we will learn about nutrition, portion control, and how to incorporate this into everyday living. We will spend time in the kitchens learning how to prepare healthy snacks for you to eat and that could easily be made at home.</p>	

Media Arts	Semester, Every Other Day
<p>In Media Arts students will become proficient using Photoshop to edit photographs and create advertisements. They will learn about the importance of logos, branding, marketing, and sales. This course has the potential for cross-disciplinary applications, especially in conjunction with the FACS entrepreneurship unit, as well as real-world applications with school events. The culminating project will have students working in teams to earn a company's advertising business.</p>	

STEM	Semester, Every Other Day
<p>This hands-on inquiry based course includes concepts and skills from Science, Technology, Engineering, and Math. Students solve problems while utilizing engineering skills to design and construct solutions. The course will cover multiple scientific topics ranging from physical, earth, and life science.</p>	

Law & Order	Semester, Every Other Day
<p>Here is a great way to mix a middle school student's natural love for a good argument and civic education. In this hands-on, activity-based class, students will have the opportunity to act as a witness, judge, attorney, and jury as they judge cases constructed around real and fictitious events. The activities will teach students critical analysis, persuasion, questioning skills, character development, logical thinking, and principles of the law.</p>	

Drawing and Painting	Semester, Every Other Day
<p>If you have a passion for creating, this hands-on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paints. The first half of the course will be spent on skill development, technique, and exploration. During the remainder of the course, students will create artwork using the media and subject matter of their choice.</p>	

Ceramics and Sculpture	Semester, Every Other Day
<p>Want to get your hands dirty? This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture to include clay, plaster, wood, and found objects. During the time students are working with clay, they will create various hand-built pieces, both functional and decorative. During the second half of the course, students will create work using the media and subject matter of their choice.</p>	

Fitness & Recreation	<i>Semester, Every Other Day</i>
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this course will be the areas of nutrition, stress management, personal fitness plans, and goal setting.</p>	

Study Hall	<i>Semester, Every Other Day</i>
<p>Study Hall is an opportunity for students to complete their academic work during the school day.</p>	

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

- ***Jordan Public Schools Mission Statement***

Jordan Public Schools Mission Statement

Jordan Public Schools believe in the potential of every learner and that education enables future opportunity and success. We accept the responsibility of providing an educational system that positions our graduates with the knowledge, understanding, skills, and character traits they need to fulfill their individual promise for success and achieve their personal best. They deserve a school program grounded by a compelling purpose and our best efforts to achieve it.

Jordan Middle School provides a learning environment that nurtures the cognitive, physical, social, and emotional needs of 5th, 6th, 7th, and 8th graders. The staff provides challenging courses for all students and opportunities for students to explore new interests, comprehensive personal wellness education, a safe school environment, and a personalized school climate that provides support and adult guidance.

Adolescence is a distinctive developmental stage characterized by significant growth and change. Experts tell us that adolescence today starts earlier and lasts longer than in previous generations. Understanding the adolescent experience is foundational to creating and implementing a successful middle level education system. In developing our middle school program, we paid particular attention to the following areas:

- Physical Development/Brain Development - Bodies and brains of adolescents grow and mature. They face coordination issues and restlessness. Their brains are refining and pruning some connections and strengthening others as their abilities to plan, reason, anticipate consequences, pay attention, and make decisions continue to develop.
- Intellectual Development - Reasoning, understanding and the ability for abstract thought grows significantly. To make sense of the world, adolescents prefer real-life learning experiences in areas they find useful or interesting.
- Social Development - Interest and capacity for more mature interaction with groups and individuals may not develop at the same speed as bodies and intellect. Adolescents need to belong; they test limits; they want to be like their peers.
- Emotional/Psychological Development - Adolescents are searching for their own independent, adult identity. They may be moody or restless; they are frequently self-conscious and highly sensitive to criticism. They are likely to believe their experiences and feelings are unique.
- Moral/Ethical Development - The ability to make positive choices grows in adolescence. This involves a transition from a focus on self to considering the rights and feelings of others. Idealism and a strong sense of fairness develop, along with a set of personal values. Shades of gray in moral issues may replace what has always appeared black and white.

We believe understanding adolescent development and brain research supports our focus on relevance, choice, real-life experiences, and positive relationships. It makes full consideration of these issues a necessity for a successful middle level school program. We will respond to these adolescent development issues and their environmental, curricular, and instructional implications through the core principles and strategies that guide our work.

Middle School Mission:

The mission of our Middle School is to foster a culture of belonging and to inspire high expectations for achievement through instructional practices that embrace individual differences and learning styles. The middle school provides an environment that allows transition for students as they move from elementary into high school years. Middle school education provides solid standards-based interdisciplinary core courses and diverse exploratory and elective options with the goal of preparing students for Jordan High School and beyond.

- **Core Curriculum**
 - Jordan Middle School will build on the foundational personalized core developed at Jordan Elementary School with interdisciplinary standards-based core instruction. Grade level teams will collaborate on interdisciplinary instruction in the areas of reading, language arts, science, social studies, and math. Advanced and remedial courses are offered for students to meet their instructional needs.
- **Exploratory Courses**
 - The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.
- **Elective Courses**
 - Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir.
- **Academic Support Courses**
 - Students not meeting grade level standards will be scheduled into an intervention course(s) to address the identified need. These students will have the option of choosing an exploratory/elective course once this need has been addressed.
- **Advisory**
 - Advisory is a class designed to encourage team building, school participation, and serve as a support system for students at Jordan Middle School. Curriculum for Advisory is designed to support students with their social/emotional, academic, and college & career readiness needs.
 - Students will be exposed to Ramp Up to Readiness, a University of Minnesota data-driven curriculum, during this time. All students will be assigned to an Advisory class and advisor for the entire year. Students will meet in Advisory daily but will not earn grades in this class.

What is the scheduling process for 8th grade?

The registration process for middle school students is very straight forward. Below are the important details:

- In 8th grade, students will automatically be scheduled into grade level core and exploratory classes.
 - Students will be placed into honors and support classes following spring testing to ensure proper placement.
 - Criteria outlined in the course catalogue will be followed.
 - There is an appeals process located at the end of the registration materials that must be completed should you choose to appeal your student's course placement.
- Elective courses are scheduled based on the number of students who requested the course.
 - If a student does not get scheduled into their elective course, they will be placed into their alternate course selection at that time.

What should I do to register my 8th grader?

- If your student was enrolled in Jordan Public Schools for the 2020-2021 school year, their enrollment is automatically rolled forward for the upcoming academic year.
- Decide whether or not your child will continue their performance music elective.
 - Choir (Every Other Day)
 - Band (Every Other Day)
 - Band and Choir
- Once finalized, register your 8th graders for other elective courses, if needed.

Sample Student Schedule

Grade 8

1	Advisory	
2	Science	
3	Language	
4	Social Studies	
5	Math	
6	Lunch and WIN (What I Need) <small>*Students in band and/or choir will have these classes in place of WIN</small>	
7	Exploratory Hour 1	
	Physical Education	Health
8	Exploratory Hour 2	
	Technology Essentials	Industrial Technology
9	Elective Hour Options	
	HS Spanish 1 (Full Year) OR	
	Elective Option #1 <small>(See Below)</small>	Elective Option #2 <small>(See Below)</small>

*Actual placement of elective and exploratory courses will be finalized with the development of master schedule.

CORE COURSES

(All course offerings for Jordan Middle School are subject to change based on final budget reductions.)

Language Arts 8	<i>Full Year, Every Day</i>
Language Arts 8 is a standards driven class where students complete journals, essays, read a variety of literature, perform a wide range of writing assignments, focus on vocabulary development, and study grammar as well as usage. Literature genres include poetry, short stories, non-fiction, novels, mythology, and folklore.	

Science 8	<i>Full Year, Every Day</i>
Earth and Space Science is a study of geology, meteorology, astronomy, and hydrology (water systems). The course is organized around the concept that science is a body of knowledge as well as an investigative process. Appropriate activities, projects, and lab experiments are used to accomplish that goal. Science 8 aligns with and covers the Minnesota Academic Standards. At the end of the year, the students will be assessed on their knowledge of science topics covered in the 6th through 8th grades on the Minnesota Comprehensive Assessments (MCA) in Science.	

Algebra 1	<i>Full Year, Every Day</i>
Algebra 1 is based on the Minnesota Standards for Mathematics in the areas of number and operation, algebra, geometry and measurement, and data analysis, with a strong emphasis on algebra. Topics include writing and solving linear equations and inequalities, graphing points and lines, finding slope and y-intercept, evaluating square roots, working with exponent rules, and manipulating polynomials.	

Social 8	<i>Full Year, Every Day</i>
Social 8 features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Like all other social studies classes K-12, content is drawn from citizenship and government and economics. This is what gives the class the actual title of <i>Global Studies</i> . Students will explore the regions of the world through a variety of resources and participate in civic discussion, research, and presentations. Global Studies aligns with and covers the Minnesota Academic Standards.	

EXPLORATORY COURSES

The goal of exploratory courses at the middle school level is to provide a diverse exploratory option for ALL students at JMS. These courses capitalize on the curiosity of middle school level learners while exposing them to a wide range of topics in order to discover new ideas or skills they may not know they have.

Physical Education 8	<i>Full Semester, Everyday</i>
<p>In this course, students will have the opportunity to participate in physical activity in a variety of settings including individual and team sports, cooperative games, and fitness based activities. Every effort will be made to help each student recognize significant gains in their overall fitness level as they learn sportsmanship, improve self-esteem, and have fun engaging in physical activity.</p>	

Technology Essentials	<i>Full Semester, Everyday</i>
<p>Technology Essentials focuses on skill development and application for success in high school and beyond. These skills include education organization applications such as Schoology and Campus Portal as well as business applications and keyboarding technique. Students will create their own video, audio and interactive presentations, and exhibits to display their learning.</p>	

Industrial Technology	<i>Full Semester, Everyday</i>
<p>The course will focus on the Project Lead the Way Design and Modeling modules. In these units, students use solid modeling software to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.</p>	

Health 8	<i>Full Semester, Everyday</i>
<p>Students in Health 8 will cover the following topics: elements of health (mental-emotional, physical, social), health concerns in the U.S. (disease, obesity, accidents), responsible decision-making, physical fitness and exercise, weight management, eating disorders (bulimia, anorexia), drugs (tobacco, alcohol, inhalants, illegal narcotics, prescription, OTCs), drug misuse and abuse, treatment of drug dependency, first aid for common emergencies, sexually transmitted infections and abstinence, and first aid and CPR. The curriculum is age appropriate, designed to meet the needs of middle school level students, and focuses on real life applications.</p>	

ELECTIVE COURSES

Elective courses at Jordan Middle School are taught with the goal of providing student choice to expand and explore student interests. These courses include choices such as band and choir and classes to support individual student needs. Students not meeting grade level standards in reading and/or math will be scheduled into a class to address this need. These students will have the option of choosing an elective once they are meeting standard.

Band 8	<i>Full Year, WIN Time</i>
Band 8 students continue learning and developing instrumental musical skills. Students will explore a variety of music genres and styles and perform at four concerts throughout the year. Additional performance opportunities for Grade 8 band members include JMS Jazz Band and performing in small ensembles for the Parent/Grandparent Breakfast.	

Choir 8	<i>Full Year, WIN Time</i>
Choir 8 prepares students for successful singing at the high school level. Singers will begin to move beyond the basics of music literacy to balance and blend in a group setting. Singers will continue to learn about the mechanics of the singing voice, including the male changing voice. Students will prepare literature for three- and four-part voices. Students will continue to work on cooperation, dedication, and self-discipline with this performing group. There are four evening performances per year.	

Spanish 1 (High School Credit)	Full Year, Every Day
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This course is a year long course that will grant the student one (1) high school credit for Spanish I. Students will learn basic Spanish grammar, including pronouns, present and preterite (past) tense verb conjugations, spelling and accents, adjectives, and adverbs. Some of the vocabulary topics include describing people and things, school, house/room contents, likes and dislikes, time and date, free time activities, question words, weather, discussing problems, giving advice, talking on the phone, making plans, talking about meals, ordering in a restaurant, and clothing. Additionally, students will learn about the different Spanish speaking countries and their specific cultures and holidays. Students will listen, sing, and dance to Spanish music. By the end of Spanish 8, students have the potential to conduct basic communications about the topics discussed.

Taking Spanish 1 in 8th grade means you are choosing to not take an elective/exploratory based on scheduling availability. Students wishing to continue with Band or Choir may do so during their WIN time.

Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. <ul style="list-style-type: none"> ○ MCA: Meets or Exceeds on Reading ○ FAST: Grade Level ○ Teacher Recommendation ● Parent/Student Permission form returned by due date 	<ul style="list-style-type: none"> ● Maintain a B- average based off classroom standards ● Exit criteria reviewed with classroom teacher, family, student, academic counselor, and administration.

Social Media Production	Full Semester, Every Other Day
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Students will learn marketing techniques and various platforms of Social Media to support the ExtraCurricular Activities at Jordan Middle School. This will include writing, producing, presenting, recording, and editing a newscast for JMS. This news will include routine information as well as informative interviews to be viewed at Jordan Middle School.

Robotics & Coding	Full Semester, Every Other Day
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In this course, students participate in team-based projects in a fun environment. The typical student in this course is curious about science and his/her surroundings, is eager to acquire knowledge in the areas of science and mathematics, and is interesting in becoming more proficient at the language of coding to create online games and apps.

Introduction to Woods	Full Semester, Every Other Day
<p>This one semester elective course is designed to introduce middle school students to the field of woodworking and product design. Students will practice proper lab safety while gaining a basic understanding of woodworking and the proper use of hand and power tools. This class is hands-on from the design to the construction of a variety of traditional projects - some with a "high tech" twist. Technical demonstrations, safety procedures, design, and production of a product are some of the ways students will experience this area first-hand.</p>	

Forensics and Crime Scene Investigations	Full Semester, Every Other Day
<p>Forensics is a one-semester investigative science and technology course. Using Scientific Inquiry Skills, students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. The purpose of this course is to expose students to a variety of Forensic fields and careers.</p>	

Drama 8	Full Semester, Every Other Day
<p>Drama 8 is an introduction to fundamental acting and technical skills. Off-stage, students explore sound effects, makeup, costuming, and lighting. On stage, students learn movement and characterization skills. Students will participate in various activities that may include plays, improvisation, reader's theatre, and short scenes. Through these activities, Drama 8 students will learn physical and vocal presentation skills and develop basic knowledge of theatre arts. Near the conclusion of this course, students will perform what they have been working on for the semester.</p>	

Creative Repurposing	Full Semester, Every Other Day
<p>Do you like DIY projects, flea market flip, Pinterest projects, and saving the environment? Then creative repurposing is the class for you! In this class, students will create a new useful product from an old, used, throw away item using the elements and principles of design. Throughout the semester, students will increase their awareness of items that are put in landfills and how landfills affect the environment. Students will then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research ideas for repurposing a selected household item <input type="checkbox"/> Research the craftsmanship skills required to repurpose the item as planned <input type="checkbox"/> Repurpose an old, used, throw away item <input type="checkbox"/> Keep a cost log for the repurposed item <input type="checkbox"/> Create a display showing their use of the planning process and product creation, including an example of an original and repurposed version of the selected household item 	

Fitness & Recreation	Full Semester, Every Other Day
<p>The goal of this course is to motivate and teach students how to live a healthy lifestyle. Students will be given the opportunity to try many types of fitness activities. Also covered in this class will be the areas of nutrition, stress management, personal fitness plans, and goal setting.</p>	

Intro to Food Science	Full Semester, Every Other Day
<p>In this course, students will explore science and math through cooking. We will conduct food science experiments and look at the roles that science and math play within the foods we make and prepare. This will be a lab class, in which we will use the scientific method to conduct lab experiments with food. We will be in the kitchens two to three days a week to discover how ingredients work, how food cooks, and the process of cooking.</p>	

Drawing and Painting	Full Semester, Every Other Day
<p>If you have a passion for creating, this hands-on course is for you! In this course, students will explore different drawing and painting media to include graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paints. The first half of the course will be spent on skill development, technique, and exploration. During the remainder of the course students will create artwork using the media and subject matter of their choice.</p>	

Ceramics and Sculpture	Full Semester, Every Other Day
<p>Want to get your hands dirty? Dig into this new art elective! This course is focused on three-dimensional art. Students will spend the first half of the course exploring different methods of making sculpture, to include clay, plaster, wood, and found objects. During the time students are working with clay, they will create various hand-built and wheel-thrown pieces, both functional and decorative, to include: plates, jars, vases, mugs, and serving dishes. During the second half of the course, students will create work using the media and subject matter of their choice.</p>	

Study Hall	Full Semester, Every Other Day
<p>Study Hall is an opportunity for students to complete their academic work during the school day.</p>	

ACADEMIC SUPPORT COURSES

EL	Full Year
<p>Only students whose first language is not English are eligible for this course. The level of coursework is based on the previous year's ACCESS scores. Students will have the opportunity to increase English language skills in reading, writing, speaking, and listening with the goal of fluent academic and social language proficiency. Students will be given support in their core classes, as needed. Final grades will be posted on a pass/fail basis on student report cards.</p>	

Math Intervention 8	Based on Student Need
<p>The purpose of this course is to give students a boost in their basic math skills. As a large group, students will review the math lesson when needed and pre-teach upcoming lessons. The majority of time will be spent in small groups. In small groups, students will work on math skills that develop their basic math knowledge. Students will get extra math help for classroom assignments and extra practice on the Minnesota State Math Standards. This class is in addition to the students' core math class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. <ul style="list-style-type: none"> ○ MCA: Partially Meet Standard ○ FAST: Some/High Risk ○ Teacher Recommendation ○ Universal Screening Data 	<ul style="list-style-type: none"> ● MCA: Meets or Exceeds ● FAST: Grade Level ● Teacher Recommendation ● Universal Screening Data

Reading Intervention 8	Based on Student Need
<p>The purpose of this course is to give students a boost in their reading skills. In large group and small group settings, students will be supported on individual skills to assist in the progression toward grade level standards. This class is in addition to the students' core reading class. Final grades will be posted on a pass/fail basis on student report cards.</p>	
Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. <ul style="list-style-type: none"> ○ MCA: Partially Meet Standard ○ FAST: Some/High Risk ○ Teacher Recommendation ○ Universal Screening Data 	<ul style="list-style-type: none"> ● MCA: Meets or Exceeds ● FAST: Grade Level ● Teacher Recommendation ● Universal Screening Data

REACH	<i>Full Year, Every Day</i>
<p>REACH is an in-school program designed to help students academically, socially, and/or emotionally. The REACH Program not only supports these students academically, but also works to help them build life skills necessary for the future.</p> <p>Relationships: A safe place for students to belong, connect, and cool off if needed.</p> <p>Education: Individualized academic assistance and assignment modifications as needed.</p> <p>Accountability: A support network with staff committed to helping students succeed while nurturing student responsibility.</p> <p>Character: Skill-building activities that encourage positive academic and personal growth.</p> <p>Hard work: Students rise to the level of expectations.</p>	
Entrance Criteria	Exit Criteria
<ul style="list-style-type: none"> ● Review of past data. <ul style="list-style-type: none"> ○ Student failing core subjects ○ Multiple missing assignments ○ Organizational needs ○ Attendance needs 	<ul style="list-style-type: none"> ● Consistent grades C or above ● Student-Teacher conference ● Staff recommendation ● Mandatory semester WIN monitor

SPECIAL EDUCATION SERVICES

Applied Skills	<i>Based on IEP Minutes</i>
<p>Applied Skills is designed for students who have an Individualized Educational Plan (IEP). They have been identified as a student with a deficit in reading, writing, listening skills, math, oral expression, social skills, or study skills. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Positive Learning Understanding Self (PLUS)	<i>Based on IEP Minutes</i>
<p>PLUS class is designed for students who have an Individualized Education Plan (IEP). Students identified for this class have demonstrated a need for organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Communication Strategies	<i>Based on IEP Minutes</i>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings. The students receive direct instruction in their identified skill area.</p>	

Life Skills	<i>Based on IEP Minutes</i>
<p>This class is designed for students who have an Individualized Educational Plan (IEP). Students identified for this class have demonstrated a need for functional skills, communication skills, organizational skills, stress management, goal setting, test taking, social skills, self-advocacy, study skills, and problem solving skills. The instruction is developed based on each student's individual needs and will support students in their educational, functional, communication, emotional, and behavioral growth. It is designed to teach students strategies to enable them to become successful in academic, social, and community settings as well as gaining independent skills. The students receive direct instruction in their identified skill area.</p>	

Speech and Language	<i>Based on IEP Minutes</i>
<p>This service is designed for students who have an Individualized Educational Plan (IEP) due to their communication and language needs. Scheduling is done on an individual basis.</p>	

Developmental Adapted Physical Education (DAPE)	<i>Based on IEP Minutes</i>
<p>DAPE is for students who qualify for the services through an assessment process. This class is for students who need to work on extra skills that are used in physical activities. We focus on lifelong health activities and skills that the student would be doing in their General Physical Education class. As a whole, we want the student to have more practice time to work on skills, so they can have more inclusion in their General Physical Education class.</p>	

Scheduling Appeals Process

Math Appeals

- Students must test out of the pre-requisite course using an end of course assessment in order to advance
- Follow District acceleration criteria

Appeals in ALL Other Disciplines

- If not initially invited into the course by initial identification, the student and parent(s) must:
 - Complete the written Appeal Request Form
 - Available from the building administration or counselors
 - Building Administrator(s) and school staff review the student's file including:
 - Core Data (as described above in Identification)
 - Other Supplementary Data, such as:
 - Subject-specific scores on standardized tests
 - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
 - Work samples
 - Building Administrator(s) reviews the student's file and supplementary data with parents
 - The Building Administrator will be the final authority on ALL appeals

Schedule Change Process

In order for a schedule change to be approved, your student needs to complete the following steps:

1. Speak with the teacher of the class wishing to be dropped.
2. Fill out the "Schedule Change Request" form, located in the main office with Mrs. Kochlin or Mrs. Meyer.
3. Mr. Bakeberg and Mrs. Meyer make final approval of the schedule change request
4. Requests are not considered after the course has been in session for one week.

Please note schedule changes will be considered up to the final day of the first week of the semester.



Changes for the 2021-2022 Course registration booklet

1. Added a note on the Physics course that this is an online course.
2. Added CE Public speaking on page 5 to concurrent enrollment information.
3. Added Minnesota Career clusters information to the registration book.
4. Added a course to the Summit Academy in Hospitality and Tourism.
5. Added Computer Graphics II and Cybersecurity in the business and computer area.
6. Adjusted courses offered on our every other year plan.
7. Adjusted a few courses prerequisites.
8. Added a new course in the music department. Musicology which will be a CE course from Ridgewater Community College. Also added an option for 2nd semester seniors (spring semester) in Symphonic band to earn CE credit from MSU, Mankato.
9. General clean up of symbols, grammar, and course materials needed.



JORDAN HIGH SCHOOL REGISTRATION GUIDE 2021-2022

JORDAN HIGH SCHOOL IS A COMMUNITY DEDICATED TO PROVIDING A CHALLENGING AND ENGAGING EDUCATION THAT EMPOWERS STUDENTS TO PURSUE THEIR OWN EXCELLENCE.

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GETTING STARTED

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

Cumulative Grade Point Average (GPA): Cumulative Grade Point Average is calculated beginning in Grade 9 through the end of Grade 12. Every course with a mark of A through F is used in calculating cumulative GPA. Advanced Placement, Concurrent Enrollment, and College in the Schools receive weighted grades (10% increase). The numerical representation of grades are as follows:

	Regular	AP/CE/CIS (weighted)
A	4.0	4.4
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.3
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.2
C-	1.67	1.84
D+	1.33	1.46
D	1.0	1.1
D-	0.67	0.74
F	0	0

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

Advanced Placement Chemistry
Advanced Placement Mobile Computer Science Principles
Advanced Placement U.S. History
Advanced Placement World History
Anatomy and Physiology
Concurrent Enrollment Spanish IV and Spanish V
Concurrent Enrollment Public Speaking
Concurrent Enrollment Introduction to Education
Concurrent Enrollment English Composition
Concurrent Enrollment Multicultural Education and Human Relations in Schools
College in the Schools Introduction to Literature: Poetry, Drama, Narrative
College in the Schools Human Physiology, Technology and Medical Devices
College in the Schools Calculus
College in the Schools College Algebra Through Modeling
College Writing
College Writing II

Graduation Requirements:

English: Full year of English 9
Full year of English 10
Four semesters to include: one literature, one speaking, one writing, and one elective choice.

Social Studies: Full year of Civics
Full year of American History
Full year of World History
One semester of Economics
One semester Social Studies elective

Mathematics: Three full years of Mathematics

Science: Full year of Physical Science
Full year of Biology
Full year of a Chemistry

Health/PE: One semester of PE 9
One semester of PE 10
One semester of Health

Fine Arts: Two semesters of Fine Arts which include: Any Art course, Any Music Education, Fashion/Interior Design or Computer Graphics

Business: One semester of Freshman Academy or Careers

Electives: Seven credits, which may be made up of full year or semester long courses

Commencement Procedures: To participate in the graduation ceremonies, seniors must have completed all graduation requirements. Students must earn 24 credits to satisfy requirements; each semester course equals one-half credit and each year long course equals one credit.

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

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

Key to Symbols:



= Course offers college credit



= Course offers articulated credit



= Students will receive a weighted grade

Reading the Course Descriptions:

- A course number for each course indicates whether it is a semester long course or part of a year long course. A 1000 numbered course indicates it is the first half of a year-long course; a 2000 numbered course indicates it is the second half of a year-long course, and a 3000 numbered course indicates it is a semester-long course. Students who register for year-long courses must include both the first and second semester numbers when registering.
- Each course indicates the appropriate grade level.
- Most semester-long courses have a credit value of .5, meaning a yearlong course is valued at 1 full credit. College in the Schools and Concurrent Enrollment courses have an increased credit value and are indicated prior to the course description.
- Students and parents should be aware of course prerequisites and required supplies. Symbols indicate if a course is articulated with a vocational or two-year college or if a student can earn college credit after successfully completing the course (see above).
- Symbols indicate courses with weighted grades.
- Courses labeled as "honors" have a higher level of rigor; classes labeled as "advanced" (except Advanced Placement classes) move students more quickly through material. For example, Advanced Algebra II moves through all of Algebra II in one year rather than over two years.

College Credit Opportunities

Jordan High School offers opportunities for students to potentially earn college credit while attending high school. Colleges and universities look favorably upon students who have challenged themselves in high school through a rigorous academic program. Advanced Placement, Concurrent Enrollment, and College in the Schools courses present curriculums that are the same as courses taught on college campuses; therefore, students must understand they are significantly more difficult than a high school course. At the conclusion of these courses, students may qualify for college credit so students are expected to think, analyze, and produce at a college level. Additionally, they require significantly more work outside of class than regular high school courses. Therefore, students should consider not only their own academic background and commitment, but also their overall course load, job responsibilities and cocurricular activities when deciding to register for these courses. Students who choose to take three Advanced Placement, Concurrent Enrollment, and College in the Schools courses during one semester will be allowed to have two study halls. College credit courses will be given 1.0 Jordan High School Credit for every 4.0 College credits.

Post-Secondary Enrollment Options (PSEO): Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade of C in that class, they may take additional PSEO courses. There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools must provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30 if they want to participate in PSEO for the following school year. For current information about the PSEO program, visit the Minnesota Department of Education's Postsecondary Enrollment Options (PSEO) webpage.

Procedures for Students to Follow:

1. Schedule an informational meeting with the high school counselor.
Jenny Kusske- Students last name A-K
Robin Whiteside - Students last name L-Z
2. Parents and students review material and discuss options as far as how they relate to future career and educational plans
3. Complete Part 1 of Notice of Student Registration Form, Student Guide, and obtain an official transcript. Students must take this information with them when they meet with the postsecondary admissions staff.
4. Schedule meeting and obtain information from the post-secondary admissions staff.
5. Complete necessary post-secondary admissions forms. Part 2 of the Notice of Student Registration Form is to be completed by the postsecondary institution. Within ten days after registration, the post-secondary institution will send a copy of this form to the student, the high school, and the Minnesota Department of Education.
6. Register for courses. The high school will notify the student of the number of credits to be received for post-secondary courses by completing part 3 of the Notice of Student Registration Form and send a copy to the student.
7. Provide the high school counselor with a copy of the post-secondary registration for and contact them if course changes were necessary.
8. This process should be followed each semester.

For further information please visit the Minnesota Department of Education website

<https://education.mn.gov/MDE/dse/ccs/pseo/index.htm>

MSU Mankato Concurrent Enrollment Classes and Normandale CC Concurrent Enrollment Classes:

Jordan High School offers Spanish IV, Spanish V, Public Speaking in collaboration with MSU Mankato. This partnership offers qualified students the opportunity to earn university credit prior to graduation. CE courses are taught by a highly qualified high school instructor who has been endorsed and mentored by faculty from MSU. Students who complete CE courses receive MSU academic credit, which appears on an MSU transcript. It may transfer to other colleges and universities (acceptance of transfer credits is always guided by the policies of the individual college or university). JHS offers Introduction to Education, Freshman Composition, and Multicultural Education through Normandale Community College.

Students must complete an application, take the Accuplacer, and meet admissions criteria:

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

University of Minnesota College in the Schools Courses: CIS is a partnership between the University of Minnesota and area high schools. It delivers regular university introductory level courses to advanced high school students. Students successfully completing a CIS course receive University of Minnesota credit. High school teachers teach CIS courses during the regular school day in the high school. They apply to the University of Minnesota and must be accepted to teach. Additionally, teachers receive ongoing support and staff development at the University of Minnesota. University credits earned through CIS are approved degree credits and are transferable to other colleges and universities. Acceptance of transfer credits is always guided by the policies of the school accepting the credit. CIS courses offered at Jordan High School include College Algebra through Modeling; Calculus; Introduction to Literature: Poetry, Drama and Narrative; and Human Anatomy and Physiology. Prerequisites for each class are indicated in the registration guide.

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

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

Post-Secondary Preparation

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

- Meet with admissions representatives when they are scheduled at school
- Call or email colleges directly
- Check the college website

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

Community College: Admission to the college does not automatically qualify a student for all courses and programs. Students' abilities in reading, writing, and math must be assessed before registering for classes. Some specialized career programs such as Dental Hygiene, Nursing, Radiologic Technology, Automotive and others are competitively based and have additional academic and application requirements. The requirement to enter a community college is a high school diploma or GED. Normandale, Inver Hills, and Century Colleges are examples of Community Colleges.

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

Four-Year Colleges and Universities: The following minimum courses are highly recommended for admission:

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

**Please note that university requirements may be different. Please contact the admissions office of the university for full admissions requirements.

Minnesota Career Fields, Clusters & Pathways



The Following is a Suggested Class Matrix

If you are a student interested in a particular listed career field, cluster or pathway, the listed classes in the matrix allows you to have the greatest exposure by enrolling in the classes listed. Students are not required to enroll in, or stay in, any one particular path.

Classes listed are Suggestions

Grade	Agriculture, Food & Natural Resources Career Field
	Agriculture, Food & Natural Resources
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Foods I & II or Power & Energy

11th Grade	<p>Advanced Algebra, Creative Communications, Creative Writing, World History, Accounting, Craft, Innovate: Creative Problem Solving, Strength Training, Woods I & II</p>
12th grade	<p>Economics, Literary Studies, Practical Writing, Public Speaking, Animal Science, Building Trades, Government & Law Metals Fabrication I & II, Personal Finance, Sociology</p>

Grade	Arts, Communications & Information Systems Career Field	
	Information Technology	Arts, Communications & Information Systems
9th Grade	<p>Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I</p>	<p>Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations, Band/Choir</p>
10th Grade	<p>Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II</p>	<p>Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, Band/Choir, Computer Graphics</p>
11th Grade	<p>Chemistry, CIS Algebra, College Writing, Creative Communications, Literary Studies, World History, Computer Animation Computer Graphics, Microsoft Office Specialist Applications</p>	<p>Advanced Algebra, Chemistry, Creative Communications, Literary Studies, World History, Band/Choir, Computer Animation, Craft, Design - Fashion/Interior</p>

12th Grade	Calculus, Economics, Public Speaking, Research Writing, AP Mobile Computer Science Principles, Computer Repair, Innovate: Creative Problem Solving, Personal Finance, Programming, Website Design	Creative Writing, Economics,, Public Speaking, Theatre Arts, Band/Choir, Graphic Design/Yearbook, Photography, Psychology, Studio Art I & II
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Grade	Business, Management & Administration Career Field			
	Business, Management, and Administration	Finance	Hospitality & Tourism	Marketing, Sales & Service
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Innovate: Problem Solving	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History Foods I & II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II
11th Grade	Advanced Algebra, Chemistry, College Writing, Literary Studies, World History, Accounting, Fine Arts Credit General Business, MOS Applications	Chemistry, College Writing, Literary Studies, Pre-Calculus, World History, Accounting, Fine Arts Credit, General Business, MOS Applications	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Accounting, Fine Arts Credit, General Business, Psychology	Advanced Algebra, Chemistry, Creative Writing, Literary Studies, World History, Accounting, Computer Graphics General Business, S&E Marketing
12th Grade	Economics, Pre-Calculus, Public Speaking, Research Writing, BME, Personal Finance, Psychology, S&E Marketing	CIS Algebra, Economics, Public Speaking, Research Writing, BME, Government & Law, Personal Finance, Psychology	Creative Comm., Creative Writing, Economics, Public Speaking, BME, Personal Finance, S&E Marketing, Senior Seminar, Sociology	College Writing, Economics, Public Speaking, BME, Graphic Design/Yearbook, Personal Finance, Psychology, Sociology

Grade	Engineering, Manufacturing & Technology Career Field			
	Architecture	Construction and Manufacturing	Science, Technology, Engineering & Math	Transportation, Distribution & Logistics
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Woods I, Woods II	Advanced Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, Innovate: Problem Solving
11th Grade	Chemistry, CIS Algebra, College Writing, Literary Studies, World History, 2D Foundations, 3D Foundations, Arch. Drafting/CAD, Building Trades	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Advanced Foundations, Adv. Design & Mach., Arch. Drafting/CAD, Innovate: Problem Solving	AP Chemistry, CIS Algebra, College Writing, Literary Studies, World History, Arch. Drafting/CAD, Environmental Science, Sociology	Advanced Algebra, Chemistry, Literary Studies, Practical Writing, World History, Adv. Design & Mach.
12th Grade	CIS Calculus, Economics, Physics, Public Speaking, Research Writing, Adv. Design & Mach., Advanced Foundations	Creative Communications, Economics, Public Speaking, Building Trades, Construction Tech., Metals Fabrication I, Metals Fabrication II, Personal Finance, Strength Training	CIS Calculus, Economics, Public Speaking, Research Writing, CIS Physiology, Government & Law, Innovate: Problem Solving, Physics, Psychology	Creative Communications, Economics, Public Speaking, Arch. Drafting/CAD, Automotive Technology, Metals Fabrication I, Metals Fabrication II, Power & Energy, Strength Training

Grade	Health Science Technology Career Field
	Health Science
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education,

	Physical Science, Fine Arts Credit, Spanish I
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, MOS Applications
11th Grade	Advanced Algebra, Chemistry, College Writing, Literary Studies, World History, Child Development I & II, Foods I & II
12th Grade	Economics, Pre-Calculus, Public Speaking, Research Writing, CIS Physiology, Healthcare & Medicine, Strength Training or Womens Fitness

Grade	Human Services Career Field	
	Human Services University Track	Human Services Non-University Track
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, 2D Foundations, 3D Foundations
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Advanced Foundations, General Business
11th Grade	Chemistry, CIS Algebra, College Writing, World History,	Advanced Algebra, Chemistry, Creative Communications, Literary Studies,

	Anatomy & Physiology, Child Development I & II, Fine Arts Credit	World History, Child Development I & II, MOS Applications, Psychology
12th Grade	Calculus, Economics, Independent Literary Analysis, Public Speaking, Research Writing, Food Cultures & Society, Innovate: Creative Problem Solving, MOS Applications, Personal Finance, Psychology, Sociology	Creative Writing, Economics, Public Speaking, Accounting, Cosmetology, Design - Fashion/Interior, Food Cultures & Society, Personal Finance, Sociology

Grade	Human Services Career Field		
	Education and Training	Government & Public Administration	Law, Public Safety, Corrections & Security
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Fine Arts Credit, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I, Fine Arts Credit
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Fine Arts Credit, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II, Fine Arts Credit
11th Grade	Advanced Algebra, Chemistry, College Writing, World History, Introduction to Education, MOS Applications	Advanced Algebra, Chemistry, College Writing, Creative Communications, World History, Accounting, Fine Arts Credit, History through Literature, Psychology	Advanced Algebra, Chemistry, Practical Writing, Literature Studies, World History, Government & Law, Psychology, Sociology, Strength Training
12th Grade	Economics, Public Speaking, Research Writing, Child Development I & II, Graphic Design/Yearbook,	Economics, Pre-Calculus, Public Speaking, Research Writing, Fine Arts Credit, 142	Economics, Public Speaking, Creative Comm., Criminal Justice, Food Cultures & Society,

	Innovate: Problem Solving, Multicultural Education, Personal Finance, Psychology, Sociology, Theatre Arts	Food Cultures & Society, Government & Law, Innovate: Problem Solving, MOS Applications, Personal Finance, Sociology	Healthcare & Medicine
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Grade	Military
9th Grade	Freshman Academy, Civics, English 9, Geometry, Physical Education, Physical Science, Spanish I
10th Grade	Algebra, Biology, English 10, Health, Physical Education, U.S. History, Spanish II
11th Grade	Advanced Algebra, Chemistry, Practical Writing, Literary Studies, World History, Innovate: Creative Problem Solving, Fine Arts Credits (2), Lifetime Activities or Women's Wellness
12th Grade	Creative Communications, Economics, Public Speaking, Food Cultures & Society, History through Literature, MOS Applications, Personal Finance, Psychology, Sociology, Strength Training, World Events



SUMMIT ACADEMY EXPERIENTIAL LEARNING PROGRAMS

Students have the opportunity to take professional studies courses that combine cross-curricular and real-world learning. These courses and programs will benefit students from a partnership with local businesses and professionals from the community. The course content is made relevant by giving students access to career fields through guest instructors, project management work, mentorships, and portfolio development. This program will require students to be located outside of the school building at times, but students are subject to the same academic, behavioral, and attendance expectations that are expected of them at Jordan High School. This program will give students an opportunity to earn college credit in a team-taught environment. These classes will be held during a two hour block.

Building Trades: 1340/2340
 Credit Value: 1.0 per semester

Grade Level: 11-12
 Prerequisite: application

Required Materials: This is a full year 2 hour block class**

Course Description: While in the building trades program, students are given an extraordinary opportunity to build a custom, single-family home / structure from the ground up. This program will require students to manage time and tools; read and interpret house plans; work independently and in groups; and have a mature attitude towards their learning and experiences. Students will be working on a job site every day in small groups, individually or with an entire class. They will gain experience in every aspect of construction including surveying, concrete, rough carpentry, plumbing, electrical, insulation, sheetrock, roofing, finishing / trim,,and painting. Completing a project of this scale will equip students with valuable skills to make them wise consumers, as well as wise career decision makers. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as contractors, plumbers, carpenters, electricians, masons, project managers, and engineers. Students will learn all aspects of construction that go into building a home. This will include:

- | | | |
|--------------------------|---------------------|-------------------------|
| Safety | Jobsite Supervision | Energy Efficiency |
| Surveying | Electrical | Concrete/Masonry |
| Rough/Finished Carpentry | Insulation | Inspection |
| Rough/Finished Plumbing | Roofing | Tool use and Management |
| HVAC | Flooring | |
| Material Estimation | Painting | |

Business Marketing and Economics: 3015

Credit Value: .5 business and .5 economics credit per semester

Grade Level: 11–12

Prerequisite: None

Required Materials: None

Course Description: This course is designed to provide students a hands-on experience in the world of business. Students will be assigned mentors and business partners to help them develop skills relevant to the 21st century. Focus will be placed upon the role of management and the challenges associated with human resources, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world-class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will complete this course with a presentation for their business partner.

Topics discussed may include: Business in the U.S. economy Business law Business management Economics Human relations Issues in the global economy Consumers in the U.S. economy Business finance in the global economy This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

Healthcare and Medicine: 3185

Credit Value:.5 elective & .5 science

Grade Level: 11-12

Prerequisite: None

Required Materials: Pair of scrubs (top & bottom) and fingerprinting completed and fee of \$10.

Course Description: The Healthcare and Medicine program fully immerses students in St. Francis Regional Medical Center and St. Gertrude's providing unprecedented access to real world experiences in the dynamic field of healthcare and medicine. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare. This course requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and tours. Through guided mentoring, students will participate in an experience that encompasses their personal interest in healthcare and medicine. Students may be transported to and from off site classrooms.

Potential to obtain First Aid, CPR and Certified Nursing Assistant certificates from this experience

Introduction to Coaching and Leadership: 3030

Credit Value: .5 per semester

Grade Level: 10-12

Prerequisite: None

Course Description: The Introduction to Coaching and Leadership course is a one semester elective class that provides an overview of the coaching profession, including coaching philosophy, leadership and motivational strategies, and current trends and theories in coaching. Other topics discussed include the critical roles and responsibilities of a coach, professionalism and ethics in coaching, strategies for building a successful team, and case studies of highly successful and impactful coaches. Students will read and discuss various articles and literary selections regarding highly successful and impactful leaders and coaches. Students will be exposed to various guest speakers from the Jordan athletic department staff and the broader coaching community. Finally, students will learn through hands-on experience as they instruct young athletes. The course will culminate with student completion of a project showing evidence of growth throughout the semester. The project will highlight student coaching experience and their personal thoughts and feelings they have developed throughout the class regarding coaching and leadership philosophy and the role of coaches in the lives of young people.

Introduction to Education: 3010

Credit Value: 1.0 elective and .5 English

* students will receive 1.0 English if qualify for Normandale credit



Grade Level: 11-12

Prerequisite: None

Course Description: Introduction to Education provides an overview of the education profession and U.S. education system, including historical development, social foundations, and educational institutions. Other topics discussed include current theories; trends and issues in education and the community; certification standards; roles and responsibilities of teachers, learners, and other school personnel; and a field experience / practicum experience. Coinciding with classroom work, students will take field trips to various educational settings, learn from guest instructors focusing on various topics in the world of education, and take part in various "teaching" experiences through observations and student contact.

Expectations: Field Experience: Each student will spend at least 25 hours working with a mentor teacher observing and working with students as a classroom helper in a K-12 classroom. The field experience will also coincide with other required activities to show evidence of the experience. Capstone: Students will present a culminating project showing evidence of their growth throughout the semester, highlighting their field experience, and teaching their self-selected texts to the audience. The audience will include invited guests, classmates, teachers, mentor teachers, and administration. Portfolio: Each student will create a professional portfolio, which will be highlighted at the Capstone presentation, demonstrating learning and professional growth throughout the semester.

College Credits: Credits are earned through Concurrent Enrollment with Normandale Community College. Students must apply to Normandale CC and take Normandale's Accuplacer. A total of 8 concurrent enrollment credits are available (4 Introduction to Education credits and 4 Freshman Composition credits, if a student earns the required score on the Accuplacer)

Multicultural Education and Human Relations in Schools: 3180

Grade Level: 11-12

Credit Value: .75 elective per semester

Offered in the spring of odd number years (2023, 2023)



Prerequisite: Intro to Education

Course Description: Multicultural Education and Human Relations in Schools introduces students interested in pursuing a career in education to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Education topics discussed will also include hierarchy of education with regards to privilege, equity and access to high quality education, Students will engage with the material using knowledge of their life experiences and those of diverse students in urban and rural public schools to learn culturally and linguistically responsive classroom strategies. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth.

Expectations: Class Participation and Attendance: Each student will attend all class periods and participate in class activities including working with mentor teachers in an authentic classroom setting. Text Reading: Students will read all assigned readings -- textbook, articles, and self-selected texts -- carefully with detailed analysis and participate in related class activities. Field Experiences: Students will visit various educational settings in order to engage in or with multicultural experiences. On this site visits, students are required to dress in a professional manner. Students create a culminating project showing evidence of their growth throughout the semester highlighting their experiences.

College Credits: Credits are earned through Normandale Community College A total of 3 concurrent enrollment credits are available Students will be required to take the Normandale Accuplacer Test (if required) and apply to and be accepted at Normandale Community College to receive these credits.

Hospitality and Tourism 3330

Grade Level: 10-12

Credit Value: .05 elective credit

Prerequisite: None

Required Materials: Pencil and paper

Course Description: This is an introductory course that provides students with the opportunity to explore the dynamic field of hospitality, travel, and tourism industry. It provides students with a comprehensive overview of hospitality and tourism management including hotels, restaurants, food service, marketing, service companies as well as the functional areas of hotel operations.

INTERDISCIPLINARY OPPORTUNITIES

Innovate: Creative Problem Solving: 3025

Credit Value: .5 elective credit per semester

Grade Level: 9-12

Prerequisite: None

Required Materials: Pencil and paper

Course Description: In Creative Problem Solving, students will use collaboration, teamwork, creativity, imagination, and critical thinking to solve tasks in areas of STEAM (Science, Technology, Engineering, Art, and Mathematics). Students will learn about creativity, time management, and how to use failure as an opportunity to learn. Throughout the semester, students will work on both short term and long-term tasks in which they choose how to approach the task within given guidelines. Long-term projects will be chosen from the following categories: Technical, Scientific, Engineering, Fine Arts, and Service Learning.

Senior Seminar-Learning Life Hacks to Independent Living: 3305

Credit Value: .5 semester elective credit

Grade Level: 11-12

Prerequisite: None

Required Materials: Notebook, folder, pens/pencil, Chromebook, paper

Course Description: This course is designed to help students develop skills they will use throughout their lives. In this course students will spend 6 weeks in three elective areas of Industrial Technology, Family and Consumer Science and financial planning. Students will have the opportunity to develop independent living skills through and interdisciplinary approach utilizing resources in business , FACS, and Industrial technology.

Expectations:

Students will build personal financial literacy skills, career success basics, refine decision making and critical thinking skills as a consumer in an ever-changing economy.

Integrated Economics and Finance: 3050

Credit Value: .5 credit economics and .5 credit personal finance and .5 credit accounting

Grade Level: 11-12

Prerequisite: None

Required Materials: Digital device, notebook, writing utensils, and folder

Course Description: This is a course that combines elements of three subjects in a team-taught environment. Students will learn the interconnected pieces of consumer economics, accounting, and personal financial literacy. For a more specific description of each component, refer to the course description of economics, personal finance, and accounting. This course will meet one hour a day for the full school year.

ART

**One year (2 semesters) of an Art course/s is required for all students graduation requirements.

2D Foundations: 1005

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

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

Course Description: 2D foundations addresses learning and practicing foundational drawing and painting techniques, incorporating the Elements of Art, and analyzing artists' works. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, online research, and critique sessions are valuable components of the course as well.

3D Foundations: 1010

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

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

Course Description: 3D foundations addresses learning and practicing foundational sculpting techniques, incorporating the Elements of Art, and analyzing artists' works. This course is for the student who prefers to create artwork that is three-dimensional. The majority of the projects will include hand building with clay. Other projects will include working with wire, wood, plaster, and found materials. Students will gain an understanding of artistic vocabulary. Students will work from observation, photo references, and their own imaginations. Written work, quizzes/tests, and online research, are valuable components of the course as well.

Advanced Foundations: 2010

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: 2D or 3D Foundations, or Crafts

Required Materials: Journal and Sketchbook

Course Description: Advanced Foundations further develops techniques practiced in foundations. Students explore advanced techniques and processes in their choice of 2D or 3D media, based on the foundations course completed. Student's artwork includes practicing the Principles of Design, learning to improve the quality of their compositions. This course will challenge students to work larger and explore theme-based project that are self-driven and teacher-guided. Assignments and exercises will also explore the understanding and study of creativity and the brain. A written journal and sketchbook will be used daily in class. Online research and critique sessions are valuable components of the course as well.

Craft: 3005
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

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

Course Description: Students will design and create a number of craft projects with an emphasis on learning and understanding how to make "well crafted" objects. Students will learn about the traditions of the crafts they make, and continue to work with the elements and principles of design to create a variety of projects. Some areas of study include: Book Arts, Quilling, Natural Dying, Needlework, and Batik. Written work, quizzes/tests, and online research, are valuable components of the course as well.

Graphic Design/Yearbook: 1020, 2020, or 3020 (See Note Below)
Credit Value: .5 per semester art elective

Grade Level: 9-12
Prerequisite: None

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

Course Description: Graphic Design/Yearbook explores the idea that the presentation of information is just as important as the information itself. These students will work as photographers, writers, and designers. Students will learn and practice two-dimensional design strategies that they apply to various projects in the production of the high school yearbook. Graphic Design/Yearbook can be taken as a semester course (.5 credit value) or a year-long course (1 credit value). Students who wish to take Graphic Design/Yearbook for a full year should register for both 1020 and 2020. Students who wish to take this course for only a semester should register for only 3020.

Studio Art I: 1015
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: 2 art courses

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

Course Description: Studio Art is a course for the serious art student. Students work through projects that are teacher-directed and self-directed. Students are challenged to develop work that demonstrates content as well as technical ability. Students will develop written project proposals. These students assemble their pieces into a portfolio due at the end of the semester. To learn more about art careers, this group has the opportunity to attend off-site workshops with area artists and visit colleges and technical schools. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

Studio Art II: 2015
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: Studio Art I

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

Course Description: Studio Art II is a course for the serious art student. It contains the same requirements and a similar structure to Studio Art I, however, these students will also be creating an artist website. These students will use their web-site as their final digital portfolio. This group will also learn more about art careers, attend off-site workshops with area artists, and visit colleges and technical schools. Student work will be displayed in the school and community, as well as professional gallery spaces. Students in this course are generally selected to compete in the MSHSL Visual Art competition.

BUSINESS & COMPUTER

Freshman Academy: 3045
Credit Value: .5 per semester

Grade Level: 9
Prerequisite: None

Required Materials: None

Course Description: Freshman Academy is a required course for all 9th grade students. This course will provide students with opportunities for interest and career exploration, while also focusing on the development of soft skills. This course will stress skills in academic readiness, personal/social development, career & college readiness, as well as promote financial literacy

Accounting IA : 3055
Credit Value: .5 per semester



Grade Level: 10–12
Prerequisite: None

Required Materials: Calculators

Course Description: Not just for accountants, accounting is the language of business and application and can be used in any occupational field. It is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will more knowledgeably manage their financial resources. As citizens, future parents, and investors, students will be better prepared to make the economic decisions that will impact their communities and to make the financial decisions that will affect their own economic futures. Students will learn the basic skills necessary to complete all the transaction journaling and working papers for a service or merchandising business. Students will complete various projects involving the completion of financial transactions, reading financial documentation to make sound management decisions, reinforcement activities as well as real life simulations for a full accounting cycle. This course should be taken by student interested in entrepreneurship or any of the following Career Clusters: Finance; Business, Management & Administration; Marketing; Manufacturing, Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

For articulation information go to: <https://ctecreditmn.com>

General Business: 3075
Credit Value: .5 per semester



Grade Level: 10 –12
Prerequisite: None

Required Materials: None

Course Description: General Business is designed to provide students a general survey of the world of business. Topics include the basic principles and practices of contemporary business. Students will be introduced to the multitude of opportunities that can be found in today's business worlds and they will explore the global challenges associated with the various dimensions of the competitive business environment. Focus will be placed upon the role of management and the challenges associated with human resource management, laws affecting business operations, and the skills required for successful leadership in a dynamic environment. Opportunities associated with producing world class products will be discussed along with the importance of total quality management. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will also create a mock business (on paper) throughout the semester. This

project includes, but is not limited to, a description of the business, logo and slogan, promotion, target market and employee manual. Specific units covered are: The Economic Environment, Business in the US Economy, Business Law, Business Management, Human Relations, Issues in the Global Economy, Consumers in the US Economy, Business Finance in the global Economy. This course should be taken if students are interested in entrepreneurship or any of the following Career Clusters: Finance; Business; Management & Administration; Marketing; Manufacturing; Hospitality & Tourism; Transportation, Distribution & Logistics; and Government & Public Administration.

ate decisions. Students will also do an in-depth study of a specific career. The Internet, an excellent resource to obtain career information, will be used in this class. Students explore a variety of career clusters and learn in depth about their top choice. Students will understand how technology relates to their career options. Students will have a working Electronic Portfolio that will include a Course of Study plan to assist the student in class selections to help prepare them for college and life after high school.

Personal Finance: 2050

Grade Level: 11–12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Calculator

Course Description: Learn how to live a life of financial peace! Personal Finance will provide a foundation for understanding personal financial planning techniques. Students will become equipped to confidently understand and discuss various aspects related to personal finance and be able to plan for their own financial futures. Students will complete hands-on projects to reinforce learning, many of which will involve the use of technology, especially the Internet. Students will learn from actual financial experts via videos, listen and respond to audio clips, use online financial calculators and tools, follow markets as well as specific stocks, bonds and mutual funds, and participate in real-life financial planning and decision making activities. Specific topics discussed are: Saving and Properly Maintaining Checking Accounts, Financial Planning, Budgeting and Financial Goals, Consumer Awareness and Buying Decisions, Dangers and Elimination of Debt and Credit Investment Options, Wealth Building, Real Estate and Mortgages, Insurance, Employment and Taxes This course should be taken by anyone interested in an in-depth understanding of financial planning and investing strategies.

Sports and Entertainment Marketing: 3085



Grade Level: 9 –12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: None

Course Description: From amusement parks and video games to the biggest in athletic and movie stars, Sports and Entertainment Marketing will explore the foundations of the marketing processes. Students will learn about developing, promoting, and distributing goods and services to satisfy customer needs and wants. Emphasis will be placed on the specific venues of sports and entertainment. Students will complete various hands-on projects to reinforce learning, many of which will involve the use of technology. Students will take an active role in the creation of programs and promotional strategies for Jordan athletics. Students will also actively participate in a full-scale marketing campaign, involving all of the marketing aspects discussed in the course, to promote, price, sell, and distribute Jordan athletic apparel. Specific topics covered are: Marketing, Merchandising, The Marketing Plan, The Marketing Concept, Target Markets The Marketing Mix and 4 Ps of Marketing: Product, Place, Price, and Promotion, Market Research

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

Computer Animation: 3070 (offered 2022/2023, 2024/2025...)
Credit Value: .5 elective per semester



Grade Level: 9 –12
Prerequisite: None

**This course will be offered every other year

Required Materials: Jump drive recommended

Course Description: This course is designed to teach the fundamental core principles of planning, creating, editing, formatting and displaying multimedia projects using Adobe Flash CS5 software. Students will be able to create vector based graphics, banners, and movies for websites created in html or flash format. Additionally, students will gain an understanding about different web media and technologies and the impact they have. Students will be able to apply the skills and understanding they gain in the course to create digital narratives and design websites for other classes at Jordan High School and/or their future careers. Projects will include character animation, virtual coloring books and puzzles, interactive web banner ads, and website animations. A Digital Portfolio will be created as an end of the semester project. Field trip includes a behind the scenes tour at the IMAX theater and watching a IMAX film.

Computer Graphics I: 3065
Credit Value: .5 Art or Elective per semester



Grade Level: 9 -12
Prerequisite: None

Required Materials: Jump drive recommended

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

Computer Graphics II: 3066
Credit Value: .5 per semester

Grade Level: 10 - 12
Prerequisite: Computer Graphics I

Required Materials: Jump drive recommended

Graphic Design II is a course that explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document. Instruction covers typography, design elements and color management. Students learn software packages covering page layout, illustration, and photo manipulation. Assessment will be based upon a rubric that takes into consideration effort, technical understanding and creative use of resources for the completion of various assignments using PhotoShop CS5, Illustrator CS5, and InDesign CS5.

Computer Programming: 3060 (offered in 2021/2022, 2023/2024...)
Credit Value: .5 per semester

Grade Level: 10-12
Prerequisite: None

Required Materials: Jump drive recommended

**This course will be offered every other year

Course Description: This course is designed to help students become familiar with computer programming concepts and techniques. We will be using visual studies software to solve problems and create small games you can actually play. Programming concepts and techniques will be using Java to solve problems and create small games you can actually play. Programming is one of the creative processes that can transform ideas into reality. Concepts learned in this course can be applied to numerous other programming languages. Due to ever-changing technology, various other technology related topics will also be covered. We will visit a local University/College to observe and learn what college life is like with a Computer Major.



CYBERSECURITY: 3067

Credit Value: .5 per semester

Grade Level: 9 - 12

Prerequisite: None

Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming, all through the CodeHS web-based platform. Several hands-on investigations per unit will afford students the opportunity to assess network vulnerability, identify threats, prevent and respond to attacks, and more. Digital Forensics is the technique of computer investigation and analysis in the interest of determining potential legal evidence. In other words, it is finding the electronic fingerprints.

Microsoft Office Specialist (MOS) Applications: 3080

Credit Value: .5 per semester



Grade Level: 10 –12

Prerequisite: None

Required Materials: Jump drive recommended

Course Description: This course is designed for students to become more proficient when working with technology using “hands-on” applications. This course offers students a high degree of exposure to Microsoft Office Word & Excel, which are used in high school, post-secondary schools, business & for personal use. Successfully completing this course will prepare students for entering the world of work and/or college. It is highly suggested that students who plan on attending college complete this course. Students successfully completing this course should be able to seek certification as a Microsoft Office Specialist!

*Preparation for the MOS certification in Word and/or Excel will be accomplished during this course

*Microsoft Office Specialist certification, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating desktop skills. The Office Specialist program is helping meet the demand for qualified and knowledgeable people in the modern workplace.

Website Design: 3090

Credit Value: .5 per semester



Grade Level: 9 –12

Prerequisite: None

Required Materials: Jump drive recommended

Course Description: Ever wanted to create your own presence on the Web? Website Design pro-vides an overview of creating web pages via HTML and CSS. Students will create web pages using Notepad, Dreamweaver, and CMS editors, while following CSS rules. The software used includes Dreamweaver CS5 (Web editor), Flash CS5, Fireworks CS5 / Photoshop CS5(multi-purpose video and

graphic software). Students will be able to apply the skills and understanding they gain in the course to create and design websites for other classes at Jordan High School. Topics include the following: Foundations of Website Creation, Web Page Elements, Production Tools, Layout & Design, Website Creation (Notepad, Editor, CMS), Implementation & Hosting

ENGLISH

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

Writing Courses	Speaking Courses	Literature Courses	Elective Courses
Writing Foundations Practical Writing College Writing I College Writing II CE English Composition CIS Literature Intro to Education	Public Speaking CE Public Speaking	Literary Foundations Literary Studies CIS Literature	Creative Writing (2020-21) Creative Communication Theatre Arts (2021-22) Independent Lit Analysis Intro to Education, CIS Literature

English 9 A and B: 1105 and 2105
 Credit Value: .5 per semester

Grade Level: 9
 Prerequisite: None

Required Materials: Notebook, pencils/pens, folder or binder,, notecards, highlighters.
Course Description: English 9 is a two semester course. Through this course students learn how to read actively, speak clearly and write effectively. Students organize, write and edit a variety of writing assignments including, research papers, paragraphs, essays, poetry and character descriptions. They also read short stories, poems, novels, non-fiction and drama and learn how to discuss each different type of literature. Along with discussion, students will present information both formally and informally during the course of the semester including one informative speech.

English 10 A and B: 1110 and 2110
 Credit Value: .5 per semester

Grade Level: 10
 Prerequisite: English 9A and 9B

Required Materials: Student selected novels, writing utensils, highlighters, paper, folder.
Course Description: English 10 covers a wide range of content areas focusing on the pillars of language arts: grammar, literature, vocabulary, and writing. Within these areas, English 10 highlights units on grammar, creative writing, technical writing, literature, short stories, poetry, daily vocabulary, public speaking, and mythology. While focusing on literature, students will read the classic novel *The Adventures of Huckleberry Finn* by Mark Twain, various novels focused on historical world events, and student selected fiction and nonfiction novels. As literature tells the story of history, this class connects with American History frequently throughout the year for a deeper focus on specific literary subject areas. In addition, English 10 prepares students for future higher level English courses offered junior and senior years and testing such as the Pre ACT and ACT tests given sophomore and junior year.

Practical Writing: 3120
Credit Value: .5 per semester (writing credit)

Grade Level: 11-12
Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

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

College Writing I: 3125
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: English 10A & 10B

Required Materials: Highlighters, pencils, pens, folder, notebook.

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

College Writing II: 3170
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: College Writing

Required Materials: Notebook, notecards, and highlighter.

Course Description: College writing II is recommended for college-bound students. This class focuses on enhancing research writing skills learned in previous classes in order for students to write research based persuasive, informative and argumentative papers of considerable length and depth. Students will work to analyze sources, schedule their own due dates, and edit both their work and the work of others for grammar and clarity. Included in this course is prep for the ACT test.

Literary Studies: 3130
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil, Adhesive Post-it notes (small or medium)

Course Description: Literary Studies explores the choices that authors make in their writing and the impact of those choices on the text's tone, mood, theme, and aesthetic appeal. Students will build skills in analytical reading, literature analysis, and critical thinking, and then they will apply these skills in assessments like essays, tests, and presentations. Major texts include several novels, a variety of poems and short stories, and plays by Shakespeare. This course fulfills the 11th-12th grade English: Literature elective requirement.

Creative Writing: 3145 (offered in 2022/2023, 2024/2025...)

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: English 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

Course Description: In Creative Writing, students will not only discover their own creative process but also discuss the creative process of other writers. Students explore a variety of genres including poetry, fiction, comic strips, and combining writing and art. This class is a class that revolves around a writing workshop model where students write, share and edit their work and the work of others in both large and small groups. It is intended for students who are interested in developing a creating voice and comfortable with the notion of sharing their thoughts and feelings both through the critiques of others and their own writing. This class is offered in rotation with Theater Arts. It will be offered in the 2020-2021 school year but will not be offered in the 2021-2022 school year.

Creative Communications: 3150

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: English 10A & 10B or Honors 10A & 10B

Required Materials: Notebook, folder, pen/pencil.

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

Theatre Arts: 3160 (offered in (2021/2022, 2023/2024...))

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: English 10A & 10B or Honors English 10A & 10B

**This course is offered every other year.

Required Materials: Notebook, folder, pen/pencil.

Course Description: Theatre Arts explores the many ways people use theatre in all walks of life. Students will study theatre history, vocal and physical performance, play analysis, and play production. The class focuses intensively on research, critical thinking skills, and public performance. Students who sign up for Theatre Arts should prepare themselves for the fact that all class presentations must be polished and well rehearsed. This class is offered in rotation with Creative Writing.

CIS Introduction to Literature: Poetry, Drama, Narrative: 1165 & 2165

Grade Level: 11-12

Credit Value: .5 each semester

College Credit Value: 4 U of MN credits (ENGL 1001W)



Prerequisite: A/B in English 10 and/or permission from current English teacher and top 30% in their class

Required Materials: Notebook, Post-It Notes.

Course Description: The essence of this course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. The course will examine texts from multiple viewpoints, examining the works not only for themes, narratives, and style, but also through application of a variety of critical theories (lenses). The texts are multicultural and may contain mature themes and/or images. The texts, discussions, ideas, and assignments are different from those normally encountered in a high school classroom. It is a college level course and students should expect college level assignments. Students may choose to take this course for college credit or simply as Jordan High School credit. It can be counted as an elective or writing credit for English graduation requirements. This course also counts as a writing intensive course, if your future college requires one. Students who choose college credit may earn 4 University of Minnesota credits. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

Public Speaking: 3115

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Notebook, folder, pen/pencil, notecards.

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

Writing Foundations: 3155

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: English 10A & 10 B. Teacher recommendation

Required Materials: Notecards, writing utensils, folder, and paper.

Course Description: Writing Foundations satisfies the required junior/senior writing credit. This writing course is specifically designed for students who require additional foundational work in writing. Students study a wide range of writing content areas including grammar, research writing, argumentative writing, and expository writing. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level writing courses offered at Jordan.

Literary Foundations 3165

Grade level: 11-12

Credit Value: .5 per semester

Prerequisite: English 10A & 10B Teacher recommendation

Required Materials: Writing utensils, folder, novels, and paper.

Course Description: Literary Foundations satisfies the required junior/senior literature credit. This literature course is specifically designed for students who require additional foundational work in reading comprehension and analysis. Students study a wide range of literary content areas including short stories, legends, poetry, and various novels all with the purpose of exploring how authors create a world with words. This course primarily helps prepare students for future training in technical schools, the working world, or other higher level literature courses offered at Jordan.

Senior English Capstone: 3195

Grade Level: 12

Credit: .5 per semester

Prerequisite: B or better in TWO of the four Jr-Sr. Level English Credits
OR successful completion of all three of the other required credits.

Course offered online in spring semester only.

Course Description: Senior Capstone Project is an online course in which seniors create a "capstone project" which will demonstrate their proficiency of one or more areas in English/Language Arts. Students will submit a proposal for a project, gain approval, set a weekly production schedule, supply materials, and create the product. The final product will be made public in some way (such as a final speech or online publication). Projects should be aspirational, challenging, and driven by student interest or passion. Students will communicate weekly with the facilitating teacher via online or face-to-face communication, providing updates and descriptions of progress. Successful completion of the course will be evaluated based on the successful execution of the production schedule and the quality of the final product.

Concurrent Enrollment: Public Speaking 3140

Grade Level: 11-12

Credit Value: .5 Semester Public Speaking

Prerequisite: Top 30% of class

College Credit: 3 Semester Credits through Minnesota State Mankato CMST 102 (3 credits)

Required Materials: Notecards, Notebook, Pens/Pencils

This is a course in communication principles to develop skills in the analysis and presentation of speeches. Students research, organize and practice giving both formal and informal speeches. Speeches include informative, persuasive and argumentative as well as speeches for special occasions. Also, students will be analyzing famous speeches for content and presentation value. The course also includes group discussions of the book *The Hate You Give* as a jumping off point for many of the speeches. Our goal is to understand what makes a speech and speaker memorable and strive to emulate the same principles.

FAMILY & CONSUMER SCIENCE

Child Development 1: 1300
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

Required Materials: Notebook, Writing Stick, Folder

Course Description: This course is designed for both male and female students to prepare for the role of caring for children in many different capacities. We will investigate many issues surrounding parenting, learn more about pregnancy and prenatal development, study labor & delivery and the newborn. We will take a closer look at growth and development infancy through age five to help us better care for the needs of all children. Students enrolled in this class have the unique opportunity to care for the "Baby Think It Over". This is a great course for future parents and those interested in careers that involve children. Students considering a career in the following career clusters should enroll in this course: HU-man Services, Education & Training, Health Science. As well as anyone who will interact with children in their future!

Child Development 2: 2300
Credit Value: .5 per semester



Grade Level: 9-12
Prerequisite: Child Development

Required Materials: Notebook, Folder, Writing Utensils

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

For articulation information go to: <https://ctecreditmn.com>

Foods I: 3310
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

Required Materials: Notebook, Folder, Writing Utensil

Course Description: FOOD, FOOD & more FOOD! Is your idea of cooking mixing together a box of macaroni & cheese? If you don't know how to cook or even if you have some cooking experience but want to learn more, this class is for you! This is an introductory class that will help you learn how to read a recipe, use proper measuring techniques, practice safe food preparation and correct ways to use kitchen tools. These skills will help you produce good tasting meals and prepare you for cooking on your own. This is a lab class in which we will prepare 2-3 of your favorite recipes per week that you will not only make but be able to eat and enjoy! Topics include appetizers, soups, quick breads, yeast breads, eggs, meats, grains and DESSERTS! Students considering a career in the following career clusters should enroll in this course: Hospitality & Tourism, Agriculture/Food & Natural Resources, Health Sciences. This course is designed to give valuable life skills to help students prepare for independent living.

Foods II: 3315

Credit Value: .5 per semester



Grade Level: 9-12

Prerequisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil

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

For articulation information go to: <https://ctecreditmn.com>**Baking and Pastry Arts: 3325**

Credit Value: .5 per semester

Grade Level 9-12

Prerequisite: Foods I

Required Materials: Notebook, Folder, Writing Utensil

This course is designed to give students a chance to learn the fundamental knowledge, skills and understanding of baking methods and techniques. Topics covered in this class include quick breads, yeast breads, cakes and cake decorating techniques, pies, cookies, tarts, decorating and plating techniques, various pastries and desserts. Students enrolled in this class will work toward the preparation and selling of baked products each week in our own Jordan High School Bakery. This will be a lab class with 2-3 labs per week.

Design - Fashion & Interior: 3320

Credit Value: .5 semester art credit

Grade Level: 9-12

Prerequisite: None

Required Materials: Notebook, Folder, Paper, Pencil/Pen

Course Description: This is a course for students who are interested in pursuing a career in fashion or interior design. Students will develop a variety of individually contracted assignments intended to foster creativity and critical thinking in solving design problems. These experiences will enhance personal self-expression and employability as students develop their skills. Students interested in design will gain an understanding of the principles and elements of design and color theory. These skills will be applied to the career design field of their choice - fashion or interior design. Students interested in fashion design will focus on the various aspects of designing garments from beginning concept to final product. Throughout the semester we will study garment parts and how the parts create the whole. We will learn about a variety of fashion designers and also how to design throughout the semester. Students interested in interior design will be introduced to the concepts of living environments. Past and future housing will be explored along with color, texture, design, room layout, floor plans, furniture design and human needs are examined. This course will include a variety of hands-on projects.

FOREIGN LANGUAGE

Spanish I A and B: 1905 and 2905
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker, 1 pink and 1 blue highlighter

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

Spanish II A and B: 1915 and 2915
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: Spanish I with a C or better

Required Materials: Three ring binder with 5 plastic sheet protectors, loose leaf paper or notebook, pen-cil, and a dry erase marker.

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

Spanish III A and B: 1920 and 2920

Grade Level: 10-12

Credit Value: .5 per semester
recommendation

Prerequisite: Spanish II with a B or better and teacher

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

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

CE Spanish IV 101/102: 1925, 2925**Grade Level:** 11-12

Credit Value: 1 credit per semester

College Credit Value: 4 MSU Mankato credits per semester

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

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Students in Concurrent Enrollment Spanish IV will further develop their oral, listening, and composition, reading comprehension, and intermediate grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

CE Spanish V 201/202: 1930 and 2930

Credit Value: 1 credit per semester

College Credit Value: 4 MSU Mankato credits per semester

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



Grade Level: 11-12

Required Materials: Three ring binder (1 and 1/2 inch or larger with a clear cover, used only for Spanish class), writing utensil, 5 plastic sheet protectors (top loading), loose leaf paper or notebook and one dry-erase whiteboard marker

Course Description: Students in Concurrent Enrollment Spanish V will further develop their oral, listening, and composition, reading comprehension, and advanced grammar skills. They will also study Spanish and Latin American literature. Students will work intensely on integrating the four modalities of reading, writing, listening, and speaking and will use a variety of authentic resources (newspapers, radio shows, etc.) Students will also study cultural regions in the United States, Mexico, the Caribbean, Central America, South America, and Spain. Spanish IV will be conducted completely in Spanish and students are expected to use Spanish with their teacher and peers in class. Students will continue to work on advanced grammatical structures, while studying a variety of vocabulary topics. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

HEALTH & PHYSICAL EDUCATION

Ninth Grade
Physical Education 9

Tenth Grade
Competitive Sports
Fitness for Life
Health 10

Physical Education 9: 3350
Credit Value: .5 per semester

Grade Level: 9
Prerequisite: None

Required Materials: Separate set of workout attire and athletic shoes

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

Physical Education 10: Competitive Sports : 3355
Credit Value: .5 per semester

Grade Level: 10
Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes

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

Physical Education 10: Fitness for Life: 3375

Grade Level: 10

Credit Value: .5 per semester

Prerequisite: Physical Education 9

Required Materials: Separate set of workout attire and athletic shoes

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

Health 10: 3360

Grade Level: 10

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Notebook, folder, pencils, markers or colored pencils, chromebook

Course Description: This course recognizes health is a precious resource often taken for granted. Students will be provided relevant information that will give them the knowledge, skills, and attitudes to contribute to a healthier lifestyle. This course stresses that proper diet and exercise are necessary for future health and will prepare students to make informed decisions for the rest of their lives. The technology used in health class consists of videos from the Internet, DVDs, and PowerPoint presentations, along with wireless laptop computers. Topics covered in Health 10: Understanding Health and Wellness, Setting Goals, Making Responsible Decisions, Learning Healthful Friendships and Relationship Skills, Recognizing and Dealing with Harmful Relationships, Resolving Conflicts and Preventing Violence, Nutrition and Healthy Food Guidelines (MyPlate), Maintaining a Desirable Weight and Preventing Eating Disorders, Drugs (alcohol, tobacco, medicines, prescriptions and other illegal drugs), Contraceptives, Stress management and mental health, Abstinence from Sex, First Aid and Hands-Only CPR.

Lifetime Activities : 3365

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

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

Strength Training : 3370

Credit Value: .5 per semester

Grade Level: 10-12

Prerequisite: "B" or higher in Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

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

Women's Wellness: 3380

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: Phy Ed 10

Required Materials: Separate set of workout attire and athletic shoes

Course Description: Wellness is taking an active role in improving every aspect of your life in order to achieve a productive, healthy lifestyle. There are six dimensions of wellness: physical, emotional, spiritual, intellectual, vocational, and social. The choices you make in developing these dimensions will reflect the type of lifestyle you lead. And being aware of these choices is your first step to change. This will be mostly an activity class focusing on the physical dimension. Students will do a variety of aerobic exercises including running, circuit training, games, dance and Zumba. Students will know how to use proper strength training techniques while using weight machines, resistance bands, weighted bars, free weights, mindful movement, and Pilates. Students will understand the importance of exercise, nutrition, and rest, to develop and maintain a healthy lifestyle.

INDUSTRIAL TECHNOLOGY

Required for all lab classes: All students will be required to keep a daily log of work progress in lab classes, which will aid in determining the lab portion of that class' grade. All students taking Industrial Education classes must take safety tests on machine operation. They are required to answer at least 90% of the questions correctly to be eligible to work in the lab or on projects. Test scores below 90% will result in learning from written material rather than lab experiences. This policy is meant to emphasize the importance of safety and preparation in use of lab tools and equipment.

Woods I: 1500

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

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

Course Description: Woods I is an entry-level course for individuals interested in the art of woodworking while learning about the manufacturing and fabricating industries. Through lectures, research, hands-on activities, demonstrations, and assessments, students will acquire the basic knowledge needed to design and build a piece of furniture or cabinetry from a list of approved projects. Students in this class will be exposed to the CNC router, laser engraver, and lathe while building a piece of furniture for their own room or home. Major topics include: Machine and Lab Safety, Safety tests and demonstrations, Types of wood and wood products and their properties, Machine/hand tool skills, Project planning (creating and reading blueprints), Project construction

Woods II: 2500

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: Woods I @ 70% or better

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

Course Descriptions: Students taking Woods II will use the skills learned in Woods I to design and manufacture a furniture/cabinet based project of their choice. Woodworking II is an advanced course where students will expand upon the skills and concepts acquired in Woods I, while exploring other facets of woodworking such as laminating, faceplate turning and advanced joinery. Major topics include: Machine and Lab safety, Safety tests and demonstrations, Joinery and production, Production, Project planning (creating and reading blueprints), Project construction.

Power and Energy : 3520

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: None

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

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

Metals Fabrication I : 3525
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

Required Materials: \$10 lab fee to cover materials used.

Course Descriptions: This class exposes students to the techniques and processes that are involved in metal fabrication. Students will be engaged in the welding processes that include SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding and cutting. Students will also be exposed to CAD drawing, CNC machining, lathe turning, the milling machine, and a variety of cutting and fastening tools. Students will understand the vocabulary associated with welding and fabricating, use lab equipment safely, recognize the different processes and the advantage of each, demonstrate proper techniques for each process, and understand the importance of maintaining a clean and organized facility. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, SMAW, GMAW, MIG, TIG and Oxy-Acetylene welding - inspection and testing, CAD/CNC machining, Lathe and Mill production, Precision Measuring.

Metals Fabrication II : 3535
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: Metals Fab I @ 70% or better

Required Materials: \$10 lab fee to cover materials used. Students will be responsible for paying for projects.

Course Descriptions: The Metals Fabrication II course is designed to build on skills learned in Metals Fabrication I while adding the engineering and design processes. This class is largely based on individual work taking place in the metals lab. Students will be provided the skills necessary to design a project in the CAD lab, then complete advanced machining and fabrication processes to produce a useful product. Students will be exposed to a variety of high demand careers in fields relating to areas discussed in class. Topics covered include the following: Machine and Lab safety, Safety tests and demonstrations, Fabrication Careers, CAD/CNC machining, Advanced welding processes, Advanced machining processes.

Architectural Drafting/CAD: 3530
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

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

Course Description: Students will find themselves in the perfect design/build situation! They will design a home on a budget, then work hands-on a structure of similar construction. Students can showcase their creativity in their design of a realistic home using "AutoCAD Architecture". Then realize how carpenters and other trades people skillfully construct, install, erect, and repair structures to comply with existing codes and craftsmanship. Students will draw and read "working drawings" and specifications pertaining to standards and materials used in construction. Students will work with a variety of hand tools to apply the techniques learned in the classroom on actual construction projects such as wall modules and storage sheds.

Major topics include: Trades Safety, CAD software and techniques, Floor Plans, Elevation Drawings, Living Areas, Service Areas, Framing Plans, Site Development (Landscape Plan, Plot Plan), Electrical Plans, Trade tools (measuring, cutting, fasteners), Construction materials, Design/build careers.

Advanced Design and Machining Careers: 3545

Credit Value: 1.0

Grade: 11-12

Prerequisite: Metals II (C or better)

Required Materials: 2 hour block**

Course Description: The Advanced Design and Machining class will focus on career pathways for students, an opportunity to learn from community professionals both in school and out in industry. This program will require students to manage time and tools; read and interpret blueprints; work independently and in groups; and have a mature attitude towards their learning and experiences. Students may be able to earn the 10-hour OSHA certification as well as college credit through articulation agreements with educational partners. Students taking this path may look ahead to education and careers as Engineers, drafting and design, tool and die makers, welders, machine operators, and CNC programmer / operator. Students hone their skills on the latest Haas CNC machining centers, as well as manual machines. They will learn a variety of career opportunities and skills in the manufacturing industry. This will include:

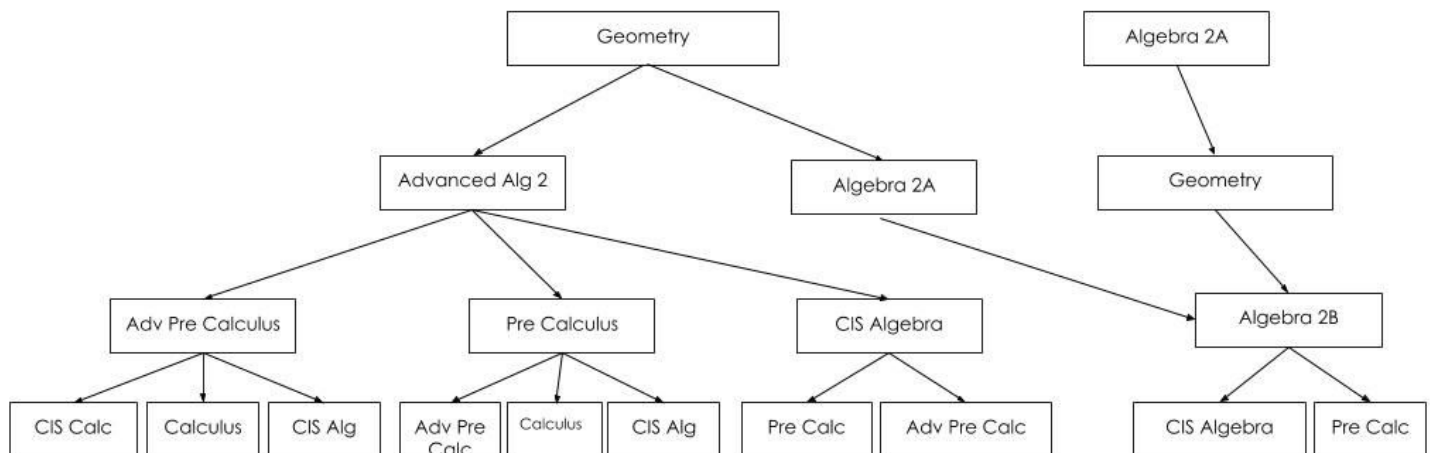
- Demonstrate job skills necessary to promote self and career
- Program and operate computer numerical control or CNC machines
- Operate a drill press - center drill, drill, counterbore and countersink
- Operate a surface grinder - grind surfaces flat and parallel, square or with precision angles
- Operate a lathe - facing, knurling, tapping, turning, threading and boring
- Operate a milling machine - face, plain, angular and form milling
- Design / build using the process listed above

Students will partner with local businesses to aid in their learning, while working towards potential "internships" while training on the job.

MATH EDUCATION

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Geometry Algebra 2A	Geometry Algebra 2A Advanced Algebra 2	Algebra 2B Pre-Calculus Advance Pre-Calculus CIS College Algebra through Modeling	Pre-Calculus Calculus CIS College Algebra through Modeling CIS Calculus

This flowchart should be used to help guide math choices. Please note that after Advanced Algebra 2, you can take CIS Algebra (if you met CIS requirements). You can also take more than one math course in your junior and senior years.



Geometry A and B: 1410 and 2410
Credit Value: .5 per semester

Grade Level: 9-10
Prerequisite: Algebra I

Required Materials: Texas Instruments 83 Graphing Calculator or TI 83, 2" 3 ring binder
Course Description: Students will be introduced to the language and logic of Geometry. Topics of discussion will include points, lines, planes, angles, polygons, perimeter, area, and volume. Students will also explore triangles, congruence, similarity, and trigonometry. Students will explore writing formal proofs in geometry. *Flipped Classroom, instruction is given via video on own time. Class time is used for follow up instruction and questions.

Algebra 2A A and B: 1420 and 2420
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: none

Required Materials: Graphing Calculator TI 83 or TI 84
Course Description: Algebra 2A is a course that completes the first half of Algebra 2. Topics include Solving Equations and Inequalities, Linear Functions and Relations, Systems of Equations, and Quadratic Functions and Relations. Topics that will be discussed are Polynomials, Inverses and Radical Functions and Relations, and Exponential and Logarithmic Functions, and Relations.

Algebra 2B A and B: 1425 and 2425

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Algebra 2A (C or better)

Required Materials: Graphing Calculator, TI 83 or TI 84

Course Description: Algebra 2B is a course that completes the second half of Algebra 2. Topics covered will be polynomial functions, function notation, inverse of functions, transformations, exponential growth and decay, trigonometry, probability, statistics, radical functions, rational functions, sequences and series. There will be an ACT and MCA review unit.

Advanced Algebra 2 A and B: 1430 and 2430

Grade Level: 10-12

Credit Value: .5 per semester

Prerequisite: Geometry (B or better)

Required Materials: Graphing Calculator, TI 83 or TI 84

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

Pre-Calculus A and B: 1435 and 2435

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Algebra 2 & Geometry (C or better)

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Students will dig deeper into the following concepts: functions, rational expressions & functions, polynomial functions & equations, exponential functions, logarithmic functions, trigonometry, and polynomial regressions. There will also be an ACT and MCA review built into the class.

Advanced Pre-Calculus A and B: 1455 and 2455

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Algebra 2 and Geometry (B or better)

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: Advanced Pre-Calculus will move more quickly than Pre-Calculus and prepare students to take CIS Calculus. During the first semester, students will learn functions in the areas of linear, rational, trigonometric, exponential and logarithmic. Topics will also include linear equations, the nature of graphs, and trigonometric identities. During second semester, students will learn vectors, conics, polar coordinates, complex numbers, and sequences. If time allows, derivatives will be introduced.

Calculus A and B: 1460 and 2460



Grade Level: 12

Credit Value: .5 per semester

Prerequisite: Pre-Calculus or Advanced Pre-Calculus

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: This course is designed for students who might not be ready for a college level course (i.e. CIS Calculus) but want to prepare for college mathematics. Calculus will cover differentiation of single variable functions and basics of integration of single variable functions. Calculus will be less rigorous than CIS Calculus and topics will be presented at a slower pace than CIS Calculus. Students need to have very good algebra skills.



CIS Calculus I A and B: 1445 and 2445  
Credit Value: .5 per semester
College Credit Value: 4 U of MN credits (MATH 1371)

Grade Level: 12
Prerequisite: Advanced Precalculus with an A-

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: CIS Calculus I covers differentiation of single-variable functions and basics of integration of single-variable functions. Applications include max-min, related rates, area, and curve-sketching. The course emphasizes the use of a calculator and cooperative learning. Before enrolling, students should have demonstrated an understanding of algebra, analytic geometry, exponentials, logarithms, trigonometry, and complex numbers. Students should be able to think through and manipulate complex algebraic expressions without relying on a calculator. Students who are successful may earn four University of Minnesota semester credits. **Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.**

For more information on this Course: Go to this link:
<https://ccaps.umn.edu/college-in-the-schools/cse-calculus-i>

CIS College Algebra through Modeling A and B: 1450 and 2450  
Credit Value: .5 per semester
College Credit Value: 3 U of MN credits (CI 1806)
Prerequisite: Completion of Algebra 2 with at least B- and top 50% of the class

Grade Level: 11-12

Required Materials: Graphing Calculator TI 83 or TI 84

Course Description: CIS College Algebra through Modeling specifically covers the construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real world phenomena, making predictions. The course introduces students to the art of mathematical prediction through algebraic modeling and elementary probability theory. The class covers techniques of representing the behavior of real-world data with algebraic equations, including linear, polynomial, exponential and logarithmic functions. Students also learn basic probability theory including counting methods and conditional probability. The class emphasizes the use of traditional algebraic methods and technologies such as graphing calculators and Excel spreadsheets to find equations that accurately represent the behavior of real-world data. A student who wants to take calculus in college but who feels weak in math could take this class in the junior year and then pre-calculus or in the senior year. Students who are successful may earn three University of Minnesota semester credits. Students who register for this class will **NOT** be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

For more information on this Course: Go to this link:
<https://ccaps.umn.edu/college-in-the-schools/college-algebra-through-modeling>

MUSIC EDUCATION

Concert Band A and B: 1550 and 2550

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Meet with director

Required Materials: Concert attire, pencil

Course Description: The JHS Concert Band is a performing ensemble that focuses on excellence in music making and study. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Concert Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Concert Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Woodwind Ensemble, Brass Ensemble, and other small chamber groups. Student commitment and ability developed in this ensemble will factor into potential placement into Symphonic Band after a student's 9th grade year. Participating students will have the opportunity to earn an activity letter.

Symphonic Band A and B: 1551/2551



Grade Level: 10-12

Credit Value: .5 per semester

Prerequisite: Audition

Required Materials: Concert attire, pencil

Course Description: The JHS Symphonic Band is a rigorous performing ensemble that capitalizes on skills learned and developed in Concert Band. Students explore a variety of music from all styles, eras, and cultures. Students will also study the elements of music and continue developing their personal musicianship and ensemble rehearsal skills. Symphonic Band members will participate in large group contest, quarterly band concerts, and a select number of Marching Band and Pep Band performances throughout the year. Additional performing opportunities for Symphonic Band members include Solo/Ensemble contest, Jazz Band, Jazz Combo, Woodwind Ensemble, Brass Ensemble, Percussion Ensemble, and other small chamber groups. Participating students will have the opportunity to earn an activity letter. **Seniors in the spring semester will have the opportunity to earn Concurrent Enrollment credit from MSU.**

Bass Chorus A and B: 1555 and 2555

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: None

Required Materials: Performance attire, pencil

Course Description: The Bass Chorus experience emphasizes the enjoyment of choral music, the development of the male singing voice and fundamental skills necessary for quality choral singing. Students will explore choral music from all time periods and styles. Importance will be placed on proper singing technique (as the male voice continues to mature), music reading skills, and vocal independence. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Bass Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

Treble Chorus A and B: 1560 and 2560
Credit Value: .5 per semester

Grade Level: 9-12
Prerequisite: None

Required Materials: Performance attire, pencil

Course Description: The Treble Chorus experience emphasizes the enjoyment of choral music, the development of the female singing voice, and the fundamental skills necessary for quality choral singing. Students explore choral music from all time periods and styles. Importance is placed on proper singing technique, music reading skills, and vocal independence. All members are expected to participate in the four major concerts as well as other performance engagements that might arise during the year. Additional opportunities for members of Treble Chorus include participation in one of our co-curricular choirs and solo/ensemble contest.

Bella Voce Chorus A and B: 1595 and 2595
Credit Value: .5 per semester

Grade Level: 10-12
Prerequisite: Audition with director in Spring

Required Materials: Performance attire, pencil

Course Description: Bella Voce is offered to all high school female students in grades 10-12 with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "choir assessment" process prior to the next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Bella Voce include participation in one of our co-curricular choirs and solo/ensemble contest.

Concert Choir A and B: 1565 and 2565
Credit Value: .5 per semester

Grade Level: 10-12
Prerequisite: Audition with the director in Spring

Required Materials: Performance attire, pencil

Course Description: Concert Choir is mixed voice ensemble opportunity for to students with prior experience, skill, and commitment to choral singing. Students are selected by the director based on their audition through a "Choir Assessment" process prior to next year. This choir focuses on attaining a high level of musicianship based on each member's enjoyment of singing, proper vocal technique, vocal range, intonation, strong music reading skills, and demonstrated commitment to group success. Students explore choral music from all time periods and styles. All members are expected to participate in the four major concerts during the year as well as other public performance opportunities that may arise. Additional opportunities for members of Concert Choir include participation in one of our co-curricular choirs and solo/ensemble contest.

Musicology: 3515

Credit Value: .5 per semester



Grade Level: 11-12

Prerequisite: Director permission

Required Materials: Pencil and notebook

This course covers the basics of music theory, aural perception, and sight singing all in the context of primarily western music history. Emphasis is placed on rhythmic exercises, notation, tonality, phrase structure, simple form, fundamental harmony, and basic keyboard facility. Other topics: The Origins of Western Music, Rhythm, Beliefs of the Power of Music, The Difference in Meter Between Secular and Sacred Music, alongside an analysis of essential music elements. No previous music experience is necessary, however some background in a music ensemble is highly recommended.

SCIENCE

Ninth Grade Physical Science	Tenth Grade Biology	Eleventh Grade Chemistry Foundations Chemistry Physics
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Physical Science A and B: 1605 and 2605
Credit Value: .5 per semester

Grade Level: 9
Prerequisite: None

Required Materials: Scientific calculator, notebook, folder

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

Biology A and B: 1610 and 2610
Credit Value: .5 per semester

Grade Level: 10
Prerequisite: None

Required Materials: Scientific calculator, notebook, folder

Course Description: In Biology A and B, it is our goal to understand life and its processes. Therefore, this course is aimed at introducing general characteristics and concepts that apply to life at all levels of organization. These include similarities in cell structure, DNA, energy usage, genetics, and the structure of ecosystems. Other general biological themes discussed in this course include the relatedness among living organisms, and how living organisms are adapted for survival in their particular environments. Students will utilize a microscope to examine cells and organisms, and will also investigate the internal structures of an organism through multiple dissections. Proper laboratory techniques will be implemented, and students will develop the ability to critically analyze a situation using scientific methods and procedures in order to reach scientific conclusions to life's issues.

Chemistry A and B: 1630 and 2630

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Geometry, Algebra I, Physical Science

Required Materials: Scientific Calculator, notebook, ½ inch 3-ring binder

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

Chemistry Foundations A and B: 1650 and 2650

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Physical Science

Required Materials: Calculator, notebook, 3-ring binder

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

Anatomy and Physiology A and B: 1615 and 2615

Grade Level: 11-12

Credit Value: .5 per semester

Prerequisite: Biology

Required Materials: notebook

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

Environmental Science: 1625
Credit Value: .5 per semester

Grade Level: 11-12
Prerequisite: Biology

Required Materials: Composition notebook

Course Description: This semester long course in Environmental Science is the study of the components of Earth's environment and how human activities impact the world today. Students focus on ecology, populations, water and air ecosystems, land usage and waste issues, energy and resource conservation, climate change, forestry, wildlife, biodiversity, and species conservation. Students develop their skills in science through a hands-on approach to learning science, with a variety of labs, outdoor studies, and research projects throughout the year. Environmental science helps prepare students for careers in the fields of natural resources, the outdoors, and environmental awareness.

Advanced Placement Chemistry A and B: 1635 and 2635

Grade Level: 12

Credit Value: .5 per semester



Prerequisite: General Chemistry (C or higher)

Required Materials: Graphing calculator, one 1-inch 3-ring binder

Course Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students interested in the sciences, medicine, nursing, engineering, pharmacy, and a long list of other careers should seriously consider AP Chem. Many topics taught in general chemistry are also covered in AP Chem., but at a much deeper level and in more depth. Topics include mass relationships, reactions, gases, thermochemistry, equilibrium systems, atomic theory, reaction kinetics, and solutions. At the conclusion of the full year course, students have the option of taking the Advanced Placement exam (administered in early to mid-May), which most colleges and universities accept for college credit. Students should be prepared to spend approximately an hour a day outside of class on course work. AP Chemistry helps prepare students for careers in the sciences, engineering, pharmacy, medicine, and a variety of other fields by refining their problem-solving skills. Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

Physics A and B: 1640 and 2640



Grade Level: 11 (teacher approval) or 12

Credit Value: .5 per semester

Prerequisite: Algebra II B or higher

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

Course Description: Physics is the study of motion and energy. This course uses a "hands-on" approach to learning about velocity, acceleration, vectors, forces, etc. Projects include constructing a variety of rockets and airplanes, using stroboscopes and cameras to calculate velocity and acceleration, Hot Wheels cars to study motion and energy, and using computer software to analyze data. Our year culminates in May with a trip to Valley Fair to study various rides on the fairgrounds. In addition, time will be spent studying electrostatics and electronic circuitry, waves, space and space travel. Physics is a must for students interested in engineering, technology, and just about any field where problem-solving is an emphasis. Physics helps prepare students for a future in science and technology by refining their problem solving skills and their scientific knowledge base. **Physics is offered as an online course, and students will be working independently or in small groups most of the time. Students are responsible for keeping up with the class workload so that they do not fall behind.**

CIS Human Physiology, Technology & Medical Devices A and B: 1645 and 2645 Grade Level: 11-12
Credit Value: .5 per semester Prerequisite: B in General Chemistry or Anatomy & Physiology
College Credit Value: 4 U of MN credits (BIOL 1015)  

Required Materials: notebook

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

Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too large.

SOCIAL STUDIES

<p>Ninth Grade Civics Honor Civics</p>	<p>Tenth Grade American History AP American History</p>	<p>Eleventh Grade World History AP World History</p>	<p>Twelfth Grade Economics BME (Summit course) and an Elective: Sociology Psychology World Events Government and Law Multicultural History US</p>
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Civics 9 A and B: 1705 and 2705
Credit Value: .5 per semester

Grade Level: 9
Prerequisite: None

Required Materials: Notebook, folder, pens, pencils

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

American History 10 A and B: 1710 and 2710
Credit Value: .5 per semester

Grade Level: 10
Prerequisite: None

Required Materials: Notebook, pens, and pencils

Course Description: This course will be a chronological survey course. This class will help students to understand our national heritage and accomplishments, as well as developing an appreciation for other cultures and the sacrifices made by our veterans in the name of freedom. Students will learn events from the past that will help provide context for the present, as we will also connect American History to present-day current events. Students will develop strong analytical and critical thinking skills in this class, and will have opportunities to improve reading and writing skills. The first semester will begin in the Exploration period of the 1400s and go to the Reconstruction time period following the Civil War. Units will be taught in Exploration and Immigration, Revolutionary War, New Nation, Expansion Leads to Sectional Conflict, the Civil War and Reconstruction, and the "clash of cultures" that resulted from west-ward expansion. The second semester will begin in the late 1800s and go to the post-Vietnam modern era. We will begin with Industrialization, Immigration, and Urbanization, followed by an Era of Reform, World War 1, Interwar Period (Roaring '20s and Great Depression), World War 2, Cold War, Civil Rights and Vietnam, and Issues in Modern America.

Advanced Placement US History A and B: 1720 and 2720

Credit Value: .5 per semester



Grade Level: 10

Prerequisite: Top 25% of the class

Required Materials: Notebook, pens and pencils,

Course Description: The Advanced Placement United States History course is a two-semester class that offers a survey of American History from the 15th century to the present with a college-level textbook and college-level pace. Extensive reading, writing, and study skills useful in college will be emphasized. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The examination includes source-based multiple choice questions, a short answer section, a 'documents based question' essay, and a long essay section. As a college level course, students should expect a rigorous content level and pace. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time and work, are also necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, creating and defending arguments, and interpretation of various primary and secondary sources. These skills will help prepare students for future college and post-secondary courses. Beyond the study of specific events and people, the course focuses on important historical themes and processes that have shaped and continue to shape American history. The College Board also identifies four historical thinking skills that students will practice and refine throughout the course, including crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

World History A and B: 1730 and 2730

Credit Value: .5 per semester

Grade Level: 11

Prerequisite: None

Required Materials: Pens, and pencils,

Course Description: World History is the story of humanity and how the world we live in today was formed. Learning the human history of the world teaches us tolerance, respect, and appreciation for past people, for different cultures, and other areas of the world, as well as a better understanding of how the world works today. First semester will begin with the beginnings of human history and reach up to the end of the post-classical era and the beginning of modern history. Second semester will start there and end with an in-depth look at our modern, globalized world. The course will examine key civilizations, events, and people that students should be able to identify, but much of the focus will be on developing important skills and an understanding of how history works through common themes and processes. Those important skills include reading analysis, writing and communication, synthesis of information from multiple sources to form conclusions, constructing arguments using historical evidence, and analyzing history using both compare and contrast and cause and effect methods. Major themes include the interaction of humans and their environment, economic and labor systems, the development and interaction of cultures, government and state building, social organization, and the development and impact of technology. The goal of World History is to build better informed world citizens who have the knowledge and skills necessary to continue their education and be productive members of a growing global community.

Advanced Placement World History A and B: 1735 and 2735

Grade Level: 11

Credit Value: .5 per semester



Prerequisite: Top 25% of the class

Required Materials: Pens, and pencils,

Course Description: There are three main goals for the course. First and foremost is to develop a myriad of educational skills that will help students be successful in future college and post-secondary courses they may take. Second, is to teach them a broader understanding and appreciation for human history and how it shapes our world today. Finally, the goal is to prepare students to achieve a passing score on the AP College Boards end of year examination so that they can receive college credits from taking this course. The examination includes source-based multiple choice questions, a short answer section, a 'documents based question' essay, and a long answer section. As of 2017 the AP World History course is now a college level course, students should expect a rigorous content level and pace. We will be using a college level textbook and doing a considerable amount of reading and writing. This course demands strong student organization and time management. Solid reading and writing skills, along with a willingness to devote considerable time and work, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of various primary and secondary sources. These skills will help prepare students for future college and post-secondary courses. Beyond the study of specific civilizations, cultures, events, and people, the course focuses on important historical themes and processes that shape human history. These themes are identified by the College Board and include the interaction between humans and their environment, developing and interaction of cultures, state-building, expansion, and conflict, creation and interaction of economic systems, and the development and transformation of social structures. The College Board also identifies four historical thinking skills that students will practice and refine throughout the course, including crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

Students who register for this class will not be allowed to drop it after registration. We staff our building based on registration and dropping this class will cause other classes to become too big.

Economics 12: 3720

Grade Level: 12

Credit Value: .5 per semester

Prerequisite: None

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

Course Description: Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, workers, investors, managers, and government officials interact to determine the allocation of scarce resources. The semester focus includes a combination of micro and macro economics in which students will create and understand both demand and supply curve graphs. They will also calculate inflation rates, the gini coefficient, tax and loan rates and discuss options for further investments, such as stocks, bonds, CDs, and more.

Government and Law: 3725 (offered in 2021/2022, 2023/2024...)

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: None

Required Materials: Notebook, pens, pencils

Course Description: This course presents an introduction to law, the legal system, and a major emphasis on basic practical issues confronting citizens today. Areas of study are the legal system, criminal and juvenile justice, consumer law, family law, constitutional law, and individual rights and responsibilities. Students will understand their rights and responsibilities under the current justice system. Students will become informed citizens about the legal system. Students will use their knowledge of the law to analyze facts and details involving local, state and federal court cases. The course final will consist of a mock trial where students get to take on the roles of bailiff, judge, jury members, prosecution lawyers, defense lawyers, victims and witnesses.

Psychology: 3730

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: 2.0 GPA

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

Course Description: Psychology is the scientific study of behavior and the mental process. When applied to humans, psychology covers everything that people think, feel and do-- which can be analyzed through a combination of biological, psychological, and sociological pillars. Throughout the unit students will explore topics including Neural Communication, Development throughout the Lifespan, Conscious-ness, Stress and Health, Types of Therapy, and Physical Disorders. Project highlights include: Candy neurons, speed dating with brain parts, an independent study and lab report, analyzing dreams and sleep theories, and more.

Sociology: 3735

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: None

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

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

World Events: 3740 (offered in 2022/2023, 2024/2025...)

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: None

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

Course Description: World Events is a contemporary look at national and international issues and affairs. Domestic issue topics include an examination of the economy, social issues, the criminal justice system, gun control, immigration, and politics 101 overview. There is also a critical examination of various U.S. foreign policy issues and a look at a variety of global affairs issues. The curriculum can change depending on the events that unfold during the course of the semester. The majority of the class is project based, with students learning how to research and analyze a variety of media sources and using that information to either create presentations, participate in discussions, or debate issues. The goal of the class is to give students a better understanding of the underlying issues affecting our nation, while also improving their research and communications skills. This course will also give the opportunity to debate and discuss issues in a well informed and respectful manner.

Multicultural History of the United States: 3750

Credit Value: .5 per semester

Grade Level: 10-12

Prerequisite: None

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

This elective course will study American history exclusively from the perspectives of minority groups in the United States, including African-Americans, Native Americans, Asian-Americans, Latinos, and the LGBTQ community. The focus of the class will be to see well known historical events and processes familiar to students from different perspectives, while also discovering new events and movements that are not typically covered in much detail in traditional American history. The course will be focused on developing reading, writing, argumentative, and critical thinking skills with assessments focused on projects, debates, discussions, and papers. Due to the expansive nature of the course materials, students will be given freedom and choice in choosing the topics they wish to focus on.

ENGLISH LANGUAGE LEARNER

ELL Reading & Writing Level A: 1185 and 2185

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must be eligible for ELL services

Required Materials: Notebook, folder, pen/pencil

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

ELL Reading & Writing Level B: 1190 and 2190

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must qualify for ELL & had Level A ELL

Required Materials: Notebook, folder, pen/pencil

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

ELL Reading & Writing Level C: 1195 and 2195

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Must qualify & had Level A ELL

Required Materials: Notebook, folder, pen/pencil

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

SPECIAL EDUCATION

Applied Skills A and B: 1805 and 2805

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: Applied Skills is designed for students who have an individualized educational plan. They have been diagnosed with a reading, writing, listening skills, math, oral expression, social, or study skills deficit. This class can be taken every semester throughout high school. Instruction is developed based on individual student needs. It is designed to teach students strategies to enable them to become successful in their classes, as well as in life. The students receive direct instruction in a skill area for part of the time each day, and the rest of the time serves as a guided study hall for support in their mainstream classes. Some of the skill areas addressed include study skills, organization, self advocacy, goal setting, transition, test taking strategies, stress management, and processing information from tests, notes and lectures. Academic skill areas may include written expression, reading comprehension and fluency, and math skills.

Basic English Skills A and B: 1810 and 2810

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: This course provides direct reading and writing instruction by special educators in the area of functional and applied English. It is designed to increase students' reading and writing skills through instruction in the six areas of literacy: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary, Grammar, Listening and Reading Comprehension, and Speaking and Writing. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

Comprehensive English A and B: 1815 and 2815

Credit Value: .5 per semester

Grade Level: 9-10

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: This course provides direct reading and writing instruction by special educators in the area of English. It is designed to increase students' grade level vocabulary, their knowledge of informational, expository, and persuasive texts using a variety of reading strategies. They will demonstrate literal, interpretive, inferential and evaluative comprehension. Students will read, understand, respond to, analyze, interpret, and evaluate a wide variety of fiction, poetic, and nonfiction texts. The students will learn how to plan, organize, and compose narrative, expository, descriptive, persuasive, critical, and research writing to address a specific audience and purpose. Students placed in this class must have reading and/or writing goals on their IEP and demonstrate a need. This course takes the place of a general education English class.

Basic Math Skills A and B: 1880 and 2880

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

This course provides direct math instruction by special educators. This course focuses on skills ranging from basic computation, math fluency, problem solving, story problems, money, measurement, time, fractions, decimals, percentages, and interpreting charts and graphs. Students placed in the class must have a math goal on their IEP and demonstrate a need for direct instruction in the area. This course takes the place of a general education Math class.

Essential Math A and B: 1825 and 2825

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, notebook, and calculator

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

PLUS A and B: 1830 and 2830

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensil, Chromebook

Course Description: Personalized Skills is a class which provides a learning environment designed to provide students with needed skills to be successful in their academic classes and post-secondary transition planning. This class is focused on skills such as time management, organization, stress management, goal setting, planning, transitions, self-advocacy, problem solving and test taking and problem solving skills. This class can be taken every semester throughout high school. The instruction is developed based on each student's individual needs and will support students in their education, emotional, and behavioral growth as they transition into post-secondary or into a job. The students receive direct instruction in a skill area for part of the time each day and for the rest of the time the class is a guided study hall for support in their mainstream classes.

Transition Class A and B: 1835 and 2835

Credit Value: .5 per semester

Grade Level: 11-12

Prerequisite: IEP

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

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

Communication Strategies A and B: 1840 and 2840

Credit Value: .5 per semester

Grade Level: 9-12

Prerequisite: IEP

Required Materials: Writing utensils, paper

Course Description: Communication Strategies is designed for students who have an Individualized Education Plan (IEP) in 9th-12th grade. Students recommended for this class have been identified as those who would benefit from instruction in human communication across all social settings (home, school, employment, community). This class can be taken every semester through high school. Instruction is designed based on individual student needs. Students receive guided instruction for academic skills identified in their IEP. Skill areas that are taught include learning about our own behavior, developing and maintaining friendships, understanding and interpreting emotions, perspective talking, organization, and self-advocacy.

SUPPORT PROGRAMS

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

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: Intervention Team Referral

Required Materials: Writing utensil and Chromebook

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

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

Course Objectives:

Monitor student progress in non-SAIL classes, Improve test preparation skills and scores, Improve note-taking skills, Provide small group tutoring in non-SAIL classes, Improve listening skills, Reinforce responsible study habits.

REACH Program: 1875 and 2875

Grade Level: 9-12

Credit Value: .5 per semester

Prerequisite: none

This course is designed to assist students who may need academic and social and emotional support. The goal of the course is to help students experience success by learning new life skills to overcome barriers and challenges in their lives. Students will spend time working independently on academics, as well as participating in small groups focused on goal setting, building positive relationships, and improving problem solving skills.

Student Aide: 1201 and 2201

Grade Level: 11-12

Credit Value: .25 per semester

Prerequisite: none

Students will be allowed to receive one-fourth (.25) elective credit for serving as a student aide, for a maximum of two semesters during junior and senior years. Student aides will receive a pass/fail grade. A passing grade will not be used in the determination of a student's grade point average or class rank.

Credit Recovery (Extended Day after School Credit):

Grade Level: 9-12

Credit Value: .5 per semester credit

Prerequisite: none

Required Materials: Complete necessary SouthWest Metro Educational Cooperative paperwork
Writing utensil and Chromebook

Course Description: Credit recovery is for students that fail a required course towards graduation. This is an opportunity to make up .5 credit per session. Sessions are available in the fall, spring, and summer. Students must complete required online materials and sixty hours of seat time by the end of each session. See Counselors for more information and sign up forms.

VOCATIONAL EDUCATION

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

For articulation agreement information for these courses go to <https://ctecreditmn.com>

Veterinary Science (only 1st semester 2021/22): 1540

Fees: No fee

This course will investigate scientific concepts relating to the care of animals. Students will study the nutrition, safety, training, health, and general care of companion animals. The course will focus on dogs, cats, rabbits, birds, reptiles, and fish. Laboratory activities will provide opportunities for problem-solving through practical applications to learn scientific concepts. Application to current issues will also be explored.

Specific Learning Outcomes:

- Categorize types of companion animals.
- Determine companion animal selection criteria.
- Diagram animal anatomy and physiology.
- Evaluate companion animal health condition.
- Identify health issues relating to companion animals.
- Recognize the importance of spay/neutering.
- Describe basic animal genetics.
- Design housing requirements for companion animals.
- Clean and sanitize animal facilities.
- Compare different feeds and their relationship to nutritional quality.
- Compare signs of different companion animal behavior.
- Apply first aid care to companion animals.
- Practice routine grooming (teeth, nails, ears, eyes).
- Demonstrate safe handling techniques of companion animals.
- Develop an exercise program for a companion animal.
- Identify professional societies and organizations (Humane Society, AKC, ARBA, AVMA).
- Identify potential careers in the companion animal industry.



Plant and Soil Science (only 2nd Semester 2021/22): 2540

Fees: No fee

Post-Secondary Accreditation

Students may be eligible to receive post-secondary credits for career and technical courses completed

This course is intended to teach you how to increase plant numbers, through asexual and sexual propagation (asexual propagation results in lots of plants which all look the same) and the basic biology behind why this is possible. Throughout the term, we will concentrate on biological concepts and apply these concepts to propagating plants. By the end of the course, you should be able to answer the question "How do I propagate and what effects do soil and nutrients have on propagation?"

Course goals: The objectives of this course are to provide experience in application of techniques used to propagate horticultural plants and understand the conceptual basis for these practices. This is a hands-on laboratory course. Specifically: Be able to recognize, describe, and define biological phenomena, concepts and terms using the language of biology. Be able to provide examples to analyze and explain biological phenomena and concepts; recognize biological phenomena in unfamiliar situations; use scientific ways of knowing to investigate problems. Be able to apply biological knowledge and ways of knowing to personal and professional decisions.

Automotive Technology A and B: 1520 and 2520

Grade: 12

Credit Value: 1 per semester

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

Automotive Technology Curriculum

The duration of the course is two years. Semesters one and two will be covered in odd numbered school years, 2017/2018 for example. Semesters three and four will be covered on even numbered school years, 2018/2019 for example.

Semester One (2019-20)

- Auto shop safety
- Brakes (ASE 5)
- Heating and A/C (ASE 7)

Semester Two (2019-20)

- Auto shop safety
- Engine performance (ASE 8)
- Engine repair (ASE 1)

Semester Three (2020-21)

- Auto shop safety
- Steering and Suspension systems (ASE 4)
- Manual drive train & axles (ASE 3)

Semester Four (2020-21)

- Auto shop safety
- Electrical/Electronics systems (ASE 6)
- Automotive transmissions & transaxles (ASE 2)



Course Description: Computer Repair and Certification gives you the knowledge and ability to work with computers and operating systems in order to...

- Go to college (2 or 4 year) in some aspect of computers (hardware, networking or programming)
- Not have to ask for help while using a computer, ever.
- Build or upgrade your own computer and software.
- Get jobs working on computers while in college.
- Become an industry recognized and "certified" computer technician.

The content of this course tracks towards learning the material required to pass either the TestOut PC Pro or CompTIA A+ exams. These are computer industry recognized exams. This course duplicates the first course of many colleges in the study of computer systems and networking.

1st Semester:

You will learn the parts and components of computer hardware, including:

- Being a PC technician
- System Components: power supply, motherboard, processors, etc.
- Peripheral Devices: USB, display, firewire, etc.
- Storage: drives – ATA, Serial ATA, SCSI, File System, RAID, and SSD
- Networking: hardware, Ethernet, network addressing – IP v4, IP v6, utilities, HomeGroup
- Printing: configuration, management, maintenance
- Mobile Devices: notebook computers, apps, maintaining

2nd Semester:

You will learn about operating systems, specifically user and computer settings:

- Windows System Management: preferences, performance, users and groups, applications, updates
- System Implementation: components, pre/post install considerations
- File Management: locations, managing, NTFS, sharing, offline
- Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls, proxy
- Troubleshooting: motherboard, storage, video, etc.

Students are encouraged to start in fall semester, however they can also start spring semester and complete the course the following fall. Taking or passing either exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the PC Pro exam during class.

This class is a prerequisite for the computer networking class. This course requires a desire to understand computers, to work inside computers and to repair them. This is not a computer gaming class.

Construction Technology: 1510 and 2510
Credit Value: 1 per semester



Grade Level: 12
Prerequisite: None

Required Materials: Basic hand tools

Course Description: Welcome to the world of construction! You are joining the eight million Americans who have chosen a career in this lucrative field. Construction is one of the nation's largest industries, offering excellent opportunities for high earnings, career advancement, and business ownership. Work in construction offers a great variety of career opportunities. People with many different talents and educational backgrounds-skilled crafts persons, managers, supervisors, and superintendents-find job opportunities in construction and related fields. As you will learn throughout your training, many other industries depend upon the work you will do in construction. From houses and office buildings-everything begins with construction. Hanging Cabinets, House Moving Theory, Interior Trim.

Semester 1

Hand & Power Tools
Building Permits
Building Codes
Building Site Prep
Foundations
Fasteners
Measuring
Floor Systems
Blueprint Reading
10 Hour OSHA Safety Certification
Rafters/Trusses/Roof Systems
Nailing Patterns
Exterior and Interior Wall Framing
Assist in Installation of Electrical, Plumbing, Heating and Air Conditioning

Semester 2

Safety
Ventilation
Insulation & Vapor Barriers
Siding
Cornice
Fascia
Roofing
Blueprint Reading
Drywall Applications & Finishing
Door & Window Installation
Staining & Painting
Floor Finishing
Hanging Interior Doors

Cosmetology A and B: 1530 and 2530
Credit Value: 1 per semester

Grade Level: 12
Prerequisite: None

Supply Fee: \$85 Lab Fee (includes equipment kit and product supplies)

Course Description: Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business. This program is offered in a licensed Cosmetology School setting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

Semester 1

Introduction to MN State Laws and Rules
Safety and Infection Control
Introduction to Hair
Introduction to Hair Styling
Introduction to Hair Design
Haircutting
Hair Styling
Practical Application
Post-Secondary Accreditation

Semester 2

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

Course Description: The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related college programs are available at two and four year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from Normandale Community College.

Communications and criminal justice ethics will be a part of each semester's study plan.

1st Semester: Introduction to Criminal Justice (Fall '21)

- Crime and Social Control
- Discretion in the CJ System
- Bill of Rights
- Criminal Law
- Crime Trends and Crime Mythology
- Crime and the News
- Crime in the U.S.
- Official Sources of Crime Data
- Traditional & Community Policing
- Purposes of Policing
- Police and Legal Issues
- Recruitment Process and MN Post Requirements
- Minorities and CJ System
- Criminal Law
- Criminal Trial Process
- Courts
- Sentencing
- Death Penalty
- Community Corrections
- Prisons and Jails

1st Semester: Police and Community (Fall '22)

- Origins of U.S. Policing
- Police Discretion
- Contemporary Policing
- Community Policing
- Police and Crime Fighting
- Calls for Police Services
- Arrest and Booking
- Use of Force
- Police Shootings
- MN Post Board
- Police Attitudes and Behaviors
- Racial Profiling
- Police and Domestic Violence
- Special Police Units
- Police Conduct and Ethics

2nd Semester: Juvenile Justice and Delinquency (Spring '22)

- Definitions, Measurements, and Process
- History & Philosophy of Juvenile Justice System
- Theories of Delinquency
- Youth in Society
- Risk and Protective Factors
- Juvenile Brain
- Juvenile Victims
- Juvenile Offenders
- Youth Gangs
- Police & Juveniles
- School Violence
- Gender and Delinquency
- Pre-trial & Diversion
- Juvenile Court
- MN Juvenile Court Act
- Rules of Juvenile Court
- Juvenile Corrections
- Significant cases in Juvenile Justice

- Terrorism and Law Enforcement
- Current Issues in Policing
- Police Corruption
- Police and Legal Issues
- Patrol
- Investigation
- Police Organization
- Hiring Process
- Police Socialization

2nd Semester: Intro. to Corrections (Spring '23)

- Origins of Corrections
- Philosophy of Corrections and Changes
- Social Interventions and Juvenile Diversion
- Understanding Recidivism
- Jails and Prisons

- Probation and Parole
- Community Corrections
- Plea Bargaining
- Drug Courts
- Juvenile Courts
- The War on Drugs and Prison
- Minorities and Incarceration
- Life Sentences
- The Death Penalty
- Three Strikes and You're Out Policies
- Mandatory Minimum Sentences/Truth in Sentencing Policies
- Treatment vs. Punishment
- Restorative Justice Model
- Chemical Dependency and the Law
- Policies Discretion: Judges, Lawyers
- Mentally Ill and Incarceration
- Elderly and Incarceration
- Addiction and Incarceration

SouthWest Metro Intermediate District offers Concurrent Enrollment courses through Normandale Community College. Through the Concurrent Enrollment partnership, qualified students can earn free college credit prior to high school graduation. The concurrent enrollment program offers college courses to high school students:

- Taught by high school teachers with similar credentials to college faculty
- In the high school
- During the regular school day

Qualified students are:

Juniors in the top 70% of their class

Seniors in the top 50% of their class

We offer the Accuplacer test on campus or students may take it at Normandale for their scores to be evaluated for eligibility.

Graphic Design and Printing A and B: 1575 and 2575

Credit Value: 1 per semester

Grade Level: 12

Prerequisite: None

Required Materials: 1" 3-ring binder and a 4GB flash drive

Course Description: The Graphic Design and Print program is designed for any student with an interest in the digital arts. Students in the first year of the program develop a strong design foundation using industry standard Adobe programs. In the first year of the program students who take the full year will have the opportunity to make T-shirts, stickers, buttons, car decals, posters, and custom screen printed products while gaining the necessary skills to stand out in a post secondary program or jump right into industry opportunities.

Semester 1

Intro to Design and Color Theory
 Typography
 Logo Design
 Custom Stickers and Buttons
 T-shirt Design
 Mac OS Overview
 Adobe Illustrator
 Exporting DXF Files & Vinyl Cutting
 Intro to Screen Printing
 Adobe Photoshop
 Introduction to Offset Press

Semester 2

Adobe InDesign
 Advertising Layout
 Printing and Binding Techniques
 Packaging
 Publication Layout
 Intro to Offset Printing
 Branding
 Intro to Web Design
 Industry Application - Job Costing, Design Briefs, Workflow, File Management

MEDICAL CAREERS PROGRAM

Medical Careers : 1585 and 2585

Credit Value: 1 per semester

Grade Level: 12

Prerequisite: None

These courses provide opportunities for students to explore different types of healthcare career fields. The classes provide technical medical training with the goal to provide certification for students who complete all the steps. Take your interest in careers in health care to the next step. Get a first-hand look at the skills and competencies needed to work in healthcare. This course will focus on the skills that would be required of anyone working in a healthcare setting while focusing on earning industry certifications. Medical terminology and concepts are embedded in all of our Medical Careers classes. Earning certifications are an option and not required to receive high school credit. College credit is available for students who earn their certifications and complete all requirements.

Our program is divided into the nursing assistant and Opportunities in Emergency Care (OEC) programs.

Emergency Medical Responder (EMR) – 1st semester

EMR is the first course in the OEC program. Medical training required of firefighters and law enforcement, students will learn about emergency services, advanced first aid, and healthcare provider CPR. This course includes a focus on learning anatomy and physiology and provides many field experiences to do hands on skills.

Certifications:

BLS for the Healthcare Provider

Certifications are through the American Heart Association Certification

Required Materials: \$6 for BLS certification

College Credit (EMR only as of December 2017):

Concurrent Enrollment credits are available from Normandale Community College

To enroll for college credit, students are required to:

Fill out an application, provide a transcript and take a college entrance exam (Accuplacer).

Emergency Medical Technician (EMT) – 2nd semester

Prerequisite: 1st semester EMR Course

Required Materials: For certification, students will need to pass a background check (\$29.10), get screened for Tuberculosis, and purchase a uniform.

Certification Testing: State skills test and National exam (around \$125)

EMT is the second course in the OEC program. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries, and accident scenes. EMTs are often employed by ambulance services, governments, and hospitals, but are also by fire departments, police departments, and there are many firefighter/EMTs and police officer/EMTs. EMTs operate under a limited scope of practice and are typically supervised by a medical director who is a physician. EMR certification is a prerequisite to this semester long course.

The criteria for earning industry certifications come from the issuing institutions and are generally higher than that of a typical high school class. In order to earn these certifications, students may need to put in time outside of class for clinicals, studying, or practicing skills as well as to taking state tests. While all students may not earn the certifications, all will leave the class with an understanding of medical careers.

OEC Intern – available full year

Elective: Grade 12

Prerequisite: EMT

OEC interns is for students who have completed their EMT training as a junior. In this course, students learn leadership skills while assisting the instructors teach skills and scenarios to first-year students. Students earn their CPR instructor certification, learn advanced skills such as IVs, heart monitors, and endotracheal tubes, and work on various projects. Projects may include running our blood drive, free CPR week event, or raising public awareness about public health issues. OEC interns also have the opportunity to volunteer or shadow at local healthcare facilities.

Certifications:

CPR Instructor

Certification is through the American Heart Association Certification

Required Materials: \$20 for BLS certification

Nursing Assistant – 2nd semester

Required Materials: For certification, students will need to pass a background check (\$29.10), get screened for Tuberculosis, and purchase Navy Blue scrubs.

Certification Testing: State skills and knowledge test (around \$200)

Approved through the Minnesota Department of Health, Nursing Assistant will train students to work directly with residents of a long term care facility. Clinical rotations are conducted at Auburn Manor in Chaska. Students will learn the curriculum and skills required to take the state Nursing Assistant Registry Exams. Students also earn certifications in basic first aid and CPR through the American Heart Association.

Certifications:

CPR/AED, First Aid, and BLS for the Healthcare Provider

Certifications are through the American Heart Association Certification

Required Materials: \$20 for First Aid certification

Required Materials: \$6 for BLS certification

Trained Medicine Aide (TMA) – one semester - available either Spring or Fall

Prerequisite: Nursing Assistant

TMA students learn to pass medications in a nursing home setting. The knowledge and skills is useful for other professional tracks and settings. Students learn about drug classifications, actions, and interactions as well as the procedures for the actual administration of the medication. TMA students usually also complete a week long IV unit.

This class is google classroom based since the instructors are teaching nursing assistants at the same time. Students can ask questions and work on their skills periodically with the instructors. Students help with nursing assistant skills and serve as a TA for the nursing assistant class.

TMA certification is not currently available, so this class is meant to give students additional experience and knowledge in the medical field.

The Photography & Videography Multimedia Program at SouthWest Metro is designed for students looking to excel in creative fields surrounding still and motion imagery. Students in this program learn from practicing industry professionals, while developing their skills and creating a portfolio and resume that will include job shadows, internships and client work. Students will become proficient in Adobe Photoshop, Lightroom, Premiere Pro, After Effects and Audition.

SouthWest Metro will provide every student with an Adobe Creative Cloud License and the ability to check out industry-standard photography, videography, lighting and sound equipment.

Students in this program are concurrently enrolled through Dakota County Technical College and receive college credit for successful completion of these courses.

Semester 1:

- Still & motion camera operation
- Understanding exposure
- Understanding lenses
- Principles of composition
- Using & manipulating natural light
- Adobe Photoshop proficiency
- Industry-standard file management & editing practices
- Foundational concepts of video
- Posing and blocking
- Adobe Premiere Pro introduction
- Tripods, dollies, reflectors and diffusers
- Color management

Semester 2:

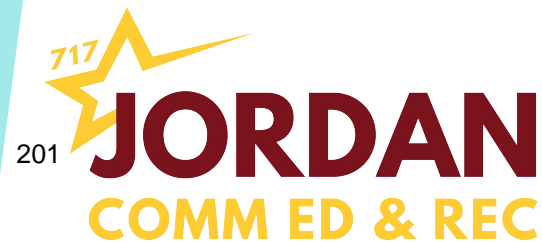
- Metering light
- Strobe & constant lighting
- Lighting patterns and ratios
- Studio equipment
- Advanced posing and blocking
- Location lighting
- External sound (microphones)
- Adobe Lightroom proficiency
- Adobe Premiere Pro proficiency
- Job shadow opportunities
- Introduction to resumé and portfolio development
- Printing concepts
- Advanced color management



COMMUNITY EDUCATION AND RECREATION CENTER

ANNUAL REPORT 2021

Steven Jensen | Director
Community Education and Recreation
Jordan Public Schools



HOW COVID-19 IS IMPACTING THE CERC AND RECREATION?

▶ CERC Closures

- ▶ Mar 16- Jun 15: **91 days**
- ▶ Nov 20- Dec 18: **28 days**



The CERC was
closed a total of
119 days in 2020

All memberships were
frozen during this time.



CERC MEMBERSHIP NUMBERS

	2019	2020	% loss
Family Annual	275	103	-62.5%
Family Monthly	1004	559	-44.3%
Adult Track Annual	72	47	-34.7%
Adult Annual	27	13	-51.9%
Adult Monthly	583	294	-49.6%
Senior Annual	54	23	-57.4%
Senior Monthly	48	18	-62.5%
Student Annual	51	39	-23.5%
Student Monthly	330	188	-43%
Total Members	2512 <small>204</small>	1306	-48%

*Each Household member counted as one.

CERC BUDGET (by calendar year)

CERC (Jan 2020-Dec 2020)

2019

2020

REVENUE:

City contribution	\$56,000.00	\$56,000.00
Revenue received from membership	\$242,948.12	\$136,331.13

EXPENSES:

January thru December 2019

Salary and Benefits	\$123,927.45	\$104,281.34
Purchased Services (utilities and snow plow)	\$55,629.47	\$48,369.24
Supplies	\$14,067.85	\$8,034.12
Equipment	\$6,807.84	\$126.26
Total	\$200,432.61	\$160,810.96

NET GAIN:

²⁰⁵
\$98,515.51 **\$31,520.17**



REC NUMBERS (by calendar year)

Calendar Year	2019	2020	% loss
Youth Recreation	2,815	1,367	-51.4%
Adult Recreation	398	162	-59.3%
Total Registrations	3,213	1,529	-52.4%



REC BUDGET (calendar year 2019)

	2019			2020		
	Youth	Adult	Total	Youth	Adult	Total
REVENUE						
Tuition	\$136,097.50	\$21,301.00	\$157,398.50	\$89,897.75	\$6,874.00	\$96,771.75
City Contribution			\$27,540.00			\$28,090.80
Total Revenue	\$136,097.50	\$21,301.00	\$184,938.50	\$89,897.75	\$6,874.00	\$96,771.75
EXPENSES						
Sal/ Benefits	\$6,974.92	\$3,329.17	\$10,304.09	\$38,507.30	\$10,029.65	\$48,536.95
Consulting fees	\$30,801.00	\$0.00	\$32,520.00	\$60,032.10	\$287.10	\$60,319.20
Supplies/Equipment	\$27,273.96	\$59.20	\$27,138.61	\$ 8,862.03	\$292.92	\$9,154.95
League fees	\$3,638.50		\$3,638.50	\$ 300.00	0	\$300.00
Maintenance/repairs	\$3,215.21		\$3,215.21	\$ 4,828.67	0	\$4,828.67
Total Expenses	\$71,903.59	\$3,388.37	\$76,816.41	\$112,530.10	\$ 10,609.67	\$ 123,139.77
NET GAIN	\$64,193.91	\$17,912.63	\$108,122.09	\$(22,632.35)	\$(3,735.67)	\$(26,368.02)

CHALLENGES

- ▶ **Navigating all the changes from MDH, MDE, and CDC**
 - ▷ We have done everything we can to create opportunities for the community, and we will continue to get creative as the changes come.
- ▶ **Enforcing the regulations placed on the CERC's daily operation**
 - ▷ Face coverings
 - ▷ Capacities
 - ▷ Usage



FUTURE GOALS

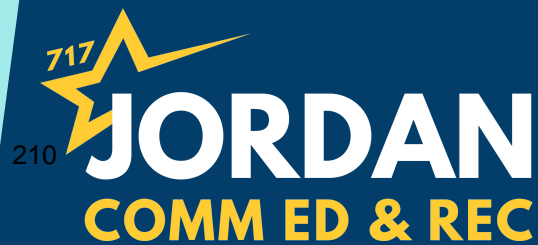
- ▶ Get back to a normal programming year
- ▶ Begin a replacement rotation on equipment
- ▶ New Active Net contract
- ▶ Continued increase of memberships and participation





THANK YOU

Any questions?





Executive Summary: 2020-2021 Revised Budget

Submitted by: Amy Hafemann, Director of Finance

As a reminder, budgets are only a projection of expected revenue and expenditures. Districts do revised budgets because of the changes that occur after the board approval of the adopted budget. There have been many changes since the previous budget approval and many variables to keep in mind as we go through the proposed revised budgets of each fund.

Fund 01 - General Fund

- **Revenue changes**

- New note on the following spreadsheets: the first page of the General Fund does not include Capital and LTFM \$\$. I made the decision to separate these revenues and expenditures
- Revenue is based on enrollment of 1,842. This number is made up of K-12 students, 20 ECSE students, and 13 tuitioned students. That number is 4 ADMs less than the adopted budget.
- Federal \$ amounts have increased due to CARES Funding. Since the adopted budget, the Federal CARES \$s are as follows:
 - ESSER \$ 63,100.00
 - ESSER - 9.5% \$ 44,065.00
 - GEER \$ 22,161.00
 - CRF Funds \$486,488.00
 - Scott Cty \$ 53,175.00
 - HHS CARES \$ 1,482.00
 - All the \$s listed above, except the \$s received from HHS, need to be expended and then the district submits to MDE to receive the revenue
 - The CRF Funds have all been expended and revenue received.
 - The ESSER and GEER Funds have more stipulations on the spending, but I believe will be expended before June 30.
- Also included in the revenue is an unexpected \$81,000 that SW Metro Intermediate District will repay due to a loan the district gave them many many years ago.
- The estimated revenue increase of \$800,000 is due to CARES \$s and the SW Metro loan repayment. These are all 1 time \$s
- **Expenditure Changes**

- Increase in salaries and benefits due to the MDE mandate of an online learning plan (JVA)
- Decrease in Purchased Services include the following variables
 - Less \$\$ spent in sub teacher costs
 - No field trip and other activities cancelled due to COVID
- Increase in Supplies & Materials-the majority of the CRF Funds was spent out of those account codes; i.e. new staff devices and K-2 devices
- Increase in Equipment - new security cameras that were purchased out of Safe School \$\$

At this point in time, I am projecting the district of overspend by an estimated \$157,268 and the Unassigned Fund Balance to be an estimated \$1,833,224. Remember, these #s do not include Capital or LTFM \$s.

Again these numbers are just a projection and will most likely change by the end of our fiscal year, June 30, 2021.

Fund 01 - General Fund - Capital and LTFM

- Total revenue projected is \$1,148,509 and expenditures are projected to be \$941,030. I am projecting to spend the capital \$s leaving the projected fund balance at 0, and the projected LTFM fund balance to be an estimated \$224,000. The increased fund balance in LTFM \$s is because there were not as many projects planned for this school year.

Fund 27 (Student Activities - crosswalked to Fund 01 - now under board control)

The Student Activities Account is projected to have a fund balance of \$112,837. This number is made up of various student activities including Music, Spanish, Wolf Ridge, and other accounts. The Wolf Ridge was cancelled this year, and the Spanish trip is going to take place next fiscal year.

Fund 02 (Food Service)

The Food Service fund is in a tight place. I am projecting the Food Service Fund to overspend by \$115,000. This is just a projection and will change. As other districts, we are providing free meals to all students, but not having the food sales has brought the revenue down. The federal reimbursement for the free meals does not cover all of the expenses, leaving Fund 02 with a negative fund balance. We did transfer \$24,000 from the district's LTFM fund balance on June 30, 2020 to subsidize the negative balance.

Fund 04 (Community Education)

Community Education is also projected to overspend by \$75,000. The overspending is due to a loss of revenue due to COVID. Community Education still had to provide free daycare to essential workers and also lost revenue during the mandated CERC closures. The Reserved for Community Education fund balance is projected to be a negative \$129,000, this fund is allowed to be in the negative. Considering all of the obstacles Community Education has had to overcome, this outcome is not unexpected. Again, this is only a projection.

Fund 07 (Debt Service)

Debt Service will use a portion of the fund balance for FY2020-2021.

Fund 20 (Self-Insured Dental)

Fund 20 (Self-Insured Dental Fund) is projected to remain healthy and the projected fund balance on June 30 is to be around \$57,000

Fund 06 (Construction Fund)

The \$s remaining in Fund 06 are the COP Land Purchase \$s. These \$s can be used for anything related to that land.

Please keep in mind that the programming, activities and costs that were cut due to COVID, are expected to be brought back into the expenditure budget for FY 2021-2022.

It is my recommendation that the Board of Education approve the 2020-2021 Budget Revision.



**General Fund Budget
2020-2021 School Year
does not include Capital and LTFM \$s**

	FY2019-2020 Audited Actuals	Adopted Budget	FY2020- 2021 Revised Budget
BEGINNING FUND BALANCE, JUNE 30	\$2,333,159	\$2,145,492	2,145,492
REVENUES:			
Local Sources	2,368,045	2,268,241	2,319,754.00
State Sources-	17,018,705	16,664,121	16,698,507.00
Federal Sources	474,687	484,000	1,219,010.00
Local Sales and Reimbursements	80,272	25,600	23,561.00
TOTAL FUND 01	19,941,708	19,441,962	20,260,832.00
TOTAL REVENUES	\$19,941,708	\$19,441,962	20,260,832.00
EXPENDITURES:			
Salaries and Wages	12,924,695	12,715,899	12,947,576
Employee Benefits	3,447,504	3,418,646	3,493,114
Purchased Services	3,235,132	3,216,981	3,031,605
Supplies and Materials	425,771	433,075	808,998
Capital Expenditures	60,917	24,259	84,228
Other Expenditures	148,511.56	36,419	52,579
Other Financing Sources	30,485	-	-
TOTAL EXPENDITURES	\$20,273,015	\$19,845,279	20,418,100.00
SURPLUS OR (DEFICIT)	-\$331,307	-\$403,317	-157,268.00
ENDING FUND BALANCE, JUNE 30	\$2,145,492	\$1,742,175	\$1,988,224
Analysis of Equity Balances as of:	06/30/20	06/30/21	6/30/2021
Nonspendable	49,342	25,000	50,000
Restricted/Reserved			
Staff Development	5,734	5,000	5,000
Scholarships - Beginning FY2019-2020	142,639	140,000	140,000
Learning and Development	-	-	-
Achievement & Integration	-	-	-
Area Learning Center	58,152	10,000	10,000
Gifted and Talented	-	-	-
Basic Skills	994	-	-
Basic Skills - Extended time	22,663	-	-
Safe Schools	(30,199)	(65,000)	(70,000)
Medical Assistance	29,193	20,000	20,000
Teacher Dev & Evaluation	-	-	-
Total Restricted/Reserved	229,175	110,000	105,000
Unassigned	1,866,974	214 1,607,175	1,833,224
Total Equity Balances	2,145,492	1,742,175	1,988,224

**General Fund Budget
2020-2021 School Year**

CAPITAL & LTFM BUDGET

	FY2019-2020 Audited Actuals	FY2020-2021 Adopted Budget	FY2020- 2021 Revised Budget
BEGINNING FUND BALANCE, JUNE 30	\$106,177	\$15,492	15,492
REVENUES:			
Local Sources	603,254	595,166	585,166.00
State Sources-	573,383	548,642	561,343.00
Federal Sources	0	0	0.00
Local Sales and Reimbursements	0	0	2,000.00
TOTAL FUND 01	1,176,638	1,143,808	1,148,509.00
TOTAL REVENUES	\$1,176,638	\$1,143,808	1,148,509.00
EXPENDITURES:			
Salaries and Wages	69,542	13,300	13,300.00
Employee Benefits	20,216	7,184	6,761.00
Purchased Services	129,259	132,539	134,694.00
Supplies and Materials	166,466	281,972	200,500.00
Capital Expenditures	841,316	400,272	574,775.00
Other Expenditures	15,901.96	20000	11,000.00
Other Financing Sources	24,623	0	0.00
TOTAL EXPENDITURES	\$1,267,324	\$855,267	941,030.00
SURPLUS OR (DEFICIT)	-\$90,686	\$288,541	207,479.00
ENDING FUND BALANCE, JUNE 30	\$15,492	\$304,033	\$222,971
Analysis of Equity Balances as of:	06/30/20	06/30/21	6/30/2021
Nonspendable	0	0	
Restricted/Reserved			
Capital	-		
	3,252	-	-
LTFM	12,239	30,188	222,971
	-		
Total Restricted/Reserved	15,492	30,188	222,971
Total Equity Balances	\$ 15,491.57	\$ 30,188.00	\$ 222,971.00



**STUDENT ACTIVITIES
2020-2021 School Year**

	2019-2020		2020-2021		2020-2021
	Actual Rev/ Exp		Adopted Budget		Revised Budget
FUND BALANCE, JUNE 30	\$ 85,233	0	107511.98	0	\$ 107,512
REVENUES:					
Revenues: State - Fed - Local Sources	\$ 190,763		\$ 94,300		\$ 24,094
TOTAL REVENUES	\$ 190,763		\$ 94,300		\$ 24,094
EXPENDITURES:					
Supplies & Purchases	168,483		51,700		18,769
TOTAL EXPENDITURES	\$ 168,483		\$ 51,700		\$ 18,769
SURPLUS OR (DEFICIT)	\$ 22,279		\$ 42,600		\$ 5,325
FUND BALANCE, JUNE 30	\$ 107,512		\$ 150,112		\$ 112,837

Variables

Spanish trip was pushed back to FY2022
 Now crosswalked to Fund 01
 (Means that in MDE eyes - this is combined with
 the General Fund - 01)



**FOOD SERVICE
2020-2021 School Year**

	2019-2020		2020-2021		2020-2021
	Actual Rev/ Exp		Adopted Budget		Revised Budget
FUND BALANCE, JUNE 30	\$ -		\$ -		\$0
REVENUES:					
Revenues: Local Sources	\$ 935,139		880900		75,013
State Sources					2,110
Fed Sources					597,051
TOTAL REVENUES	\$ 935,139		\$ 880,900		674,174
EXPENDITURES:					
Salaries and Wages	\$ 364,973		368,863		335,055
Employee Benefits	67,738		60,533		72,145
Purchased Services	45,624		45,560		32,890
Supplies and Materials	469,021		397,200		341,640
Capital Expenditures	-				7,192
Other Expenditures	748		750		866
TOTAL EXPENDITURES	\$ 948,104		\$ 872,906		\$ 789,788
SURPLUS OR (DEFICIT)	\$ (12,965)		\$ 7,994		\$ (115,614)
FUND BALANCE, JUNE 30	\$ -		\$ 7,994		\$ (115,614)
TRANSFER FROM GENERAL FUND- LTFM	\$ 24,623				
FEDERAL REIMBURSEMENT FOR SFP (FREE BREAKFAST/LUNCH PROGRAM) INCREASED 01/01/2021					



COMMUNITY EDUCATION

2020-2021 School Year

	2019-2020	2020-2021	2020-2021
	Actual Rev/ Exp	Adopted Budget	Revised Budget
FUND BALANCE, JUNE 30	\$ 348,540	\$ 259,550	\$ 259,550
REVENUES:			
Revenues: Local Sources	\$ 1,118,531	\$ 948,970	971,379
State Sources	131,327	132,636	129,280
Local Sales-fees	131,590	125,000	125,000
TOTAL REVENUES	\$ 1,381,448	\$ 1,206,606	1,225,659
EXPENDITURES:			
Salaries and Wages	\$ 940,177	843,835	840,354
Employee Benefits	188,133	185,722	182,645
Purchased Services	233,424	185,716	188,654
Supplies and Materials	68,529	50,285	51,745
Capital Expenditures	11,021	1,000	11,695
Other Expenditures	29,154	25,920	26,300
TOTAL EXPENDITURES	\$ 1,470,437	\$ 1,292,478	\$ 1,301,393
SURPLUS OR (DEFICIT)	\$ (88,989)	\$ (85,872)	\$ (75,734)
FUND BALANCE, JUNE 30	\$ 259,550	\$ 173,678	\$ 183,816
Analysis of Equity Balances as of:	\$ 1,144	\$ 2,288	\$ 1,145
Nonspendable			
Reserved for Community Education	\$ (116,975)	\$ (159,829)	\$ (129,631)
Reserved for ECFE	\$ 46,605	\$ 54,036	\$ 48,870
Reserved for School Readiness	\$ 270,602	\$ 97,000	\$ 202,584
Total Restricted Reserved	\$ 200,233	\$ (8,793)	\$ 121,824
Restricted-Other Purposes	\$ 58,173	\$ 59,000	\$ 60,847
FUND BALANCE, JUNE 30	\$ 259,550	\$ 52,495	\$ 183,816

COM ED - variable

**Revenue does not include \$15,000 of Scott County
CARES Relief Funds**



**DEBT SERVICE
2020-2021 SCHOOL YEAR**

	2019-2020		2020-2021		2020-2021
	Actual Rev/ Exp		Adopted Budget		Revised Budget
TOTAL FUND BALANCE, JUNE 30	\$ 19,840,595		\$ 20,339,026		\$ 20,339,026
REVENUES:					
Local Sources	\$ 4,118,774		\$ 3,255,838		\$ 3,061,959
State Sources	159,147		23,000		186,678
Sale of Bonds					
TOTAL REVENUES	\$ 4,277,921		\$ 3,278,838		\$ 3,248,637
EXPENDITURES:					
Debt Service Expenditures	\$ 3,779,490		\$ 3,389,840		\$ 3,389,840
TOTAL EXPENDITURES	\$ 3,779,490		\$ 3,389,840		\$ 3,389,840
SURPLUS OR (DEFICIT)	\$ 498,431		\$ (111,002)		\$ (141,203)
FUND BALANCE, JUNE 30	\$ 20,339,026		\$ 20,228,024		\$ 20,197,823



**DENTAL INS-SELF INS FUND
2020-2021 SCHOOL YEAR**

	2019-2020	2020-2021	2020-2021
	Actual Rev/ Exp	Adopted Budget	Revised Budget
TOTAL FUND BALANCE, JUNE 30	\$ 23,644	\$ 47,220	\$ 47,220
REVENUES:			
Revenue - Dental Ins Premiums	\$ 147,348	\$ 115,100	\$ 115,100
TOTAL REVENUES	\$ 147,348	\$ 115,100	\$ 115,100
EXPENDITURES:			
Expenditures-Dental Ins Fees & Claims	123,772	105,000	105,000
TOTAL EXPENDITURES	\$ 123,772	\$ 105,000	\$ 105,000
SURPLUS OR (DEFICIT)	23,577	10,100	10,100
FUND BALANCE, JUNE 30	\$ 47,220	\$ 57,320	\$ 57,320



**Construction Fund
2020-2021 SCHOOL YEAR**

	2019-2020	2020-2021	2020-2021
	Actual Rev/ Exp	Adopted Budget	Revised Budget
TOTAL FUND BALANCE, JUNE 30	\$ 53,584	\$ 30,734	\$ 47,220
REVENUES:			
Revenue	\$ 861	\$ 400	\$ 20
TOTAL REVENUES	\$ 861	\$ 400	\$ 20
EXPENDITURES:			
Expenditures-	23,711	20,000	11,000
TOTAL EXPENDITURES	\$ 23,711	\$ 20,000	\$ 11,000
SURPLUS OR (DEFICIT)	(22,850)	(19,600)	(10,980)
FUND BALANCE, JUNE 30	\$ 30,734	\$ 11,134	\$ 36,240

February 8, 2021 Board Report

Thank you for your incredible support and partnership! Below you will find the Superintendent's Monthly Board Report.

Learning Model Update- Rolling Start Complete

- Jordan Public Schools has implemented a "Rolling Start" with students K-12.
 - Grades K-2 and 5-6 began in-person learning on January 19th.
 - Grades 7-12 began Hybrid model learning on January 25th .
 - Grades 3-4 began in-person learning February 1st.
- As of Monday, February 1st, we have completed our rolling start for our K-6 In-Person and 7-12 Hybrid models.
- It has been incredibly smooth thanks to our staff and building leaders in implementing excellent health and safety strategies and helping students transition smoothly.
- Thank you to our families for your support in these transitions!

Monitoring and Planning

- Our team continues to monitor public health data and collaborate with Scott County Public Health.
- Jordan Public Schools will meet with Regional Support on February 19th to discuss our local data and planning moving forward as we consider any future shifts to less restrictive learning models for our Secondary Students in Grades 7-12.
- Staff, though not as many as we would like, have begun receiving opportunities for vaccinations. The county and state have indicated that these opportunities will increase over time.
- We have previously communicated that we would review our learning model following two incubation periods.
- Mid-February we will follow up with communication to our families on any developments and/or firm transition dates.

Enrollment Update

- As of February 1, 2021 our EC-12 monthly enrollment was 1843 students.
- We continue to monitor enrollment and will provide ongoing updates to the board.

20-21 EC-12 Monthly Jordan Enrollment

	End of Year 19-20	20-21 What If ADMs	7/1/2020	8/10/2020	8/31/2020	9/11/2020	10/1/2020	11/2/2020	12/1/2020	1/4/2021	2/1/2021	3/1/2021	4/1/2021	5/1/2021	End of Year	ADM FY21 What Ifs vs. Actual FY21 (Based on Monthly Child Count)
0.5																
Early Childhood	50 [1]	50	50 [2]	50 [3]	50 [4]	50 [5]	36 [6]	37	38	39	44					
EC, ADM adj.	25	25	25	25	25	25	18	18	19	19	22					-25
Kindergarten, HK	25	15	11	16	17	15	18	13	14	13	15					-15
Kindergarten	108	80	62	84	91	96	92	95	94	94	95					-80
Grade 1	116	134	134	132	134	124	123	120	121	123	124					-134
Grade 2	120	117	118	118	126	117	113	115	115	115	117					-117
Grade 3	119	120	122	126	131	129	128	129	130	130	130					-120
Grade 4	130	121	121	119	120	113	114	114	115	115	116					-121
K-4 Total	618	587	568	595	619	594	588	586	589	590	597	0	0	0	0	-587
Grade 5	155	132	133	135	139	131	130	129	129	129	130					-132
Grade 6	159	155	155	157	161	160	160	159	160	160	159					-155
Grade 7	141	164	163	164	166	162	160	159	160	159	159					-164
Grade 8	184	140	141	139	142	141	142	140	141	141	144					-140
5-8 Total	639	591	592	595	608	594	592	587	590	589	592	0	0	0	0	-591
Grade 9	157	188	192	187	189	184	184	184	184	182	183					-188
Grade 10	145	159	160	158	162	162	161	162	161	161	162					-159
Grade 11	153	145	145	144	146	144	146	142	143	143	142					-145
Grade 12	137	151	154	153	151	149	147	146	145	145	145					-151
9-12 Total	592	643	651	642	648	639	638	634	633	631	632	0	0	0	0	-643
K-12 Total	1849	1821	1811	1832	1875	1827	1818	1807	1812	1810	1821	0	0	0	0	-1821
EC-12 Total	1874	1846	1836	1857	1900	1852	1836	1825	1831	1829	1843	0	0	0	0	-1846

20-21 EC-12 Monthly Jordan Enrollment

	End of Year 19-20	20-21 What If ADMs	7/1/2020	8/10/2020	9/11/2020	10/1/2020	11/2/2020	12/1/2020	1/4/2021	2/1/2021	3/1/2021	4/1/2021	5/1/2021	End of Year
EC, ADM adjusted	25	25	25	25	25	18	18	19	19	22				
Kindergarten, HK	25	15	11	16	15	18	13	14	13	15				
Kindergarten	108	80	62	84	96	92	95	94	94	95				
Grade 1	116	132	134	132	124	123	120	121	123	124				
Grade 2	120	115	118	118	117	113	115	115	115	117				
Grade 3	119	120	122	126	129	128	129	130	130	130				
Grade 4	130	119	121	119	113	114	114	115	115	116				
Grade 5	155	130	133	135	131	130	129	129	129	130				
Grade 6	159	155	155	157	160	160	159	160	160	159				
Grade 7	141	162	163	164	162	160	159	160	159	159				
Grade 8	184	140	141	139	141	142	140	141	141	144				
Grade 9	157	184	192	187	184	184	184	184	182	183				
Grade 10	145	158	160	158	162	161	162	161	161	162				
Grade 11	153	145	145	144	144	145	142	143	143	142				
Grade 12	137	153	154	153	149	149	146	145	145	145				
Pre K-12 Total	1874	1833	1836	1857	1852	1852	1825	1831	1829	1843				
State Aid Revenue	2019-20	2020-21 Proj	Enrollment 7/1/20	Enrollment 8/5/20	Enrollment 9/11/20	Enrollment 10/1/20	Enrollment 11/2/20	Enrollment 12/1/20	Enrollment 1/4/21	Enrollment 2/1/21	Enrollment 3/1/21	Enrollment 4/1/21	Enrollment 5/1/21	Enrollment End
Basic revenue	\$ 12,985,815.02	\$13,239,901.51	\$ 13,310,822.52	\$ 13,435,590.96	\$13,398,817.10	\$ 13,299,002.35	\$12,950,680.80	\$ 12,990,596.40	\$ 12,973,857.60	\$ 13,069,140.00				

